# Academic Year 2011

## Summer School – 2011
- Summer School begins: Thursday 6 January
- Auckland Anniversary Day: Monday 31 January
- Waitangi (NZ) Day: Sunday 6 February
- Lectures end: Friday 11 February
- Examinations: Monday 14 February – Wednesday 16 February
- Summer School ends: Wednesday 16 February

## Semester One – 2011
- Semester One begins: Monday 28 February
- Mid-semester break/Easter: Monday 11 April – Tuesday 26 April
- ANZAC Day: Monday 25 April
- Graduation: Thursday 28 April, Monday 2 May – Friday 6 May
- Lectures end: Saturday 4 June
- Study break/Examinations: Saturday 4 June – Monday 27 June
- Queen’s Birthday: Monday 6 June
- Semester One ends: Monday 27 June

## Inter-semester break
- Tuesday 28 June – Saturday 16 July

## Semester Two – 2011
- Semester Two begins: Monday 18 July
- Mid-semester break: Monday 29 August – Saturday 10 September
- Graduation: Tuesday 20 September and Thursday 22 September
- Lectures end: Saturday 22 October
- Study break/Examinations: Saturday 22 October – Monday 14 November
- Labour Day: Monday 24 October
- Semester Two ends: Monday 14 November

## Summer School – 2012
- Summer School begins: Wednesday 4 January

## Semester One – 2012
- Semester One begins: Monday 27 February
2011 CALENDAR
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INTRODUCTION

Welcome to The University of Auckland. This Calendar provides details of the University regulations and programmes, together with general information about the University and its staff, and the facilities and services which are available to staff and students.

The Academic Year

The academic year at The University of Auckland is divided into two semesters. Each semester covers a period of about 15 weeks comprising approximately 12 teaching weeks followed by three weeks for study and examination. The first semester starts at the beginning of March and the second semester in mid-July. Each semester has a mid-semester break which lasts for one to two weeks. During the three weeks after the end of lectures, there is a period of study followed by the examinations for the courses studied during that semester. There is a three-week inter-semester break during which results will be published and any further admissions and enrolments processed. At the end of the second semester there is a 13-week break. A small number of specialist courses may be taught during the inter-semester break. A Summer School comprising six weeks operates from the beginning of January. A limited number of courses are available.

The Points System

The value allocated to each course is standardised and is given as a number of points, each degree, diploma or certificate being made up of a specified number of points. From 2006, most courses are offered in values of 10, 15, 20 and 30 points. For instance, the programme for some Bachelors degrees requires the completion of a total of 360 points and most Masters degrees require 120 points. The points value for diplomas and certificates varies according to the discipline and content and full details are listed in the regulations.

Planning a Programme

This Calendar contains the regulations and requirements for each faculty’s degrees, diplomas and certificates. It is important that students read the regulations for the programme they plan to take and ensure that they complete the prerequisites required for subsequent study. The details for each course are listed by faculty and in alphanumeric order in the Course Prescriptions. In addition, there is a range of Interfaculty and Conjoint degrees which are administered and supervised across the faculties. Students planning a programme are also advised to consult faculty and departmental handbooks and seek advice about programmes and course options through the faculty offices and student centres. Intending students should phone 0800 61 62 63 or visit www.auckland.ac.nz for general advice and for information on how to access more specific course advice from faculties.

Admission and Enrolment

The University of Auckland has an online system for admission and enrolment. All new students, and those not enrolled in 2010, who are intending to study at the University in 2011, should complete the online Application for Admission (www.auckland.ac.nz/apply_now). Doctoral students should first complete the Expression of Interest online. If students do not have access to online facilities, Application for Admission forms are available by phone, by mail or in person from: ClockTower Student Information Centre, The University of Auckland, 22 Princes St, Private Bag 92019, Auckland 1142, New Zealand, email studentinfo@auckland.ac.nz, phone 0800 61 62 63.

Students continuing study in a programme commenced before 2006 should refer to the Transition Regulations Handbook, available at www.auckland.ac.nz/transitionregulations and are encouraged to seek enrolment advice from faculty student centres or from the ClockTower Student Information Centre.

Official Communications to Students

Electronic Mail is an official and the primary means of communication with students. All official email to a student will be sent to a student’s current University email address (netid@aucklanduni.ac.nz) and the student is responsible for ensuring that any desired forwarding to other addresses is in place and operating correctly. Failure to read an email does not free the student from understanding or complying with the message.
Arms of The University of Auckland

Azure between three Mullets Argent an open Book proper edged and bound Or with seven clasps on either side Gold on a Chief wavy also Argent three Kiwis proper. On a scroll set below the Arms appear the words ‘Ingenio et Labore’.

Heraldic Description

Azure between three Mullets Argent an open Book proper edged and bound Or with seven clasps on either side Gold on a Chief wavy also Argent three Kiwis proper. On a scroll set below the Arms appear the words ‘Ingenio et Labore’.

Symbolism

The open book together with the motto ‘Ingenio et Labore’, freely translated as ‘by natural ability and hard work’, indicate in a general way the aim of the institution, and combined with the three stars express the idea of learning pursued under the sky of the Southern Hemisphere. The kiwis are indicative of New Zealand as the bird is absolutely confined to its islands and the silver wavy chief upon which they are set directs attention to the fact that Auckland is on the sea coast.

The shield, minus the ribbon containing the Latin motto (called the Crest), is used in combination with the logotype ‘The University of Auckland’ and bar elements to form the University Logo. Guidelines for the Logo are prescribed in the University’s Style Guide.

History of The University of Auckland

As early as 1862 an unknown writer, ‘J.G.’, proposed in Chapman’s New Zealand Monthly Magazine that a university should be established in Auckland. No one took up the suggestion. In the South Island, where the inhabitants were wealthier and keener on education, a university was established in Otago in 1869 and a college in Canterbury in 1873. In 1870, Parliament passed legislation to create the University of New Zealand as an examining body with affiliated teaching colleges. An Auckland politician, later Speaker of the House of Representatives, Maurice O’Rorke, tried to induce Parliament to place the University in Auckland, but he failed. The University of New Zealand had no fixed abode; its Senate met in the main towns in turn.

The citizens of Auckland did nothing to establish a college, but some so-called ‘university’ instruction was provided at the Auckland Grammar School. One student, Kate Edger, in 1877 became the first woman to graduate BA at a British university.

In 1878, O’Rorke was appointed chairman of a Royal Commission to report on higher education. It recommended that university colleges should be established at Auckland and Wellington. In 1882, the Auckland University College was set up by Act of Parliament. Thus the College was a creation, not of the citizens and local government, like those in the south, but of the State.

The applicants for the first four chairs, of Classics and English, Mathematics, Natural Science, and Chemistry and Physics, were interviewed in England by the New Zealand Agent-General and some of the most famous scientists and scholars of the day, including the great Benjamin Jowett of Balliol College, Vice-Chancellor of Oxford University. The men appointed formed an impressive group. The chemist, F.D. Brown, had studied both in France and Leipzig as well as London, and taught at Oxford and London. He had published a dozen papers. Algernon Phillips Thomas, the biologist, was a Balliol man who had discovered the life history of the liver fluke. The classicist, T.G. Tucker, was to become a famous scholar. When he left to go to Melbourne University in 1885, he was succeeded by Hutcheson Macaulay Posnett, an Irishman who had written several books, including one on comparative literature, what would now be called the sociology of literature, a subject which he is credited with inventing. The first professor of Mathematics was drowned shortly after he reached Auckland and he was succeeded by W.S. Aldis, who had been the senior wrangler at Cambridge and was the author of several mathematical books.

The College was formally opened on 21 May 1883 in the Choral Hall, then the largest hall in Auckland. The Governor, Sir William Jervois, announced that the College was to be a thoroughly democratic institution, open to all, women as well as men, and to all classes. He remarked that the first College building was a barn. It was, in fact, a disused courthouse.

When O’Rorke had first tried to secure a university for Auckland, in 1872, he had suggested housing it in Government House, left empty when the capital was moved to Wellington in 1865. This immediately aroused opposition in the newspapers, for many Aucklanders hoped that the capital – and the governor – would eventually return to Auckland. These conflicting ambitions lay at the basis of a recurrent feature of the history of the College, the great ‘site row’ which raged with particular violence in the years 1909-12, with the College trying to get at least part of the grounds of
Government House while numerous citizens strongly opposed it. One result was that for years the College had no permanent site or permanent buildings. Instead, it acquired the disused Admiralty House and a building which had been the original Parliament House. In 1907, the Choral Hall was purchased.

In 1917, the College occupied the deserted Grammar School. Not until 1926 did it acquire its first permanent building, now The Clocktower Building, in Princes Street.

The College was poor: its statutory grant was for many years only £4,000 a year, while educational reserves were of such poor land that they brought in very little. It was small: there were 95 students in 1883; 156 by 1901. Many of the students had not passed the matriculation examination. Most of them were part-time, trainee teachers and law clerks, music students from 1888 onwards, commerce students by 1905. The College was dominated by the lay members of Council, especially by Sir Maurice O'Rorke, who was its chairman from 1883 to 1916. When Professor Aldis complained in 1892 that he had found the College stables occupied by O'Rorke's son's polo ponies he was dismissed! Despite a prolonged public controversy, Council would not reinstate him. Posnett also left, in 1891.

Some of the best professors departed. Most of the remainder grew increasingly out-of-date in their subjects. There was no system of sabbatical or study leave until the 1920s. The teachers simply handed on traditional knowledge: research was not expected and was rarely done. The staff lectured for very long hours. In some subjects research was impossible. For instance, the Library took no mathematical journals, so the mathematicians knew little about recent work. Some students, however, carried out good research, notably in Chemistry. In general, the students were given a good, traditional undergraduate education, but standards were not rigorous and had in some subjects declined by the 1920s.

In that decade and well into the 1930s the College was ruled by a Registrar, Rocke O'Shea, and a new Chairman (President after 1924), another former Cabinet Minister, Sir George Fowlds. Under their not always benevolent dictatorship some improvements were made. The first New Zealand graduates with University recognition for its teaching in the first two professional years. Students then had to go to Canterbury to complete their final year of education. In the course of this battle, in 1917, the College also began instruction in architecture.

The College received a great intellectual stimulus in 1934 when four new professors arrived, H.G. Forder, a very able mathematician, Arthur Sewell, a brilliant lecturer in English, a classicist, C.G. Cooper, and a new historian, James Rutherford.

The College had never had academic leadership. Cocker came to dominate it before and during the Second World War as much as had O'Rorke and O'Shea. But Council now appointed the first Principal (later Vice-Chancellor) K.J. Maidment. He came in 1950 and remained for two decades. He was a Classics don from Merton College, Oxford.

The 1950s was a very difficult period in the history of the College – The University of Auckland, as it was called from 1958 onwards. There was a further, fierce 'site row'. Council wanted to move to a larger site out of town. The National Government in 1956 offered Government House to the College as a compensation for staying in Princes Street. Another 'save Government House' campaign followed. Both academic staff and the public were deeply divided over the issue, which was resolved in 1960: the University was to stay where it was.

The 'site row' held up the building programme for about six years, while student rolls rose rapidly, to 4,000 by 1959, with the result that there was bad overcrowding in quite inadequate buildings – army huts, for instance, were erected. Universities everywhere were expanding rapidly. New Zealand salaries were low and many able Auckland staff were recruited by Australian or other universities. Despite these problems, there was significant progress. New subjects were introduced: Geography, Anthropology, Maori Studies, Fine Arts. There was a new emphasis on staff research. Many of the new and younger
academics became very active researchers, as could be seen in the growing lists of staff publications.

A general improvement in conditions was spearheaded by a committee, the Hughes Parry Committee, which reported on University conditions. Staff salaries were raised. For the first time the students were given fairly generous bursaries, which led to a rapid increase in the proportion of full-time students. The government grant to the University rose rapidly.

There was a massive university building programme, and over the next two decades the campus was transformed as one large building after another was erected: Fine Arts, Science, Engineering buildings, a Student Union, a new Library. A number of new subjects were introduced, including Political Studies, Art History, and Sociology. In 1968, teaching commenced in the new Medical School, which was the most important 'new development'. The period of intensive new construction ended with completion of the new School of Music in 1986 and the Marae complex in 1988. A new precinct to the north of Waterloo Quadrant houses the Law School which moved into its new premises in 1992.

By the end of the 1960s Auckland had the largest University Library in the country, whereas it had usually been the smallest. Most of the credit for this belonged to Kenneth Maidment. One other change must be mentioned. In 1962, the University at last became independent, when the University of New Zealand was abolished.

When Dr Kenneth Maidment departed in 1970, there were 9,300 students. His successor, Dr Colin Maiden, was an Auckland engineer who headed a research division of General Motors in Michigan. One of the first things that struck him in Auckland was the paucity of student facilities. He pushed ahead to get them a theatre, a splendid gymnasium and recreation centre, and a large playing field 'complex'. The entire administrative organisation, from faculties and committees to deputy vice-chancellors, was reformed. The academic boom of the 1960s continued well into the 1970s and several new buildings, like Human Sciences, were built and new subjects, like Management Studies and Computer Science, were introduced.

The 1970s brought numerous social changes: an increase in the proportion of Maori and Polynesian students and in the proportion of women as well as in the proportion of older students. Only in the years 1975-81 were the first two women professors appointed. Marie Clay and Patricia Bergquist. At a time of high inflation, the government grant to the University rose rapidly, to $95.2 million by 1989. Nevertheless there was a certain austerity by then, in a bleak economic climate, but after a century of growth the University seemed sufficiently strongly established in the community to withstand hard conditions.

Its position was indeed to be challenged in the following year. The wide-ranging restructuring of education undertaken by the Labour government encompassed the universities, and their autonomy and their identity were seen to be threatened. As a result of efforts by the universities, supported by alumni, some changes were secured in the Education Amendment Act 1990, but the University Grants Committee was abolished, the universities were placed directly under the Ministry of Education, and the composition of the Council was altered.

Anxious to respond to the demand for university education, the University offered courses at other tertiary institutions in Auckland and Northland. Acquiring buildings used for the 1990 Commonwealth Games village, the University began to develop a campus at Tāmaki, initially offering teaching in Commerce. It was obliged, like other universities, to introduce quotas for all first-year courses in 1992, breaking the historic policy of 'open entry'.

The Tāmaki Campus is now developing into a research led, innovation campus with links to industry. The campus also has a postgraduate focus. Academic departments at Tāmaki specialise in the areas of population health, biodiversity and biosecurity, information technology, psychology and speech science, materials and manufacturing, wine science, and sport and exercise science.

From the mid-1990s, the University introduced semesters, launched its first major fund-raising appeal and inaugurated its Summer School. It joined Universitas 21, an international network of research-intensive universities in Australasia, Asia, North America and Europe, as a foundation member.

Following the appointment of Dr John Hood as fourth Vice-Chancellor in 1999, alliances were forged with Auckland University of Technology and Manukau Institute of Technology (where Bachelor’s degrees are now offered in Teaching and Visual Arts). Nursing, Pharmacy and Software Engineering degrees were introduced.

Online enrolment, the first at a New Zealand university, began operating in 2001. In August 2001, the University hosted with the New Zealand Government a major international conference on 'Catching the Knowledge Wave'.

In 2009, the student roll was 39,940 (31,689 EFTS) and external research revenue totalled $206 million.

The University of Auckland is host to four of the eight Centres of Research Excellence funded by the Government. In 2004 it was designated the country’s leading research university ‘on virtually any measure’ in the Performance Based Research Fund assessment carried out by the Tertiary Education Commission. In the PBRF assessment released in 2007, The University of Auckland again emerged as the New Zealand university with the greatest overall strength. The University of Auckland was placed 61st in the Times Higher Education-Quacquarelli Symonds (QS) world university rankings in 2009, and it was again first in New Zealand in the Shanghai Jiao Tong University rankings in both
The University

The University now has five campuses with eight faculties representing each of its main disciplines: Arts; Business and Economics; Creative Arts and Industries; Education; Engineering; Law; Medical and Health Sciences; and Science. In addition, Theology is offered through a School of Theology which became part of the Faculty of Arts in 2010. There is a growing number of teaching departments, ranging from Accounting and Finance to Surgery. Some departments are associated with more than one faculty.

Many courses and research activities reflect Auckland’s and New Zealand’s place in the world. Pacific archaeology, ethnology and languages, for example, are stressed in the Anthropology Department. Geographers carry out fieldwork in the Pacific Islands while University scientists make frequent study trips to the Antarctic. Asian languages, including Chinese, Japanese and Korean, are taught and Pacific Island languages have been introduced since 1991. New Zealand’s concerns and problems are addressed in subjects as diverse as Sociology, Education, Social Work, Medicine, Engineering and Architecture. The Geothermal Institute is one of four international centres which provide training in Geothermal Technology. Amalgamation with the Auckland College of Education in September 2004 established The University of Auckland as a leading provider of teacher and social services education.

The University of Auckland recognises research and research-led teaching as a primary responsibility of its academic staff. As the leading research University in New Zealand, The University of Auckland is committed to the quality and excellence of its degree courses including its postgraduate and doctoral programmes. Approximately 8,000 students are enrolled in postgraduate studies, 1700 of these in doctoral programmes. While research is more often basic than applied, what is discovered may ultimately prove eminently practical. The Yacht Research Institute’s contribution towards New Zealand’s campaigns for the America’s Cup is one notable example. The research laboratory at Leigh, east of Warkworth, carries out marine fieldwork. Various research centres cross disciplinary boundaries. The Faculty of Medical and Health Sciences is one of the largest single research institutions in New Zealand.

Structure of the University

The Council

The University’s governing body is the Council, a mixture of elected staff, students and graduates, and outside appointees. The Vice-Chancellor, the University’s chief academic and administrative officer, is also a member. Council is chaired by the Chancellor who is a lay member of the Council.

The Senate

On academic matters, Council is bound to consult the Senate which the Vice-Chancellor chairs. This body includes all the professors, some non-professorial staff

Major new buildings have greatly enhanced the City Campus: the impressive Kate Edger Information Commons and Student Commons, the Engineering Atrium and greatly expanded library wing, and a seven-floor extension to the Science Centre which houses Computer Science and Software Engineering. A Fale Pasifika opened in 2004 and the Owen G Glenn Building, a large and striking new complex for the Business School, was completed in 2007. Architecture, Dance Studies, Fine and Visual Arts, Music, and Planning have combined to form the National Institute of Creative Arts and Industries.

The University of Auckland and the Auckland College of Education amalgamated in September 2004 to form a Faculty of Education. The new faculty, based primarily at the College’s campus in Epsom, was established with the aim of becoming New Zealand’s leading provider of teacher and social services education.

Dr John Hood was appointed Vice-Chancellor of the University of Oxford from October 2004. He was the first person from outside the 900-year-old university to take up the position.

Professor Stuart McCutcheon, formerly Vice-Chancellor at Victoria University of Wellington, started as Vice-Chancellor at Auckland in January 2005. Under his leadership a strategic plan setting out a vision of the University in 2012 was adopted in 2005. Progressive attainment of its objective of making Auckland a world-class university in New Zealand underpins annual planning and resource allocation.

The University has adopted a Campus Development Strategy which envisages a major investment in infrastructure over the next decade. Major projects include: the redevelopment of the Grafton Campus to refurbish laboratories, upgrade plant and construction of a new building; the student accommodation building at Elam which will house 442 student beds; the refurbishment of Arts Building 206; and the Science Building 303. The new South Pacific Centre for Marine Science, based at the Leigh marine laboratory, will foster marine research and educate visitors on the marine environment.

In 2008 the University marked its 125th Jubilee. Staff, students, alumni and friends took the opportunity to reflect on and celebrate past achievements and look forward to the future.

From 2010-15 Elam School of Fine Arts will be celebrating a series of milestones including 60 years since Elam joined the University (2010), then first graduates (2012) followed by 125 years since the School was founded (2015). For the occasion Elam proposes to call the next six years the Elam Jubilee Years 2010-15.

A ‘Leading the way’ fundraising campaign is three-quarters of the way towards meeting its target of $100 million by 2012.

2009 and 2010. It was placed 68th in the QS world university rankings in 2010.
and student representatives. The Senate takes advice from the Education and Research Committees, and from specialist committees, dealing for example with the Library, Information Technology, and the Faculties.

**The Faculties**
Each faculty is a sub-committee of Senate and is headed by a Dean who is usually supported by Associate Deans, a Faculty Registrar and other administrative staff. The Dean is responsible for coordinating the academic and research activities of individual departments and liaises with both the Registry and the Senate committees on regulations, staff appointments, buildings, research funding, library facilities, timetabling etc. The faculty and departmental offices provide assistance to students who are encouraged to contact the relevant staff for information and advice. Handbooks are available from both faculty and departmental offices.

**Central Administration and Services**
Day-to-day central administration and service provision is performed by the Vice-Chancellor’s Office and Academic Services, Campus Life, Centre for Academic Development, Centre for Continuing Education, Communication and Marketing, Equity Office, External Relations, Financial Services, Human Resources, International Office, IT Services, Property Services, Shared Services, School of Graduate Studies, Schools Partnership Office, Student and Information Services and University Library.

**The City Campus**
The City Campus, established in 1883, is in the heart of Auckland City, separated from the tower blocks of the central business district by historic Albert Park on its western flank. To the southeast lie the trees and open spaces of the Auckland Domain. Its proximity to the cultural and commercial amenities of the country’s largest city, attractive green setting and harbour views bestows advantages enjoyed by few inner city campuses anywhere.

The City Campus has undergone major development during its existence with many refurbished and new building works. Among the major building projects completed in the last year was the Thomas Building extension which now includes modern biological research laboratories.

Major project work in 2011 will include the student accommodation building at Elam, refurbishment of the Science Building 303 and Arts Building 206. A major focus will be continued current planning work for the City Campus redevelopment.

**The Tāmaki Innovation Campus**
The University of Auckland Tāmaki Innovation Campus is located on a 32-hectare site in St Johns, 9 kilometres from the City Campus. Tāmaki is primarily a campus specialising in postgraduate and research activity, which is interdisciplinary and entrepreneurial.

The vision is that the campus will continue to evolve as a unique national centre with facilities and programmes designed to contribute to New Zealand’s development as a knowledge society and economy. The Tāmaki Innovation Campus is an integral part of the University and supports the University’s strategic plan, acting as a portal to The University of Auckland for research, teaching, innovation and community engagement.

The vision includes the development of Tāmaki as an integrated campus enabling research institutions and businesses to partner with the University. This concept recognises the significant opportunities that partnership delivers for creating wealth from knowledge that benefits New Zealand’s economy and society. For students, this development provides practical examples of problem solving in a commercial environment, work opportunities, and an insight into the business ethos of our allied partners.

The Tāmaki Innovation Campus is developed along two major themes:
- Health Innovation (Faculties of Medical and Health Sciences, Science, and Education)
- Materials Innovation (Faculties of Engineering and Science)

The Health Innovation theme focuses on population and community health in Auckland and New Zealand, and with its strong international connections leads the world in many areas. Groups included in this theme are Clinical Trials Research Centre, Counsellor Education, Psychology, National Institute of Health Innovation, School of Population Health, Sport and Exercise Science, and The University of Auckland Clinics. Many postgraduate programmes are offered within this theme in addition to the undergraduate Bachelor of Health Sciences, Bachelor of Sport and Exercise Science, and Certificate in Health Sciences.

The Materials Innovation theme focuses on research and postgraduate teaching, with particular emphasis on collaborations with industry and commercialisation resulting in leading-edge technologies in manufacturing. The theme includes the Centre for Advanced Composite Materials, Hybrid Plastics, Materials Accelerator, Polymer and Coatings Research, and Plastics Centre of Excellence.

In addition to the two major themes, other important Faculty of Science programmes are also located at Tāmaki and contribute significantly to research, teaching and innovation on campus: Biodiversity, Biosecurity and Conservation (School of Biological Sciences); Computer Science; and Wine Science.

The campus has high quality teaching and learning facilities, as well as open spaces, playing fields and opportunities for social networking and relaxing in its well appointed cafés. The Tamaki Library and Information Commons provide access to excellent online collections and core print resources supporting the subjects taught on the campus. Access to the University’s full collection is through the Library’s home page and the intercampus Library delivery.
service. Tāmaki is home to The University of Auckland Clinics providing audiology, optometry, psychology, speech language therapy, and health and performance services to staff, students and the community.

The Grafton Campus

Located opposite Auckland City Hospital and the entrance to the Domain, the Grafton Campus covers a 2.2 hectare site on Park Road, Grafton. Originally established for the School of Medicine in 1968, the site was recognised as a separate Medical and Health Sciences Campus in 1995 and in 2008 was formally designated as the Grafton Campus. It is currently the base for the Faculty of Medical and Health Sciences and the Faculty of Science’s Department of Optometry and Vision Science.

The Grafton Campus offers student and staff amenities including an information commons, café, common room, study space, and the specialist medical library, the Philson. The Campus also houses a number of significant research facilities, including the Centre for Brain Research, a state-of-the-art Biomedical Imaging Research Unit, the Centre for Advanced MRI, the Neurological Foundation Human Brain Bank, a GLP Laboratory (AnQual Laboratories), sophisticated data acquisition and analysis facilities, a DNA sequencing facility and the Auckland Medical Research Foundation Medical Sciences Learning Centre which provides teaching in anatomy, radiology, pathology, and clinical skills in a modern purpose built facility. An Advanced Clinical Skills Centre at the nearby Mercy Ascot Hospital provides a state-of-the-art environment for simulated training in surgery and anaesthesiology.

In close proximity, Ferncroft Street is temporarily home to the Faculty of Medical and Health Sciences’ Administration and Office of the Dean, as well as the School of Nursing, the Learning Technology Unit and the Centre for Medical and Health Sciences Education. Clinical staff from the Faculty’s School of Medicine occupy the Auckland Hospital Academic Centre in the Auckland City Hospital Support Building, as well as having a presence at Middlemore, North Shore, Northland, Rotorua, Waikato and Waitakere Hospitals. The Liggins Institute, a multidisciplinary medical research institute, is located across the road from the Grafton Campus at 2-6 Park Avenue.

Work is currently underway on an extensive programme designed to transform the Grafton Campus into a modern biomedical and health education and training facility. Completed work includes the redevelopment of two levels into modern laboratories, and research accommodation for neuroscience and the Centre for Brain Research, a new Clinical Skills Centre, redeveloped multi-disciplinary laboratories and a new Pharmacy teaching suite. Further planned work will involve refurbishment of the existing buildings to provide high quality research laboratory space, a major upgrade of the central plant and infrastructure and the construction of new space to provide extended student facilities, and to accommodate the School of Nursing, Faculty Administration and the Liggins Institute from their off-campus sites. This work is expected to be completed in 2012.

The Epsom Campus

The Epsom Campus was established in 1926 as the site of the Auckland College of Education, formerly known as the Auckland Teachers’ College and the Auckland Teachers’ Training College (established 1881). Upon the amalgamation of the Auckland College of Education and The University of Auckland in 2004, the Epsom Campus became the primary site for the new Faculty of Education. The 11.5 hectare campus on Epsom Avenue is approximately four kilometres from the City campus and three kilometres from the Grafton Campus. It is flanked by the Mt Eden Village to the west, Maungawhau (Mt Eden) Domain to the north, and directly adjoins Auckland Normal Intermediate and Kohia Schools and Melville Park to the south and south-east. The campus is well sited for major transport routes. Established trees and gardens complement diverse facilities including pool, gymnasium, café, marae, tennis courts, health and counselling centre and early childhood centres to make this an attractive study location.

The Epsom Campus also houses Team Solutions, the Kohia Education Centre and retail outlet, The University of Auckland Centre for Educational Leadership, the Wool Fisher Research Centre, the Starpath project and the Sylvia Ashton-Warner Library. These facilities are a drawcard for practising professionals.

The Tai Tokerau Campus

The Tai Tokerau campus in Whangarei was established by the Auckland College of Education in 1992. Centrally located in Alexander St, opposite Forum North, the campus offers lecture rooms, student centre, library, an Education Centre and a base for a range of Faculty of Education programmes and staff. The Tai Tokerau campus also provides a base for a wider presence of The University of Auckland in the North.

The University of Auckland Foundation

The University of Auckland Foundation incorporated under the Charitable Trusts Act, and registered under the Charities Act, is the principal single Foundation for The University of Auckland. It has an independent Board of Trustees responsible for the stewardship, management and appropriate distribution of philanthropic funds, including bequests. Donations can be made for specific purposes, either as an endowment or as an amount that can be used for a specific period of time. Support is generally for five key purposes:

- Student scholarships and prizes (for both academic excellence and for financial hardship)
- Academic positions
- Facilities and equipment
• Visiting and travelling awards (international exchanges)
• Capital works.

In total there are four bodies which have registered charitable status in their jurisdictions. This allows for donors who are registered for tax purposes in these countries to take advantage of the tax deductibility available when making a gift. The four Trusts are:
1. The University of Auckland Foundation Inc. (established in 2002) and based in Auckland
2. The School of Medicine Foundation (established in 1995) and based in Auckland primarily for the benefit of the Faculty of Medical and Health Sciences
3. The Friends of The University of Auckland (established in 2000) and based in the United States
4. The UK Friends of The University of Auckland (established in 2001) and based in the United Kingdom.

In addition The University of Auckland itself has attained (2006) charitable status in Canada.

The University of Auckland name/logo can only be cited for philanthropic purposes with the consent of the University Council.

The Hood Fund, established to mark the contribution of John Hood to the University, is administered by The University of Auckland Foundation, together with funds established to mark the Centenary of the University, to further international exchange of knowledge and experience and academic excellence.

Interest in The University of Auckland Foundation and Hood Fund should be directed to the University Registrar or to the External Relations Department.

Information on making a donation, including a bequest to any of the four Trusts above should be directed in the first instance to the Foundation Manager, the Office of External Relations and Development.

Alumni Relations

The University’s alumni, now numbering more than 142,000, form an influential community of graduates both in New Zealand and overseas. As members of the Court of Convocation they are eligible to vote for graduate representatives on the University Council. They are entitled to a wide range of benefits including Ingenio, the twice-yearly alumni magazine and the regular email newsletter @auckland. The Alumni Relations Office also organises regular local, national and international events for them. The University of Auckland Society is a sub-group of the Alumni Relations Office. They work to promote and further the University’s best interests. The University jointly hosts with the Society the Distinguished Alumni Awards dinner.

The Alumni Relations Office is based in University House, 19A Princes Street. Further information can be found at www.alumni.auckland.ac.nz

Auckland UniServices Ltd.

Auckland UniServices Ltd is a wholly owned company of The University of Auckland. As a not for profit company, UniServices generates half of the external research revenue for the University. UniServices works with academic staff and key University personnel to build successful business relationships with government agencies and industry in both domestic and international arenas.

UniServices manages The University’s intellectual property and is responsible for all research-based consultancy partnerships and commercialisation.

The objectives of UniServices are to:
• Commercialise University-sourced technology and innovations
• Carry out research contract work for outside organisations
• Contract with clients for education and training programmes for groups
• Undertake any other commercial work considered to be advantageous for The University and/or the New Zealand economy
• Manage the intellectual property of the University which arises from research activities
• Evaluate the commercial potential of new ideas, innovations and inventions produced by University staff and students and where there is judged to be a good possibility of commercialisation, arrange patent protection or advise on copyright and/or confidentiality agreements, and provide development funding as required.

Centres of UniServices operate at all campus locations. The head office of UniServices is located in UniServices House, 70 Symonds Street and is open Monday to Friday 8.30am to 5pm or outside of business hours by appointment with a Business Manager. Phone: +64 9 373 7522. Web: www.uniservices.co.nz

Alliances with Other Tertiary Institutions

The University has alliances with other tertiary institutions in the Auckland region.

Auckland University of Technology

The University of Auckland and the Auckland University of Technology entered an alliance in 1999. The alliance provides for the development of complementary teaching programmes, co-operative activities in administration, research and procurement and a Joint Board to oversee the operation.

Manukau Institute of Technology

In 1999 The University of Auckland and the Manukau Institute of Technology signed a Deed of Cooperation with the aim of enhancing the availability of University qualifications to students in the Manukau region. The Deed was renewed in 2008. The University of Auckland Programme at Manukau offers the degrees of Bachelor of Education (Teaching) and the Bachelor of Visual Arts. These programmes are taught at the Manukau Institute of Technology Campus.
From 2010 academic pathways in Business, Teacher Education, Engineering and Nursing enable MIT students to embark on a range of qualifications offered by the University. Students, depending on their chosen programme, can apply to the University with an awarded MIT qualification or may be admitted with a partially completed degree and transfer credits gained at MIT towards the requirements for qualifications at the University.

For further information on these programmes and on admission and enrolment, please visit www.auckland.ac.nz/mit
### THE CALENDAR YEAR 2011

<table>
<thead>
<tr>
<th>Academic/Calendar Dates</th>
<th>Meeting Dates</th>
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<tr>
<td><strong>January 2011</strong></td>
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- **Sat 1** New Year’s Day
- **Thu 6** Summer School begins
- **Mon 10** Graduate School of Enterprise Quarter 1 lectures begin
- **Mon 31** Auckland/Northland Anniversary Day

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<th><strong>February 2011</strong></th>
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- **Sun 6** Waitangi Day
- **Fri 11** Summer School lectures end
- **Mon 14 – Wed 16** Summer School Study break/Examinations
- **Wed 16** Summer School ends
- **Tue 22 – Fri 25** Semester One Orientation
- **Mon 28** Semester One begins

- **Tue 1** 8.30am International
- 9.30am Biological Safety
- **Tue 8** 9am Academic Programmes
- **Wed 9** 9am Schools Liaison
- 1pm Human Participants Ethics
- **Mon 14** 9am Education
- 3pm Staff Advisory
- **Tue 15** 9am Research
- 9am Teaching and Learning Quality
- **Wed 16** 9am Information Technology Strategy and Policy
- 2pm Auckland University Press
- **Mon 21** 9am Board of Graduate Studies
- **Tue 22** 2pm Occupational and Environmental Safety and Health Advisory
- 3pm Capital Planning and Budgeting
- **Fri 25** 9am Animal Ethics
- **Mon 28** 4pm Senate

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<th><strong>March 2011</strong></th>
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- **Fri 18** Graduation (Tai Tokerau)
- **Fri 18** Graduate School of Enterprise Quarter 1 lectures end

- **Tue 1** 8am Finance
- 9.30am Biological Safety
- **Wed 2** 8am Audit
- **Thu 3** 11am Equity
- **Mon 7** 4pm Council
- **Tue 8** 9am Academic Programmes
- **Wed 9** 1pm Human Participants Ethics
- **Mon 14** 9am Board of Graduate Studies
- **Tue 15** 9am Library
- 9am Research
- **Wed 16** 9am Information Technology Strategy and Policy
- **Thu 17** 1pm Runanga
- **Mon 21** 9am Education
- **Tue 22** 3pm Capital Expenditure
- **Fri 25** 9am Animal Ethics
- **Mon 28** 10am Student Affairs
### April 2011

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<td>Mon 4</td>
<td>Graduate School of Enterprise Quarter 2 lectures begin</td>
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<td>4pm Senate</td>
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<td>Fri 11 - Sat 26</td>
<td>Mid-semester/Easter break</td>
<td>Tue 5</td>
<td>8.30am International</td>
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<td>Fri 22</td>
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<td><strong>Easter Monday</strong></td>
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<td>9am Board of Graduate Studies</td>
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<td><strong>ANZAC Day</strong></td>
<td>Wed 13</td>
<td>9am Human Participants Ethics</td>
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<td>University Holiday</td>
<td>Mon 18</td>
<td>9am Education</td>
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<td>Graduation</td>
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<td>Mon 2</td>
<td>Graduation</td>
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<td>9.30am Biological Safety</td>
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<td>Wed 4</td>
<td>Graduation</td>
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<td>11am Equity</td>
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<td>Fri 6</td>
<td>Graduation</td>
<td>Mon 9</td>
<td>9am Board of Graduate Studies</td>
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<td>Senate</td>
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<td>Information Technology Strategy and Policy</td>
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<td>3pm Staff Advisory</td>
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<td>8am Finance</td>
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<td>Academic Programmes</td>
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<td>Fri 27</td>
<td>9am Animal Ethics</td>
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<td>10am Student Affairs</td>
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<td>9am Academic Programmes</td>
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<td>Sat 4</td>
<td>Semester One lectures end</td>
<td>Wed 1</td>
<td>2pm Auckland University Press</td>
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<td>Sat 4</td>
<td>Study break/Examinations</td>
<td>Tue 7</td>
<td>8.30am International</td>
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<tr>
<td>Mon 6</td>
<td><strong>Queen’s Birthday</strong></td>
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<td>Biological Safety</td>
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<td>Fri 10</td>
<td>Graduate School of Enterprise Quarter 2 lectures end</td>
<td>Wed 8</td>
<td>9am Schools Liaison</td>
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<td>Mon 27</td>
<td>Semester One ends</td>
<td>1pm</td>
<td>Human Participants Ethics</td>
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<td>Mon 27</td>
<td>Graduate School of Enterprise Quarter 3 lectures begin</td>
<td>Mon 13</td>
<td>9am Board of Graduate Studies</td>
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<td>Tue 28</td>
<td>June - Sat 16 July Inter-semester break</td>
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<td>Senate</td>
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<td>Thu 23</td>
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<td>9am Teaching and Learning Quality</td>
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<td>9am Animal Ethics</td>
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<td>9am Education</td>
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<td>4pm Council</td>
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<td>Wed 13</td>
<td>Semester Two Orientation</td>
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<td>Mon 18</td>
<td>Semester Two begins</td>
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<td>Tue  5</td>
<td>9.30am Biological Safety</td>
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<td>Mon 11</td>
<td>9am Board of Graduate Studies</td>
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<td>Wed 13</td>
<td>1pm Human Participants Ethics</td>
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<td>Thu 14</td>
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<td>Tue 19</td>
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<td>8am Finance</td>
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<td>9am Academic Programmes</td>
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<td>Wed 27</td>
<td>9am Information Technology Strategy and Policy</td>
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<td>2pm Auckland University Press</td>
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<tr>
<td>Fri 29</td>
<td>9am Animal Ethics</td>
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### August 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon 29 – Sat 10 September</td>
<td>Mid-semester break</td>
</tr>
<tr>
<td>Tue  2</td>
<td>8.30am International</td>
</tr>
<tr>
<td></td>
<td>9.30am Biological Safety</td>
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<tr>
<td>Mon  8</td>
<td>9am Board of Graduate Studies</td>
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<td></td>
<td>3pm Staff Advisory</td>
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<td>Tue  9</td>
<td>9am Teaching and Learning Quality</td>
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<td>2pm Occupational and Environmental Safety and Health Advisory</td>
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<tr>
<td>Wed 10</td>
<td>9am Schools Liaison</td>
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<td>Mon 15</td>
<td>9am Education</td>
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<td>4pm Council</td>
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<td>Tue 16</td>
<td>9am Research</td>
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<td>Tue 23</td>
<td>9am Academic Programmes</td>
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<tr>
<td>Fri 26</td>
<td>9am Animal Ethics</td>
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<tr>
<td>Mon 29</td>
<td>4pm Senate</td>
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<td>Tue 30</td>
<td>3pm Capital Planning and Budgeting</td>
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### September 2011

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Fri  2</td>
<td>Graduate School of Enterprise Quarter 3</td>
</tr>
<tr>
<td>Mon 19</td>
<td>lectures end</td>
</tr>
<tr>
<td>Tue 20</td>
<td>Graduation</td>
</tr>
<tr>
<td>Thu 22</td>
<td>Graduation</td>
</tr>
<tr>
<td>Thu  1</td>
<td>11am Equity</td>
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<tr>
<td>Tue  6</td>
<td>9.30am Biological Safety</td>
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<tr>
<td>Mon 12</td>
<td>9am Board of Graduate Studies</td>
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<td>Tue 13</td>
<td>9am Library</td>
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<td>9am Research</td>
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<td>1pm Human Participants Ethics</td>
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<td>Mon 19</td>
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<td>4pm Capital Expenditure</td>
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<td>Wed 21</td>
<td>8am Audit</td>
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# October 2011

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sat 22</td>
<td>Semester Two lectures end</td>
</tr>
<tr>
<td>Sat 22</td>
<td>October – Mon 14 November Study break/Examinations</td>
</tr>
<tr>
<td>Mon 24</td>
<td>Labour Day</td>
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<tr>
<td>Mon 3</td>
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<td>Tue 4</td>
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<td>9.30am Biological Safety</td>
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<td>Mon 10</td>
<td>9am Board of Graduate Studies</td>
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<td>Tue 11</td>
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<td>9am Schools Liaison</td>
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<td>9am Animal Ethics</td>
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# November 2011

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<tbody>
<tr>
<td>Mon 14</td>
<td>Semester Two ends</td>
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<tr>
<td>Fri 25</td>
<td>Graduate School of Enterprise Quarter 4 lectures end</td>
</tr>
<tr>
<td>Tue 1</td>
<td>9.30am Biological Safety</td>
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<tr>
<td>Mon 7</td>
<td>9am Board of Graduate Studies</td>
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<td>Wed 9</td>
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# December 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sun 25</td>
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<tr>
<td>Mon 26</td>
<td>Boxing Day</td>
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<td>Mon 5</td>
<td>9am Board of Graduate Studies</td>
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<td>Tue 6</td>
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<td>2pm Occupational and Environmental Safety and Health Advisory</td>
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</table>
# Academic Statutes and Regulations

15 Admission and Enrolment 2011  
15 2011 Closing Dates for Admission and Enrolment  
16 2011 Closing Dates for Admission to Specified Programmes  
17 Admission Regulations  
19 Enrolment and Programme Regulations  
24 Credit Regulations  
26 General Regulations – Masters Degrees  
28 General Regulations – Bachelors Honours Postgraduate Degrees  
29 General Regulations – Postgraduate Diplomas  
31 General Regulations – Postgraduate Certificates  
31 General Regulations for Named Doctorates  
33 The Limitation of Entry Statute 1991  
33 Enrolment Limitations 2011  
34 Limitations Schedule  
37 Fees Statute 2001  
40 International Students  
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ADMISSION AND ENROLMENT 2011

The University of Auckland has an online system for admission and enrolment.

Admission to The University of Auckland
All new students and those not enrolled in 2010 who are intending to study at the University in 2011, are required to complete an Application for Admission form. The form may be completed online at www.auckland.ac.nz/apply_now or be obtained by telephoning 0800 61 62 63. For students who do not have access to Internet facilities, a Help Lab is available at the address below. Doctoral students should first complete the Expression of Interest online; they should present themselves at the Graduate Centre to accept their offer and to be enrolled.

ClockTower Student Information Centre
The University of Auckland
22 Princes St
Auckland 1142
New Zealand
Email: studentinfo@auckland.ac.nz

All Applications for Admission by new students will be acknowledged. Students will receive an offer of a place in programmes (degree, diploma or certificate) for which their admission is approved. This offer of a place must be accepted online before the student proceeds to enrol in the course/s of their choice.

Enrolment at The University of Auckland
Students enrol in courses online from a remote site, or from one of the Help Labs at the University.

Admission and Enrolment Timetable
Applications for Admission can be submitted at any time throughout the year, but must be received by published deadlines.
Students must enrol as soon as possible after acceptance of an offer of place, as many University of Auckland courses are very popular and have a limited number of places available.

2011 Closing Dates for Admission and Enrolment

The following dates apply, except where different dates are set out in the 2011 Closing Dates for Admission to Specified Programmes in this Calendar.

<table>
<thead>
<tr>
<th>Semester/Programme</th>
<th>Type</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer School</td>
<td>Admission</td>
<td>1 December 2010</td>
</tr>
<tr>
<td>Semester One and Two</td>
<td>Admission</td>
<td>8 December 2010</td>
</tr>
<tr>
<td>Semester Two</td>
<td>Admission</td>
<td>4 July 2011</td>
</tr>
<tr>
<td>Summer School</td>
<td>Enrolment</td>
<td>22 December 2010</td>
</tr>
<tr>
<td>Semester One and Two</td>
<td>Enrolment</td>
<td>14 February 2011</td>
</tr>
<tr>
<td>Semester Two</td>
<td>Enrolment</td>
<td>4 July 2011</td>
</tr>
</tbody>
</table>
2011 Closing Dates for Admission to Specified Programmes

1 October 2010  
Bachelor of Dance Studies  
Bachelor of Fine Arts  
Bachelor of Music (Performance, Jazz, Popular Music majors only)  
Master of Creative Writing  
Doctor of Clinical Psychology

1 November 2010  
Bachelor of Arts (Honours) in Psychology  
Bachelor of Medicine and Bachelor of Surgery Year II  
Bachelor of Pharmacy  
Bachelor of Science (Honours) in Psychology  
Graduate Diploma in Teaching (Early Childhood Education)  
Graduate Diploma in Teaching (Primary)  
Postgraduate Diploma in Arts in Psychology  
Postgraduate Diploma in Clinical Psychology  
Postgraduate Diploma in Education in Counselling  
Postgraduate Diploma in Forensic Science  
Postgraduate Diploma in Science in Psychology  
Master of Arts in Psychology  
Master of Audiology  
Master of Business Administration (Quarter 1 intake)  
Master of Education in Counselling  
Master of Engineering Management  
Master of Science in Forensic Science  
Master of Science in Psychology  
Master of Speech Language Therapy Practice

1 December 2010  
Bachelor of Education (Teaching)  
Bachelor of Human Services  
Bachelor of Laws Part II  
Bachelor of Optometry  
Bachelor of Physical Education  
Bachelor of Science in Sport and Exercise Science  
Bachelor of Social Work  
Diploma of Teaching (Early Childhood Education)  
Graduate Diploma in Teaching (Secondary)  
Postgraduate Diploma in Science in Health Psychology  
Master of Science in Health Psychology

8 December 2010  
All other programmes (excluding Doctoral Programmes)

Closing Dates for Semester Two Enrolment Only

1 May 2011  
Bachelor of Music (Performance, Jazz, Popular Music majors only)  
Bachelor of Music (Honours) (Performance major only)  
Postgraduate Diploma in Music  
Master of Business Administration (Quarter 3 intake)  
Master of Music
ADMISSION REGULATIONS

Application for Admission
All students intending to study at The University of Auckland for the first time, and those students not enrolled at The University of Auckland in the previous calendar year, must submit an Application for Admission. To enrol applicants must meet (a) the admission requirements as detailed below and (b) any specific programme entry requirements. Students whose admission to a programme is approved will receive an offer of a place and on acceptance of this offer may proceed to enrol online in courses.

Prerequisites and Conditions
1 Subject to the Council's statutory powers to decline admission and enrolment (whether for insufficiency of accommodation or of teachers or for other cause) and to Regulation 2, a person is eligible to be admitted to the University and to be admitted as a student if that person:
a has satisfied the requirements for entrance to a university in New Zealand
or
b is granted Special Admission
or
c is granted Discretionary Entrance
or
d is granted admission ad eundem statum, based upon study at a secondary school or another tertiary institution:
(i) at entrance level,
or
(ii) with credit,
or
(iii) with graduate status.
2 Unless Senate approves otherwise, a person who has not reached the age of 16 years by 31 December in the year preceding that in which admission is sought will not be eligible to be admitted to this University.
3 A person seeking to be admitted to the University must:
a comply with these regulations
and
b sign and date the declaration on the Application for Admission form which includes the words:
'I promise to abide by the Statutes and Regulations, and comply with the reasonable requirements of The University of Auckland'.
or
c accept that completing and submitting the Application for Admission online constitutes signing and dating the declaration as defined under the Electronic Transactions Act 2002.

Requirements for Entrance to a University in New Zealand
4 a National Certificate of Educational Achievement
From 2005: a minimum of 42 credits at level 3 or higher on the National Qualifications Framework, including a minimum of 14 credits at level 3 or higher in each of two subjects from an approved subject list, with a further 14 credits at level 3 or higher taken from no more than two additional domains on the National Qualifications Framework or approved subjects; plus, a minimum of 14 credits at level 1 or higher in Mathematics or Pangarau; plus, a minimum of 8 credits at level 2 or higher in English or Te Reo Māori; 4 credits must be in Reading and 4 credits must be in Writing.

b Bursaries examination
Up to and including 1986: an aggregate total of 160 marks in four subjects. From 1987 to 1992: four individual subjects with D grades or higher. (Practical Art up to 1988 counts as two subjects for this purpose.) From 1993 to 2003: three individual subjects with C grades or higher plus Higher School Certificate, or an 'A' or 'B' Bursary.
c UE gained before 1986.
d Up to and including 1992: a combination of credits, in a minimum of four subjects, gained from UE before 1986 and/or Bursaries Examinations since. A credit required a mark of at least 40 percent in 1986 or a D grade or higher from 1987 on. (Practical Art up to 1988 counts as two subjects for this purpose.) From 1993 to 2003: a combination of credits in three individual subjects in the Bursaries Examination plus Higher School Certificate.
e Up to and including 2003: 13 credits in three different subjects at Level 3 or above on the National Qualifications Framework and Higher School Certificate.

Note: Credits in approved subjects from the National Qualifications Framework, and grades C or better in NZUEBS or equivalent, may be combined to make up the equivalent of three C passes.

Special Admission
5 a A person who does not hold a university entrance qualification but who is a New Zealand citizen or permanent resident and has attained the age of 20 years on or before the first day of the semester in which a proposed programme is offered is eligible to be granted Special Admission.
b A person seeking Special Admission to the University has to apply for it in accordance with the Admission Regulations and submit evidence of age and educational qualifications.
c Senate may waive the age requirement where an applicant is in its opinion otherwise fit to be admitted and, in particular, has satisfied any qualification for admission specified in the regulations for that programme of study.
d A person seeking to be admitted to The University of Auckland who wishes to be
granted credit for any prior learning must apply under Regulation 7 (Admission at Entrance Level or with Credit).

e Special Admission applicants who have previously failed a foundation programme or not reached an adequate standard in a preparatory programme, will not be re-admitted to the University unless their last enrolment is two or more years previous and they have subsequently undertaken work, study or life experience that demonstrates readiness for academic study. Special Admission applicants refused admission should be advised of other study options.

**Discretionary Entrance**

6 a A person under the age of 20 years who does not meet the University Entrance standard, but
   (i) is a citizen or permanent resident of New Zealand or Australia*;
   and
   (ii) has received secondary schooling to at least New Zealand Year 12 level (or its equivalent overseas) and earned at least 14 credits in an approved subject at Level 2 towards NCEA (or its equivalent);
   and
   (iii) has met the literacy and numeracy standards required for University Entrance, or their equivalents;
* Australian applicants’ most recent year of schooling must have been in New Zealand.

b Persons who have undertaken Year 13 study beyond 1 June at a New Zealand secondary school may normally not be admitted under the Discretionary Entrance provisions before July in the following year. Admission will be at the discretion of the University.

c In special circumstances the Chair of Universities New Zealand–Te Pōkai Tara’s Sub-Committee on University Entrance may permit persons who do not fulfill Clause 6a(ii) or Clause 6a(iii) above to apply for Discretionary Entrance.

d A person studying at a New Zealand secondary school, who is attempting to qualify for entrance to the University, may apply for Discretionary Entrance in the same year for the purpose of enrolling in papers offered in Summer School. Any person admitted under this regulation who does not, in the following January, meet the University Entrance standard will be required to withdraw from the University and may re-apply for admission at mid-year. Students required to withdraw may complete their Summer School programme before doing so, but any courses passed will not be credited to a qualification until a University Entrance qualification is gained.

e A person seeking Discretionary Entrance to the University must apply by completing the requirements prescribed on the Discretionary Entrance form.

**Admission ad eundem statum (Admission at Entrance Level or with Credit)**

7 a From a New Zealand university
   A student from another university in New Zealand, including a student who had enrolled at The University of Auckland previously, who wishes to reapply to The University of Auckland must submit an Application for Admission form and may apply for credit under the provisions of the Credit Regulations.

b From another tertiary institution in New Zealand or overseas
   A person who wishes to be admitted to the University and who has gained appropriate qualifications validated by the New Zealand Qualifications Authority or from an overseas institution may be granted admission by this University:
   (i) at entrance level
   (ii) with credit towards a certificate, diploma or a Bachelors degree for work which in the opinion of Senate is substantially equivalent and is in accordance with the credit regulations
   (iii) with graduate status.

c From a New Zealand secondary school
   New Zealand citizens, permanent residents or international students who have gained from a New Zealand secondary school an entrance qualification approved by the New Zealand Vice-Chancellor’s Committee for the purpose of admission ad eundem statum, may be granted admission ad eundem statum to this University.

d From an overseas secondary school
   New Zealand citizens, permanent residents or international students who have gained an appropriate overseas qualification may apply to have that qualification recognised as being equivalent to a university entrance qualification set out in Regulations 4a–e above. A New Zealand citizen who has completed a year of academic study overseas, which is deemed to be at the equivalent of Year 13 in New Zealand, whether or not a formal academic qualification has been obtained, may apply for Discretionary Entrance, if appropriate, or may apply for ad eundem statum entrance under this Clause.

e A person seeking admission under this regulation has to apply by completing the requirements on the Application for Admission form.

8 a Credits may be specified or unspecified and the grant of admission may include permission to advance in specified subjects or courses.

b Prerequisite courses or programmes may be prescribed as a condition of the approval to proceed to a higher degree or other qualification.

**Students Enrolled at Another Educational Institution**

9 a When they enrol, students are required to declare if they are intending to enrol
concurrently during the year in question at any other educational institution.

b A student at a New Zealand secondary school who satisfies the admission requirements and who has the specific written approval of the institution’s principal may, with the approval of Senate or its representative, enrol in up to 15 points per semester.

English Language Competence
10 a Applicants for admission to The University of Auckland must provide evidence acceptable to the University of their competence in both written and spoken English.

b For admission purposes, the University will be satisfied of an applicant’s competence in English:
(i) If English is the applicant’s first language;
or
(ii) If the applicant has a New Zealand university entrance qualification;
or
(iii) If the applicant has an overseas university entrance qualification from a country where the main language is English and the main language of instruction and assessment for that qualification was English;
or
(iv) If the applicant performs to a satisfactory standard, as set down by the University Senate from time to time, in an approved English Language test;
or
(v) If the applicant provides other evidence acceptable to the University of competence in both written and spoken English.

A student at a New Zealand secondary school who satisfies the admission requirements and who has the specific written approval of the institution’s principal may, with the approval of Senate or its representative, enrol in up to 15 points per semester.

Note: Under the provisions of the Education Act 1989, The University of Auckland may require students over the age of 20 applying for admission to any restricted entry programme to provide evidence of English language competency.

ENROLMENT AND PROGRAMME REGULATIONS

Academic Calendar
1 a The academic year will begin on the first day of January of the calendar year and will end on the last day of December of that same calendar year.
b There will be a Summer School and two semesters in each year.
c The Summer School will begin on the second working day after the New Year break and will end with examinations held over three days commencing the second or third Monday in February.
d The first semester will begin on the ninth or tenth Monday of the calendar year and end on the 26th Monday of the calendar year, the final three weeks and one day of which will be a study and examination period.
e The second semester will begin on the 29th or 30th Monday of the calendar year and end on the 46th Monday of the calendar year, the final three weeks and one day again being a study and examination period.
f Each semester will include a break of at least one week after about six weeks of teaching.

Definitions of Full-time Study
2 Full-time study is defined as a student workload of:
   a not fewer than 100 points over two semesters in one year
   or
   b not fewer than 50 points in one semester
   or
   c not fewer than 25 points in Summer School.

3 Part-time study is defined as a student workload of:
   a fewer than 100 points over two semesters in one year
   or
   b fewer than 50 points in one semester
   or
   c fewer than 25 points in Summer School.

Points
4 a (i) A student may enrol in up to 170 points in an academic year for a Bachelors degree, diploma or certificate, subject to the provisions of the Academic Progress regulations
(ii) Provided the 170 point limit is not exceeded, a student may enrol in:
   (a) up to 80 points in each of Semesters One and Two
   (b) up to 30 points in a Summer School.

Note: A recommended full-time programme in Semesters One and Two would normally comprise a total of 120 points.

b (i) For a Masters degree, PhD or other doctorate, where another programme is included in the enrolment, a limit on points may be determined by the Dean of Faculty or delegated representative in any particular case provided that the Masters, PhD or doctoral programme will always comprise more than half of the total points for which the student has enrolled.
(ii) Students who are eligible to claim student allowances and/or an additional student loan entitlement and wish to enrol during the summer vacation period in order to work on their thesis, dissertation or research topic are required to complete a Course Alteration Form.

Note: This regulation provides the opportunity for
Masters students to include their thesis, dissertation or research topic in their enrolment together with the required courses in any academic year.

b Before completing a Masters degree or submitting a thesis, a student needs to have enrolled in, and paid the specified fees for at least the minimum number of points as set out in the relevant degree course regulations.

General Programme Provisions

5 a For the purposes of this section of the Regulations a representative of Senate includes a Dean, and the Deputy, or Associate of a Dean; and a Head of Department and the Deputy or Associate of a Head of Department.

b Subject to the Admission Regulations and to the express provisions of any other statute or regulation, every student for a certificate, diploma or degree programme must:
(i) be admitted to the University;

and

(ii) follow the prescribed programme in the order prescribed or indicated in accordance with the regulations governing that programme;

and

(iii) comply with the provisions of the Examination Regulations.

c Each student must ensure that, before confirming their enrolment, their proposed programme and enrolment:
(i) complies with the regulations of the qualification to which they have been admitted;

and

(ii) does not involve lecture clashes.

d Senate or its representative may in exceptional circumstances approve:
(i) a proposed enrolment which does not in every particular satisfy the regulations for the programme for which the student is intending to enrol;

or

(ii) a variation in the programme to avoid lecture clashes.

e Where an approval of a proposed programme as a whole is declined by a representative of Senate the student may appeal to Senate whose decision shall be final.

f Where electives are prescribed for a programme, Senate may at its discretion determine which of them shall be available in any semester provided that sufficient electives are available to enable students to complete their programme.

g A student who has enrolled for the second semester in a course or courses that have a first semester prerequisite or corequisite and who fails the prerequisite/corequisite course(s) may not proceed with the second semester enrolment unless a concession is granted by the relevant Dean.

h Where in the opinion of a Head of Department an insufficient number of students has

Restrictions

6 a A student may not normally enrol in the same semester for more than two different programmes.

b (i) A student may not enrol in the same semester for courses the content of which is substantially similar.

(ii) A student may not enrol for any course the content of which is the same as, or substantially similar to, any course for which credit has been received, provided that in exceptional circumstances Senate or its representative may permit such enrolment for a Certificate of Proficiency.

(iii) Work submitted for credit towards the result in any course may not be resubmitted in respect of any other course.

c A student who has twice enrolled in, but has failed to be credited with a pass in, a course which is required for completion of, or continued enrolment in, a programme

Discontinuation

7 a A student who has not enrolled in a course for a programme for a period of three years shall have their admission to the programme discontinued and must apply for readmission to that programme before any further enrolment for the programme.

b A student who has twice enrolled in, but has failed to be credited with a pass in a course which is required for completion of, or continued enrolment in, a programme
may have their enrolment for that programme discontinued by Senate or its representative.

c A student who has been admitted to a programme with specified conditions which must be met in order to be able to continue enrolment in that programme and who has not met those conditions may have their enrolment for that programme discontinued by Senate or its representative.

d A student who has been re-admitted to a programme after discontinuation may have specified conditions imposed which must be met in order to be able to continue enrolment in that programme. Where such conditions are not met their enrolment for that programme may be discontinued by Senate or its representative.

e A student whose enrolment in a programme has been discontinued under Regulations 7c or 7d may not be re-admitted to that programme within two years of the date of discontinuation.

f A student whose enrolment has been discontinued because of failure to meet specified conditions, may apply for reconsideration of their discontinuation where they consider that medical or other exceptional circumstances should be taken into account. An application for reconsideration of discontinuation must be made to the Dean of the Faculty in writing.

Enrolment

8 a Following acceptance in a programme of their choice, students can enrol in courses online. For late enrolment see the Late Enrolment provisions in this section.

b Students whose dissertations or theses for a diploma or degree are incomplete are required to be enrolled until the dissertation or thesis is presented.

Late Enrolment

9 a Subject to the availability of courses and/or availability of places in a course, a late enrolment may be accepted

(i) after the day prescribed and before the deadline for additions and deletions;

(ii) after the deadline for additions and deletions upon payment of a late enrolment fee.

b The choice of courses for students who enrol after the closing date for enrolment will be determined by Senate or its representative and will not necessarily be those proposed by the students concerned. In determining such courses, Senate is to have regard to the prior claims upon both laboratory and classroom space of those students who have enrolled at or before the prescribed time.

Not-for-credit Courses

10 a Subject to the Admission and Fees Regulations, a student who has a personal interest in a course and for whom enrolment for a Certificate of Proficiency is deemed inappropriate, may apply for enrolment in a Not-for-Credit course.

b Enrolment is at the discretion of Senate or its representative.

Changes to Current Enrolment

Dealoges for Additions and Deletions

11 The last dates for additions and deletions under Regulations 12 and 13 are set out below:

<table>
<thead>
<tr>
<th>Semester courses enrolled in</th>
<th>Deadline for additions/deletions</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester courses</td>
<td>2nd Friday of semester</td>
</tr>
<tr>
<td>Second Semester courses</td>
<td>2nd Friday of semester</td>
</tr>
<tr>
<td>Double-semester courses</td>
<td>4th Friday of first semester for the course</td>
</tr>
<tr>
<td>Summer School courses</td>
<td>7 days inclusive from the start of Summer School</td>
</tr>
<tr>
<td>Quarter courses</td>
<td>2nd Friday of quarter</td>
</tr>
</tbody>
</table>

Note:

a It is not sufficient for a student to notify an addition or deletion solely to the Department – it must be done online.

b Amended fees invoices (including credits) for any changes to enrolment will be issued after the close of the official alteration period.

c Where special circumstances apply, a student may apply for an exemption from additional fees from the Director, Academic Services (or delegated authority).

d Deadlines dates are calculated from the start of the semester, quarter or Summer School.

Additions

12 Students wishing to add a course to their current enrolment may do so online, where the approved limit has not been reached or where the available resources have not reached capacity.

Deletions

13 a A student wishing to delete a course may do so online.

b The course will be deleted from the student’s academic record.

Late Deletion

14 a Late applications to delete a course or courses will be considered by the Director, Academic Services (or delegated authority) only in exceptional circumstances (such as illness, injury or events beyond the control of the student) and upon submission by the student of appropriate evidence.

b Applications must be made on the Late Application to Delete a Course form and must be received by the last day of lectures of the semester or quarter for the course.

c Following the decision on an application for late deletion of a course, the student may apply for reconsideration of that decision. An application for reconsideration must be made:
(i) in writing to the Director, Academic Services no later than four weeks after the student is notified of the decision and
(ii) must be accompanied by further evidence in support of the application.

Substitutions
15 a Where a Department directs a student to substitute one course for another in the same subject, the student may do so on the appropriate form and with the approval of the Dean of the appropriate Faculty.
b Courses may be substituted up until three weeks before the end of lectures for the semester in which the course is taught.
c A course may only be substituted with a course which is of the same duration, same points value and taught in the same semester.

Note: Where students are directed to take a more/less advanced Second Semester course in place of a First Semester course, they will be permitted, if necessary, to make a late deletion.
d The substituted course will be removed from the student’s academic record.
e There will be no adjustment to the student’s tuition fees. If there is a variation between charges payable in respect of the substitute and the substituted course, the student will be required to pay only the difference in those charges.
f There will be no refund of any fees or charges for the substituted course.

Withdrawals
16 a Any student wishing to cease attendance in a programme or course after the period specified for deletion may apply to do so by obtaining the approval of the relevant Head of Department and the Dean of the Faculty for that programme. Application must be made on the Course Alteration Form.
b The last dates for withdrawals are set out below:

<table>
<thead>
<tr>
<th>Semester courses enrolled in</th>
<th>Deadline for withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester courses</td>
<td>3 weeks before the end of lectures</td>
</tr>
<tr>
<td>Double-semester courses</td>
<td>3 weeks before the end of lectures in the 2nd Semester</td>
</tr>
<tr>
<td>Quarter courses</td>
<td>2 weeks before the end of lectures</td>
</tr>
<tr>
<td>Summer School courses</td>
<td>1 week before the end of lectures</td>
</tr>
</tbody>
</table>

c The course will remain on the academic record and show as a withdrawal.
d All fees will remain owing.
e For calculation of Satisfactory Progress (under Regulation 19 of these regulations) withdrawal will be counted as a failure.
f For selection into a limited-entry course, a withdrawal is counted as a failure.
g Where withdrawal from a course will not reduce the student’s enrolment to less than 100 points over the academic year, the withdrawal from that course will not affect selection into limited-entry courses.
h For student allowances withdrawal from a course will count as a failure and automatically reduce the number of points in which the student is deemed to be enrolled.
i If a student who ceases to attend lectures fails to complete the Course Alteration Form, the course(s) will be recorded as ‘Did not sit’ and will count as a failure for all purposes.
j Applications to withdraw submitted after the dates in Regulation 16b and before the end of the semester or quarter will be considered by the Director, Academic Services (or delegated authority) only in exceptional circumstances (such as illness, injury or events beyond the control of the student) and upon submission of the appropriate evidence.

Refund of Fees
17 a Where a student applies, before the dates specified in Regulation 11, to delete all courses of the current enrolment, a full refund of all tuition fees and the Student Services Fee will be made.

Note: A student who has deleted all courses is no longer deemed to be enrolled.
b Where a student applies, before the dates specified in Regulation 11, to delete one or more but not all courses of the current enrolment, a refund of the fees for the course(s) deleted will be made.
c Where a student has been permitted by the Director, Academic Services, under Regulation 14, to delete a course after the prescribed date because of illness, injury or exceptional circumstances beyond the student’s control, a refund of tuition fees will be granted in accordance with the Tuition Fees Refund Guidelines below, provided that Senate may in its discretion increase this percentage, but there will be no refund of the Student Services Fee.

Note: Tuition Fees Refund Guidelines:
a For single-semester courses which are deleted:
(i) before the commencement of the mid-semester break for that semester: 50 percent
(ii) thereafter no refunds will be granted.
b For double-semester courses which are deleted:
(i) before the commencement of the mid-semester break for the First Semester: 75 percent
(ii) before the end of the First Semester: 50 percent
(iii) before the commencement of the mid-semester break for the Second Semester: 25 percent
(iv) thereafter no refunds will be granted.
c For Summer School courses which are deleted:
(i) before the end of the second week from the start of Summer School: 50 percent
(ii) thereafter no refunds will be granted.

d For quarter courses which are deleted:
(i) before the end of the fifth week of the quarter: 50 percent
(ii) thereafter no refunds will be granted.

Academic Progress

18 a Regulations concerning academic progress apply to all undergraduate qualifications at The University of Auckland.

b The application of these regulations includes students intending to transfer to The University of Auckland from any other New Zealand university and those students applying for admission having previously studied at another tertiary institution.

c Summer School is classified as a semester for the purposes of academic progress.

d A quarter is classified as a semester for the purposes of academic progress.

Requirements for Satisfactory Progress

19 A student is required to attain a Grade Point Average of at least 1.0 in the last two semesters in which they were enrolled.

Unsatisfactory Progress

20 a A student who fails to meet the requirements of satisfactory progress will, in the next two semesters of study, be restricted to:
(i) not more than 45 points in the first semester of enrolment (other than Summer School)
(ii) not more than 60 points in the second semester of enrolment (other than Summer School)
(iii) not more than 25 points in Summer School.

b The records of a student whose enrolment is restricted under the provisions of Regulation 20a will be referred to the relevant faculty for review of the restriction which may be varied if appropriate

c Students whose enrolment is restricted under these provisions may apply to Senate for reconsideration of their restriction where they consider that disabilities, impairments, medical or other exceptional circumstances should be taken into account. Where such reconsideration is given, Senate or its representative (the Dean of the Faculty concerned) may:
(i) confirm the restriction
or
(ii) permit a student to enrol under specific conditions.

d A student whose enrolment is restricted under the provisions of Regulation 20a, and who fails to attain a Grade Point Average of 1.0 or better in the next two semesters of study, will be suspended from enrolment at The University of Auckland for the next three semesters.

e Students suspended from enrolment under these provisions may apply to Senate for reconsideration of their suspension where they consider that disabilities, impairments, medical or other exceptional circumstances should be taken into account. Where such reconsideration is given, Senate or its representative (the Dean of the Faculty concerned) may:
(i) confirm the suspension
or
(ii) permit a student to enrol under specific conditions

f A student permitted to re-enrol under conditions specified by Senate or its representative, but who fails to satisfy those conditions during the next three semesters, will be automatically suspended from enrolment at The University of Auckland for the following three semesters.

g A student is entitled to re-enrol without any restriction that might be imposed under these regulations where any condition(s) imposed in the previous three semesters have been satisfied.

h A student suspended under Regulations 20d or 20f must apply for readmission to a programme. Where such application is made, Senate or its representative (the Dean of the Faculty concerned) may:
(i) decline readmission
or
(ii) permit a student to be readmitted under specific conditions.

i A student who fails on a second or subsequent occasion to meet the requirements for satisfactory progress, will be excluded from The University of Auckland for the next nine semesters.

j A student excluded under Regulation 20i must apply for readmission to a programme. Where such application is made, Senate or its representative (the Dean of the Faculty concerned) may:
(i) decline readmission
or
(ii) permit a student to be readmitted under specific conditions

k Students excluded from enrolment under these provisions may apply to Senate for reconsideration of the exclusion where they consider that disabilities, impairments, medical or other exceptional circumstances should be taken into account. Where such reconsideration is given, Senate or its representative (the Dean of the Faculty concerned) may:
(i) confirm the exclusion
or
(ii) permit a student to be readmitted under specific conditions.

l Students excluded from enrolment under these provisions may apply to Senate for reconsideration of the exclusion where they consider that disabilities, impairments, medical or other exceptional circumstances should be taken into account. Where such reconsideration is given, Senate or its representative (the Dean of the Faculty concerned) may:
(i) confirm the exclusion
or
(ii) permit a student to be readmitted under specific conditions.

m Note: any specific conditions applied by Senate or its representative are to take precedence over the requirements set down in Regulations 20a, d and i.

21 Applications to Senate must:

a be made on the appropriate Reconsideration of Restriction, Suspension or Exclusion form and

b if special consideration is sought for medical or other exceptional reasons, include evidence
Credits
1 a A student may, with the approval of Senate or its representative and on payment of the prescribed fees under the Fees Statute, be granted credit towards a programme approved by the Dean of Faculty concerned under the provisions of these regulations.
b A student may not be granted further credit for work already credited under this regulation.

Credit from Another Tertiary Institution:
Transfer Credit
2 a A student who applies for admission to The University of Auckland and has undertaken a programme at another tertiary institution in New Zealand may be granted appropriate credit towards a degree or other qualification of The University of Auckland on the basis of work successfully completed in the previous programme.
b A student who has gained from an overseas institution an appropriate qualification, or credit towards a qualification, validated by the New Zealand Qualifications Authority, and who is granted admission by this University, may be granted appropriate credit towards a qualification of The University of Auckland on the basis of work successfully completed in the previous programme.

c To be awarded an undergraduate degree of The University of Auckland, a student must complete at least the equivalent of a full time year of study as an enrolled student at The University of Auckland.
d Credit granted under 2a or 2b above may be specified or unspecified and the grant of admission may restrict advancement in specified subjects or programmes.
e (i) Credit granted under 2a or 2b above will normally be granted only for courses at Stage I and Stage II. Only where prior approval for exchange or study abroad enrolment has been granted, or in exceptional circumstances, will the grant of credit be considered at Stage III for courses taken at Stage III at another tertiary institution.
(ii) Where Parts are specified for a Bachelors degree, credit may be awarded within a Part according to suitability of course content and professional requirements and irrespective of the Stage of the course passed.

f Credit will not be available for any course passed at another tertiary institution with a conceded or restricted pass.
g Credit may be refused for courses passed more than five years previously.

Approved Study at Another Institution
3 a A student who is enrolled at The University of Auckland and who concurrently enrols and completes courses at another tertiary institution, which they wish to credit to their University of Auckland qualification must:
(i) Seek from the Dean of the relevant faculty prior approval of the proposed concurrent enrolment and confirmation that the courses will satisfy the regulations and requirements for the qualification for which the student is enrolled at this University and that appropriate credit may be granted.
(ii) Apply for credit in accordance with these
regulations when the official results are known.
b Any credit granted from study at a Summer School will be added to the current year of study at this University.

Note:
(i) Where prior approval has not been sought, credit will not normally be granted.
(ii) This regulation applies to Summer School study at an institution other than The University of Auckland with the intention of requesting credit for a University of Auckland qualification.

4 Where study at another institution is approved as part of a study abroad or exchange arrangement, credit may be approved for Stage III or postgraduate level courses if the successfully completed study is deemed appropriate for such credit by the Dean of the relevant faculty.

Cross-credits and Internal Credit
5 a In this Regulation ‘cross-credit’ means a course which is common to two University of Auckland undergraduate qualifications, which may be Bachelors degrees, undergraduate diplomas and undergraduate certificates, and is credited to both. ‘Internal credit’ means credit awarded to a programme for one or more courses passed for another University of Auckland qualification, which cannot be designated as a cross-credit.
b A student taking two programmes may only be awarded as cross-credits and/or internal credit the maximum allowed for one, but not both, of the programmes.
c A course which is designated a cross-credit may not be credited to more than two qualifications.

6 a When calculating cross-credits between a second and third qualification, points from previously granted cross-credits may not be used. The maximum number of cross-credit points that may be granted is based on one third of the points not previously designated for cross-credits.
b A Stage III course that fulfils the Stage III requirements of one qualification may not be designated as a cross-credit to meet the Stage III requirement of another qualification.
c A student may not designate as a cross-credit any course passed with a conceded pass or a restricted pass. If that course is compulsory, another course may be substituted for it as Senate or its representative may approve.
d Designation of courses as cross-credits, as permitted by these regulations, is subject to the approval of the Dean of the relevant faculty or their nominee.

Limits
7 Subject to any other provisions of these regulations or the relevant Programme Regulations:
a In the case of qualifications of equal value, the total value of cross-credits and internal credit is limited to one third of the total value of the degree, diploma or certificate.
b Where the qualifications concerned are of different values, the total value of cross-credits and internal credit may not exceed one third of the total points value applying to the qualification of lesser value.
c Other than under the provisions of Regulations 2(e)(ii) and 4, cross-credits and transfer credits are not available for Masters degrees, Bachelors Honours Postgraduate degrees, doctorates, postgraduate certificates and postgraduate diplomas.

Limits on Cross-credits for Conjoint Degrees
8 a A conjoint degrees combination is considered to be two degrees for the purpose of calculating cross-credits.
b (i) A maximum of 80 points may be cross-credited from a completed conjoint degree component to another qualification.
(ii) A maximum of 80 points may be cross-credited from a completed qualification to a conjoint degree component.
(iii) The apportionment of the points to the components of the conjoint degrees combination is subject to the approval of the appropriate Deans or their representatives.

Reassigned Courses
9 a A student may apply, by submitting an Application to Reassign Courses form, to reassign courses passed for, and assigned to, one qualification to another qualification for which the courses are available.
b A student may not reassign courses passed for one qualification to another once the qualification for which the courses were passed has been awarded.
c A student may not reassign to another qualification any course passed with a conceded pass or a restricted pass. If that course is compulsory, another course may be substituted for it as Senate or its representative may approve.
d A student may apply to reassign a course or courses passed for a Certificate of Proficiency to a taught Masters degree, a postgraduate diploma or a postgraduate certificate provided that:
(i) no more than 30 points are reassigned
(ii) the enrolment in the postgraduate qualification is no later than three semesters from the initial enrolment in the course(s) reassigned from a Certificate of Proficiency
(iii) the application to reassign is made at the time the student is admitted to the postgraduate qualification
(iv) the course is available in the schedule of the qualification to which it is reassigned.
e Courses which are reassigned cease to be credited to the former qualification.

Review and Appeal Procedure
10 a A student may make a complaint about a decision under these Regulations to the Applications and Admissions Office or the
Student Enrolments, Fees and Records Office, as appropriate.

b If the complaint is unable to be resolved by the Applications and Admissions or Student Enrolments, Fees and Records Offices, it will be referred to the Faculty concerned for reconsideration.

c If a student remains dissatisfied following Faculty reconsideration, a written appeal for a review of the credit decision may be submitted to the Director, Academic Services.

d The Credit Review Board will consider all appeals for review of credit decisions on behalf of Senate.

e Students who are submitting an appeal have the right to be heard in person.

f The decision of the Credit Review Board must be recorded and the appellant informed of the decision in writing.

g The decision of the Credit Review Board is final.

GENERAL REGULATIONS – MASTERS DEGREES

The following regulations take precedence over the specific regulations for each Masters degree published elsewhere in this Calendar. As far as possible they are to be read in conjunction with the specific degree regulations for each Masters degree and the Guidelines for Masters students.

Note: For the purposes of these regulations:

(i) a thesis or research portfolio is worth between 90 and 120 points

(ii) a dissertation or research project is worth between 30 and 80 points.

General Requirements

1 A student enrolled for a Masters degree at this University must pass the full points value specified in the degree regulations. The total enrolment may not exceed the minimum points requirement for the degree by more than 40 points.

2 Deadlines for Completion

<table>
<thead>
<tr>
<th>Degree Points</th>
<th>Semester of initial enrolment</th>
<th>Number of semesters to complete degree</th>
<th>Due date for submission of theses or research portfolio</th>
<th>Due date for short extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>Research Masters</td>
<td>Semester One 2 4</td>
<td>15 December</td>
<td>28 February</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester Two 2 4</td>
<td>1 May</td>
<td>15 July</td>
</tr>
<tr>
<td></td>
<td>Taught Masters</td>
<td>Semester One 2 8</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester Two 2 8</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>240</td>
<td></td>
<td>Semester One 4 8</td>
<td>15 December</td>
<td>28 February</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester Two 4 8</td>
<td>1 May</td>
<td>15 July</td>
</tr>
</tbody>
</table>

Notes:

1 For these purposes, the nominal starting date for Semester One is 1 March and for Semester Two 15 July.

2 In all cases for the calculation of due date, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.

3 Part-time study is defined as a student workload of fewer than 100 points over two semesters in one year or fewer than 50 points in one semester.

4 Where the enrolment in the programme is partially full-time and partially part-time, the maximum time for completion is to be based on the period for completion for part-time study provided that one semester of full-time study counts as two semesters of part-time study for the purposes of calculation of the completion date.

5 Due dates for submission are calculated according to the number of weeks available to complete the thesis or research portfolio, including the summer period.

Completion of Requirements

3 a Thesis or Research Portfolio

(i) A student whose programme includes a thesis or research portfolio must complete the requirements in accordance with the schedule in Regulation 2. However, the Head of the Department concerned may approve a short extension of time as shown in the schedule.

(ii) If, in exceptional circumstances beyond the student’s control, the thesis or research portfolio has not been able to be completed by the specified deadline (including any approved extensions given under Regulation 3a(i)), Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not normally exceeding one semester, for the work to be completed.

3 b Dissertation or Research Project

(i) A student whose programme includes a dissertation or research project must complete the requirements by the last day of the final semester of enrolment in the dissertation or research project.

(ii) If, in exceptional circumstances beyond the student’s control, the dissertation or research project has not been able to be completed by the above deadline, Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not exceeding two months.
Tuition Fees for Extensions of Time
4 Where an extension of time for the submission of a thesis, research portfolio, dissertation or research project is approved under Regulation 3a(ii) or 3b(ii), students will be required to be enrolled and pay tuition fees at the rate of 10 points for each two-month period or part thereof. This will only apply when the student's current enrolment period in the course has ended.

Master of Fine Arts
5 A student enrolled in the Master of Fine Arts degree must complete their individual programme not later than 1 November in the year in which the work is undertaken or by such other date as may be approved by the Head of School of Fine Arts. In cases where the initial enrolment occurs in Semester Two a student must complete their individual programme not later than the last day of the first semester of the following year.

Honours
6 Where the regulations provide for the award of Honours, a Masters degree may be awarded with Honours where a student's overall grade is sufficiently high. There are two classes of Honours: First Class Honours and Second Class Honours. Second Class Honours are awarded in either First Division or Second Division.

Eligibility for Honours
7 Where the requirements for the degree have not been completed in accordance with Regulations 2 and 3 a student's eligibility for Honours will lapse. However, on the recommendation of the Head of Department, Senate or its representative may approve the retention of eligibility for Honours.

Theses
8 a The student is to submit two hard-bound copies of the thesis to the Graduate Centre by the date indicated for completion in the Schedule.
b The Head of Department is to transmit the submitted copies to the examiners.
c On completion of the examination, the supervisor of the thesis will be responsible through the Head of Department for the deposit of two copies with the University Library.
d Prior to 1 January 2011 a student may also deposit a digital copy of the thesis at the same time as the thesis is submitted to the Graduate Centre.
e On or after 1 January 2011, a student is required to deposit a digital copy of the thesis at the same time as the thesis is submitted to the Graduate Centre.
f The digital thesis deposited shall be formatted as specified in the Guidelines on Formatting and Submitting a Digital Thesis at The University of Auckland.
g After examination, a Masters thesis which is deposited in digital form will be accessible to authenticated users through the University's digital repository unless embargoed under Clause 24 of the Examination Regulations.
h Theses which are failed in the examination will be removed from the University's digital repository.

Research Portfolios, Research Projects and Dissertations
9 a Research portfolios, research projects and dissertations are to be bound as specified by the Faculty and submitted to the supervisor or department in accordance with Regulation 3a or 3b.
b The Head of Department is to transmit the submitted research portfolio, research project or dissertation to the examiners.
c Copies of research portfolios, research projects and dissertations are not deposited with the University Library, nor deposited with the University's digital repository.

Substitutions and Failed Courses
10 Masters students may not change their enrolment in a course after the last date approved for deletions, except in exceptional circumstances as provided for in the Enrolment and Programme Regulations under Changes to Current Enrolment.
11 A Masters student may not normally re-enrol in a failed course except as provided for in the regulations relating to aegrotat and compassionate passes. In exceptional circumstances, the student may apply to Senate or its representative, on the recommendation of the Head of Department, for permission to re-enrol in the course and where approval is granted, the result achieved in the first attempt will not be considered in arriving at the overall grade for the programme.
12 Except as provided for in Regulation 11, calculation of the overall grade will include the grades given for all courses attempted in the degree. For the purposes of grade or mark calculation, Withdrawal, Did Not Sit and Did Not Complete will count as zero.

Suspension
13 Enrolment for a Masters degree will normally be continuous. In exceptional circumstances Senate
The following regulations take precedence over the specific regulations for each Bachelors Honours Postgraduate degree published elsewhere in this Calendar. As far as possible they are to be read in conjunction with the specific degree regulations for each Bachelors Honours Postgraduate degree. The Bachelors Honours Postgraduate degree will not be awarded until the requirements for the qualifying Bachelors degree have been awarded.

Note: For the purposes of these regulations:
(i) a Bachelors Honours Postgraduate degree is worth a total of 120 points.
(ii) a dissertation or research project is worth between 30 and 80 points.

General Requirements
1 A student enrolled for a Bachelors Honours Postgraduate degree at this University must pass the full points value specified in the degree regulations. The total enrolment may not exceed the minimum points requirement for the degree by more than 40 points.

Duration of Enrolment
2 The requirements for a Bachelors Honours Postgraduate degree must be completed within:
  a one year of initial enrolment for the degree if enrolled full-time
  or
  b two years of initial enrolment for the degree if enrolled part-time.

Completion of Requirements
3 a A student enrolled for a Bachelors Honours Postgraduate degree must complete all work in taught courses by the last day of the semester in which the course is taught.
  b A student enrolled in a dissertation or research project of 30 points or more must complete the dissertation or research project by the last day of the final semester of enrolment in the dissertation or research project. In exceptional circumstances beyond the student’s control, Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not exceeding two months.
  c A student who has failed a course or courses of no more than 40 points may be approved by Senate or its representative to enrol for no more than one further consecutive semester beyond the duration of enrolment specified in Regulation 2 in order to complete the degree.

Tuition Fees for Extensions of Time
4 Where an extension of time for the submission of a dissertation or research project is approved under Regulation 3b, students will be required to be enrolled and pay tuition fees at the rate of 10 points for each two-month period or part thereof. This will only apply when the student’s current enrolment period in the course has ended.

Honours
5 a The Bachelors Honours Postgraduate degree may be awarded only where a student’s overall grade is sufficiently high.
  b Honours will be awarded in either of two classes: First Class Honours and Second Class Honours. Second Class Honours are awarded in either First Division or Second Division.
  c Where a student’s average grade is...
insufficiently high to be eligible for the award of honours, Senate or its representative may approve the reassignment of points to the relevant Graduate or Postgraduate Diploma.

6 Calculation of the class of Honours will include the grades given for all courses attempted in the degree. For the purposes of this calculation, Withdrawal, Did Not Sit and Did Not Complete will count as zero.

Dissertations and Research Projects
7 a Dissertations and Research Projects are to be bound as specified by the Faculty and submitted to the supervisor or department in accordance with Regulation 3b.
b The Head of Department is to transmit the submitted dissertation or research project to the examiner(s).
c Copies of dissertations and research projects are not deposited with the University Library.

Suspension
8 Enrolment for a Bachelors Honours Postgraduate degree will normally be continuous. In exceptional circumstances Senate or its representative, on the recommendation of the Head of Department, may grant a period of suspension from enrolment not normally exceeding two consecutive semesters. In such cases the period of suspension will not count towards the time limits for the degree.

Transfer Credits, Cross-credits and Reassignments
9 a Transfer credits
Except as provided for in Regulation 2e(iii) of the Credit Regulations, transfer credits may not be awarded for a Bachelors Honours Postgraduate degree.
b Cross-credits
Courses may not be cross-credited into or from a Bachelors Honours Postgraduate degree.
c Reassignments
(i) With the approval of the Head of Department, courses may be reassigned as specified in Clause 9 of the Credit Regulations.
(ii) In certain circumstances, Senate or its representative may approve the reassignment of points to the relevant Postgraduate degree as provided for in Regulation 5c.

Certificate of Proficiency
10 The Certificate of Proficiency regulations under ‘Other Programmes’ apply. A Certificate of Proficiency course may not be reassigned to a Bachelors Honours Postgraduate degree.

Transitional Certificate
11 The Transitional Certificate regulations under ‘Other Programmes’ apply. A Transitional Certificate course may not be reassigned to a Bachelors Honours Postgraduate degree.

Variations
12 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to the regulations for a Bachelors Honours Postgraduate degree.

GENERAL REGULATIONS – POSTGRADUATE DIPLOMAS

The following regulations take precedence over the specific regulations for each Postgraduate Diploma published elsewhere in this Calendar. As far as possible they are to be read in conjunction with the specific regulations for each Postgraduate Diploma.

Note: For the purposes of these regulations:
(i) a Postgraduate Diploma is worth a total of 120 points
(ii) a dissertation or research project is worth between 30 and 80 points.

General Requirements
1 A student enrolled for a Postgraduate Diploma at this University must pass the full points value specified in the postgraduate diploma regulations. The total enrolment may not exceed the minimum points requirement for the postgraduate diploma by more than
   a  40 points
   or
   b  20 points in the case of a student with credit granted from a postgraduate certificate.

Duration of Enrolment
2 a The requirements for a Postgraduate Diploma must be completed within
   (i) one year of initial enrolment for the postgraduate diploma if enrolled full-time
   or
   (ii) four years of initial enrolment for the postgraduate diploma if enrolled part-time.
b In the case of a student who has completed a postgraduate certificate for which credit is granted to a postgraduate diploma the requirements must be completed within
   (i) one semester of admission if enrolled full-time
   or
   (ii) two years of admission if enrolled part-time.
c In all cases, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.
Completion of Requirements
3 a A student enrolled for a Postgraduate Diploma must complete all work in taught courses by the last day of the semester in which the course is taught.
b A student enrolled in a dissertation or research project of 30 points or more must complete the dissertation or research project by the last day of the final semester of enrolment in the dissertation or research project. In exceptional circumstances beyond the student’s control, Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not exceeding two months.
c A student who has failed a course or courses of no more than 40 points may be approved by Senate or its representative to enrol for no more than one further consecutive semester beyond the duration of enrolment specified in Regulation 2 in order to complete the postgraduate diploma.
d Fine Arts Studio
A student enrolled in the Postgraduate Diploma in Fine Arts must complete their individual programme not later than 1 November in the year in which the work is undertaken or by such other date as may be approved by the Head of School of Fine Arts.

Tuition Fees for Extensions of Time
4 Where an extension of time for the submission of a dissertation or research project is approved under Regulation 3b, students will be required to be enrolled and pay tuition fees at the rate of 10 points for each two-month period or part thereof. This will only apply when the student’s current enrolment period in the course has ended.

Distinction or Merit
5 a The Postgraduate Diploma may be awarded with Distinction or Merit where a student’s overall grade is sufficiently high.
b Distinction or Merit is normally awarded only if the requirements for the Postgraduate Diploma are completed within
(i) 24 months of initial enrolment or
(ii) 12 months of initial enrolment in the case of a student with credit granted from a postgraduate certificate.
6 Calculation of the award of Distinction or Merit will include the grades given for all courses attempted in the diploma. For the purposes of this calculation, Withdrawal, Did Not Sit and Did Not Complete will count as zero.

Dissertations and Research Projects
7 a Dissertations or Research Projects are to be bound as specified by the Faculty and submitted to the supervisor or department in accordance with Regulation 3b.
b The Head of Department is to transmit the submitted dissertation or research project to the examiner(s).
c Copies of dissertations and research projects are not deposited with the University Library.

Suspension
8 a Enrolment for a Postgraduate Diploma will normally be continuous. In exceptional circumstances Senate or its representative, on the recommendation of the Head of Department, may grant a period of suspension from enrolment not normally exceeding two consecutive semesters. In such cases the period of suspension will not count towards the time limits for the diploma.
b In the case of a student who has completed a postgraduate certificate for which credit is granted to a postgraduate diploma admission to the postgraduate diploma must take place within five years of completion of the postgraduate certificate.

Transfer Credits, Cross-credits and Reassignments
9 a Transfer credits
Except as provided for in Regulation 2e(iii) of the Credit Regulations, transfer credits may not be awarded for a Postgraduate Diploma.
b Cross-credits
Courses may not be cross-credited into or from a Postgraduate Diploma.
c Reassignments
With the approval of the Head of Department, courses may be reassigned as specified in Clause 9 of the Credit Regulations.

Certificate of Proficiency
10 a The Certificate of Proficiency regulations under ‘Other Programmes’ apply.
b A Certificate of Proficiency course may be reassigned to a Postgraduate Diploma as specified in Clause 9 of the Credit Regulations.

Transitional Certificate
11 The Transitional Certificate regulations under ‘Other Programmes’ apply. A Transitional Certificate course may not be reassigned to a Postgraduate Diploma.

Variations
12 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to the regulations for a Postgraduate Diploma.
GENERAL REGULATIONS – POSTGRADUATE CERTIFICATES

The following regulations take precedence over the specific regulations for each Postgraduate Certificate published elsewhere in this Calendar. As far as possible they are to be read in conjunction with the specific regulations for each Postgraduate Certificate.

Note: For the purposes of these regulations a postgraduate certificate is worth 60 points.

General Requirements
1 A student enrolled for a Postgraduate Certificate at this University must pass the full points value specified in the postgraduate certificate regulations. The total enrolment may not exceed the minimum points requirement for the postgraduate certificate by more than 20 points.

Deadlines for Completion
2 a The requirements for a Postgraduate Certificate must be completed within
(i) one semester of initial enrolment for the postgraduate certificate if enrolled full-time
or
(ii) four semesters of initial enrolment for the postgraduate certificate if enrolled part-time.

b In all cases, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.

Completion of Requirements
3 a A student enrolled for a Postgraduate Certificate must complete the requirements by the last day of the final semester of enrolment in the programme.

b Extensions of time to complete work in examined courses or 100 percent coursework courses will not be granted beyond the end of the semester(s) in which the course is offered.

c A student who has failed a course or courses of no more than 20 points may be approved by Senate or its representative to enrol for no more than one further consecutive semester beyond the deadline for completion specified in Regulation 2 in order to complete the postgraduate certificate.

Suspension
4 Enrolment for a Postgraduate Certificate will normally be continuous. In exceptional circumstances Senate or its representative, on the recommendation of the Head of Department, may grant a period of suspension from enrolment not normally exceeding one semester. In such cases the period of suspension will not count towards the time limits for the certificate.

Transfer Credits, Cross-credits and Reassignments
5 a Transfer credits
Except as provided for in Regulation 2e(iii)
of the Credit Regulations, transfer credits may not be awarded for a Postgraduate Certificate.

b Cross-credits
Courses may not be cross-credited into or from a Postgraduate Certificate.

c Reassignments
With the approval of the Head of Department, courses may be reassigned as specified in Clause 9 of the Credit Regulations.

Certificate of Proficiency
6 a The Certificate of Proficiency regulations under ‘Other Programmes’ apply.

b A Certificate of Proficiency course may be reassigned to a Postgraduate Certificate as specified in Clause 9 of the Credit Regulations.

Transitional Certificate
7 The Transitional Certificate regulations under ‘Other Programmes’ apply. A Transitional Certificate course may not be reassigned to a Postgraduate Certificate.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to the regulations for a Postgraduate Certificate.

GENERAL REGULATIONS FOR NAMED DOCTORATES

These Regulations apply to all doctoral degrees except the Doctor of Philosophy and Higher Degrees, and should be read in conjunction with the regulations for those degrees.

The ‘Department’ is the Department or School or other academic unit in which the candidate is registered, and the ‘Head of Department’ is the head of that academic unit.

Registration
1 a The recommendation for registration by the Head of Department is to include
(i) the proposed date of registration,
(ii) nominations for supervisors,
and
(iii) satisfactory evidence that the candidate meets the admission criteria and has the
ability to follow the proposed programme of study.

and (iv) confirmation that the School/Department accepts responsibility for making satisfactory supervision arrangements and providing research resources and facilities over the whole enrolment for the degree.

b The Board of Graduate Studies will appoint two supervisors for each candidate, or one supervisor and one adviser, the main supervisor being a staff member of the Department. The supervisor(s) must be actively involved in research in the candidate’s general field, and must either hold a doctoral degree or be appropriately qualified and experienced.

c Candidates wishing to present and defend a thesis in Māori must, before applying to the Head of Department to be registered, obtain the permission of the Pro Vice-Chancellor (Māori). When such permission is granted, the Pro Vice-Chancellor (Māori) will make a recommendation in writing to the Board of Graduate Studies as to: (i) whether the candidate has adequate fluency and literacy in Te Reo Māori in the subject area of the thesis, and (ii) the likelihood of being able to find appropriately qualified examiners for the thesis.

Reviews of Progress

2 a At the end of each year of study the main supervisor, the candidate and the Head of Department are to submit, through the Associate Dean (Postgraduate) of the Faculty, a joint report to the Board of Graduate Studies on the candidate’s progress. As part of this report the main supervisor and the Head of Department are to make one of the following recommendations: (i) that the candidate’s registration be continued; or (ii) that the candidate’s registration be continued subject to specified conditions; or (iii) that the candidate’s registration be terminated.

The candidate shall be given an opportunity to make written submissions to the Board of Graduate Studies on the above annual report.

b Where a recommendation is made under Clause 2a(ii), the Head of Department will also recommend to the Board of Graduate Studies any specific goals and/or conditions to be met by the candidate and the time in which these are to be completed. At the end of this period the Head of Department and main supervisor will advise the Board of Graduate Studies whether or not these requirements have been met. Registration will terminate if the specified conditions have not been fulfilled to the satisfaction of the Board of Graduate Studies.

Enrolment and Fees

3 a Candidates for the degree must be enrolled and pay all prescribed fees including tuition fees in each academic year for which they are registered. Candidates need not pay tuition fees for any period during which their registration is suspended.

b On enrolment in each academic year every candidate must pay the prescribed fees for that academic year.

c A candidate who submits a thesis or terminates their registration will receive a refund of one-twelfth of the tuition fee paid for each complete month of the period between the date of submission of the thesis or termination of registration and the end of the academic year for which fees have been paid.

d Unless otherwise exempted under the relevant regulations, all candidates must pay the prescribed Building Levy and Student Services fees and any other fees as may be prescribed from time to time. There is no refund of these fees.

e No thesis will be accepted for examination unless all outstanding prescribed fees including tuition fees have been paid for the academic year in which a candidate is registered.

Changes to the Conditions of Registration

4 a The Head of Department may, after consultation with the candidate, make a written recommendation to the Board of Graduate Studies via the Faculty Associate Dean (Postgraduate) for changes in the conditions of registration for the candidate. After considering a recommendation from the Head of Department, the Board of Graduate Studies may, after considering any submissions made by the candidate, change the conditions of registration for any candidate.

b When necessary, the Head of Department is to recommend changes to the supervision of the candidate for approval by the Board of Graduate Studies. This will normally be required when a supervisor is granted leave, resigns or retires.

c When the Board of Graduate Studies is satisfied that there is sufficient reason, it may extend a candidate’s submission date. Before approving an extension of submission time the Board of Graduate Studies will require the candidate, the supervisor(s) and Head of Department to agree on the programme of supervision and schedule of research considered necessary for submission by the new date proposed.

d Where a candidate is unable to continue with their research programme because of circumstances beyond their control, the Board of Graduate Studies may suspend their registration for a specified period of time. The conditions of Clause 7g of the Statute for
the Degree of Doctor of Philosophy 2011 will apply.
e The Board of Graduate Studies may terminate the registration of any candidate who fails to make payment of any prescribed fees including tuition fees, or for any other reason specified in Clause 7h of the Statute for the Degree of Doctor of Philosophy 2011. Before making a decision to terminate a candidate’s registration pursuant to this clause or otherwise, the Board of Graduate Studies will allow the candidate a reasonable opportunity to respond.

**Appeals**

5 a If a doctoral candidate believes that he or she has been significantly disadvantaged by the examination process, or by any part of the examination process, then a written appeal may be made to the Board of Graduate Studies, setting out the grounds of the appeal. All relevant documents relied upon must be submitted with the appeal. Clauses 10d and 10e of the Statute for the Degree of Doctor of Philosophy 2011 shall then apply.

b Candidates, supervisors or Heads of Department may appeal against any decision of the Board of Graduate Studies concerning matters other than examination normally within three months of the making of the decision, on the grounds that:
(i) relevant information which was not available to the Board of Graduate Studies at the time of its making the decision has since become available
and/or
(ii) the procedure adopted in arriving at the decision was unfair.
The appeal must state clearly all grounds relied on by the candidate and attach all relevant documentation. Clause 10b of the Statute for the Degree of Doctor of Philosophy 2011 shall then apply.

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**THE LIMITATION OF ENTRY STATUTE 1991**

At The University of Auckland this 18th day of February 1991. Pursuant to Section 224 of the Education Act 1989, as amended by the Education Amendment Act 1990, the Council of The University of Auckland hereby makes the following Statute:

1 a This statute may be cited as The Limitation of Entry Statute 1991.
b This Statute came into force on 1 January 1991.
2 Where the Council is satisfied that it is necessary to do so because:
a students cannot be allocated places in appropriate lecture rooms or laboratories at times when they can reasonably be expected to attend
or
b the number of teaching staff does not ensure all students expected to seek a place in a particular programme or course can be adequately taught;
there shall be deemed to be an insufficiency of accommodation or of staff.
3 The maximum number of students that may be enrolled for any such programme or course shall be determined by the Council from time to time after considering any recommendations from Senate and be published in a schedule to this Statute.
4 In determining such maximum number of students the Council may, after securing a recommendation from Senate:
a prescribe academic standards to be achieved as a prerequisite for enrolment for any such programme or course
and
b prescribe other criteria for selection of students to be permitted enrolment for any such programme or course.
5 The Limitation of Entry Statute 1985 is hereby repealed.

**Enrolment Limitations 2011**

This Schedule is made under the provisions of Clause 3 of the Limitation of Entry Statute 1991.

**Limited-entry Programmes and Courses**

Because of insufficient accommodation and restrictions on staffing there will be a limitation on the number of students who can be enrolled in 2011 in the programmes and courses listed below.

**Approved Limitations**

1 Students must apply for a place in any limited entry programme. Unless otherwise specified in the Closing Dates for Admission to Specified Programmes, the closing date for Application for Admission is 8 December 2010 and for Enrolment is 14 February 2011. The closing date for Admission to Summer School is 1 December 2010 and for Enrolment is 22 December 2010.

2 Application for places in any limited-entry programmes and/or courses will be made online, or in person.

3 Applications received after the specified closing dates will be given reduced priority in consideration for a place in a limited-entry programme and/or course.

4 All applicants for open-entry programmes who are qualified for admission will be accepted, although they may not be selected into all courses of their choice as some courses have a limit on the number of students that can be accepted.
5 Where the number of applicants for a place in a limited-entry programme or course exceeds the approved number of available places, the faculty or department concerned will select students in accordance with criteria that have been approved by the University Council.

6 Where a course is taught in both semesters, the Selection Committee will allocate students to the First or Second Semester where numbers of applications for one semester exceed places available.

7 Selection criteria will be available from the faculty or department concerned for the information of students. In general, selection will be based upon academic merit. In those cases where the scholastic record is insufficient, eg, Discretionary Entrance and Special Admission, other criteria such as the recommendation of the School Principal or Advisor, or employment history, will be taken into account. Account will also be taken of the University’s Equal Educational Opportunity objectives. Limitations on programmes and courses are listed below.

### Limitations Schedule

#### A. Limited Entry Programmes

(admission by selection)

<table>
<thead>
<tr>
<th>Faculty/Subject</th>
<th>Approved Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts</strong></td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>1700 Domestic</td>
</tr>
<tr>
<td></td>
<td>125 International</td>
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<tr>
<td>BA Conjoint</td>
<td>800 Domestic</td>
</tr>
<tr>
<td></td>
<td>15 International</td>
</tr>
<tr>
<td>BTheol</td>
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<td>BTheol Conjoint</td>
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<tr>
<td>CertArts</td>
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</tr>
<tr>
<td>CertLang and DipLang</td>
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</tr>
<tr>
<td>MA in Screen Production</td>
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<tr>
<td>MPP</td>
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<tr>
<td>MProfStud in International Relations and Human Rights</td>
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<tr>
<td>MCW</td>
<td>12</td>
</tr>
</tbody>
</table>

**Business and Economics**

- BCom (including BCom Conjoint): 1450 Domestic; 250 International
- BBIM: 128 Domestic; 22 International
- BProp (including BProp Conjoint): 95 Domestic; 5 International
- GradDipCom: 200 (including International)
- BCom(Hons):
  - Accounting and Finance: 50
  - Commercial Law: 30
  - Economics: 35
  - Information Systems and Operations Management: 28
  - Management and International Business: 25
  - Marketing: 20
- BProp(Hons) 15 (including MProp, PGDipProp)
- MTSS: 25
- MinBus (Quarter 3 intake): 30
- MCom (240 points):
  - Accounting and Finance: 20
- MCom (240 points) and PGDipCom:
  - Economics: 20
  - Information Systems and Operations Management: 23
  - Management and International Business (Semester 1 intake only): 20
- MProp (240 points) and PGDipProp 15 (including BProp(Hons))
- MCom (120 points):
  - Accounting and Finance: 20
  - Commercial Law: 5

**Creative Arts and Industries**

- BAS: 100 Domestic; 15 International
- BFA: 115 Domestic; 5 International
- BMus: 114 Domestic; 15 International
- BDanceSt: 25
- BFlan: 38 Domestic; 7 International
- BFA(Hons): 55
- PGDipCPA:
  - School of Music: 10
  - Dance Studies: 10
  - PGDipFA: 20
- MCPA:
  - School of Music: 10
  - Dance Studies: 10
- MFA: 30
- MPlanPrac: 25
- DocFA: 20

**Education**

BED(Tchg) – excluding Teachers’ Specialisation: 600
- Early Childhood Education S1 100; S2 35
- Early Childhood Education Pasifika: 30
- Primary S1 260; S2 35
- Huarahi Māori: 60
- MIT Campus: 60
- BED(TESOL): 75

**Engineering**

- BE(Hons) Part I (including conjoints): 620 (560 Domestic; 60 International)
- BE(Hons) Part II:
  - Biomedical Engineering: 25
  - Chemical and Materials: 70
  - Civil: 200
  - Computer Systems: 55
  - Electrical and Electronic: 110
  - Engineering Science: 35
  - Mechanical: 90
  - Mechatronics: 60
  - Software: 80
  - MEMgt: 20

**Law**

- LLB Part I: All students offered a place in, or already enrolled in, another University of Auckland bachelor’s degree programme, or graduates LLB Part II: 300 LLB Part III: 20 (Transferring students from other New Zealand law schools)

**Medical and Health Sciences**

CertHSc: 65
BHSc: 300
BHSc Conjoint:
- BA/BHSc
- BCom/BHSc
- BHSc/LLB 30 (across programmes)
BNurs (including conjoints): 95 Domestic; 5 International
### B. Limited Entry Courses

(admission by selection)

<table>
<thead>
<tr>
<th>Faculty/Subject</th>
<th>Approved Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPharm</td>
<td>100 Domestic</td>
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<tr>
<td></td>
<td>5 International</td>
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<td>MBChB Year 2</td>
<td>191 Domestic</td>
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<td></td>
<td>15 International</td>
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<tr>
<td>Diploma in Paediatrics</td>
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<tr>
<td>BHSc(Hons)</td>
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<tr>
<td>BMSc(Hons)</td>
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<tr>
<td>BNurs(Hons)</td>
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<tr>
<td>PGCertHSc/PGDipHSc</td>
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<tr>
<td>– Advanced Nursing</td>
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<td>– Alcohol and Drug Studies</td>
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### Faculty/Subject Approved Limit

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### Business and Economics

See Business and Economics in Part A of this Schedule for BCom limits.

For BCom/GradDipCom:

| ACCTG 222 (S1, S2) | 720 (S1 360; S2 360) |
| MKTG 302 (S1, S2) | 60 |

For Programmes other than BCom or BProp:

| ACCTG 101 (Summer School, S1, S2) | 200 (non-Business Students) |
| ACCTG 310 (S2) | 60 (30 in each stream) |

### Commercial Law

<p>| COMLAW 101 (Summer School, S1, S2) | 150 (non-Business students) |</p>
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C. General Education Courses

Students will be selected on a first come, first served basis into all Stage One General Education courses.

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FEES STATUTE 2001

1 Title and Commencement
This statute may be cited as the Fees Statute 2001 and came into force on 1 January 2001.

2 Interpretation
In this statute unless the context otherwise requires:
‘Building Levy’ means the levy to be paid by each enrolled student towards the provision of University buildings and facilities which provide student support services.
‘Council’ means the Council of The University of Auckland.
‘Domestic Student’ has the meaning given in the Act.
‘Due Date’ is the date specified on the Fees invoice.
‘Enrolment’ means enrolment in a programme or course at the University.
‘Enrol’ has a corresponding meaning.
'Fees Invoice' means an invoice or an invoice/statement, or online invoice/statement for the fees and charges payable by a student as a condition of enrolment.

'Foreign Student' has the meaning given in the Act.

'Staff Member' means a member of the staff of the University.

'Student' includes a Domestic Student and a Foreign Student who is:
a Duly enrolled as a student of the University
or
b Applying to enrol as a student of the University.

'Student Loan' has the same meaning as it has in section 2 of the Student Loan Scheme Act 1992.

'Student Services Fee' means the fee paid by an enrolled student for student support services provided by the University.

'University' means The University of Auckland constituted under The University of Auckland Act 1961.

'University Services' means those services provided by the University that can be accessed by a student on request or application, such as enrolment or the provision of an official academic transcript.

3 Tuition Fees

3.1 The Council may prescribe from time to time Tuition Fees payable by:
a Domestic Students; in compliance with section 227 of the Act; and
b Foreign Students or any categories of Foreign Students; in compliance with section 228 of the Act.

3.2 Tuition Fees may be prescribed either by resolution of the Council or by a schedule to this statute.

3.3 The Tuition Fees prescribed by the Council at the date when this statute comes into force apply until other Tuition Fees are prescribed in place or in addition to them.

4 General Fees

4.1 The Council hereby prescribes the General Fees specified in the schedule.

4.2 The Council may from time to time by resolution vary the amount of, or delete, any General Fee specified in the schedule or prescribe any additional General Fee.

4.3 Any such variation, deletion, or addition shall apply from the date specified in the amending resolution.

5 Additional Fees/Charges

5.1 Faculties and Departments of the University may impose charges to recover costs in providing Students with:
a Copies of study material and other material relevant to a course or a programme or the means of access to that material;

b Services incidental to courses or programmes as, for example, field trips and site visits.

6 Payment of Fees and Charges

6.1 Tuition Fees, General Fees and any charges imposed pursuant to section 5.1 that are included on the Fees Invoice rendered to a Student shall be paid by the student forthwith on receipt of that Fees Invoice.

6.2 All Students must pay the full amount on their Fees Invoice by the due date.

6.3 Charges imposed on a Student pursuant to section 5.1 that are not included in a Fees Invoice shall be paid by the Student on demand.

6.4 Any instalment of a Student Loan (within the meaning of the Student Loan Scheme Act 1992) that is available to a Student and received by the University in respect of his or her enrolment shall be applied toward payment of the Fees Invoice rendered to that Student on the occasion of that enrolment.

7 Refunds

7.1 The Council may by resolution prescribe from time to time in accordance with sections 227 and 228 of the Act:
a The circumstances in which Domestic Students and Foreign Students are or may be entitled to a refund of all or any part of the Tuition Fees and General Fees paid or payable to the Council; and
b The quantum of those refunds.

7.2 The circumstances in which a refund may be made and the quantum of that refund that pertains when this statute comes into force, continues until a change is prescribed by resolution.

7.3 The Council will take all reasonable steps to ensure that both Domestic Students and Foreign Students are given written notice of the circumstances in which they are or may be entitled to a refund of all or any part of the fees that have been paid or are payable by them to the Council.

7.4 The refund of all or any part of a Tuition Fee or a General Fee that was paid by an outstanding Student Loan shall be applied in reduction of that loan.

8 Non-payment of Fees and Charges

8.1 Where a Student does not pay:
a The Fees Invoice rendered to that Student; or
b A charge for that Student imposed under section 5 on demand;
then, until those fees and charges are paid in full and without prejudice to the right to recover the unpaid fees or charges at law; the Council may:
(i) Delete the enrolment of that Student from a course or courses;
(ii) Withhold the formal notification
of the results of any examination of the Student;
(iii) Decline to re-enrol the Student;
(iv) Decline to release the Student’s academic record;
(v) Exclude that Student from the University;
(vi) Withhold any Degree or Diploma certificate from that Student;
(vii) Restrict that student’s access to University Services.

8.2 Application for Reinstatement
a A student upon whom a penalty is imposed under section 8.1(i) may apply to have his/her enrolment reinstated upon payment of the outstanding amount owing and the Course reinstatement fee as outlined in Schedule – Part A.
b To be eligible to complete course requirements, a student must apply for course reinstatement two weeks before the beginning of the examination period within the year which enrolment in the course(s) took place.

8.3 A Student upon whom a penalty is imposed under section 8.1 may by giving written notice to the Director, Academic Services within eight days of the penalty having been imposed, apply to the Council or duly constituted Committee of the Council to review the imposition of that penalty. The notice must set out the reasons for the review. The decision of the Council or its Committee is final.

9 Non-attendance
9.1 A Student who stops attending lectures or classes in a course or courses remains liable for the fees prescribed for that course or courses.

10 Revocation
10.1 The Fees Regulations are hereby revoked.
10.2 Notwithstanding the revocation of the Fees Regulations, the Council may recover any unpaid fees or charges levied under those Regulations and impose any of the penalties prescribed in section 8.1 until those fees or charges are paid in full.

Schedule – Part A

The 2011 Schedule Part A for fees including Admission and Entrance, Applications for Credit, Enrolment, Late Payment, Academic Services, Replacement of a Degree or Diploma Certificate, Examinations, and Student Services will be available on the web from mid-November 2010 at www.calendar.auckland.ac.nz. To obtain schedules of fees from previous years, please contact Calendar and Regulations Office, email calendar@auckland.ac.nz.

Schedule – Part B

The 2011 schedule of fees for New Zealand citizens and Permanent Residents of Australia and New Zealand was unavailable at time of going to print. The 2011 schedule of fees can be viewed on the web from mid-December 2010 at www.calendar.auckland.ac.nz. To obtain schedules of fees from previous years, please contact Calendar and Regulations Office, email calendar@auckland.ac.nz.

Schedule – Part C

Tuition, Examination and Research Fees (inclusive of GST)
For International Students
• A full-time course of study is 120 points. Enrolment in more than or less than a full-time year will be charged on a pro rata basis.
• In all cases the fee per point will be charged at the rate set for that subject irrespective of the qualification the course is taken for.
• General Education courses will be charged at the applicable rate for undergraduate courses in the Faculty offering the course.

### Arts
- Undergraduate courses: $185 per point
- Undergraduate Science-based courses: $217 per point
- 600 and 700 level courses (excluding Performance and Science-based courses): $217 per point
- 600 and 700 level courses (Performance and Science based courses): $255 per point
- 600 and 700 level courses by distance: $167 per point

### Theology
- Undergraduate courses: $185 per point
- 700 level courses – course based: $185 per point

### Business and Economics
- Undergraduate courses: $217 per point
- Bachelor of Commerce (Honours): $217 per point
- Bachelor of Property (Honours): $217 per point
- Master of Business Administration Part I: $217 per point
- Master of Business Administration Part II: $217 per point
- Master of International Business Part I (PGDiplomBus): $217 per point
- Master of International Business Part II: $217 per point
- Master of Taxation Studies: $217 per point
- Master of Law (courses taught by Business and Economics): $217 per point
- Master of Management: $217 per point
- Master of Commerce: $217 per point
- Master of Property: $217 per point
- Postgraduate Diploma in Business: $217 per point
- Postgraduate Diploma in Commerce: $217 per point
- Postgraduate Diploma in Property: $217 per point
- Other 600 and 700 level courses: $217 per point

### Creative Arts and Industries

#### Architecture
- Bachelor of Architectural Studies – Non Studio and Design courses: $185 per point
- Bachelor of Architectural Studies – Studio and Design courses: $239 per point
- Other Undergraduate courses – Non Studio and Design courses: $185 per point
- Other Undergraduate courses – Studio and Design courses: $239 per point
- Master of Architecture (Professional): $255 per point
- Other 600 and 700 level courses: $255 per point
INTERNATIONAL STUDENTS

Admission

International students should apply for admission using the Student Services Online application. Intending applicants should note the following general points:

1. All international students enrolling in an undergraduate programme must hold, as a minimum requirement, an acceptable university entrance qualification.
2. All international students seeking admission to graduate or postgraduate programmes must hold, or expect to hold before the start of the programme, a recognised first degree in a relevant discipline.
3. Applicants whose first language is not English are required to provide satisfactory evidence of their proficiency in English. International applicants entering the University on the basis of NCEA or Cambridge International Examinations (CIE) must meet the standard literacy requirements for admission. International applicants entering the University on the basis of qualifications other than NCEA or CIE must meet a specified score in IELTS or TOEFL, or must have completed and passed the Foundation Certificate in English for Academic Purposes (FCertEAP), or an approved alternative. The minimum score required in IELTS for admission to the University is an overall score of 6.0 with no less then 5.5 on an individual band. The minimum score required in TOEFL is 550 (paper-based test), with a TWE (essay) of 4.5, or 80 in IBT (Internet-based test) with a writing score of 21. Higher requirements may
be imposed by faculties for entry to specified undergraduate and postgraduate programmes. Detailed minimum English language proficiency requirements are available on request from the International Office.

4 It is the responsibility of all international students to ensure that they have appropriate and current health insurance for their period of study in New Zealand. Health and travel insurance is a condition of enrolment, and as such, must be valid for the entire duration of study. A student’s enrolment cannot continue in the event of their insurance cover being declined. Further information and application forms are available from the International Office website www.auckland.ac.nz/ uoa/is-health-and-travel-insurance

5 The majority of international students must have a student visa before entering New Zealand. All students must have a valid student permit for the duration of their studies. For further information, including countries from which students may enter without a visa, visit Immigration New Zealand’s website www.immigration.govt.nz

(i) An international student is any student who is not a citizen or permanent resident of New Zealand (includes the Cook Islands, Tokelau and Niue) or Australia.

(ii) Every international student must provide the following information to The University of Auckland:

(a) photocopy of title page of passport and of current permit;
(b) current Auckland address and contact phone number(s);
(c) full name and current address of an emergency contact/next of kin.

(iii) Where a student does not provide evidence of a valid student permit and/or the required contact details then, until that evidence is produced, the Council may:

(a) delete the enrolment of that student from a course or courses;
(b) decline to re-enrol the student;
(c) restrict that student’s access to University services.

6 An offer of admission at the University does not guarantee that the student will be issued with a student visa.

International Student Fees

7 The above fees (refer to Schedule – Part C) apply to students who:

(i) are not citizens of New Zealand or Australia (refer note 5(i) above)
or

(ii) do not hold permanent residence status in New Zealand or Australia
or

(iii) have been granted a New Zealand Ministry of Foreign Affairs and Trade Fees Scholarship
or

(iv) are being fully funded under the New Zealand International Scholarships

There are several international scholarships available for international students from selected countries identified by the Asian Development Bank-Japan Scholarship Unit (ADB-JS), the New Zealand International Aid and Development Agency (NZAID NZ Development Scholarships); Commonwealth Scholarships, and Education New Zealand: the New Zealand International Doctoral Research Scholarships (NZIDRS). The University of Auckland also offers University of Auckland International PhD Fees Bursaries and University of Auckland International PhD Scholarships at PhD level for international students from all countries. Further information on available international scholarships and the international scholarship application process is available at www.auckland.ac.nz/international

Enquiries regarding international scholarships should be made to the International Office: Email: int-questions@auckland.ac.nz Phone: +64 9 373 7513 Fax: +64 9 373 7405

Code of Practice

The University of Auckland has agreed to observe and be bound by the Code of Practice for the Pastoral Care of International Students published by the Ministry of Education. Copies of the Code are available on request from this institution or from the New Zealand Ministry of Education website at www.minedu.govt.nz

International Student Advisory Services

The International Student Advisors are available to assist students on a wide range of personal and welfare matters. The advisory service is based in the International Student Information Centre, Old Choral Hall, on the corner of Symonds Street and Alfred Street. Phone: +64 9 373 7599 ext 86911.

iSpace

iSpace provides a programme of activities, information, cultural events and welfare advice for international students. iSpace is located on Level 4 of the Student Commons building in Alfred Street. Phone: +64 9 373 7599 ext 82244.

International Student Information Centre

The International Information Centre provides a central campus information service for international students. The International Student Visa Renewal Service is also provided from this location. The International Student Information Centre is situated in Old Choral Hall, on the corner of Symonds Street and Alfred Street. Phone: +64 9 373 7599 ext 87556.
EXAMINATION REGULATIONS

These regulations should be read in conjunction with other examination publications which contain more detail and particular instructions. The publications are:

- For staff: Instructions to Examiners and Assessors.
- For students: Examination Instructions – Regulations and General Information, available from Student Services Online.

Requirements

1. In order to be credited with a course, a candidate needs to have:
   a. enrolled in accordance with the Enrolment Regulations
   and
   b. attended classes to the satisfaction of Senate
   and
   c. completed to the satisfaction of the examiners such oral, practical, written or other tests or assignments as have been prescribed for completion during the course
   and
   d. completed to the satisfaction of the examiners and in accordance with these regulations any examination prescribed by Senate
   and
   e. made any payment due by that candidate to the University.

   Note: Candidates are to be informed by each department of the specific requirements for courses in that department and the extent to which coursework will be taken into consideration in assessing final results. In some cases candidates may not be permitted to sit the examination, as a result of unsatisfactory or incomplete coursework.

Work Other than Examinations

2. a. It is the responsibility of each candidate to ascertain the nature of the requirements for each course from the department or faculty concerned.
   b. Provided that candidates have met deadlines set for this work, examiners should normally have determined and returned interim or definitive grades for this work before sitting of the examination, as a result of unsatisfactory or incomplete coursework.

   c. Unacknowledged copying or plagiarism in completing this work is treated as an examination offence.

Time of Examinations

3. a. The examination will be held at the times specified in the timetable each year.
   b. A candidate may not be examined in any course or part of a course at any time other than that set down for them in the timetable, except when, with the approval of Senate, a different time may be approved because of special circumstances, provided that there is the payment of the extra fee prescribed in the Fees Regulations.

Place of Examinations

4. All students have to sit their examinations at The University of Auckland except when, with the approval of Senate, a different examination centre may be established because of special circumstances, provided that there is the payment of the extra fee prescribed in the Fees Regulations.

Special Examination Conditions

5. A candidate who is permanently or temporarily disabled in a manner which affects their ability to undertake examinations under the prescribed examination conditions may, upon production of the appropriate evidence, obtain from one of the following bodies a recommendation which, subject to the approval of Senate or its representative, will enable that candidate to be examined under conditions which take account of the particular impairment: Student Health; Student Counselling or Student Learning Centre.

Direction of Examinations

6. a. The examinations will comprise such written, oral and practical examinations as the examiners may determine.
   b. Where degree regulations or prescriptions permit, or Senate, upon such conditions as it thinks fit, approves, the examiners may in respect of any examination release to the candidates the whole or part of the examination paper in advance of the sitting of the examination.
   c. Candidates will write out answers to the questions in the presence of a supervisor, who is to be appointed or approved by the Manager, Examinations Office in accordance with detailed instructions furnished by the Examinations Office.

Materials Permitted in the Examination Room

7. a. A candidate must not bring to an examination any written or printed matter or any blank paper except by direction of the examiner.
   b. i. All books and papers not approved for use in the examination, along with any spare personal belongings brought to the examination must be left in such part of the room as the supervisor directs.
   ii. The University does not guarantee safekeeping of students’ possessions in any circumstances, inside or outside examination rooms. Students concerned about the security of valuable possessions,
briefcases etc during examinations will need to make alternative arrangements for their care, or ensure that they do not bring these possessions to the University on days when they are required to attend examinations.

c A candidate may not bring into an examination an electronic calculator except by direction of the examiner. A calculator is defined as an electronic device capable of processing, storing or retrieving information, which has the primary purpose of mathematical calculation. Any calculator permitted to be taken into an examination must be handheld, self-powered and noiseless. It must not make use of an audible alarm or facilities for 'wireless' transmission or reception of information.

General Conditions:
(i) other than spare batteries and calculator, supplementary material (eg, operating manuals) related to the use and operation of the calculator will not be permitted in the examination room and (ii) in all cases it is the responsibility of the candidate to maintain the operation and operating power of the calculator.

Note: Candidates are to be informed by each Department of the specific types of calculators allowed for particular examinations. Details are also explained in the Examination Instructions.

d No other electronic device is allowed in the examination room unless specified by the examiner.

e Any cellular telephone brought into an examination room must have all functions switched off and must be left in such part of the room as the supervisor directs.

f Any cellular telephone or electronic device not permitted in an examination room under Regulation 7d that is found in the possession of a student during an examination will be removed and not returned to the student until after payment of a fine of $100.

g Audible alarms may not be used on any devices permitted in the examination room. Any device that emits an audible sound signal or alarm during an examination will be removed and not returned to the student until after payment of a fine of $150.

h Audible alarms may not be used on any devices permitted in the examination room. Any device that emits an audible sound signal or alarm during an examination will be removed and not returned to the student until after payment of a fine of $150.

i Where specified material or calculators are permitted under items 7a and 7c above, examiners are required to be present at the commencement of the examination to check material brought into the examination room.

j Candidates will be asked to show their student identity cards on entry for verification purposes and must display them on their desk for the duration of the examination.

Timekeeping of Examinations and Conduct

8 a (i) A candidate will not be allowed to enter the room later than exactly halfway through the period specified for writing the examination.

(ii) Latecomers will not be given any extra time for the examination.

b Candidates will be allowed to read their examination papers for a period of not more than 10 minutes before the examination commences but may not use any writing materials until the room supervisor announces that they may do so. During this time and during permitted resting periods, no reference is to be made to any book in an examination where books are allowed.

c Candidates must write out answers to examination questions in the official script book that is provided by the University unless otherwise directed by examiners in the exam instructions. No part of the script book may be torn out or removed from the examination room.

d A candidate must not communicate with an examiner in regard to an examination either in the script book or otherwise, except through the Director, Academic Services.

e A candidate must not communicate with another candidate in the examination room or copy from another candidate’s answers.

f Candidates will not be readmitted to the examination room after they have left it unless, during the full period of their absence, they have been under approved supervision.

g All paper used during the examination must be handed to the supervisor before the candidate leaves the examination room.

h A candidate will not be permitted to leave the examination before 15 minutes after half of the period specified for writing the examination has elapsed and then only with the permission of the supervisor and upon handing in the script.

i No candidate will be permitted to leave the examination room during the last 15 minutes of the examination.

j A candidate must not continue writing an answer after the supervisor has announced the expiration of time. In no circumstances is any time over and above the time allotted to any examination to be allowed to candidates for reading over their scripts or making any amendment or addition to scripts.

Misconduct

9 a Any complaint that a candidate has committed an examination offence will be referred to Senate to determine whether the complaint should be investigated. For the purposes of this Regulation an ‘examination offence’ includes any breach of rules relating to the conduct of examinations and any dishonest practice occurring in the preparation or submission of any work (whether in the course of an examination or not) which counts towards the attainment of a pass in any subject, or otherwise occurs in connection with any examination.

b If Senate determines that a complaint against
Missed Examinations

10 a A candidate who has missed an examination by reporting for it at the wrong time cannot sit that examination at another time except for candidates enrolled for Masters or Bachelors Honours degrees, or a Postgraduate Diploma, for whom special arrangements may be made.

b Candidates other than those enrolled for Masters or Bachelors Honours degrees, or a Postgraduate Diploma, may apply for a special pass in the missed examination by completing the appropriate form and submitting it to the Director, Academic Services, not later than one week after the missed examination.

c In considering a special pass application, Senate or its representative may take into account the candidate’s work in that course or in that subject or a particular element of hardship as it sees fit.

Aegrotat and Compassionate Consideration

11 a An application for Aegrotat or Compassionate Consideration may be made by candidates who have been prevented from being present at an examination or who consider that their preparation for or performance in an examination has been seriously impaired by temporary illness or injury or exceptional circumstances beyond their control, if the following conditions are satisfied:

(i) They must be enrolled for the course.

(ii) The application form must be submitted to the University Health and Counselling Service within one week of the date that the examination affected took place, or if more than one examination has been affected, then within one week of the last of those examinations.

(iii) The medical certificate or statement of exceptional circumstances on the application form must be completed in accordance with Regulations 11b and 11c below.

b In the case of illness or injury, a registered medical practitioner must:

(i) State when the practitioner saw the candidate. This should be on the day of the examination, or if this is not possible, on the day before or the day after. For impaired preparation, the medical certificate should cover a period within the fortnight immediately preceding the examination, unless special circumstances apply.

(ii) Give sufficient detail of the illness or injury to show clearly that the candidate was not responsible for the illness or injury.

(iii) State whether, in the practitioner’s opinion, the illness or injury of the candidate at the time either prevented the candidate from taking the examination, or was likely to have seriously impaired the candidate’s preparation for it or performance in it.

c In the case of exceptional circumstances beyond the candidate’s control, the statement of circumstances must be supported by suitable evidence.

d The application will be considered by Senate or its representative only if the medical or counselling adviser to the University reviews the evidence submitted and confirms that:

(i) the candidate was not responsible for the illness or injury or exceptional circumstances
and
(ii) because of the illness or injury or exceptional circumstances the candidate was either prevented from being present at the examination or the candidate's preparation for or performance in the examination was likely to have been seriously impaired.

e The candidate may be granted an aegrotat or compassionate grade by Senate or its representative if the above conditions are satisfied and there is a recommendation for an aegrotat or compassionate grade from the appropriate Head of Department or Dean.

f To make a recommendation for an aegrotat or compassionate grade, the Head of Department or Dean must certify that:
(i) the candidate's coursework in the course was well above the minimum pass standard or, where relevant, the minimum standard for a class of Honours, Merit or Distinction
and
(ii) for a candidate who sat the examination, the mark attained in the examination was lower than expected taking into account the candidate's coursework in that course
and
(iii) the candidate is in their opinion clearly worthy of a pass in the course or, where relevant, to be awarded First or Second Class Honours, Merit or Distinction.

g If a recommendation is required for a course with no coursework, the Head of Department or Dean may take into account the coursework and examination performance in any other courses for the same degree, where this is available to them.

h When considering the application, Senate or its representative may take into account the candidate's work in other courses, or approve an aegrotat or compassionate grade other than that recommended, as it sees fit.

i The above is subject to the restrictions that:
(i) No more than one third of the total points value credited to a degree or diploma may be awarded with an aegrotat or compassionate grade granted under this Regulation.
and
(ii) for a candidate for a Masters degree, Bachelors Honours Postgraduate degree or a Postgraduate Diploma in which Honours, Merit or Distinction is available may:
(a) instead of applying for aegrotat or compassionate consideration, apply to re-enrol in all of the courses affected
or
(b) apply for aegrotat or compassionate consideration in courses worth up to the points limit specified above, and to re-enrol in any other affected courses in order to retain eligibility for Honours, Merit or Distinction.

j A candidate who applied for Aegrotat or Compassionate Consideration in any course may, in exceptional circumstances and on a recommendation from the Head of the Department, be granted permission by Senate or its representative to take another examination, either written or oral, in that course.

c The provisions of Regulation 11 apply to:
(i) Any final written examination presented for a course for a degree, diploma, or certificate.
(ii) Any final practical examination presented for a course for a degree, diploma, or certificate, other than a Music Performance examination.

k The provisions of Regulation 11 apply (with necessary changes) to:
(i) The final submission in each year of work for the practical subjects for the Degree of Bachelor of Fine Arts, Postgraduate Diploma in Fine Arts or the Degree of Master of Fine Arts.
(ii) The final submission in each semester of studio work for the Degrees of Bachelor of Architectural Studies and Bachelor of Architecture as if such final submission were an examination and as if the date upon which such final submission was due were the date of examination.

Note: The fees for Aegrotat and Compassionate Consideration are listed under the Fees Regulations in this Calendar.

Reconsideration

12 a Following the decision of Senate on an application for Aegrotat or Compassionate Consideration, the candidate may apply to the Director, Academic Services, for reconsideration of that decision.

b An application for reconsideration must be made:
(i) in writing to the Director, Academic Services, no later than four weeks after the student is notified of Senate's decision
and
(ii) must be accompanied by further evidence in support of the application for aegrotat or compassionate consideration.

c Where the application seeks reconsideration of the effect of any medical evidence previously supplied or consideration of any additional medical evidence or both then:
(i) If the medical or counselling advisor who reviewed the medical evidence previously submitted did not confirm that the requirements of Regulation 11d(i) and 11d(ii) had both been met then all the medical evidence shall be referred to a medically qualified independent person ('Referee') to determine that question. The Referee's decision will be final and conclusive.
(ii) If the requirements of Regulation 11d(i) and 11d(ii) have been found (either on
the first application or by a Referee on reconsideration):
(a) not to have been met, then the application shall be declined;
(b) to have been met, then Senate or its representative shall consider the other factors to be taken into account in terms of Regulation 11 and determine whether or not to grant the application and that decision shall be final and conclusive.

Written Tests
13 Where a percentage of the marks awarded for a course is allocated to a prior written test, and candidates are prevented by temporary illness or injury or exceptional circumstances beyond their control from sitting the test, or consider that their performance in the test has been seriously impaired by any of those causes, then, if the conditions in Regulations 11c to 11f (with the necessary changes) are complied with, the candidates may on application and at the discretion of Senate:
a be permitted to sit another written test
or
b receive a mark for the test based on the average of marks awarded for other coursework
or
c take a viva voce examination
or
d have the percentage of marks allocated to the test reallocated to the examination.

Results Determination
14 In determining a candidate’s result the examiners:
a may take into consideration the work done by the candidate during the course
b are to give due weight to reports on practical work done by the candidate wherever these are required
c are to include marks obtained by the candidate where Senate has allotted a percentage of marks for on-course assessment in that course.

Grades and Marks
15 Pass Marks
A pass mark is 50 percent or over.

16 Pass Grades
There are 11 pass grades:
A+ High first
A Clear first
A– Bare first
B+ High second
B Clear second
B– Bare second
C+ Sound pass
C Pass
C– Marginal pass
Pass Ungraded pass
Conceded pass

17 Fail Grades
There are four fail grades:
D+ Marginal Fail
D Clear Fail
D– Poor Fail
Fail Ungraded Fail

18 Conceded Passes
a Conceded passes apply only to courses taken towards a Bachelors degree (other than a Bachelors (Honours) degree) or towards an undergraduate diploma comprising not fewer than 240 points.
b A candidate may, at the discretion of the relevant faculty, be considered for a conceded pass. No application by the candidate is required.
c A conceded pass, if granted, may not be declined by the candidate.
d A conceded pass will apply only to the programme for which it is awarded and may not be transferred or credited to any other programme.
e A candidate granted a conceded pass in a course who wishes to take that course again may do so only for Certificate of Proficiency.

f For the degrees of:
BA BPE
BBIM BPerfArts
BCom BProp
BDanceSt BSc
BEd(Tchg) BSocSci(Human Services
BSc BSW
BHumServ BTheol
BMus
Conceded passes will be awarded by a meeting of the Examiners for the Faculty concerned, provided that the Dean of the Faculty has the power to award where such power is authorised by the Examiners, in accordance with the following provisions.
One course to a maximum value of 30 points may be conceded provided:
(i) the concession will allow the student to complete the degree
(ii) the course conceded is not a course counting towards the student’s major requirements
(iii) the student obtained a grade of D+ in the course
(iv) the result was achieved in the last two semesters of enrolment, one of which may be a Summer School.

Note: A conceded pass will not be given for a course failed at another university.

g For the degree of LLB:
Conceded passes will be awarded by a meeting of the Examiners of the Faculty, provided that the Dean of the Faculty has the power to award where such power is authorised by the Examiners, in accordance with the following provisions:
(i) one course to a maximum value of 20 points may be conceded
(ii) the concession will allow the student to complete the degree
(iii) the course is not one of the core law subjects prescribed by the New Zealand Council of Legal Education
(iv) the student obtained a grade of D+ in the course.
(v) the result was achieved in the last two semesters of enrolment, one of which may be a Summer School.

For the degrees of:

- BArch
- BOptom
- BAS
- BPlan
- BE
- BTech
- BFA
- BVA

Conceded passes will be awarded by a meeting of the Examiners for the Faculty concerned, provided that the Dean of the Faculty has the power to award where such power is authorised by the Examiners, in accordance with the following provisions:

(i) that by the award of a conceded pass the student will complete a Part or all courses enrolled for in that year;

and

(ii) a maximum of 20 points per Part and a maximum of 20 points in any one academic year may be conceded;

and

(iii) that to be eligible for the award of a conceded pass in any course the student must have achieved a grade of D+ and an overall GPA of 2.5 or better in that year.

For the degree of BEd(TESOL):

Conceded passes will be awarded by a meeting of the Committee of BEd(TESOL) Examiners, provided that the Dean has the power to award where such power is authorised by the Examiners, in accordance with the following provisions:

(i) that by award of a conceded pass the student will complete that Part;

and

(ii) a maximum of 15 points in any one Part be conceded;

and

(iii) that to be eligible for the award of a conceded pass the student must have achieved a grade of D+ in that course (or courses) and an overall GPA of 2.5 or better in that Part.

Where a candidate has a fail grade of D or D+ in a course (or courses) and the Examiners deem that the failure(s) may be redeemable by satisfactory completion of additional work then a pass in that Part may be awarded under the following provisions:

(d) that the award of a grade for that course (or courses) be deferred until a prescribed course of additional study and/or examination be completed to the satisfaction of the Examiners;

and

(e) deferred results be limited to no more than two courses with a total maximum value of 45 points in any one Part;

and

(f) that to be eligible for a deferred result a student must achieve an overall GPA of 2.5 or better;

and

(g) that the reassessed grade in that course (or courses) be no greater than a grade of C+.

Medical and Health Sciences

(i) For the degree of MBChB, Parts II and III:

Conceded passes will be awarded by a meeting of the Committee of MBChB Examiners, provided that the Dean has the power to award where such power is authorised by the Examiners, in accordance with the following provisions:

(a) that by award of a conceded pass the student will complete that Part;

and

(b) one course to a maximum value of 30 points in any one Part be conceded;

and

(c) that to be eligible for the award of a conceded pass the student must have achieved a grade of D+ in that course (or courses) and an overall GPA of 2.5 or better in that Part.

Where a candidate has a fail grade of D or D+ in a course (or courses) and the Examiners deem that the failure(s) may be redeemable by satisfactory completion of additional work then a pass in that Part may be awarded under the following provisions:

(d) that the award of a grade for that course (or courses) be deferred until a prescribed course of additional study and/or examination be completed to the satisfaction of the Examiners;

and

(e) deferred results be limited to no more than two courses with a total maximum value of 45 points in any one Part;

and

(f) that to be eligible for a deferred result a student must achieve an overall GPA of 2.5 or better;

and

(g) that the reassessed grade in that course (or courses) be no greater than a grade of C+.

(ii) For the degree of MBChB, Parts IV, V and VI:

Conceded passes in components of the Part will be awarded by a meeting of the MBChB Examiners, provided that the Dean of the Faculty has the power to award where such power is authorised by the Examiners, in accordance with the following provisions:

Parts IV and V

Where a student has not achieved a pass in a particular component or components of a Part the Examiners may:

(a) withhold the result pending the completion of specified additional work and/or examination to the satisfaction of the Examiners;
and/or
(b) grant a conceded pass for a single component of the Part.
If in the opinion of the Examiners for MBChB a particular weakness in a component or components is such that it cannot be addressed by the setting of additional work and/or examination, the student will fail that Part.

**Part VI**

Where a student has not achieved a pass in a particular component or components of this Part, the Examiners may withhold the result and require a further period of assignment to a department. This will involve postponement of qualification. If in the opinion of the Examiners for MBChB a particular weakness in a component or components is such that it cannot be, or has not been, addressed by this additional work, the student will fail that Part.

(iii) **For the degree of BNurs, Part I:**
Conceded passes will be awarded by a meeting of the Committee of BNurs Examiners, provided that the Dean has the power to award where such power is authorised by the Examiners, in accordance with the following provisions:
(a) that by award of a conceded pass the student will complete that Part;
and
(b) a maximum of 30 points in the Part be conceded;
and
(c) that to be eligible for the award of a conceded pass the student must have achieved a grade of D+ in that course (or courses) and an overall GPA of 2.5 or better in that Part.
Where a candidate has a fail grade of D or D+ in a course (or courses) and the Examiners deem that the failure(s) may be redeemable by satisfactory completion of additional work then a pass in that Part may be awarded under the following provisions:
(d) that the award of a grade for that course (or courses) be deferred until a prescribed course of additional study and/or examination be completed to the satisfaction of the Examiners;
and
(e) deferred results be limited to a maximum of 30 points in any Part;
and
(f) that to be eligible for a deferred result a student must achieve an overall GPA of 2.5 or better;
and
(g) that the reassessed grade in that course (or courses) be no greater than a grade of C+.

(iv) **For the degree of BPharm:**
Conceded passes will be awarded by a meeting of the Committee of BPharm Examiners, provided that the Dean has the power to award where such power is authorised by the Examiners, in accordance with the following provisions:
(a) that by award of a conceded pass the student will complete that Part
and
(b) a maximum of 15 points in any one Part be conceded
and
(c) that to be eligible for the award of a conceded pass the student must have achieved a grade of D+ in that course (or courses) and an overall GPA of 2.5 or better in that Part
(d) a maximum of two conceded passes are awarded for the degree.
Where a candidate has a fail grade of D or D+ in a course (or courses) and the Examiners deem that the failure(s) may be redeemable by satisfactory completion of additional work then a pass in that Part may be awarded under the following provisions:
(e) that the award of a grade for that course (or courses) be deferred until a prescribed course of additional study and/or examination be completed to the satisfaction of the Examiners
and
(f) deferred results be limited to a maximum of 30 points in any Part
and
(g) that to be eligible for a deferred result a student must achieve an overall GPA of 2.5 or better
and
(h) that the reassessed grade in that course (or courses) be no greater than a grade of C+.

**k Undergraduate Diplomas**

For all undergraduate diplomas comprising 240 points or more a conceded pass may be awarded by a meeting of the Examiners for the Faculty concerned, provided that the Dean of the Faculty has power to award where such power is authorised by the Examiners, in accordance with the following provisions.

One course to a maximum value of 20 points may be conceded provided:
(i) that the conceded pass may only be awarded where it would permit the student to complete his/her diploma
and
(ii) that the student has obtained a grade of D+ in that course.

**l Conjoint Degrees**

For all conjoint degrees consideration for
the award of conceded passes will be in accordance with the provisions for the particular degree as set out in (f), (g) and (h) of this section.

Deferred Results
19 Bachelor of Optometry
Where a weakness occurs in the clinical practice component in certain double-semester Stage III and Stage IV courses, the result of the course or courses will be deferred. In these circumstances, the candidate will be required to complete additional work to the satisfaction of the examiners. The work will be examined in the following February.

Recount of Marks
20 By making application not later than seven weeks after the last day of the examination period, any candidate sitting a written examination only may have the marks awarded for their examination script recounted. A recount of marks covers a careful rechecking of the marks recorded by the examiner and ensures that no answer, or any part of an answer, submitted by a candidate has been overlooked.
Note: For the prescribed fee for an Application for Recount of Marks see the Fees Schedule in this Calendar.

Availability of Scripts
21 a By making application during the three months after the end of the examination period for the examination, a candidate may obtain a photocopy of their examination script.
b By making application not before three months and no later than four months after the end of the examination period for the examination, a candidate may request the return of their original examination script.
Note: No further consideration of the examination script will be undertaken after the original script has been returned to the student. Examination scripts will normally be retained only for six months after the examination period and thereafter will be destroyed.

Theses and Dissertations
22 Where a thesis or dissertation is required as part of an examination the following conditions apply.
a Theses
Details of the submission and binding requirements for a thesis are listed in the General Regulations – Masters Degrees.
b Dissertations
Binding requirements for dissertations will be defined by the Faculty.
c Degree of Doctor of Philosophy
(i) Details of the submission and binding requirements for PhD theses are contained in the Statute for the Degree of Doctor of Philosophy – PhD.
(ii) On completion of the examination, the candidate is to submit either three hardbound copies of the thesis or two hardbound copies and one digital copy of the thesis to the Graduate Centre as specified in Clauses 9q and 9r of the Statute for the Degree of Doctor of Philosophy. A short abstract not exceeding 350 words is to be included with each copy and bound into the hardbound copies of the thesis. The Graduate Centre is to deposit two hardbound or one hardbound and one digital copy with the University Library. The disposal of the third hardbound copy shall be at the discretion of the Head of the relevant Department.
Notes:
a In the case of PhD theses, once the degree has been awarded a further unbound copy of the thesis and abstract may be supplied to the University Library if the candidate wishes to have the thesis published by University Microfilms International. Information regarding this will be forwarded to the candidate when the degree is awarded.
b Candidates are recommended to obtain the booklet Guide to the Presentation of Theses from the Library before proceeding with the typing and binding of the thesis or dissertation. A clear, legible type style is to be used.

Embargoing of Theses
24 a A thesis will normally be available for public consultation unless there are compelling reasons for restricting access to it.
b Access to a thesis may be restricted, normally for a maximum of two years, if it contains confidential and sensitive material that would:
(i) breach prior contractual arrangements with outside organisations
or
(ii) prevent or jeopardise an application for a patent, licence, or registration
or
(iii) provide good reason for refusing to disclose the contents of the thesis, consistent with the provisions of the Privacy Act (1993) or the Official Information Act (1982).
c An application for an embargo is to be made by the author of the thesis and/or the supervisor, through the Head of Department and the Associate Dean (Postgraduate) of the appropriate Faculty to the Dean of Graduate Studies.
d If an embargo for a thesis deposited in digital form is approved, only the author, title, abstract and other metadata (as specified by the University Librarian) of the full digital copy held by the University will be accessible through the University’s digital repository.

25 The University Librarian or a delegated authority has a right to make and supply copies of theses and dissertations in terms of Section 56 of the
Copyright Act (1994) unless the author has imposed conditions restricting the reproduction of their work for a stipulated period.

Failed Theses
26  a Where a thesis or dissertation has failed the examination, that thesis or dissertation is not to be deposited in the University Library.

b Where a thesis or dissertation has passed, but requirements for the degree have not been met, the thesis or dissertation is not to be deposited in the University Library.

References to the Senate
27 For the purposes of these regulations ‘Senate’ indicates any duly empowered delegate of the Senate.
General Statutes and Regulations

52 Conferment of Academic Qualifications and Academic Dress Statute 1992
55 Availability of Academic Dress
55 The Degrees and Diplomas Statute 1991
57 The Honorary Degrees and Awards Statute 1998
57 Guidelines for the Award of Honorary Degrees and Fellowships
58 IT Services
58 Information and Communications Technology (ICT) Statute 2007
60 Library Statute 2007
Conferment of Academic Qualifications and Academic Dress Statute 1992

1 Every degree and every diploma of the University shall be conferred or awarded in pursuance of a resolution of the Council and at a meeting of the Council.

2 Every degree and every diploma of the University shall be conferred or awarded by the Chancellor, or if they are absent from the meeting or incapacitated by sickness or otherwise, by the Vice-Chancellor or Pro-Chancellor. The Council may also authorise another person to confer degrees or award diplomas at a particular ceremony.

3 Every recipient of a degree shall receive a certificate in appropriate form, under the Common Seal of the University, that their degree has been conferred and stating the class of honours (if any awarded).

4 Every diploma shall be in appropriate form under the Common Seal of the University.

5 At a specified time or times each year the Council shall meet in convocation of the University to confer degrees and award diplomas. Persons wishing to have their degree conferred or diploma awarded (whether in person or in absentia) at such a ceremony shall make application to the Registrar not later than the date specified in the Calendar for this purpose.

6 The form of words to be used by the Chancellor, the Vice-Chancellor, Pro-Chancellor or such other person as may have been appointed by the Council to confer degrees or to award diplomas shall be as follows:

   a Degrees
   By the authority vested in me by resolution of The University of Auckland Council I [NAME], [POSITION], confer the degrees stated upon those who, within their several faculties, have satisfied the requirements of this University.

   b Diplomas
   By the authority vested in me by resolution of The University of Auckland Council I [NAME], [POSITION], award the diplomas stated upon those who, within their several faculties, have satisfied the requirements of this University.

7 In appropriate circumstances, the form of words to be used by the Chancellor, the Vice-Chancellor, Pro-Chancellor or such other person as may have been appointed by the Council to confer degrees and to award diplomas shall be as follows: By the authority vested in me by resolution of The University of Auckland Council I [NAME], [POSITION], confer the degrees and award the diplomas stated upon those who, within their several faculties, have satisfied the requirements of this University.

8 The academic dress worn by members of the University at any public ceremony of the University shall be the costume appropriate to their degree, but doctors may on special occasions wear a scarlet gown and graduates admitted ad eundem statum may wear the academic costume of their own university. Unless the holder of a diploma is also a graduate the only academic dress they may wear is an undergraduate gown and the scarf appropriate to their diploma.

9 The academic costumes of The University of Auckland shall be as follows:

   a The robe for the Chancellor of the University is a blue damask gown with facings of gold lace, bearing on each shoulder the coat of arms of the University. The cap is a black velvet trenched with gold lace and tassel. The robe for the Pro-Chancellor is a black gown with facings of blue silk and gold lace, bearing on each shoulder the coat of arms. The cap is a black velvet trenched with tassel.
   The robe for the Vice-Chancellor is a black gown with facings of silver lace, bearing on each shoulder the coat of arms. The cap is a black velvet trenched with a black silk tassel. The robe for the Registrar is a gown of blue with facings of black silk, bearing on each shoulder the coat of arms. The cap is a black velvet trenched with a black silk tassel.
   The robe for the Kaumatua and the Kuia is the Fellows gown of the colour University blue to be worn with a black scarf lined with the colour University blue bearing on each lapel the coat of arms. The cap is a black velvet trenched with a black silk tassel. The academic dress for Graduation Officials shall be the costume appropriate to their degree. In addition, the gown shall bear on each shoulder the coat of arms of the University, and the tassel shall have a black tassel. Graduation Officials who are not graduates shall wear an undergraduate gown bearing the coat of arms of the University on each shoulder.

   b The gown for a Bachelors degree is as for the Cambridge Bachelor of Arts. The gown for a Masters degree is as for the Cambridge Master of Arts. The hood for every degree is the size and shape as for the Cambridge Master of Arts. The hood for a Bachelors degree is lined with coloured satin and bordered with white fur. The hood for a Masters degree is lined with coloured satin only. The hoods for the Bachelors and Masters degrees are as follows:

   Arts
   BA, MA  pink lining
   BA(Hons) pink lining; 25mm pink band on the outside edge of the hood
   MCW  pink lining; 25mm tan band on the edge of the satin
   MLitt  pink lining; 25mm pink band on the outside edge of the hood
   MPP  pink lining; 25mm dark brown band on the edge of the satin
<table>
<thead>
<tr>
<th>Course</th>
<th>Lining/Color</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business and Economics</strong></td>
<td></td>
</tr>
<tr>
<td>BBIM, BCom, BCom(Hons)</td>
<td>apricot lining</td>
</tr>
<tr>
<td>BProp, BProp(Hons)</td>
<td>silver grey lining</td>
</tr>
<tr>
<td>MBA</td>
<td>burgundy lining</td>
</tr>
<tr>
<td>MComLaw</td>
<td>orange lining</td>
</tr>
<tr>
<td>MintBus</td>
<td>orange lining</td>
</tr>
<tr>
<td>MMgt</td>
<td>orange lining</td>
</tr>
<tr>
<td>MTaxS</td>
<td>orange lining</td>
</tr>
<tr>
<td><strong>Creative Arts and Industries</strong></td>
<td></td>
</tr>
<tr>
<td>BAS, MAS</td>
<td>lemon lining</td>
</tr>
<tr>
<td>BArch, MArch</td>
<td>lemon lining; two 25mm lemon bands, 25mm apart, on the outside edge of the hood</td>
</tr>
<tr>
<td>MArch(Prof)</td>
<td>lemon lining</td>
</tr>
<tr>
<td>BPerfArts</td>
<td>pink lining; 25mm dark brown band on the edge of the satin</td>
</tr>
<tr>
<td>BPlan, MPlan</td>
<td>chartreuse green lining</td>
</tr>
<tr>
<td>BVA</td>
<td>gold lining; 25mm jade green band on the edge of the satin</td>
</tr>
<tr>
<td>MBldgSc</td>
<td>lemon lining; 25mm dark brown band on the edge of the satin</td>
</tr>
<tr>
<td>MCPA</td>
<td>pink lining; 25mm white band on the edge of the satin</td>
</tr>
<tr>
<td>MPlanPrac</td>
<td>chartreuse green lining</td>
</tr>
<tr>
<td>MUrbDes</td>
<td>lemon lining; 25mm chartreuse green band on the edge of the satin</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
</tr>
<tr>
<td>BEd, MEd</td>
<td>emerald green lining</td>
</tr>
<tr>
<td>BEd(Tchg)</td>
<td>emerald green lining</td>
</tr>
<tr>
<td>BEd(Tchg)(Hons)</td>
<td>emerald green lining; 25mm emerald green band on the outside edge of the hood</td>
</tr>
<tr>
<td>BEd(TESOL)</td>
<td>emerald green lining; 25mm dark brown band on the edge of the satin</td>
</tr>
<tr>
<td>BHumServ</td>
<td>buff lining; 25mm light brown band on the edge of the satin</td>
</tr>
<tr>
<td>BPE</td>
<td>emerald green lining; 25mm light brown band on the edge of the satin</td>
</tr>
<tr>
<td>BSocSci(Human Services)</td>
<td>buff lining; 25mm dark brown band on the edge of the satin</td>
</tr>
<tr>
<td>BSW</td>
<td>buff lining</td>
</tr>
<tr>
<td>BSW(Hons)</td>
<td>buff lining; 25mm buff band on the outside edge of the hood</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td></td>
</tr>
<tr>
<td>BE, ME</td>
<td>dark violet lining</td>
</tr>
<tr>
<td>BE(Hons)</td>
<td>dark violet lining; 25mm dark violet band on the outside edge of the hood</td>
</tr>
<tr>
<td>MEngSt</td>
<td>dark violet lining</td>
</tr>
<tr>
<td>MEMgt</td>
<td>dark violet lining; 25mm dark brown band on the edge of the satin</td>
</tr>
<tr>
<td><strong>Interfaculty</strong></td>
<td></td>
</tr>
<tr>
<td>BTech</td>
<td>dark blue lining; 25mm taupe band on the edge of the hood</td>
</tr>
<tr>
<td>MBioEnt</td>
<td>dark blue lining; 25mm orange band on the edge of the satin</td>
</tr>
<tr>
<td>MEdMgt</td>
<td>emerald green lining; 25mm orange band on the edge of the satin</td>
</tr>
<tr>
<td><strong>Law</strong></td>
<td></td>
</tr>
<tr>
<td>LLB, LLM</td>
<td>light blue lining; 25mm light blue band on the edge of the hood</td>
</tr>
<tr>
<td>LLB(Hons)</td>
<td>light blue lining; 25mm light blue band on the edge of the hood</td>
</tr>
<tr>
<td>LLM(Envir)</td>
<td>light blue lining; 25mm dark brown band on the edge of the satin</td>
</tr>
<tr>
<td>MEnvLS</td>
<td>light blue lining; 25mm light brown band on the edge of the satin</td>
</tr>
<tr>
<td>MLS</td>
<td>light blue lining; 25mm tan band on the edge of the satin</td>
</tr>
<tr>
<td><strong>Medical and Health Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>BHSc, MHSc</td>
<td>lilac lining</td>
</tr>
<tr>
<td>BHSc(Hons)</td>
<td>lilac lining; 25mm lilac band on the outside edge of the hood</td>
</tr>
<tr>
<td>BHB, MMedSc</td>
<td>crimson lining</td>
</tr>
<tr>
<td>BHB(Hons)</td>
<td>crimson lining; 25mm crimson band on the outside edge of the hood</td>
</tr>
<tr>
<td>MBChB</td>
<td>crimson lining; two 25mm crimson bands, 25mm apart, on the outside edge of the hood</td>
</tr>
<tr>
<td>BPharm</td>
<td>grey-green lining</td>
</tr>
<tr>
<td>MAud</td>
<td>lilac lining; 25mm dark brown band on the edge of the satin</td>
</tr>
<tr>
<td>MClinEd</td>
<td>crimson lining; 25mm dark brown band on the edge of the satin</td>
</tr>
<tr>
<td>MMH</td>
<td>lilac lining; 25mm light brown band on the edge of the satin</td>
</tr>
<tr>
<td>MPharmPrac</td>
<td>grey-green lining; 25mm dark brown band on the edge of the satin</td>
</tr>
<tr>
<td>MPH</td>
<td>lilac lining; 25mm crimson band on the edge of the satin</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>BSc, MSc</td>
<td>dark blue lining; 25mm dark blue band on the outside edge of the hood</td>
</tr>
<tr>
<td>BSc(Hons)</td>
<td>dark blue lining; 25mm dark blue band on the outside edge of the hood</td>
</tr>
</tbody>
</table>
The gown for the degrees of Doctor of Clinical Psychology, Doctor of Education, Doctor of Fine Arts, Doctor of Medicine, Doctor of Music, Doctor of Musical Arts and Doctor of Pharmacy is as for the Cambridge Master of Arts with the addition of facings of 50mm wide satin. The hood is made wholly of satin and is of the following colours for the different degrees:

- **Clinical Psychology**: dark blue
- **Education**: emerald green
- **Fine Arts**: gold
- **Medicine**: crimson
- **Music**: white
- **Musical Arts**: white
- **Pharmacy**: grey-green

The gown for the degrees of Doctor of Philosophy as is for the Cambridge Master of Arts, with the addition of 100mm satin facings, made up of 75mm of scarlet edged with 25mm of gold. The hood is made wholly of scarlet satin.

The gown for the degrees of Doctor of Engineering, Doctor of Laws, Doctor of Literature, and Doctor of Science is as for the Cambridge Master of Arts, but is made of black silk, or scarlet silk or cloth. The hood is made wholly of satin, and is of the following colours for the different degrees:

- **Engineering**: dark violet
- **Laws**: light blue
- **Literature**: pink
- **Science**: dark blue

The cap for all graduates other than Doctors and the officers of the University is a black trencher with a tassel. The cap for all Doctors other than officers of the University is as for the full dress Cambridge Doctor of Philosophy, namely a round black velvet bonnet with a gold cord around the crown ending in tassels.

The scarf for a diploma is to be made of the same black material as the gown with a band of colour in plain satin as in existing hoods down the centre edge. The colour is to match the degree cluster most closely associated with the diploma. The lining is to be the same colour as the band. The width of the scarf at the base is to be 140mm in total, the black being 100mm and the colour 40mm, and narrowing behind the neck. A band of the lining colour is to be stepped down from the inside edge to the outside edge of the black material at the base of each side of the scarf.

The diploma scarves are as follows:

- **Architecture**: lemon band and lining
- **Arts**: pink band and lining
- **Business and Economics**: burgundy band and lining
- **Creative and Performing Arts**: pink band and lining
- **Education**: emerald green band and lining
- **Engineering**: dark violet band and lining
- **Fine Arts**: gold band and lining
- **Laws**: light blue band and lining
- **Medical and Health Sciences**: crimson band and lining
- **Music**: white band and lining
- **Pharmacy**: grey-green band and lining
- **Planning**: chartreuse green band and lining
- **Property**: silver grey band and lining
- **Science**: dark blue band and lining
- **Teology**: forest green band and lining

The gown for the honorary degrees of Doctor of Engineering, Doctor of Laws, Doctor of Literature, Doctor of Music, Doctor of Science and Doctor of the University of Auckland is as for the Cambridge Master of Arts, but is made of scarlet satin. The hood is made wholly of satin, and is of the following colours for the different degrees:

- **Engineering**: dark violet
- **Laws**: light blue
- **Literature**: pink
- **Music**: white
- **Science**: dark blue
- **The University of Auckland**: University blue

The gown for a Fellow of The University of Auckland will be an undergraduate gown of the colour University Blue bearing on the left front lapel the coat of arms of the University. No hood or cap shall be worn.
Availability of Academic Dress

The Kate Edger Educational Charitable Trust trading as Academic Dress Hire owns a stock of academic gowns, hoods, scarves, trenchers and Tudor bonnets. These are available for hire Monday to Friday from 8.30am until 5pm throughout the year. Details may be obtained from Academic Dress Hire, 35 The Strand, Parnell, or www.academicdresshire.co.nz. A student completing the requirements for a degree or diploma will receive information regarding the hire of academic dress for the graduation ceremony with their invitation to apply to graduate.

The Degrees and Diplomas Statute 1991

At The University of Auckland this 18th day of February 1991.

Pursuant to section 194(1)(g) of the Education Act 1989, as amended by the Education Amendment Act 1990, the Council of The University of Auckland, after consulting Senate, hereby makes the following statute:

1 This Statute may be cited as the Degrees and Diplomas Statute 1991.

2 The Council shall have power to confer the following degrees on any person who completes a course of study in accordance with the provisions of the regulations for that qualification.

Bachelor of Architectural Studies BAS
Bachelor of Architecture BArch
Bachelor of Arts BA
Bachelor of Arts (Honours) BA(Hons)
Bachelor of Business and Information Management BBIM
Bachelor of Commerce BCom
Bachelor of Commerce (Honours) BCom(Hons)
Bachelor of Dance Studies BDanceSt
Bachelor of Education (Teaching) BE(Ed)(Tchg)
Bachelor of Education (Teaching) (Honours) BE(Ed)(Tchg)(Hons)
Bachelor of Education (Teaching English to Speakers of Other Languages) BE(Ed)(TESOL)
Bachelor of Engineering BE
Bachelor of Engineering (Honours) BE(Hons)
Bachelor of Fine Arts BFA
Bachelor of Fine Arts (Honours) BFA(Hons)
Bachelor of Health Sciences BHSc
Bachelor of Health Sciences (Honours) BHSc(Hons)
Bachelor of Human Biology (Honours) BHB(Hons)
Bachelor of Human Services BHumServ
Bachelor of Laws LLB
Bachelor of Laws (Honours) LLB(Hons)
Bachelor of Medicine and Bachelor of Surgery BMChB
Bachelor of Music BMus
Bachelor of Music (Honours) BMus(Hons)
Bachelor of Nursing BNurs
Bachelor of Nursing (Honours) BNurs(Hons)
Bachelor of Optometry BOptom
Bachelor of Performing Arts BPerfArts
Bachelor of Pharmacy BPharm
Bachelor of Physical Education BPE
Bachelor of Planning BPlan
Bachelor of Property BProp
Bachelor of Property (Honours) BProp(Hons)
Bachelor of Science BSc
Bachelor of Science (Honours) BSc(Hons)
 Bachelor of Social Work BSW
Bachelor of Social Work (Honours) BSW(Hons)
Bachelor of Technology BTech
Bachelor of Theology BTHeol
Bachelor of Visual Arts BVA

Bachelor of Arts/Bachelor of Commerce BA/BCom
Bachelor of Arts/Bachelor of Education (Teaching) BA/BE(Ed)(Tchg)
Bachelor of Arts/Bachelor of Engineering (Honours) BA/BE(Hons)
Bachelor of Arts/Bachelor of Fine Arts BA/BFA
Bachelor of Arts/Bachelor of Fine Arts (Honours) BA/BFA(Hons)
Bachelor of Arts/Bachelor of Health Sciences BA/BHSc
Bachelor of Arts/Bachelor of Music BA/BMus
Bachelor of Arts/Bachelor of Property BA/BProp
Bachelor of Arts/Bachelor of Science BA/BSc
Bachelor of Arts/Bachelor of Theology BA/BTheol
Bachelor of Arts/Bachelor of Laws BA/LLB
Bachelor of Arts/Bachelor of Laws (Honours) BA/LLB(Hons)
Bachelor of Commerce/Bachelor of Engineering (Honours) BCom/BE(Hons)
Bachelor of Commerce/Bachelor of Health Sciences (Honours) BCom/BHSc
Bachelor of Commerce/Bachelor of Music BCom/BMus
Bachelor of Commerce/Bachelor of Property BCom/BProp
Bachelor of Commerce/Bachelor of Science BCom/BSc
Bachelor of Commerce/Bachelor of Laws BCom/LLB
Bachelor of Commerce/Bachelor of Laws (Honours) BCom/LLB(Hons)
Bachelor of Education (Teaching)/Bachelor of Science BE(Ed)(Tchg)/BSc
Bachelor of Education (Engineering) (Honours)/Bachelor of Laws BE(Hons)/LLB
Bachelor of Education (Honours)/Bachelor of Laws (Honours) BE(Hons)/LLB(Hons)
Bachelor of Engineering (Honours)/Bachelor of Property BE(Hons)/BProp
Bachelor of Engineering (Honours)/Bachelor of Science BE(Hons)/BSc
Bachelor of Health Sciences/Bachelor of Laws BHSc/LLB
Bachelor of Health Sciences/Bachelor of Laws (Honours) BHSc/LLB(Hons)
Bachelor of Health Sciences/Bachelor of Nursing BHSc/BNurs
Bachelor of Music/Bachelor of Science BMus/BSc
Bachelor of Nursing/Bachelor of Science BNurs/BSc
Bachelor of Property/Bachelor of Science BProp/BSc
Bachelor of Property/Bachelor of Laws BProp/LLB
Bachelor of Property/Bachelor of Laws (Honours) BProp/LLB(Hons)
Bachelor of Science/Bachelor of Laws BSc/LLB
Bachelor of Science/Bachelor of Laws (Honours) BSc/LLB(Hons)
Bachelor of Science/Bachelor of Theology BSc/BTheol
Master of Architecture MArch
Master of Architecture (Professional) MArch(Prof)
Master of Arts MA
Master of Audiology MAud
Master of Bioscience Enterprise MBioEnt
Master of Business Administration MBA
Master of Clinical Education MClEd
Master of Commerce MCom
Master of Creative and Performing Arts MCPA
Master of Creative Writing MCMW
Master of Education MEd
Master of Educational Leadership MEDLd
Master of Educational Management MEDMgr
Master of Engineering ME
Master of Engineering Management MEMgt
Master of Engineering Studies MEngSt
Master of Fine Arts MFA
Master of Health Management MHealthMgt
Master of Health Sciences MHSc
Master of International Business MIntBus
Master of Laws MLaw
Master of Legal Studies MLS
Master of Literature MLit
Master of Management  MMgt
Master of Maori Health  MMMH
Master of Medical Science  MMEdSc
Master of Music  MMus
Master of Nursing  MNurs
Master of Operations Research  MRR
Master of Pharmacy Practice  MPPharmPrac
Master of Planning  MPPlan
Master of Planning Practice  MPPlanPrac
Master of Professional Studies  MPProfStuds
Master of Property  MProp
Master of Public Health  MPH
Master of Public Policy  MPP
Master of Science  MSc
Master of Speech Language Therapy Practice  MSLTPrac
Master of Taxation Studies  MTaxS
Master of Teaching English to Speakers of Other Languages  MTESOL
Master of Theology  MTheol
Master of Urban Design  MUrdDes
Doctor of Clinical Psychology  DClinPsy
Doctor of Education  EdD
Doctor of Engineering  DEng
Doctor of Fine Arts  DocFA
Doctor of Laws  LLID
Doctor of Literature  LitID
Doctor of Medicine  MD
Doctor of Music  DMus
Doctor of Musical Arts  DMA
Doctor of Pharmacy  DPharm
Doctor of Philosophy  PhD
Doctor of Science  DSc

and to award the following diplomas:

Diploma in Paediatrics  DipPaed
Diploma in Professional Ethics  DipProfEthics
Graduate Diploma in Arts  GradDipArts
Graduate Diploma in Commerce  GradDipCom
Graduate Diploma in Education  GradDipEd
Graduate Diploma in Engineering  GradDipEng
Graduate Diploma in Engineering (Transportation)  GradDipEng(Transp)
Graduate Diploma in Fine Arts  GradDipFA
Graduate Diploma in Health Sciences  GradDipHSc
Graduate Diploma in Law  GradDipLaw
Graduate Diploma in Music  GradDipMus
Graduate Diploma in Performing Arts  GradDipPerformArts
Graduate Diploma in Science  GradDipSci
Graduate Diploma in Special Education  GradDipSpecEd
Graduate Diploma in Teaching (Early Childhood Education)  GradDipTchg(EECE)
Graduate Diploma in Teaching English to Speakers of Other Languages  GradDipTESSL
Graduate Diploma in Teaching (Primary)  GradDipTchg(Primary)
Graduate Diploma in Teaching (Secondary)  GradDipTchg(Secondary)
Graduate Diploma in Theology  GradDipTheol

and to award the following Postgraduate diplomas:

Postgraduate Diploma in Applied Psychology  PGDipAppPsych
Postgraduate Diploma in Architecture  PGDipArch
Postgraduate Diploma in Arts  PGDipArts
Postgraduate Diploma in Bioscience Enterprise  PGDipBioEnt
Postgraduate Diploma in Business  PGDipBus
Postgraduate Diploma in Clinical Education  PGDipClinEd
Postgraduate Diploma in Clinical Psychology  PGDipClinPsych
Postgraduate Diploma in Commerce  PGDipCom
Postgraduate Diploma in Community Emergency Medicine  PGDipComEmMed
Postgraduate Diploma in Creative and Performing Arts  PGDipCPA
Postgraduate Diploma in Education (Teaching)  PGDipEd(Tchg)
Postgraduate Diploma of Educational Management  PGDipEdMgt
Postgraduate Diploma in Education  PGDipEd
Postgraduate Diploma in Educational Leadership  PGDipEdLd
Postgraduate Diploma in Fine Arts  PGDipFA
Postgraduate Diploma in Forensic Science  PGDipForensic
Postgraduate Diploma in Geriatric Medicine  PGDipGeriatricMed
Postgraduate Diploma in Health Psychology  PGDipHealthPsych
Postgraduate Diploma in International Business  PGDipIntBus
Postgraduate Diploma in Language Teaching  PGDipLT
Postgraduate Diploma in Maori Health  PGDipMH
Postgraduate Diploma in Medical Science  PGDipMedSc
Postgraduate Diploma in Music  PGDipMus
Postgraduate Diploma in Obstetrics and Medical Gynaecology  PGDipObstMedGyn
Postgraduate Diploma in Operations Research  PGDipOR
Postgraduate Diploma in Pharmacy Practice  PGDipPharmPrac
Postgraduate Diploma in Professional Supervision  PGDipProfSup
Postgraduate Diploma in Property  PGDipProp
Postgraduate Diploma in Public Health  PGDipPH
Postgraduate Diploma in Science  PGDipSci
Postgraduate Diploma in Social Science Research Methods  PGDipSSC
Postgraduate Diploma in Sports Medicine  PGDipSportMed
Postgraduate Diploma in Theology  PGDipTheol
Postgraduate Diploma in Translation Studies  PGDipTranslStud

and to award the following qualifications previously awarded by the Auckland College of Education:

Bachelor of Social Sciences (Human Services)  BA(HumSer)
Diploma of Teaching  DIP(Tech)
Diploma of Teaching Early Childhood Education  DIP(Tech(ECE))
Graduate Diploma of Teaching (Early Childhood Education)  GradDipTech(ECE)
Graduate Diploma of Teaching English to Speakers of Other Languages  GradDipTESSL
Graduate Diploma of Teaching (Primary)  GradDipTech(Primary)
Graduate Diploma of Teaching (Secondary)  GradDipTech(Secondary)
Graduate Diploma of Teaching (Music)  GradDipTech(Mus)
Graduate Diploma of Education  GradDipEd

and to confer the following honorary degrees in accordance with the provisions of the Honorary Degrees Regulations 1998.

Doctor of Engineering
Doctor of Literature
Doctor of Laws
Doctor of Music
Doctor of Science
Doctor of The University of Auckland
A Masters degree in any Faculty of the University

The Council may confer a degree or award a diploma previously included in a University of Auckland Degrees and Diplomas Statute on a person who had been enrolled in a programme leading to that qualification prior to its deletion from the Statute provided that person

a) had completed a significant component of the course of study prior to the deletion of the degree or diploma

b) has completed a course of study in accordance with the provisions of the regulations for that degree or diploma.

The Degrees Statute 1990 is hereby repealed.
The Honorary Degrees and Awards Statute 1998

Pursuant to sections 192 and 194 of the Education Act 1989 and section 20 of The University of Auckland Act 1961 the Council of the University makes the following statute:

1 This Statute may be cited as the Honorary Degrees and Awards Statute 1998 and shall come into force on the 16 March 1998.

2 The Council may at its discretion:
   a Confer the following honorary degrees:
      Doctor of Laws
      Doctor of Science
      Doctor of Literature
      Doctor of Music
      Doctor of Engineering
      Doctor of The University of Auckland
      A Masters degree in any Faculty of the University;
   and Award the title 'Fellow of the University' ('Fellowship').

3 The University Honours Committee of the Council shall consider nominations and make recommendations to the Council for the conferring of any honorary degree or fellowship under this Statute.

4 The University Honours Committee shall henceforth consist of:
   a the Chancellor who shall be the Chair of the Committee
   b the Vice-Chancellor
   c the Pro-Chancellor
   d one member appointed by the Council
   e two members of Senate elected by Senate
   f a student member of the Council.

5 The Council may, from time to time, approve guidelines for the award of honorary degrees and fellowships and, in making its recommendations, the University Honours Committee shall ensure that it complies with all those guidelines.

6 The Council may also, in its discretion and on the recommendation of the University Honours Committee:
   a award the title 'Professor Emeritus' to a retired member of the academic staff who held the office of a Professor of the University immediately before his or her retirement
   b award the title 'University Librarian Emeritus' to a retired member of staff who held the office of University Librarian immediately before his or her retirement and who has a record of long and distinguished service to the University as the University Librarian.

7.1 The University Honours Committee may recommend to the Council, for the conferment of an Honorary Doctor's degree:
   a Any person who:
      (i) is academically distinguished, or has made a distinguished contribution in creative or artistic fields, and has, or has had, some intimate connection with the University
      or
      (ii) has shown strong interest in the well-being of the University by benefactions, or in other appropriate ways
      or
      (iii) is of international repute and is visiting, or has visited the University in an official capacity
   or
   b Any other person approved for the purpose after consultation with Education Committee on behalf of Senate.

7.2 The University Honours Committee may recommend to the Council, for the conferment of an Honorary Masters degree:
   a any member of the general staff who has given long and distinguished service to the University
   or
   b any member of the academic staff who does not hold a degree
   or
   c any other person approved for the purpose after consultation with Education Committee on behalf of Senate.

7.3 The University Honours Committee may recommend to the Council, for the conferment of a Fellowship, a person who:
   a has made a unique and valuable contribution to the University
   and
   b is not a permanent member of staff.

8 A nomination for the conferment of an honorary degree or a fellowship may be made by any three persons each of whom is a member of the Council or of Senate or of both these bodies.

9 The Honorary Degrees Regulations 1978 and The Fellow of The University of Auckland Statute 1992 are both hereby repealed.

Guidelines for the Award of Honorary Degrees and Fellowships

1 A nomination for an honorary degree or for the award of a fellowship shall be made confidentially in writing to the Vice-Chancellor and signed by three persons each of whom shall be a member of the Council or of Senate or of both these bodies.

2 Each nomination shall be accompanied by a statement outlining in sufficient detail the career, standing and qualifications of the nominee and the grounds under Clauses 7.1, 7.2 or 7.3 for conferring the degree or awarding the fellowship.
3 The Vice-Chancellor shall refer each nomination and the accompanying statement to the University Honours Committee of Council.

4 If Council approves a recommendation that an honorary degree be conferred or a fellowship be awarded the Vice-Chancellor shall invite the nominee to accept the award.

5 The conferring of honorary doctorate degrees shall not be confined to a graduation ceremony but shall be arranged at the discretion of the Council.

6 The conferring of an honorary Masters degree will, except in very exceptional circumstances, take place at a graduation ceremony.

7 The award of a Fellowship shall be arranged at the discretion of the Council.

IT Services

IT Services (ITS) delivers Information and Communications Technology (ICT) services and infrastructure that support the research, teaching, learning and administrative services at the University.

ITS develops and manages foundation ICT services such as the data and telephone networks, the high-speed research and education network supporting collaboration with the national and international tertiary community, enterprise data centres, centralised data storage networks and automated data backup. It provides computer systems and facilities for use by both staff and students, including help desk services.

Core services supported are the Cecil online learning system, Student Services Online, the University Library enterprise systems and Information Commons computers, Lecture Theatre Management, the student management system, Finance, Property Services and Human Resources functions, Research Information Management, e-research and Decision Support Systems.

Information and Communications Technology (ICT) Statute 2007

Pursuant to section 194 of the Education Act 1989 the Council of the University makes the following Statute:

1 This Statute may be cited as the ICT Statute 2007. The Statute comes into force on 1st January 2007.

2 In this Statute, unless the context otherwise requires:

   'ICT' means all information and communications technology hardware and software, data and associated methodologies, infrastructure and devices that are:
   a controlled or operated by the University
   b connected to the University network
   c used at or for University activities
   d brought onto a University site.

   ICT includes but is not limited to: computers (such as desktops, laptops, PDAs), computer systems, storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, video and audio players/receivers (such as portable CD and DVD players), telecommunication equipment, networks, databases and any other similar technologies as they come into use.

   'Director' means the Director Information Technology Services, or Chief Technology Officer, or Faculty IT Managers, or Departmental IT Managers acting as delegated representatives of the Director.

   'Authorised Person' means a member of the University staff.

   'User' means anyone who operates or interfaces with ICT. It includes University staff, officers and students (whether permanent, temporary or part-time), honorary staff, contractors, subcontractors, consultants, business partners or official visitors or any other member of the University.

   'IT Policy' means a rule as defined in the Disciplinary Statute 1998.

3 University ICT is provided for educational purposes. Consistent with this purpose, the University has the right to inspect and monitor ICT, including:

   • where there are reasonable grounds to suspect there may be violation of any University policy or statute or New Zealand law;
   • for systems maintenance, problem resolution and capacity planning purposes or for similar reasons related to security, performance or availability.

   The University may be required to disclose information and data held on University ICT in accordance with University policies and procedures or legislative requirements.

4 A User shall use ICT subject to the terms and conditions as described in this statute, the ICT Acceptable Use Policy and all other relevant IT Policy.

5 A User shall not intentionally impede the activities of the University nor without authority of the Director or the consent of an Authorised Person:

   a gain access or attempt to gain access to ICT or
   b make unreasonable use of ICT for their personal purposes or
   c use ICT in a way that is inconsistent with their conditions of enrolment or conditions of employment.
or
d obtain or attempt to obtain from ICT any information which they have not been authorised to access
or
e use ICT to make unauthorised use of any other system, whether in the University or outside it
or
f wilfully prevent or interfere with the operation or activity of any other authorised user of ICT or of any other system, whether in the University or outside it
or
g use or attempt to use ICT so as to cause costs to be incurred;
(i) by the University
or
(ii) by any person or organisation other than the University, without the consent of that other person or organisation
or
h communicate information purporting to represent the views of the University.

6 A User shall not use ICT in contravention of New Zealand law, including using ICT to store, display or communicate through computer networks, any work or publication, including files containing any text, image, sound or multimedia, that:

a is defined as "objectionable" in the Films, Videos and Publications Classification Act 1993

b is deceptive or misleading

c is abusive or defamatory; threatens the safety of any person, or causes racial disharmony, sexual harassment or racial harassment in terms of the Human Rights Act 1993

d contravenes the rights of any person under the Privacy Act 1993

e reproduces all or part of any work in breach of the Copyright Act 1994 or the Trade Marks Act 2002

f has been composed knowingly so as to appear to have been produced and/or communicated by another person or entity

g knowingly misquotes, abridges or alters the publication of any other person so as to alter the meaning of that publication without either the prior approval of that person or a clear statement as to the identity of the author of the altered publication

h copies or closely paraphrases someone else’s writings (including textbooks and assignments written by other students) without an explicit indication of the source of the material.

7 A breach of Clause 4, 5 or 6 of this Statute shall constitute a breach of the Disciplinary Statute 1998. If such a breach is harmful to the safety of a User, or poses a significant threat to the University, it may be referred to a law enforcement agency.

8 Where in the opinion of the Director the continued use of ICT by a User is likely to expose the University to significant risk, or contravenes this statute or threatens the health or safety of another individual or organisation, the Director may exclude the User believed to be in breach of a provision of Clause 4, 5 or 6 from the use of ICT for a specified period. The Director shall, as soon as reasonably possible, report the exclusion and the reasons for the exclusion to the Vice-Chancellor or to any person the Vice-Chancellor has nominated to receive such a report. On receiving such a report the Vice-Chancellor (or the nominee of the Vice-Chancellor) will deal with the breach:

a in the case of a User who is a student, under the provisions of University Statutes and Regulations

b in the case of a User who is a member of staff, according to the provisions of employment law and the relevant employment agreement

c in the case of a contractor engaged by the University to undertake specified tasks, in accordance with the provisions of the relevant contract

d in the case of a User who may fall into more than one of the above categories, by a process determined by the Vice-Chancellor, or the nominee of the Vice-Chancellor, and which takes into account the circumstances of the particular breach.

9 In addition to the penalties that may be imposed on a student under the Disciplinary Statute 1998, the Discipline Committee may:

(i) impose conditions on access to ICT by a student User found to have breached a provision of Clauses 4, 5 or 6

and

(ii) require any such student User to make restitution for any loss or damage for improper use of ICT.

A student subject to a penalty may appeal the penalty or the decision or both as set out in the provisions of Clause 11 of the Disciplinary Statute. Such an appeal must be made in writing to the Registrar within 14 days of the penalty having been imposed. The appeal will be heard by the Council’s Appeals Committee.

#Note that minor student infringements of IT Policy may be dealt with under the provisions of the “Guidelines for dealing with minor student infringements of IT policies, regulations and statutes”.

10 The Computer System Statute 2000 is hereby repealed.
Library Statute 2007

The name of the Library is The University of Auckland Library. It may also be known by its Māori name: Te Tumu Herenga. Variants of this name may be used to describe the individual libraries or information commons in the Library system.

1 Title and Commencement
This Statute may be cited as the Library Statute 2007 and comes into force on 1 January 2007, and replaces the former Library Regulations 1971.

2 Interpretation/Definition

Authorised Person  A library or security staff member acting under delegation from the University Librarian.

Borrowed Item  Means any Library Material borrowed from the Library.

Borrower  Means any Member who is entitled to borrow Library Material.

Due Date  The date by which a Borrowed Item must be returned by the Borrower.

ID Card  Means the University identity card.

Library  Refers to all parts of The University of Auckland Library including information commons and such other areas as may be under the management of the University Librarian.

Library Material  Includes all types of printed, written, photographic, audiovisual, machine-readable material and borrowable equipment held by the Library.

Library Resource  Includes all Library Material, facilities and services (including electronic resources and software) available in, from or through the Library to some or all Users.

Library Staff  Means a member of staff of the Library.

Member  Means all persons permitted to use the Library under Clause 5 of this Statute.

Staff  Means any person who is a member of the staff of The University of Auckland.

Student  Means a person who is enrolled as a student at The University of Auckland.

University Librarian  Means the person appointed by the Vice-Chancellor who is responsible for the management of all parts of the Library.

User  Means any person who uses the Library.

3 General

a  All Members must comply with the provisions of this Statute at all times.

b  Admission to the Library is conditional on observance of the provisions of this Statute and of such directions as may from time to time be given by the University Librarian.

c  All Users must comply with the directions of an Authorised Person.

d  Any infringement of this Statute by a User may lead to the suspension of their use of the Library at the discretion of the University Librarian.

(i) Students who infringe this Statute may also be subject to disciplinary action under The Disciplinary Statute 1998.

(ii) Staff who infringe this Statute may also be subject to disciplinary action in accordance with their conditions of employment.

4 Hours of Opening

a  The opening hours of the Library are determined by the University Librarian.

b  The hours of opening are posted in each library and information commons and are to be found on the Library's website at: www.library.auckland.ac.nz/contacts/hours.asp

c  These hours may be varied at the discretion of the University Librarian and any variation will be appropriately notified.

5 Membership

a  All members of the University Council, all current and retired University Staff and all enrolled Students are entitled to be Members of the Library.

b  By special permission of the University Librarian, approved persons who meet the criteria in the Membership of and Conditions of Access to The University of Auckland Library who are not included under Clause 5a of this Statute may be Members and accorded full or partial use of Library Resources. The Membership of and Conditions of Access to The University of Auckland Library are to be found on the Library's website at: www.library.auckland.ac.nz/about/membership/

c  Persons or classes of persons admitted as Members under Clause 5b of this Statute will be charged fees according to the fees schedule of the Membership of and Conditions of Access to The University of Auckland Library which will be determined from time to time by Council on the recommendation of Library Committee. The University Librarian may in exceptional circumstances waive the membership fee, although an administration fee will normally be charged.

6 Borrowing

6.1 General (includes conditions of borrowing)

a  Borrowers must familiarise themselves with all borrowing information and comply with loan periods and conditions. Borrowing information is to be found on the Library website at: www.library.auckland.ac.nz/about/genlib/lending_1.htm

b  Any Library Material may be borrowed
by a Member who is entitled to do so, unless that Library Material is restricted for use in the Library only.

c Borrowing ceases 15 minutes before closing.

d The hours during which Library Material may be borrowed may be varied at the discretion of the University Librarian.

e Borrowers must present any Library Material that they wish to borrow, with their current ID Card, for issuing at a lending desk or self issue facility.

f The Due Date is set at the time of issue, and reset when a Borrowed Item is renewed or when it is recalled.

g The University Librarian is under no obligation to notify Borrowers when a Borrowed Item is overdue; a fine is charged when a Borrowed Item is returned after the Due Date, even though no overdue notice may have been received by the Borrower.

h A Borrower may only take Library Material out of New Zealand with the permission of the University Librarian.

i A Borrower remains personally responsible for:
   (i) keeping each Borrowed Item reasonably safe and secure and in their possession;
   (ii) notifying the Library immediately if a Borrowed Item becomes lost, stolen, damaged or destroyed;
   (iii) returning each Borrowed Item on or before the Due Date or any earlier date specified in a recall notice;
   (iv) returning each Borrowed Item in the same condition and repair as when it was borrowed (subject to reasonable wear and tear);
   (v) notifying the Library immediately if their ID Card becomes lost, stolen or destroyed.

j A Member is not permitted to allow their ID Card to be used by any other person to borrow Library Material.

k A Member is not permitted to use the ID Card of any other person to borrow Library Material.

l Where the ID Card of a Borrower is lost, stolen, or destroyed, the Borrower shall be responsible for returning or replacing any Library Material borrowed before the loss, theft, or destruction of the card was reported.

6.2 Renewals

a Borrowed Items may be renewed at the expiry of a loan period at lending desks, self issue facilities or by using the renewal option available via the catalogue.

b Renewal will be refused if the Borrowed Item has been recalled by another Borrower.

6.3 Recalls

a Members may normally recall any Borrowed Item.

b The length of the loan period will be adjusted if the Borrowed Item has been requested by another Borrower.

c Each Borrowed Item is subject to recall at any time during the year, including study breaks and summer vacation.

d Borrowers who fail to return any recalled Borrowed Item by the recall Due Date will incur a fine for each 24 hours that it is overdue.

6.4 High Demand Library Material

a Library Material that is in high demand will usually be available from short loan collections.

b High demand Library Material will be issued for a restricted period and normally may not be removed from the Library except in the case of overnight or three day loans.

c Failure to return Library Material from short loan collections on time will incur a fine.

d Additional fines may be charged for overdue items that have a reservation queue.

6.5 Interlibrary Loans

a Members may apply to borrow Library Material from the library of another institution through the Interlibrary Loan and Document Delivery Service. Information about this service is to be found on the Library website at: www.library.auckland.ac.nz/forms/docdel/vdx/policies.htm

b The access to and use of such Library Material is subject to the conditions imposed by the owning library.

7 Conduct of Users

a A Borrowed Item may not be passed to another Member without being reissued in that Member’s name. Where this Statute is breached the Member in whose name the Borrowed Item is issued remains liable for all fines and fees payable by reason of failure to return the Borrowed Item that is overdue, recalled, or lost.

b The unauthorised borrowing, removal, damage, or defacement of Library Material is regarded as a serious disciplinary offence.

c Every Member must report any change of address as soon as possible either by updating the information held in the central University database through the web self-service facility or by notifying the Library.

d Seats in the Library may not be reserved and items left unattended on chairs or tables may be removed by an Authorised Person.

e The Library accepts no responsibility for personal belongings brought into the Library.

f There is to be no noisy or disruptive behaviour in the Library. Such behaviour includes conversation that disturbs other
Users and the audible use of equipment, including cell phones.

g Unless specifically approved, food or drink, other than water in approved non-spillable containers, may not be consumed in any part of the Library.

h An Authorised Person may confiscate food or drink not specifically approved that is brought into the Library in a consumable state.

i All Users must identify themselves if requested, and must comply with such directions as may reasonably be given by any Authorised Person in order to maintain good order and discipline.

j All Users must present all Library Material and personal property for inspection if requested.

k All Users must vacate the Library by closing time; a reminder will be given 15 minutes before the notified closing time.

8 Fines and Sanctions

a Failure to return Borrowed Items by the Due Date will incur a fine. See schedule of fines at: www.library.auckland.ac.nz/about/genlib/lending_1.htm

b Members are responsible for, and are to make good any loss of, or damage to, any Borrowed Item, or any Library Resource they use in the Library.

c Members are normally charged an administration fee in addition to the cost of replacement or repair, whether or not the Borrowed Item, if lost, is subsequently found and returned in good order.

d A Borrowed Item remains the property of the Library, notwithstanding payment of the bill for its replacement, and must be returned if found. A refund will be made, in whole or part, according to the condition of the item on return. The administration fee will normally be retained.

e The University Librarian, in consultation with Library Committee, may set a limit on Library fees or fines which may be outstanding ("outstanding fees limit"). Any Borrower with fees or fines outstanding in excess of the outstanding fees limit will not be allowed to borrow until the outstanding fees or fines have been paid, or until arrangements, approved by the University Librarian, to pay the outstanding fees or fines are in place.

f Where a fine or charge in excess of the outstanding fees limit is not paid within 14 days of becoming due:

(i) the Member’s library privileges may be withdrawn or restricted for such period as the University Librarian thinks fit

(ii) the University Librarian may recommend to the Director, Academic Services, that in addition the following penalties may be imposed on a Student: withhold the formal notification of the results of any examination of the Student; decline to re-enrol the Student; decline to release the Student’s academic record; withhold any Degree or Diploma certificate from that Student.

g In the case of any User who acts or behaves in the Library in a disorderly or improper manner or is otherwise in breach of this Statute,

(i) an Authorised Person may require that person to withdraw from the Library and may impose a fine, not exceeding $20, on that person;

(ii) The User’s library privileges may be withdrawn or restricted for such period as the University Librarian thinks fit.

h Where a penalty is imposed on any Member under this Statute, the Member may apply to the Library Review Committee of Council to review the imposition of that penalty.

9 Use of Library Computers and Electronic Resources

a Library computers are provided for Users to access the Library catalogue and for Members to access Library Resources.

b Electronic resources provided by the Library are normally subject to licence agreements and to copyright restrictions. Members are responsible for ensuring that their use of these resources complies with these licence agreements and the relevant copyright legislation.

c Every User of Library computers must comply with the following University-wide policies and conditions of use:

(i) Information and Communications Technology (ICT) Statute 2007

(ii) ICT Acceptable Use Policy

(iii) Email Usage Policy.

10 Copyright

a Every user of copying facilities in the Library must comply with the laws on copyright.

(i) The provisions of the Copyright Act 1994

(ii) Licensing agreements

(iii) University policies and instructions, eg. notices on photocopiers, online instructions, and written forms.

b While a User may be entitled to make one copy for their private study, the making of multiple copies is not permitted.

11 The Library Regulations 1971 are hereby repealed with effect from 31 December 2006.
Regulations – Arts

64  The Degree of Bachelor of Arts – BA
70  The Degree of Bachelor of Arts (Honours) – BA(Hons)
74  The Degree of Master of Arts – MA
79  The Degree of Master of Creative Writing – MCW
80  The Degree of Master of Literature – MLitt
81  The Degree of Master of Public Policy – MPP
82  The Degree of Master of Teaching English to Speakers of Other Languages – MTESOL
83  Diploma in Languages – DipLang
85  Diploma in Professional Ethics – DipProfEthics
86  Graduate Diploma in Arts – GradDipArts
86  Postgraduate Diploma in Arts – PGDipArts
87  Postgraduate Diploma in Language Teaching – PGDipLT
88  Postgraduate Diploma in Social Science Research Methods – PGDipSocScResMeth
89  Postgraduate Diploma in Translation Studies – PGDipTranslationStud
90  Postgraduate Certificate in Advanced Interpreting – PGCertAdvInterp
91  Certificate in Arts – CertArts
91  Certificate in Languages – CertLang

Regulations – Theology

93  The Degree of Bachelor of Theology – BTheol
94  The Degree of Bachelor of Theology (Honours) – BTheol(Hons)
96  The Degree of Master of Theology – MTheol
97  Graduate Diploma in Theology – GradDipTheol
97  Postgraduate Diploma in Theology – PGDipTheol

Interfaculty Degrees and Diplomas – Arts

295  The Degree of Master of Professional Studies – MProfStuds
REGULATIONS – ARTS

The Degree of Bachelor of Arts – BA

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value

1 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content

2 Of the 360 points required for this degree, a student must pass:
   a at least 300 points from courses listed in the Bachelor of Arts Schedule, including
      (i) at least 180 points in courses above Stage I, of which at least 75 points must be above Stage II
      (ii) courses in a minimum of three subjects listed in the Bachelor of Arts Schedule either
      (iii) a major of at least 135 points, of which at least 60 points must be above Stage II, from one of the subjects available for majors in the Bachelor of Arts Schedule and
      (b) a minor of at least 90 points, of which at least 60 points must be above Stage I, from one of the subjects available for minors in the Bachelor of Arts Schedule or
      (iv) a double major of 120 points in each of two subjects available for majors in the Bachelor of Arts Schedule, of which at least 45 points must be above Stage II in each subject.

   b 30 points from courses offered in the General Education Schedule approved for this degree.

3 Up to 30 points may be taken from courses available for other programmes offered at this University.

General Education Exemptions

4 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.

   b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses available for this degree.

   c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
      (i) 15 points from courses offered in the General Education Schedule and
      (ii) a further 15 points from courses available for this degree.

Conjoint Degrees

5 Special arrangements apply where this degree is taken as a component degree of an approved conjoint combination. The specific requirements and a complete list of the conjoint degrees available are set out in the Conjoint Degrees section of this Calendar.

Special Cases

6 For language courses, enrolment of students with prior knowledge of the language is at the discretion of the Head of the Department.
   a Enrolment in any particular course(s) may be declined, and enrolment may be required instead in a course at a more advanced level.

   b If a student who has been required to enrol in a more advanced course fails that course they may be credited with an appropriate less advanced course if they are certified by the examiners as having reached the standard of a pass for that course and have not previously been credited with that course.
A student who has passed or been credited with a language acquisition course may not enrol for a course which precedes that course in the sequence of language acquisition courses.

### Variations
7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

### Commencement
8 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Bachelor of Arts were thereby repealed.

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### Bachelor of Arts (BA) Schedule

#### Subjects available for majors and minors:

<table>
<thead>
<tr>
<th>Ancient History</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I courses: ANCHIST 100–103</td>
<td>Stage I courses: CHINESE 100–130, ASIAN 100</td>
</tr>
<tr>
<td>Stage II courses: ANCHIST 200–263, CLASSICS 270, 280</td>
<td>Stage II courses: CHINESE 200–278, ASIAN 207, 208, HISTORY 213, 222</td>
</tr>
<tr>
<td>Major must include:</td>
<td>Major must include:</td>
</tr>
<tr>
<td>• at least 30 points from ANCHIST 100, 102, 103</td>
<td>• CHINESE 130, ASIAN 100</td>
</tr>
<tr>
<td>• at least 45 points from the Stage III courses listed above and, for a single major, an additional 15 points must be taken from any Stage III course with an ANCHIST or CLASSICS course code</td>
<td>• CHINESE 301</td>
</tr>
<tr>
<td></td>
<td>Minor must include:</td>
</tr>
<tr>
<td>Note: Students must complete 15 points in courses with a CLASSICS course code to major in Ancient History, and may include up to 30 points in any courses with a GREEK or LATIN course code</td>
<td>• CHINESE 130, 201</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anthropology</th>
<th>Classical Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I courses: ANTHRO 100–106, MĀORI 130</td>
<td>Stage I courses: CLASSICS 110–150, ANCHIST 102, 103</td>
</tr>
<tr>
<td>Major must include:</td>
<td>Major must include:</td>
</tr>
<tr>
<td>• at least 30 points from ANTHRO 100–104</td>
<td>• at least 75 points in courses with a CLASSICS course code including at least 30 points at Stage III in courses with a CLASSICS course code</td>
</tr>
<tr>
<td>• at least 15 points from ANTHRO 200, 201, 203, 219</td>
<td>Note: Students must complete 15 points in courses with an ANCHIST course code to major in Classical Studies, and may include up to 30 points in any courses with a GREEK or LATIN course code</td>
</tr>
<tr>
<td>Minor must include:</td>
<td>Minor must include:</td>
</tr>
<tr>
<td>• at least 15 points from ANTHRO 100–104</td>
<td>• at least 60 points in courses with a CLASSICS course code</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art History</th>
<th>Criminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I courses: ARTHIST 106–109, 112, 115, PACIFIC 102</td>
<td>Stage I courses: MĀORI 130, PHIL 103, POLITICS 109, SOCIOL 100, 101, 103</td>
</tr>
<tr>
<td>Stage II courses: ARTHIST 201–246, ANCHIST 251, CLASSICS 270, 280, MĀORI 240, 241</td>
<td>Stage II courses: CRIM 201, 202, HISTORY 227, PHIL 217, POLITICS 238, SOCIOL 201, 215, 216, 225</td>
</tr>
<tr>
<td>Stage III courses: ARTHIST 302–346</td>
<td>Stage III courses: CRIM 301, 302, HISTORY 327, MĀORI 335, PHIL 337, POLITICS 320, SOCIOL 308, 326, 337, LAW 423</td>
</tr>
<tr>
<td>Major must include:</td>
<td>Major must include:</td>
</tr>
<tr>
<td></td>
<td>• CRIM 201 or 202, SOCIOL 216, CRIM 301, 302, SOCIOL 337</td>
</tr>
<tr>
<td></td>
<td>Minor must include:</td>
</tr>
<tr>
<td></td>
<td>• CRIM 201 or 202, 301 or 302</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asian Studies</th>
<th>Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I courses: ASIAN 100, 101, 140, CHINESE 130, HISTORY 103, JAPANESE 150, KOREAN 120</td>
<td>Stage I courses: CLASSICS 110, DANCE 101, ENGLISH 109, MĀORI 190, PACIFIC 110</td>
</tr>
<tr>
<td>Stage II courses: ASIAN 200, 203</td>
<td>Stage II courses: DRAMA 203, 204, 205, CLASSICS 220, COMPLIT 204, ENGLISH 213, 265, EUROPEAN 207, JAPANESE 242, MĀORI 292, MUSIC 240</td>
</tr>
<tr>
<td>• History and Politics: ASIAN 206, HISTORY 213, 222, 242, 248, POLITICS 226, 254</td>
<td>Stage III courses: DRAMA 301–303, 305, CLASSICS 320, COMPLIT 300, ENGLISH 310, 332, 353, EUROPEAN 307, MĀORI 393</td>
</tr>
<tr>
<td>• Literature and Cultural Studies: ASIAN 201, 202, 207, 208, ANTHRO 232, 233, COMPLIT 206, FTVMS 205, 216, JAPANESE 240, 242, 270, KOREAN 230, PHIL 214</td>
<td>Major must include:</td>
</tr>
<tr>
<td>Stage III courses:</td>
<td>• DRAMA 204, 301</td>
</tr>
<tr>
<td>• History and Politics: ASIAN 302, ECON 343, GEOG 322, HISTORY 313, 322, 342, 348, INTBUS 312, POLITICS 318, 354</td>
<td>Minor must include:</td>
</tr>
<tr>
<td>• Literature and Cultural Studies: ASIAN 305–308, ANTHRO 332, 333, CHINESE 325, COMPLIT 302, FTVMS 302, 308, JAPANESE 307, 324, 341, 343, 381, 385, 393, PHIL 334</td>
<td>• DRAMA 204</td>
</tr>
</tbody>
</table>
Economics
Stage I courses: ECON 101, 111, MATHS 108, 150
Stage II courses: ECON 201–273
Stage III courses: ECON 301–381
Major must include:
- ECON 101, 111, 201, 211
Minor must include:
- ECON 101, 111
Note: Students must also pass MATHS 108 or 150 to major in Economics.

Education
Stage I courses: EDUC 113–117, 121
Stage II courses: EDUC 201–225, 283
Stage III courses: EDUC 302–319, 341–384, MATHS 302
Major must include:
- at least 30 points at Stage I in Education
- at least 30 points at Stage II in Education
Minor must include:
- at least 30 points at Stage I in Education

Employment Relations and Organisation Studies
Stage I course: MGMT 101
Stage II courses: MGMT 202, 211–231
Stage III courses: MGMT 304, 308–332, PSYCH 322
Major must include:
- MGMT 101 or 211, 223, 314, 321
Minor must include:
- MGMT 101 or 211, 223
Note: Courses other than those listed above may be included in the BA only as part of the points permitted in Regulation 3 and not as part of the Employment Relations and Organisation Studies major or minor.

English
Stage I courses: ENGLISH 100–117, 121
Stage II courses: ENGLISH 200–268, LINGUIST 200–202
Stage III courses: ENGLISH 302–365, LINGUIST 300–305, 310
Major must include:
- at least 30 points from ENGLISH 200, 203, 210, 213, 219, 264, 265, 302, 308, 310, 314, 320, 336, 340, 341, 353, 359
Minor must include:
- at least 15 points from ENGLISH 200, 203, 210, 213, 219, 264, 265, 302, 308, 310, 314, 320, 336, 340, 341, 353, 359

English Language Acquisition and Linguistics
Note: This major requires courses ESOL 200, 202 or 211, and ESOL 201. It is therefore available only to students from a non-English speaking background, who must attain a sufficient competence in English to gain admission to these courses.

Stage I courses: LINGUIST 100, 101, 103
Stage II courses: ESOL 200–202, 210, 211, 212, LINGUIST 203
Stage III courses: LINGCHG 300, 303, LINGUIST 302, 307, 310
Major must include:
- LINGUIST 101, 302, ESOL 201
- 15 points from LINGUIST 100, 103
- 15 points from ESOL 200, 202, 210, 211
- 15 points from LINGUIST 307, 310, LINGCHG 300, 303

English Language Acquisition and Literature in English
The BA in English Language Acquisition and Literature in English was withdrawn in 2008. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.

Ethics
Stage I courses: PHIL 102, 103, 152

Stage II courses: PHIL 205, 210, 211, 217, 227, 250
Stage III courses: PHIL 304, 310, 317, 318, 337, POLITICS 320, MGMT 331
Major must include:
- at least 15 points from PHIL 102, 103, 152
- at least 30 points from PHIL 205, 210, 211
- at least 30 points from PHIL 304, 310, 318, POLITICS 320
Minor must include:
- at least 15 points from PHIL 102, 103, 152
- at least 15 points from PHIL 205, 210, 211

European Studies
Stage I courses: ANCHIST 102, 103, ARTHIST 106, 107, 109, CLASSICS 110, 120, 130, EUROPEAN 100, FRENCH 102, 162, GERMAN 102, 130, HISTORY 102, 106, 125, ITALIAN 107, 111, LATINAM 101, MUSIC 144, PHIL 152, POLITICS 109, RUSSIAN 100, 101, SPANISH 103, 105
Major must include:
- EUROPEAN 100. Students who have taken EUROPEAN 100 for another major in the School of European Languages and Literatures must substitute another course from the schedule for European Studies
- at least 15 points from EUROPEAN 200–221
- at least 15 points from EUROPEAN 300–321
- at least 15 points from the above schedule at Stage II or above in each of two areas: 1) Ancient History, History, Political Studies; 2) Art History, Classical Studies, French, German, Italian, Music, Philosophy, Russian, Spanish
Minor must include:
- EUROPEAN 100. Students who have taken EUROPEAN 100 for another major in the School of European Languages and Literatures must substitute another course from the schedule for European Studies
- at least 15 points from EUROPEAN 200–221
- at least 15 points from the above schedule at Stage II or above in each of two areas: 1) Ancient History, History, Political Studies; 2) Art History, Classical Studies, French, German, Italian, Music, Philosophy, Russian, Spanish

Film, Television and Media Studies
Stage I courses: FTVMS 100, 101, 110, ANTHRO 106, ENGLISH 109, GERMAN 130, ITALIAN 111, POLITICS 113
Stage II courses: FTVMS 201–222, ARTHIST 204, ASIAN 207, ENGLISH 230, EUROPEAN 200, FRENCH 239, GERMAN 230, ITALIAN 232, LATINAM 201, MAORI 297, POLITICS 228, 231, 233, SOCIOL 211
Stage III courses: FTVMS 300–329, ANTHRO 320, ARTHIST 334, ASIAN 307, ENGLISH 321, EUROPEAN 300, FRENCH 339, 349, HISTORY 364, MAORI 370, POLITICS 328, SOCIOL 318
Major must include:
- FTVMS 100 and 101
- at least 30 points from FTVMS 201–214, 216–222
- at least 30 points from FTVMS 300, 302, 306–309, 312–329
Minor must include:
- FTVMS 100 and 101
- at least 30 points from FTVMS 201–214, 216–222
French
Stage I courses: FRENCH 101–162, EUROPEAN 100
Stage II courses: FRENCH 203–279
Stage III courses: FRENCH 304–379, ENGLISH 340
Major must include:
- EUROPEAN 100
- 30 points from FRENCH 304, 305, 377, 378
- 15 points from FRENCH 314, 320, 322, 329, 331, 339, 341, 349, 379
Note: FRENCH 101, 151, 161, 230 may not be included in the major
Minor must include:
- 15 points from FRENCH 204, 304

Geography
Stage I courses: GEG 101–105
Stage II courses: GEG 201–250
Stage III courses: GEG 302–352
Major must include:
- at least 45 points from GEG 101, 102, 201, 202
- GEG 250
- at least 15 points from GEG 315, 330
Minor must include:
- at least 45 points from GEG 101, 102, 201, 202

German
Stage I courses: GERMAN 101–130, EUROPEAN 100
Stage II courses: GERMAN 200–291
Stage III courses: GERMAN 301–393
Major must include:
- EUROPEAN 100, GERMAN 200, 201, 301
- 15 points from GERMAN 130, 230
Note: GERMAN 101 may not be included in the major
Minor must include:
- GERMAN 200, 201
- 15 points from GERMAN 130, 230

Greek
Stage I courses: GREEK 100, 101
Stage II courses: GREEK 200–204
Stage III courses: GREEK 300–310
Major must include:
- GREEK 300
Note: Major may include up to 15 points from courses at Stage III with an
ANCHIST or CLASSICS course code

History
Stage I courses: HISTORY 102–125, ASIAN 100
Stage II courses: HISTORY 206–265, ANTHRO 204, ARTHIST 225, POLITICS 229
Stage III courses: HISTORY 300–367, ANTHRO 304, 358, ARTHIST 325

Italian
Stage I courses: ITALIAN 106–111, EUROPEAN 100
Stage II courses: ITALIAN 200–278
Stage III courses: ITALIAN 300–378
Major must include:
- EUROPEAN 100, ITALIAN 107, 200, 201, 300
Note: ITALIAN 106, 203, 210 and 232 may not be included in major
Minor must include:
- ITALIAN 107
Note: ITALIAN 203, 210 and 232 may not be included in minor

Japanese
Stage I courses: JAPANESE 130–150, ASIAN 100
Stage II courses: JAPANESE 222–278, HISTORY 242
Stage III courses: JAPANESE 307–393, HISTORY 342
Major must include:
- ASIAN 100 and JAPANESE 150
- at least 15 points from JAPANESE 222, 240–270, HISTORY 242
- JAPANESE 332 and at least 15 points from JAPANESE 307–324, 341, 343, 381–393, HISTORY 342
Minor must include:
- JAPANESE 232 and at least 15 points from JAPANESE 222, 240–270, 307–324, 341, 343, 381–393, HISTORY 242

Korean
Stage I courses: KOREAN 110–120, ASIAN 100
Stage II courses: KOREAN 200–278, ASIAN 206, 208
Stage III courses: KOREAN 300–378, ASIAN 302, 305, 308
Major must include:
- ASIAN 100, KOREAN 120, 301
Minor must include:
- KOREAN 201 or 250

Latin
Stage I courses: LATIN 100, 101
Stage II courses: LATIN 200–205
Stage III courses: LATIN 300–310
Major must include:
- LATIN 300
Note: Major may include up to 15 points from courses at Stage III with an
ANCHIST or CLASSICS course code

Latin American Studies
The BA major in Latin American Studies was suspended in 2008. Students who have a current enrolment in the BA major in Latin American Studies should contact their Faculty for advice regarding completion.
Stage I courses: LATINAM 101, SPANISH 103, 105
Stage II courses: LATINAM 200, 201, 216, POLITICS 234, SOCIOL 210, SPANISH 205
Stage III courses: LATINAM 301, 302, 306, 325, POLITICS 327, 334, SPANISH 305, 311–314, ECON 342
Major must include:
- SPANISH 103
- at least 15 points from LATINAM 201, 216, 306
- no more than 4 courses in any one subject area, except by permission
of the Programme Coordinator
Minor must include:
- SPANISH 103
- at least 15 points from LATINAM 201, 216, 306
- no more than 3 courses in any one subject area, except by permission
of the Programme Coordinator

Linguistics
Stage I courses: LINGUIST 100–103
Stage II courses: LINGUIST 200–205, ENGLISH 203
Stage III courses: LINGUIST 300–321
Major must include:
- 15 points from LINGUIST 100, 103
- LINGUIST 200, 201, 300
Minor must include:
- 15 points from LINGUIST 100, 103

Linguistics and English Language Teaching
Stage I courses: LINGUIST 100, 101, 103, LANGTCHG 101
Stage II courses: LINGUIST 200–203, 205, LANGTCHG 202, 205, 206
Stage III courses: LINGUIST 302–305, 307, 312, LANGTCHG 300–306, 310–312
Major must include:
- 15 points from LINGUIST 100, 103
- LINGUIST 101, LANGTCHG 202, 300 or 304, 301
- 15 points from LANGTCHG 302, 303, 306
Logic and Computation

Stage I courses: COMPSCI 101, 105, LINGUIST 100, 103, MATHS 150, PHIL 101, 105
Stage II courses: COMPSCI 220, 225, LINGUIST 200, LOGICOMP 201, MATHS 250, 253, 255, PHIL 222, 216
Stage III courses: COMPSCI 320, 350, 367, LINGUIST 300, 302, 320, LOGICOMP 301, 302, MATHS 315, 326, 328, PHIL 305, 315, 323
Major must include:
• COMPSCI 101, 225, PHIL 101, 222
Minor must include:
• COMPSCI 101, 225, PHIL 101, 222

Māori Studies

Stage I courses: MĀORI 101–191, COOKIS 101, POLITICS 107
Stage II courses: MĀORI 201–293, ANTHRO 207, ARTHIST 238, COOKIS 201, FTVM 210, HISTORY 227, 255, 260, POLITICS 229
Stage III courses: MĀORI 301–395, ANTHRO 311, ARTHIST 338, COOKIS 301, FTVM 325, HISTORY 355, 360, LINGUIST 306, MGMT 303, PACIFIC 303
Major must include:
• at least 30 points from MĀORI 101, 103, 104, 201, 203, 204, 301, 302, 311

Mathematics

Stage I courses: MATHS 101–190
Stage II courses: MATHS 202–270, COMPSCI 225, STATS 210
Stage III courses: MATHS 302–389, STATS 310, 325, 370, ENGSCI 391, PHIL 305
Major must include:
• 30 points from MATHS 253, 255, 260
• at least 45 points from MATHS 315, 320, 326, 328, 332, 333, 340, 353, 361, 362, 363
Minor must include:
• at least 30 points from MATHS 253, 255, 260

Music

Stage I courses: MUSIC 100–109, 144–154, 180–184, ANTHRO 103, 106, MUSED 160
Major must include:
• MUSIC 101

Note: Courses other than those listed above may be included in the BA only as part of the points permitted in Regulation 3 and not as part of the Music major or minor

Pacific Studies

Stage I courses: COOKIS 100, PACIFIC 100, 102, 105, 110, SAMOAN 101, TONGAN 101, ANTHRO 104, HISTORY 104, LINGUIST 102
Stage II courses: COOKIS 201, 204, PACIFIC 201, 203–206, 210, 211, SAMOAN 201, 203, TONGAN 201, 203, ANTHRO 204, 234, 238, ARTHIST 217, EDUC 207, HISTORY 230, 251, WOMEN 202
Major must include:
• PACIFIC 100, 105
• PACIFIC 201
• 15 points from a Pacific language acquisition course
Minor must include:
• PACIFIC 100
• PACIFIC 201
• 15 points from a Pacific language acquisition course

Philosophy

Stage I courses: PHIL 100–152
Stage II courses: PHIL 200–267, CLASSICS 240, 250, 260, POLITICS 249
Stage III courses: PHIL 302–364, POLITICS 320

Political Studies

Stage I courses: POLITICS 106–121
Stage II courses: POLITICS 209–256, FTVM 207, HISTORY 227, PHIL 205
Stage III courses: POLITICS 313–357, FTVM 312, MĀORI 330, 335, PACIFIC 303, PHIL 310

Psychology

Stage I courses: PSYCH 108, 109
Stage II courses: PSYCH 201–208
Stage III courses: PSYCH 303–364, SPORTSCI 304
Note: Students must pass a Stage I Statistics course to major in Psychology

Russian

The major and minor in Russian were withdrawn in 2009.

Social Science for Public Health

Stage I courses: POPLHLTH 101, 102, ANTHRO 100, 102, 104, ASIAN 140, GEOG 102, 104, HISTORY 102, 107, MĀORI 130, PHIL 102, 103, POLITICS 107, 121, PSYCH 108, SOCIOl 100, 101, 103, WOMEN 100
Stage II courses: SOCSCHIP 200, ANTHRO 215, 222, 241, GEOG 202, HISTORY 210, PHIL 227, POLITICS 222, 229, POPLHLTH 203, 204, 207, SOCIOl 201, 220
Stage III courses: SOCSCHIP 300, ANTHRO 314, 316, 324, GEOG 305, HISTORY 316, 367, MĀORI 335, PHIL 317, POLITICS 337, SOCIOl 310, 317, 333
Major must include:
• SOCSCHIP 200, 300
• at least 15 points from POPLHLTH 101, 102, 203, 204, 207
• 30 points from ANTHRO 324, GEOG 305, HISTORY 367, PHIL 317, SOCIOl 333
Minor must include:
• SOCSCHIP 200, 300
• at least 15 points from POPLHLTH 101, 102, 203, 204, 207

Sociology

Stage I courses: SOCIOl 100–106
Stage II courses: SOCIOl 200–230, WOMEN 200
Stage III courses: SOCIOl 303–340, PACIFIC 303

Spanish

Stage I courses: SPANISH 103–105, EUROPEAN 100
Stage II courses: SPANISH 200–278, LATINAM 201, 216
Stage III courses: SPANISH 301–378, LATINAM 301, 306, 325
Major must include:
• EUROPEAN 100, SPANISH 105
• SPANISH 200 or 277, 201 or 278, and at least 15 points from SPANISH 202, LATINAM 201, 216
• SPANISH 300 or 319 or 377 and at least 15 points from SPANISH 301–313, 315–318, 323–327, 350, LATINAM 301, 306, 325
Note: SPANISH 104 and 221 may not be included in major
Minor must include:
• SPANISH 105
Note: Students who demonstrate pre-existing language competence that enables them to pursue intermediate or advanced language study must substitute SPANISH 103 for SPANISH 105 in the major or minor
Subjects available for minors but not for majors:

Women's Studies
Stage I courses: WOMEN 100, ENGLISH 107, HISTORY 102
Stage II courses: WOMEN 202–207, ANTHRO 211, 241, ENGLISH 205, HISTORY 206, ITALIAN 202, 203, POLITICS 213, SOCIOL 214, 222, 226
Major must include:
• WOMEN 100
• at least 15 points from ENGLISH 107, HISTORY 102
• WOMEN 310

Minor must include:
• at least 60 points in courses with a STATS course code

Comparative Literature
The minor in Comparative Literature was withdrawn in 2009. Students who have a current enrolment in this minor should contact their Faculty for advice regarding completion.

Cook Islands Maori
The minor in Cook Islands Maori was suspended in 2008. Students who have a current enrolment in this minor should contact their Faculty for advice regarding completion.

Minor must include:
• SAMOAN 201, 203, PACIFIC 203, 210, MĀORI 201, SAMOAN 201, TONGAN 201, 203, PACIFIC 203, 210, COOKIS 201, 204, PACIFIC 203, 210, MĀORI 201, SAMOAN 201, TONGAN 201, 203, PACIFIC 203, 210, COOKIS

Dance
Stage I courses: DANCE 101, 107, 112
Stage II courses: DANCE 201, 210, 212, 231
Stage III courses: DANCE 302, 310, 331
Minor must include:
• DANCE 101, 107, 212

Note: Courses other than those listed above may be included in the BA only as part of the points permitted in Regulation 3 and not as part of the Dance minor

Ethnomusicology
Stage I courses: ANTHRO 103, 106
Stage II courses: ANTHRO 216, 217, 219, 225, 232–234, 238, 239, MUSIC 272
Stage III courses: ANTHRO 308, 315, 323, 332, 333, 343, 344, 357
Minor must include:
• ANTHRO 103, 219

Medieval and Early Modern European Studies
Schedule A Language Acquisition Courses:
Stage I courses: FRENCH 101, 102, GERMAN 101, 102, GREEK 100, 101, ITALIAN 106, 107, LATIN 100, 101, RUSSIAN 100, 101, SPANISH 104, 105
Stage II courses: FRENCH 203, 204, 277, 278, GERMAN 200, 201, 277, 278, GREEK 200, ITALIAN 200, 201, 277, 278, LATIN 200, RUSSIAN 200, 201, 277, 278, SPANISH 200, 201, 277, 278
Stage III courses: FRENCH 304, 305, 377, 378, GERMAN 301, 302, 377, 378, 390, GREEK 300, 310, ITALIAN 300, 310, 377, 378, LATIN 300, 310, RUSSIAN 300, 301, 377, 378, SPANISH 319, 321, 377, 378

Schedule B Courses:
Stage I courses: ARTHIST 107, ENGLISH 100
Stage II courses: ARTHIST 203, 215, 224, 225, 236, 244, ENGLISH 200, 210, 213, 264, 265, HISTORY 214, 219, 243, 254, ITALIAN 209, 210, MUSIC 241, 242, 246, PHIL 204, SPANISH 202
Minor must include:
• at least 15 points from Group A: Cultural Literacy
• at least 15 points from Group B: Creative Writing

Music Education
The minor in Music Education was suspended in 2010. Students who have a current enrolment in this minor should contact their faculty student centre for advice regarding completion.

Stage I courses: MUSED 160
Stage II courses: MUSED 260, 261
Stage III courses: MUSED 360, 361, 366

Samoan
Stage I courses: SAMOAN 101, PACIFIC 105, 110
Stage II courses: SAMOAN 201, 203, PACIFIC 203, 210, COOKIS 201, TONGAN 201
Stage III courses: SAMOAN 301, 303, PACIFIC 302, 310
Minor must include:
• PACIFIC 105, SAMOAN 301

Tongan
Stage I courses: TONGAN 101, PACIFIC 105, 110
Stage II courses: TONGAN 201, 203, PACIFIC 203, 210, COOKIS 201, 215, 240, 241, 242, 244, 246, PHIL 204, SPANISH 202
Stage III courses: TONGAN 301, 303, PACIFIC 302, 310
Minor must include:
• PACIFIC 105, TONGAN 301

Writing Studies
Stage I courses: ENGLISH 121, ENGWIRIT 101
Stage II courses: ENGLISH 203, 230, 252, 257, 258, 263, ENGWIRIT 200, FTVMS 204, LINGUIST 203, 205
Stage III courses:
• A: Cultural Literacy: ENGLISH 350, 354, 363, 364, LINGUIST 302, 307
• B: Creative Writing: ENGLISH 323, 343, 344, 347, FTVMS 303
Major must include:
• at least 15 points from ENGLISH 121, ENGWIRIT 101
• at least 15 points from ENGLISH 252, 257, 258

Minor must include:
• at least 15 points from ENGLISH 121, ENGWIRIT 101
• at least 15 points from ENGLISH 252, 257, 258

Statistics
Stage I courses: STATS 101–150, MATHS 108, 150, 162, COMPSCI 101
Stage II courses: STATS 201–255, MATHS 208, 250, 269
Stage III courses: STATS 301–390, ENGSCI 391
Major must include:
• STATS 125 or STATS 210
Minor must include:
• at least 60 points in courses with a STATS course code
Courses from the following subjects are also available for the BA, although no major or minor can be taken in these subjects:

**Biological Sciences**  
*Stage I course:* BIOSCI 100

**Comparative Literature**  
*Stage I course:* COMPLIT 100  
*Stage II courses:* COMPLIT 200–206  
*Stage III courses:* COMPLIT 300, 302

**Computer Science**  
*Stage I courses:* COMPSCI 101, 105, 111

**Croatian**  
*Stage I courses:* CROATIAN 100, 101

**English as a Second Language**  
*Stage I courses:* ESOL 100–102  
*Stage II courses:* ESOL 200–202, 210, 211, 212  
*Note:* Available only to students from non-English speaking backgrounds

**English Writing**  
*Stage I course:* ENGWRIT 101  
*Stage II course:* ENGWRIT 200

**Hebrew**  
*Stage I course:* BSTHEO 135

**Indonesian**  
*This subject was withdrawn in 2009.*

**Language Teaching and Learning**  
*Stage II course:* LANGTCHG 202  
*Stage III courses:* LANGTCHG 300–305, 310

**Physics**  
*Stage I courses:* PHYSICS 102, 111

**Polish**  
*Stage I courses:* POLISH 100–102  
*Stage II course:* POLISH 210

**Russian**  
*Stage I courses:* RUSSIAN 100, 101  
*Stage II courses:* RUSSIAN 200, 201, 277, 278  
*Stage III courses:* RUSSIAN 390

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**The Degree of Bachelor of Arts (Honours) – BA(Hons)**

*The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.*

**Admission**

1. In order to be admitted to this programme, a student needs to have:  
   a. completed the requirements for the Degree of Bachelor of Arts or an equivalent qualification as approved by Senate or its representative  
   and  
   b. passed the specified prerequisite courses for one of the subjects listed in the Bachelor of Arts (Honours) Schedule with an average of B or higher in 45 points in that subject above Stage II  
   and  
   c. have approval from the relevant Head of Department or Programme Coordinator.

2. A student who has not completed all the requirements for the Degree of Bachelor of Arts but who has:  
   a. passed courses with a total value of at least 345 points for that degree  
   and  
   b. achieved an average grade of B or higher in 45 points above Stage II in the subject intended for the Bachelor of Arts (Honours)  
   and  
   c. passed the specified prerequisite courses as listed in the Bachelor of Arts (Honours) Schedule for the intended subject  
   may, with the approval of the relevant Head of Department, enrol for this degree. The remaining courses for the Bachelor of Arts degree must be passed within the first semester of enrolment for the Bachelor of Arts (Honours). The Bachelor of Arts (Honours) degree will not be awarded until the requirements for the Bachelor of Arts have been completed.

**Duration and Total Points Value**

3. A student enrolled for this degree must:  
   a. pass courses with a total value of 120 points  
   and  
   b. complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

4. The total enrolment for this degree must not exceed 160 points.
Structure and Content
5 Of the 120 points required for this degree, a student must pass:
   a at least 120 points in one of the subjects listed in the Bachelor of Arts (Honours) Schedule
   or
   b (i) at least 90 points in one of the subjects listed in the Bachelor of Arts (Honours) Schedule
       and
       (ii) up to 30 points may be taken from other subjects listed in the Bachelor of Arts (Honours) Schedule, or from other 700 level courses offered at this University. The approval of all Heads of Departments concerned is required.
6 The programme for each student requires the approval of the relevant Head of Department and the Dean of Faculty of Arts.

Dissertation
7 a A dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
   b The dissertation topic must be approved by the relevant Head of Department or Programme Coordinator prior to enrolment.
   c The dissertation must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
9 a This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Arts (Honours) is sufficiently high to deserve Honours.
   b Should a student fail to qualify for the award of the Degree of Bachelor of Arts (Honours), Senate or its representative may approve the reassignment of points towards the Graduate Diploma in Arts or the Postgraduate Diploma in Arts.
10 Where the standard specified in Regulation 9a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

Withdrawal
11 A student may withdraw from enrolment for the Degree of Bachelor of Arts (Honours) and apply to have points reassigned to the Graduate Diploma in Arts or the Postgraduate Diploma in Arts.

Commencement
12 These regulations came into force on 1 January 2006. The 1999 regulations for the Degree of Bachelor of Arts (Honours) were thereby repealed.

Bachelor of Arts (Honours) (BA(Hons)) Schedule

Subjects available for this degree are:

<table>
<thead>
<tr>
<th>Ancient History</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>• 90 points from ANCHIST 701–780</td>
</tr>
<tr>
<td></td>
<td>• at least 30 points from ANCHIST 754–759, 773, 774, 790</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anthropology</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>• 30 points from ANTHRO 700, 726, 727, 733, 753, 757</td>
</tr>
<tr>
<td></td>
<td>• a further 60 points from ANTHRO 700–758, MĀORI 731</td>
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<tr>
<td></td>
<td>• 30 points from ANTHRO 780 Dissertation or 782 Research Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art History</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>• 90 points from ARTHIST 703–734, 793</td>
</tr>
<tr>
<td></td>
<td>• 30 points: ARTHIST 790 Dissertation or ARTHIST 794 Research Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asian Studies</th>
<th>Requirement:</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>• 45 points: ASIAN 700, 701</td>
</tr>
<tr>
<td></td>
<td>• 45 points from ASIAN 702–759, CHINESE 707–738, JAPANESE 704–751, KOREAN 700–705, COMPLIT 703, 705, HISTORY 720, 737, POLITICS 751</td>
</tr>
<tr>
<td></td>
<td>• 30 points from ASIAN 758, 780</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chinese</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>• 90 points from ARTHIST 703–734, 793</td>
</tr>
<tr>
<td></td>
<td>• 30 points: ARTHIST 790 Dissertation or ARTHIST 794 Research Project</td>
</tr>
<tr>
<td></td>
<td>• 45 points: ASIAN 700, 701</td>
</tr>
<tr>
<td></td>
<td>• 45 points from ASIAN 702–759, CHINESE 707–738, JAPANESE 704–751, KOREAN 700–705, COMPLIT 703, 705, HISTORY 720, 737, POLITICS 751</td>
</tr>
<tr>
<td></td>
<td>• 30 points from ASIAN 758, 780</td>
</tr>
</tbody>
</table>
Employment Relations and Organisation Studies

Prerequisite: A major in Employment Relations and Organisation Studies or equivalent

Requirement:
- 15 points: BUSINESS 710
- 30 points: MGMT 788
- 75 points from MGMT 711–744, BUSINESS 704, 705

English

Prerequisite: A major in English

Requirement:
- 30 points from ENGLISH 780, 781
- 90 points from ENGLISH 702–711, 720–779

Film, Television and Media Studies

Prerequisite: A major in Film, Television and Media Studies

Requirement:
- 30 points: FTVMS 781
- 90 points from FTVMS 701–727, POLITICS 732

French

Prerequisite: A major in French

Requirement:
- 90 points from FRENCH 701–778
- 30 points: FRENCH 790 Dissertation

Geography

Prerequisite: A major in Geography

Requirement:
- 15 points: ENVSCI 701
- 75 points from GEOG 711–779, ENVMGT 741, 743, 744, 746, ENVSCI 704, 713, 737, 738, GEOLOGY 705, 713
- 30 points: GEOG 789 Dissertation

German

Prerequisite: A major in German

Requirement:
- 30 points: GERMAN 701
- 60 points from GERMAN 702–778
- 30 points: GERMAN 780 Dissertation

Greek

Prerequisite: A major in Greek

Requirement:
- 30 points: GREEK 710, 714
- 60 further points from GREEK 702–718
- at least 30 points from GREEK 706, 720, 790

History

Prerequisite: A major in History

Requirement:
- 30 points: HISTORY 737
- 60 points from HISTORY 701–761
- 30 points: HISTORY 780 Dissertation

Italian

Prerequisite: A major in Italian

Requirement:
- 30 points: ITALIAN 700
- 60 points from ITALIAN 702–778, COMPLIT 705
- 30 points from ITALIAN 780 Dissertation or ITALIAN 782 Research Essays

Comparative Literature

Prerequisite: A major in one of: Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori Studies or Spanish, and a minor in another of these. Students will need to satisfy the Head of any Department in which they wish to take 700 level literature courses that they have an adequate language ability for studying such courses.

Requirement:
- 90 points from CHINESE 707–738, ASIAN 700, 701, 720–759
- 30 points from CHINESE 780, 782

Criminology

Prerequisite: A major in Criminology or approval of the Head of Department of Sociology

Requirement:
- 60 points: CRIM 700, 701
- 60 points from CRIM 702, 703, SOCIOL 703, 713, 740, 742

Development Studies

Prerequisite: A major in one of the subjects available for the BA(Hons) in Development Studies or approval of the Director of Development Studies

Requirement:
- 45 points: DEVELOP 701, 709, 710
- 30 points: DEVELOP 780 Dissertation
- 45 points from DEVELOP 702–708, 711–714, ANTHRO 753, 754, CHINESE 727, ECON 771, 772, EDUC 710, 718, 766, ENVMGT 744, 746, GÉOGRAPHIE 714, 715, HISTORY 701, INTBUS 701, 706, MĀORI 732, 743, MGMT 735, PACIFIC 700, POLITICS 724, 729, 743, 750, 751, 754, 763, SOCIOL 700, 712, 713, 718, 732, 735, SOCSRES 701, 702, 703

Drama

Prerequisite: A Bachelors degree containing advanced level courses in Drama or Theatre

Requirement:
- 120 points, including:
  - at least 75 points from DRAMA 701, 708, 710–712, 713, 716, 718, 719, 721, 722, 725, ENGLISH 703, 706, 711, 759, 774
  - at least 30 points from DRAMA 709, 720, 730, 790, ENGLISH 781

Economics

Prerequisite: A major in Economics, including a pass of at least B in ECON 201, 211, 221, 381, either ECON 321 or 322, and one additional Stage III Economics course

Requirement:
- 30 points: ECON 788 Dissertation
- 30 points: ECON 701 and 711
- 15 points from ECON 721 or 723
- 45 points from ECON 702–784

Education

Prerequisite: A major in Education

Requirement:
- 90 points from EDUC 702–787, 791
- 30 points: EDUC 790 Dissertation
Japanese
Prerequisite: A major in Japanese or Head of School approval
Requirement:
- 90 points from JAPANESE 704–751, ASIAN 700, 701, 720–759
- 30 points from JAPANESE 780, 782

Korean
It is not possible to take a BA(Hons) in Korean only. However, KOREAN 700, 701, 705 may be taken, with the permission of the relevant Heads of Department, as part of a BA(Hons) in another subject.

Languages and Literature
Prerequisite: A major in one of the subjects listed below, and at least 90 points in another of these including a Stage III language acquisition course (or equivalent language competence)
Requirement:
- at least 60 points from 700 level courses, including research essays or projects, in one of the subjects available
- at least 30 points from 700 level courses, including research essays or projects, in another of the subjects available or Comparative Literature
- at least 30 points from appropriate 700 level language competence courses, in a language other than the first language taken for this degree
- Research essays to the value of at least 30 points must be included in the programme
Subjects available: Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori, Spanish

Latin
Prerequisite: A major in Latin together with GREEK 100 and 101
Requirement:
- 30 points: LATIN 710, 714
- 60 further points from LATIN 702–718
- at least 30 points from LATIN 706, 720, 790

Linguistics
Prerequisite: A major in Linguistics
Requirement:
- 30 points: LINGUIST 709, 740
- 15 points from LINGUIST 720, 721, 730
- 75 points from LINGUIST 707, 710–731, 739, 741, 742, 743

Logic and Computation
Prerequisite: A major in Logic and Computation
Requirement:
- 15 points from COMPSCI 720, 750, 760, 767
- 15 points from PHIL 736–738
- a further 60 points from COMPSCI 720, 750, 760, 767, LINGUIST 721, 724, LOGICOMP 701–705, MATHS 713, 715, PHIL 736–738
- 30 points: LOGICOMP 782 Dissertation

Māori Studies
Prerequisite: A major in Māori Studies
Requirement:
either
- 75 points from MĀORI 700–749, ARTHIST 730
- 45 points: MĀORI 785 Dissertation
or
- 90 points from MĀORI 700–749, ARTHIST 730
- 30 points: MĀORI 790 Dissertation

Mathematics
Prerequisite: A BA major in Mathematics including either (a) MATHS 332 and either MATHS 320 or 328, or (b) MATHS 340, 361 and either MATHS 362 or 363
Requirement:
either
- 30 points: MATHS 776
- 90 points from 700 level Mathematics courses
or
- 30 points: MATHS 776
- at least 45 points from 700 level Mathematics courses
- up to 45 points, subject to approval by the Head of Department, from 700 level courses in a related subject

Medieval and Early Modern European Studies
Prerequisite: A major in one of Art History, Christian Thought and History, English, European Studies, French, German, History, Italian, Music, Philosophy, Political Studies, Russian, Spanish
Requirement:
- 15 points: MEDEMS 700
- 75 points from courses in at least two subjects from the following:
  ANCHIST 734, ARTHIST 722, 727, ENGLISH 703, 706, 711, 746–749, 759, 760, 773, 779, FRENCH 701, 706, HISTORY 736, ITALIAN 710, 711, 720, PHIL 752, 753, SPANISH 703, 730, 734
- 30 points: MEDEMS 780 Dissertation

Museums and Cultural Heritage
Prerequisite: A major in one of Anthropology, Art History, History, Māori Studies, Museums and Cultural Heritage or Sociology or, in exceptional cases, such other subject as approved by the Coordinator of the Programme in Museums and Cultural Heritage
Requirement:
- at least 30 points from MUSEUMS 700, ARTHIST 721
- up to 60 points from ANTHRO 704, 708, 742, 756, ARTHIST 703, 706, 718, 719, 730, 731, HISTORY 705, 709, MĀORI 741, MUSEUMS 701, 702, 710, 750, 751, 760, 761, SOCIOL 722, 732
- 30 points: MUSEUMS 780

Music
Prerequisite: A major in Music
Requirement:
- 30 points from ANTHRO 727, 733, MUSED 702, MUSIC 750
- a further 90 points from ANTHRO 727, 728, 733, MUSED 701, 702, MUSIC 701, 702, 744–748, 750–783, 757–759, 789

Pacific Studies
Prerequisite: either
a) a major in Pacific Studies and a minor in one of: Anthropology, Art History, Comparative Literature, Cook Islands Maori, Education, English, History, Linguistics, Māori Studies, Samoan, Sociology, Tongan, Women’s Studies
b) a major in one of the subjects listed above and a minor in Pacific Studies
Compeitency in a Pacific language equivalent to passes in COOKIS 201, SAMOAN 201, TONGAN 201, or equivalent will be required. The requirement may be satisfied while the student is enrolled for this programme.
Requirement:
- 30 points: PACIFIC 700
- 60 points from PACIFIC 701-709, ARTHIST 730, EDUC 710, 712, ENGLISH 720, 736, GEOG 715, HISTORY 701, 703, MĀORI 700, 710, 711
- 30 points from PACIFIC 781, 785

Philosophy
Prerequisite: A major in Philosophy
Requirement:
- 90 points from PHIL 720–766, 768–773, POLITICS 723
- 30 points: PHIL 782 Dissertation
| Political Studies | Requirement: | 30 points from POLITICS 737, 758, 767, 780  
| | Requirement: | a further 90 points from POLITICS 703–775, POLICY 701 |
| Psychology | Prerequisite: | A major in Psychology including PSYCH 306  
| | Requirement: | 45 points: PSYCH 788 Dissertation  
| | Requirement: | 75 points from PSYCH 707–782 |
| Russian | It is not possible to take a BA(Hons) in Russian only. However, RUSSIAN 710 and 732 may be taken, with the permission of the relevant Heads of Department, as part of a BA(Hons) in another subject. |
| Screen Production | Prerequisite: | A major in Film, Television and Media Studies or a related subject, or approval of the Head of Department  
| | Requirement: | 60 points: SCREEN 701, 702, 705  
| | Requirement: | 60 points from SCREEN 709–711, 712–714 |
| Sociology | Prerequisite: | A major in Sociology  
| | Requirement: | 90 points from SOCIOL 700–747  
| | Requirement: | 30 points from SOCIOL 701, 718, 739, 790 |
| Spanish | Prerequisite: | A major in Spanish including at least two advanced literature courses, one of which must be at Stage III |

The Degree of Master of Arts – MA

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

**Admission**

1. In order to be admitted to this programme, a student needs to have:
   a. completed the requirements for the Degree of Bachelor of Arts (Honours) in the intended subject, with at least Second Class Honours Second Division, or an equivalent qualification as approved by Senate or its representative  
   and  
   b. passed the specified prerequisite courses for one of the subjects listed in the Master of Arts Schedule  
   and  
   c. have approval from the relevant Head of Department or Programme Coordinator.

**Duration and Total Points Value**

2. A student enrolled for this degree must:
   a. pass courses with a total value of 120 points  
   and  
   b. complete within the time limit specified in the General Regulations – Masters Degrees.

3. The total enrolment for this degree must not exceed 160 points.

**Structure and Content**

4. Of the 120 points required for this degree a student must complete:
   a. Research Masters
      either
      (i) a 120 point Thesis from a Research Masters option listed in the Master of Arts Schedule
      or
   b. Spanish
      Prerequisite: | A major in Spanish including at least two advanced literature courses, one of which must be at Stage III |
   c. Statistics
      Prerequisite: | A major in Statistics including STATS 210, and at least 90 points above Stage II  
| | Requirement: | 30 points: STATS 781 Project  
| | Requirement: | 90 points from STATS 701–787, BIOSCI 744 |
| Translation Studies | It is not possible to take a BA(Hons) in Translation Studies only. However, TRANSLAT 702 and 703 may be taken, with the permission of the relevant Head of Department, as part of a BA(Hons) in a language subject. |
| Women's Studies | The BA(Hons) in Women's Studies was suspended in 2008. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.  
| | Prerequisite: | A major in Women's Studies |
| | Requirement: | either  
| | Requirement: | at least 45 points from WOMEN 700–706  
| | Requirement: | up to 75 points from COMPLIT 705, DEVELOP 702, ENGLISH 730, 739, 748, 759, FTWMS 711, HISTORY 736, SOCIOL 728, 735  
| | Requirement: | or  
| | Requirement: | at least 30 points from WOMEN 700–706  
| | Requirement: | up to 45 points from COMPLIT 705, DEVELOP 702, ENGLISH 730, 739, 748, 759, FTWMS 711, HISTORY 736, SOCIOL 728, 735  
| | Requirement: | 45 points: WOMEN 785 Dissertation |
(ii) a 120 point Research Portfolio from a Research Masters option listed in the Master of Arts Schedule

or

(iii) a 90 point Thesis

and

30 points in courses from a Research Masters option listed in the Master of Arts Schedule, or from other 700 level courses offered at this University. The approval of all Heads of Departments concerned is required.

or

b Taught Masters

(i) 120 points in courses from one of the Taught Options listed in the Master of Arts Schedule

or

(ii) at least 90 points in courses from one of the Taught Options listed in the Master of Arts Schedule

and

up to 30 points from other subjects listed in the Master of Arts Schedule, or from other 700 level courses offered at this University. The approval of all Heads of Departments concerned is required.

5 The programme for each student requires the approval of the relevant Heads of Department and the Dean of Faculty of Arts prior to enrolment.

Thesis / Research Portfolio / Dissertation

6 a A thesis, research portfolio or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

b The thesis, research portfolio or dissertation topic must be approved by the relevant Head of Department or Programme Coordinator prior to enrolment.

c The thesis, research portfolio or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations

7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

8 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement

9 These regulations came into force on 1 January 2006. The 1999 regulations for the Degree of Master of Arts were thereby repealed.

<table>
<thead>
<tr>
<th>Master of Arts (MA) Schedule</th>
</tr>
</thead>
</table>

**Subjects available for this degree are:**

**Ancient History**

**Prerequisite:** A BA(Hons) in Ancient History

**Requirement:**

Research Masters

- 120 points: ANCHIST 796 Thesis or ANCHIST 797 Research Portfolio

or

- 90 points: ANCHIST 793 Thesis

- 30 points from ANCHIST 701–780

**Taught Masters**

- 45 points: ANCHIST 792 Dissertation

- 75 points from ANCHIST 701–780

**Anthropology**

**Requirement:**

Research Masters

**Prerequisite:** A BA(Hons) in Anthropology with an average of at least B for courses taken in the BA(Hons) degree or equivalent

- 120 points: ANTHRO 796 Thesis or ANTHRO 797 Research Portfolio

**Taught Masters**

**Prerequisite:** A BA(Hons) in Anthropology with an average of at least B for courses taken in the BA(Hons) degree or equivalent

- 75 points from ANTHRO 700–758

- 45 points: ANTHRO 792 Dissertation

**Art History**

**Prerequisite:** A BA(Hons) in Art History

**Requirement:**

Research Masters

- 120 points: ARTHIST 796 Thesis or ARTHIST 795 Research Portfolio

**Taught Masters**

- 75 points from ARTHIST 703–734, 793

- 45 points: ARTHIST 792 Dissertation

or

- 120 points from ARTHIST 703–734, 793
Asian Studies

Prerequisite: A BA(Hons) in Asian Studies or approval of the Head of School

Requirement:
- Research Masters
  - 120 points: ASIAN 796 Thesis or ASIAN 797 Research Portfolio
  - 90 points: ASIAN 793 Thesis

Chinese

Prerequisite: A BA(Hons) in Chinese or approval of the Head of School

Requirement:
- Research Masters
  - 120 points: CHINESE 796 Thesis or CHINESE 797 Research Portfolio
  - 90 points: CHINESE 793 Thesis
  - 30 points from CHINESE 707–730, 732–738, ASIAN 700, 701, 720–759

Taught Masters
- 45 points: CHINESE 792 Dissertation
- 75 points from CHINESE 707–730, 732–738, ASIAN 700, 701, 720–759

Comparative Literature

Prerequisite: A BA(Hons) in Comparative Literature or equivalent

Requirement:
- Research Masters
  - 120 points: COMPLIT 797 Research Portfolio
  - 90 points: COMPLIT 793 Thesis
  - 30 points from literature courses in the subjects of the student's major and minor or second major

Taught Masters
- 45 points: COMPLIT 792 Dissertation
- 30 points from literature courses in one of Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori Studies or Spanish
- 30 points from literature courses in another of Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori Studies or Spanish
- 15 points from courses in Comparative Literature or from literature courses in one of Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori Studies or Spanish

Criminology

Prerequisite: A BA(Hons) in Criminology

Requirement:
- Research Masters
  - 120 points: CRIM 796 Thesis or CRIM 797 Research Portfolio

Development Studies

Prerequisite: A BA(Hons) in Development Studies or in one of Anthropology, Asian Studies, Economics, Education, Geography, History, Māori Studies, Pacific Studies, Political Studies, Sociology, or approval of the Director of Development Studies

Requirement:
- Research Masters
  - 120 points: DEVELOP 796 Thesis
  - 90 points: DEVELOP 794 Thesis
  - 30 points: DEVELOP 709, 710

Taught Masters
- 45 points: DEVELOP 701, 709, 710
- 75 points from DEVELOP 702–708, 711–714, ANTHRO 753, 754, CHINESE 727, ECON 771, 772, EDUC 710, 718, 766, ENVMT 744, 746, GEOG 714, 715, HISTORY 701, INTBUS 701, 706, MĀORI 732, 743, MGMT 735, PACIFIC 700, POLITICS 724, 729, 743, 750, 751, 754, 756, SOCIO 700, 712, 713, 718, 732, 735, SOCSCRES 701, 702, 703
- 45 points: DEVELOP 701, 709, 710
- 30 points from DEVELOP 702–708, 711–714, ANTHRO 753, 754, CHINESE 727, ECON 771, 772, EDUC 710, 718, 766, ENVMT 744, 746, GEOG 714, 715, HISTORY 701, INTBUS 701, 706, MĀORI 732, 743, MGMT 735, PACIFIC 700, POLITICS 724, 729, 743, 750, 751, 754, 756, SOCIO 700, 712, 713, 718, 732, 735, SOCSCRES 701, 702, 703
- 45 points: DEVELOP 792 Dissertation

Drama

Prerequisite: A BA(Hons) in Drama or Drama Studies or approval of the Coordinator of Drama

Requirement:
- Note: Students who have not completed DRAMA 701 or equivalent are required to take this course

Research Masters
- 120 points: DRAMA 796 Thesis or DRAMA 797 Research Portfolio
- 90 points: DRAMA 793 Thesis
- 30 points from DRAMA 701–770, ENGLISH 703, 706, 711, 759, 774

Taught Masters
- 45 points: DRAMA 792 Dissertation
- 75 points from DRAMA 701–790, ENGLISH 703, 706, 711, 759, 774
- 60 points: DRAMA 717, 770
- 60 points from DRAMA 701–790, ENGLISH 703, 706, 711, 759, 774

Economics

Prerequisite: A BA(Hons) in Economics including ECON 701, 711, and either 721 or 723

Requirement:
- Research Masters
  - 90 points: ECON 794 Thesis
  - 30 points from ECON 701–784

Taught Masters
- 30 points: ECON 790 Dissertation
- 90 points from ECON 701–784

Education

Prerequisite: A BA(Hons) in Education

Requirement:
- Research Masters
  - 120 points: EDUC 796 Thesis or EDUC 797 Research Portfolio

Taught Masters
- 120 points from EDUC 702–790, 791

Employment Relations and Organisation Studies

Prerequisite: A BA(Hons) in Employment Relations and Organisation Studies, including BUSINESS 704, 705 or equivalent

Requirement:
- Research Masters
  - 120 points: MGMT 796 Thesis
English
Prerequisite: A BA(Hons) in English
Requirement:
Research Masters
• 120 points: ENGLISH 796 Thesis or ENGLISH 797 Research Portfolio
  or
• 90 points: ENGLISH 793 Thesis
  • 30 points from ENGLISH 702–779
Taught Masters
• 120 points from ENGLISH 702–779
  or
• 75 points from ENGLISH 702–779
• 45 points: ENGLISH 792 Dissertation

Film, Television and Media Studies
Prerequisite: A BA(Hons) in Film, Television and Media Studies
Requirement:
Research Masters
• 120 points: FTVMS 796 Thesis or FTVMS 797 Research Portfolio
Taught Masters
• 75 points from FTVMS 701–727, POLITICS 732
  • 45 points: FTVMS 792 Dissertation
  or
• 60 points from FTVMS 701–727, POLITICS 732
• 60 points: FTVMS 793 Dissertation

French
Prerequisite: A BA(Hons) in French
Requirement:
Research Masters
• 120 points: FRENCH 796 Thesis or FRENCH 797 Research Portfolio
  or
• 90 points: FRENCH 793 Thesis
  • 30 points from FRENCH 701–778
Taught Masters
• 75 points from FRENCH 701–778
  • 45 points: FRENCH 792 Dissertation
  or
• 90 points from FRENCH 701–778
• 30 points: FRENCH 790 Dissertation

Geography
Prerequisite: A BA(Hons) in Geography
Requirement:
Research Masters
• 120 points: GEOG 796 Thesis

German
Prerequisite: A BA(Hons) in German
Requirement:
Research Masters
• 120 points: GERMAN 796 Thesis or GERMAN 797 Research Portfolio
  or
• 90 points: GERMAN 793 Thesis
  • 30 points from GERMAN 702–778
Taught Masters
• 75 points from GERMAN 702–778
  • 45 points: GERMAN 792 Dissertation

Greek
Prerequisite: A BA(Hons) in Greek
Requirement:
Research Masters
• 120 points: GREEK 796 Thesis or GREEK 797 Research Portfolio
  or
• 90 points: GREEK 794 Thesis
  • 30 points from GREEK 702–718
Taught Masters
• 30 points: GREEK 711, 715
  • 45 points from GREEK 702–718
  • 45 points: GREEK 792 Dissertation

History
Prerequisite: A BA(Hons) in History
Requirement:
Research Masters
• 120 points: HISTORY 796 Thesis or HISTORY 797 Research Portfolio

Italian
Prerequisite: A BA(Hons) in Italian
Requirement:
Research Masters
• 120 points: ITALIAN 796 Thesis or ITALIAN 797 Research Portfolio
  or
• 90 points: ITALIAN 793 Thesis
  • 30 points from ITALIAN 701–778
Taught Masters
• 75 points from ITALIAN 701–778
• 45 points: ITALIAN 792 Dissertation

Japanese
Prerequisite: A BA(Hons) in Japanese or approval of the Head of School
Requirement:
Research Masters
• 120 points: JAPANESE 796 Thesis or JAPANESE 797 Research Portfolio
  or
• 90 points: JAPANESE 793 Thesis
  • 30 points from JAPANESE 704–745, 747–751, ASIAN 700, 701, 720–759
Taught Masters
• 45 points: JAPANESE 792 Dissertation
  • 75 points from JAPANESE 704–745, 747–751, ASIAN 700, 701, 720–759

Korean
It is not possible to take an MA in Korean only. However, KOREAN 700, 701, 705 may be taken, with the permission of the relevant Heads of Department, as part of an MA in another subject.

Language Teaching and Learning
Students who are not native speakers of English and who have not had at least two years of secondary or tertiary education with English as the language of instruction will need a minimum score of 6.5 IELTS (Academic) or equivalent.
Prerequisite: (a) a BA(Hons) in Linguistics or a language, or equivalent
Requirement:
Research Masters
• 120 points: LANGTCHG 796 Thesis or LANGTCHG 797 Research Portfolio
Taught Masters
• 30 points: LANGTCHG 704, 724
  • 15 points from LANGTCHG 714, 721
  • 15 points from LANGTCHG 722, 723
  • 15 points from LANGTCHG 720, FRENCH 717, CHINESE 707, 708, JAPANESE 750, 751
  • 45 points from:
    either
    • LANGTCHG 706–729
    • LANGTCHG 732, 790
Note: up to 45 points from LANGTCHG 731, 741–747, 749, 751, 752 may be substituted for other courses, with the permission of the Head of Department.

or

Prerequisite:
(b) a Postgraduate Diploma in Language Teaching with an average grade of at least B−, or a Master of Professional Studies in Language Teaching with at least Second Class Honours Second Division, or equivalent

Requirement:
Research Masters
• 120 points: LANGTCHG 796 Thesis or LANGTCHG 797 Research Portfolio
Taught Masters
• 120 points from LANGTCHG 704–729
• 75 points from LANGTCHG 704–729
• 15 points: LANGTCHG 732
• 30 points: LANGTCHG 790
Note: up to 45 points from LANGTCHG 731, 741–747, 749, 751, 752 may be substituted for other courses, with the permission of the Head of Department.

Languages and Literature
Prerequisite: A BA(Hons) in Languages and Literature, or a BA(Hons) in one of the subjects available, and at least 90 points in another of the subjects available including a language competence course at Stage III or equivalent

Requirement:
Research Masters
• 120 points: LANGLIT 796 Thesis or LANGLIT 797 Research Portfolio
or
• 90 points: Thesis in one of the subjects available
• 30 points from 700 level courses in another of the subjects available

Taught Masters
• at least 60 points from 700 level courses in one of the subjects available
• at least 30 points from 700 level courses in another of the subjects available or Comparative Literature
• at least 30 points from appropriate 700 level language competence courses, in a language other than the student’s first language taken for this degree if those points have not been taken in that language for the BA(Hons)

Subjects available: Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori, Spanish

Latin
Prerequisite: A BA(Hons) in Latin

Requirement:
Research Masters
• 120 points: LATIN 796 Thesis or LATIN 797 Research Portfolio
or
• 90 points: LATIN 794 Thesis
• 30 points from LATIN 702–716

Taught Masters
• 30 points: LATIN 711, 715
• 45 points from LATIN 702–718
• 45 points: LATIN 792 Dissertation

Linguistics
Prerequisite: A BA(Hons) in Linguistics

Requirement:
Research Masters
• 120 points: LINGUIST 796 Thesis or LINGUIST 797 Research Portfolio
Taught Masters
• 90 points from LINGUIST 707–743
• 30 points: LINGUIST 790 Dissertation

Logic and Computation
Prerequisite: A BA(Hons) in Logic and Computation with at least Second Class Honours First Division

Requirement:
Research Masters
• 120 points: LOGICOMP 796 Thesis

Māori Studies
Prerequisite: A BA(Hons) in Māori Studies

Requirement:
Research Masters
• 120 points: MĀORI 796 Thesis or MĀORI 797 Research Portfolio

Mathematics
Prerequisite: A BA(Hons) in Mathematics

Requirement:
Research Masters
• 120 points: MATHS 796 Thesis
or
• 90 points: MATHS 798 Research Portfolio
• 30 points from MATHS 701–775, 777, 781–789, 792–794 or approved 700 level courses in related subjects with the approval of the Head of Department

Medieval and Early Modern European Studies
Prerequisite: A BA(Hons) in Medieval and Early Modern European Studies, or equivalent

Requirement:
Research Masters
• 120 points: MEDEMS 796 Thesis or MEDEMS 797 Research Portfolio

Museums and Cultural Heritage
Prerequisite: A BA(Hons) in Museums and Cultural Heritage or, in exceptional cases, such other subject as approved by the Coordinator of the Programme, or equivalent

Requirement:
Research Masters
• 120 points: MUSEUMS 796 Thesis or MUSEUMS 797 Research Portfolio

Music
Prerequisite: A BA(Hons) in Music, or equivalent

Requirement:
Research Masters
• 120 points: MUSIC 796 Thesis or MUSIC 797 Research Portfolio

Pacific Studies
Prerequisite: A BA(Hons) in Pacific Studies or approval of the Head of the Centre for Pacific Studies

Requirement:
Research Masters
• 120 points: PACIFIC 796 Thesis or PACIFIC 797 Research Portfolio

Taught Masters
• 45 points: PACIFIC 792 Dissertation
• 75 points from PACIFIC 700–709, ARTHIST 730, EDUC 710, 712, ENGLISH 720, 736, GEOG 715, HISTORY 701, 703, MĀORI 700, 710, 711

Philosophy
Prerequisite: A BA(Hons) in Philosophy

Requirement:
Research Masters
• 120 points: PHIL 796 Thesis or PHIL 797 Research Portfolio

Taught Masters
• 120 points from PHIL 720–766, 768, 769, 774–777, POLITICS 723
Political Studies
Prerequisite: A BA(Hons) in Political Studies
Requirement:
Research Masters
• 120 points: POLITICS 796 Thesis
or
• 90 points: POLITICS 794 Thesis
• 30 points from POLITICS 703–775, POLICY 701

Psychology
Prerequisite: A BA(Hons) in Psychology and PSYCH 306
Requirement:
Research Masters
• 120 points: PSYCH 796 Thesis

Psychology
Prerequisite: A BA(Hons) in Psychology and PSYCH 306
Requirement:
Research Masters
• 120 points: PSYCH 796 Thesis

Russian
It is not possible to take an MA in Russian only. However, RUSSIAN 710 and 732 may be taken, with the permission of the relevant Heads of Department, as part of an MA in another subject.

Screen Production
Prerequisite: A BA(Hons) in Screen Production or equivalent qualification, or approval of the Head of Department, and submission of a project proposal approved by the Head of Department as suitable for this MA
Requirement:
Research Masters
• 120 points: SCREEN 797

Sociology
Prerequisite: A BA(Hons) in Sociology
Requirement:
Research Masters
• 120 points: SOCIOL 796 Thesis or SOCIOL 797 Research Portfolio
Taught Masters
• 120 points from SOCIOL 700–747, 790, 792

Spanish
Prerequisite: A BA(Hons) in Spanish

Requirement:
Research Masters
• 120 points: SPANISH 796 Thesis or SPANISH 797 Research Portfolio
or
• 90 points: SPANISH 793 Thesis
• 30 points from SPANISH 703–778
Taught Masters
• 75 points from SPANISH 703–778
• 45 points: SPANISH 792 Dissertation

Statistics
Prerequisite: A BA(Hons) in Statistics and STATS 210
Requirement:
Research Masters
• 90 points: STATS 798 Thesis
• 30 points from STATS 701–787, BIOSCI 744
Taught Masters
• 90 points from STATS 701–787, BIOSCI 744
• 30 points: STATS 790 Dissertation

Translation Studies
It is not possible to take an MA in Translation Studies only. However, courses TRANSLAT 702, 703 may be taken, with the permission of the relevant Head of Department, as part of an MA in a language subject.

Women’s Studies
New admissions into the Taught MA in Women’s Studies were suspended in 2008. Students who have a current enrolment in the Taught MA should contact their Faculty for advice regarding completion.

Prerequisite: A BA(Hons) in Women’s Studies
Requirement:
Research Masters
• 120 points: WOMEN 796 Thesis or WOMEN 797 Research Portfolio
Taught Masters
• at least 45 points from WOMEN 700–706
• up to 75 points from COMPLIT 705, DEVELOP 702, ENGLISH 730, 739, 748, 759, FTVMS 711, HISTORY 736, ITALIAN 708, SOCIOL 728, 735

The Degree of Master of Creative Writing – MCW
The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have completed:
a (i) the requirements for a four-year Bachelors degree
or
(ii) the requirements for a Bachelors (Honours) degree
or
(iii) the requirements for a Bachelors degree
and
(a) a professional qualification equivalent to one year’s advanced study
or
(b) at least three years of professional experience deemed relevant to this programme by Senate or its representative
and
b submitted a portfolio of creative writing which is judged by the Programme Coordinator to be of sufficient standard for entry into the programme.

Duration and Total Points Value
2 A student enrolled for this degree must:
a pass courses with a total value of 120 points
and
b complete within 12 months of initial enrolment, unless Senate or its representative extend this period.

Structure and Content
3 Research Masters
A student enrolled for this degree must pass 120 points: CREWRIT 797 Creative Writing.

Project
4 a The creative writing project is to be carried out under the guidance of a supervisor or supervisors appointed by Senate or its representative.
   b The project topic must be approved by the Programme Coordinator prior to enrolment.
   c The project is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
6 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement
7 These regulations came into force on 1 January 2006. The 2005 regulations for the Degree of Master of Creative Writing were thereby repealed.

The Degree of Master of Literature – MLitt
The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   either
   a completed the requirements for a Masters degree with First or Second Class Honours
   or
   b in exceptional cases, completed the requirements for one of the other preliminary qualifications that would be required for enrolment for the Degree of Doctor of Philosophy
   and
   c the approval of the relevant Head of Department.

Duration and Total Points Value
2 A student enrolled for this degree must:
   a pass a thesis with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees.

Structure and Content
3 Research Masters
A student enrolled for this degree must complete a 120 point thesis, based on original research in one of the subjects available in the Faculty of Arts.

Thesis
4 a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
   b The thesis topic must be approved by the relevant Head of Department prior to enrolment.
   c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
6 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.
Reassignment of Thesis
7 A thesis rejected for the Degree of Doctor of Philosophy may not be submitted for this degree.

Commencement
8 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Master of Literature were thereby repealed.

The Degree of Master of Public Policy – MPP
The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a  (i) completed the requirements for a Bachelor of Arts (Honours) with at least Second Class Honours, First Division
       and
       (ii) completed STATS 101 or an equivalent course
       or
   b  attained an equivalent qualification approved by Senate or its representative.
2 Admission to this programme requires the approval of the Dean of Faculty of Arts.

Duration and Total Points Value
3 A student enrolled for this degree must:
   a  pass courses with a total value of 120 points
       and
   b  complete within the time limit specified in the General Regulations – Masters Degrees.
4 The total enrolment for this degree must not exceed 160 points.

Structure and Content
5 A student enrolled for this degree must pass 120 points in courses listed in the Master of Public Policy Schedule.
6 Where a student has previously passed courses equivalent to any of the required courses, a 700 level course approved by the Coordinator for this degree may be substituted.
7 a  Enrolment in any elective course is subject to the approval of the relevant Head of Department.
    b  The programme for each student requires the approval of the Coordinator for the Master of Public Policy and the Dean of Faculty of Arts.

Distinction
8 This degree may be awarded with honours as specified in the General Regulations – Masters Degrees.

Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
10 These regulations came into force on 1 January 2009.

<table>
<thead>
<tr>
<th>Master of Public Policy (MPP) Schedule</th>
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<tbody>
<tr>
<td><strong>Requirement:</strong></td>
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<tr>
<td>Taught Masters</td>
</tr>
<tr>
<td>• 60 points: POLICY 701, 702, 737, POLITICS 757, 767</td>
</tr>
<tr>
<td>• 30 points: POLICY 794 Thesis</td>
</tr>
<tr>
<td>• 30 points from other 700 level courses in a relevant discipline approved by the Coordinator for this degree</td>
</tr>
</tbody>
</table>
The Degree of Master of Teaching English to Speakers of Other Languages – MTESOL

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   a (i) (a) completed the requirements for the Degree of Bachelor of Arts (Honours) or equivalent in a relevant subject
         or
         (b) completed the requirements for the Degree of Bachelor of Arts or equivalent with a major in a relevant subject and a professional qualification in teaching equivalent to one year’s advanced study
         and
         (c) at least two years’ professional experience deemed relevant to this programme by Senate or its representative
         or
   (ii) (a) completed the requirements for the Degree of Bachelor of Arts or equivalent with a major in a relevant subject
          and
          (b) at least three years’ professional experience deemed relevant to this programme by Senate or its representative
   b passed a course in the description of the English language such as is available in LANGTCHG 740
   c achieved the standard of IELTS (Academic) 6.5 or equivalent; students who have not completed two years of full-time study in an English medium institution will be required to provide an IELTS score or equivalent.

Note:
Admission to and completion of this programme does not meet New Zealand teacher registration requirements.

Duration and Total Points Value

2 A student enrolled for this degree must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees.

3 The total enrolment for this degree must not exceed 160 points.

Structure and Content

4 Taught Masters
   A student enrolled for this degree must pass 120 points from courses listed in the Master of Teaching English to Speakers of Other Languages Schedule.

5 Permission to prepare and present a Dissertation must be given by the Head of Department.

6 The Head of Department may approve the inclusion of up to 45 points from equivalent 700 level courses offered at Victoria University of Wellington, or from other 700 level courses in Language Teaching and Learning offered at The University of Auckland.

7 The programme for each student requires the approval of the relevant Heads of Department and the Dean of Faculty of Arts.

Dissertation

8 a A dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

   b The dissertation topic must be approved by the relevant Head of Department prior to enrolment.

   c The dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.
Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which
does not conform to these regulations.

Honours
10 This degree may be awarded with Honours as specified in the General Regulations – Masters
Degrees.

Commencement
11 These regulations came into force on 1 January 2006. The 2003 regulations for the Degree of Master
of Teaching English to Speakers of Other Languages were thereby repealed.

Master of Teaching English to Speakers of Other Languages (MTESOL) Schedule

Diploma in Languages – DipLang
The regulations for this diploma are to be read in conjunction with all other statutes and regulations including
the Academic Statutes and Regulations.

Admission
1 Admission to this diploma will be:
a concurrent with enrolment in a degree programme at this University
or
b subsequent to completion of a degree programme at any university.

2 To be admitted to this programme, a student must:
a meet University Entrance requirements
and
b have approval from the Dean of Arts.

Duration and Total Points Value
3 A student enrolled for this diploma must follow a programme of the equivalent of two full-time
semesters and pass courses with a total value of 120 points from the courses listed in the Diploma
in Languages Schedule.

Structure and Content
4 Of the 120 points required for this diploma, a student must pass
a at least 60 points above Stage I, including
b at least 30 points above Stage II.

5 A student may not include courses for this diploma from more than two of the languages listed in the
schedule for this diploma.

6 With the permission of the Head of Department concerned, a student may include for this diploma
up to 30 points from postgraduate level language acquisition courses.

7 With the permission of the Head of Department for a language for which points have been passed
at Stage II, and approval of the Dean of Faculty of Education, a student may include 15 points from
EDUC 318 for this diploma.

Special Cases
8 Enrolment of students with prior knowledge of the language being studied is at the discretion of the
Head of the Department.
a Enrolment in any particular course(s) may be declined, and enrolment may be required instead
in a course at a more advanced level.

b If a student who has been required to enrol in a more advanced course fails that course they
may be credited with an appropriate less advanced course if they are certified by the examiners
as having reached the standard of a pass for that course and have not previously been credited
with that course for this diploma.

Taught Masters
Requirement:
either
For candidates without a DipTESOL or equivalent qualification:
• 60 points: LANGTCHG 741–744
• 60 points from LANGTCHG 731, 745–752, LANGTCHG 753
Dissertation

or
For candidates with a DipTESOL or equivalent qualification:
• 45 points: LANGTCHG 742–744
• 75 points from LANGTCHG 731, 745–752, LANGTCHG 753
Dissertation
A student who has passed or been credited with a language acquisition course, for this or any other programme, may not enrol for a course which precedes that course in the sequence of language acquisition courses in that language subject.

**Credit and Cross-credit**

9 A student who has passed a language course from the General Education Schedules may be granted credit for the equivalent course from the schedule for this diploma.

10 A student may not be granted credit and/or cross-credits towards this diploma of more than 30 points, including any points credited under Regulation 9.

**Variations**

11 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Commencement**

12 These regulations came into force on 1 January 2010.

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**Diploma in Languages (DipLang) Schedule**

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<thead>
<tr>
<th>Language</th>
<th>Stage I courses</th>
<th>Stage II courses</th>
<th>Stage III courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chinese</strong></td>
<td>CHINESE 100, 101</td>
<td>CHINESE 200, 201, 277, 278, ASIAN 208</td>
<td>CHINESE 300, 301, 304, 305, 377, 378, ASIAN 308</td>
</tr>
<tr>
<td><strong>Cook Islands Maori</strong></td>
<td>COOKIS 101, PACIFIC 105</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Croatian</strong></td>
<td>CROATIAN 100, 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Egyptian</strong></td>
<td>ANCHIST 210, 220</td>
<td></td>
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</tr>
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<td><strong>German</strong></td>
<td>GERMAN 101, 102</td>
<td>GERMAN 200, 201, 203, 277, 278</td>
<td>GERMAN 301, 302, 377, 378, 390</td>
</tr>
<tr>
<td><strong>Greek</strong></td>
<td>GREEK 100, 101</td>
<td>GREEK 200, 201, 202, 203, 204</td>
<td>GREEK 300, 301, 302, 305, 310</td>
</tr>
<tr>
<td><strong>Italian</strong></td>
<td>ITALIAN 106, 107</td>
<td>ITALIAN 200, 201, 202, 204, 205, 209, 277, 278</td>
<td>ITALIAN 300, 302, 303, 312, 331, 333, 335, 336, 339, 377, 378</td>
</tr>
<tr>
<td><strong>Japanese</strong></td>
<td>JAPANESE 130, 131</td>
<td>JAPANESE 222, 231, 232, 277, 278, ASIAN 208</td>
<td>JAPANESE 322, 324, 328, 331, 332, 377, 378, ASIAN 308</td>
</tr>
<tr>
<td><strong>Korean</strong></td>
<td>KOREAN 110, 111</td>
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</tr>
<tr>
<td><strong>Latin</strong></td>
<td>LATIN 100, 101</td>
<td>LATIN 200, 201, 202, 203, 204, 205</td>
<td>LATIN 300, 301, 302, 305, 310</td>
</tr>
<tr>
<td><strong>Māori</strong></td>
<td>MĀORI 101, 103</td>
<td></td>
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</tr>
<tr>
<td><strong>Polish</strong></td>
<td>POLISH 100, 102</td>
<td></td>
<td></td>
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<tr>
<td><strong>Russian</strong></td>
<td>RUSSIAN 100, 101</td>
<td>RUSSIAN 200, 201, 277, 278</td>
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<td><strong>Samoan</strong></td>
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<td>SPANISH 200, 201, 277, 278</td>
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</tr>
<tr>
<td><strong>Tongan</strong></td>
<td>TONGAN 101, PACIFIC 105</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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A student who has passed a language course from the General Education Schedules may be granted credit for the equivalent course from the schedule for this diploma.

A student may not be granted credit and/or cross-credits towards this diploma of more than 30 points, including any points credited under Regulation 9.

In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

These regulations came into force on 1 January 2010.
Diploma in Professional Ethics – DipProfEthics

New admissions into the Diploma in Professional Ethics were suspended in 2008. The regulations for this diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for a degree in New Zealand
   or
   b at least five years’ experience in professional practice deemed relevant to this programme by Senate or its representative.

Duration and Total Points Value
2 a A student enrolled for this diploma must follow a programme of the equivalent of two full-time semesters and pass courses with a total value of 120 points.
   b The requirements for this diploma are to be completed within 36 months of the initial enrolment unless, in exceptional circumstances, Senate or its representative extend this period.

Structure and Content
3 Of the 120 points required for this diploma, a student must pass:
   a 75 points from the Core Courses listed in the Diploma in Professional Ethics Schedule
   and
   b at least 45 points from the Optional Courses listed in the Diploma in Professional Ethics Schedule.
4 Up to 15 points may be taken from other relevant courses offered at this University.
5 The programme for each student requires the approval of the Diploma Coordinator and the Dean of Faculty of Arts.

Professional Ethics Project
6 a The Professional Ethics Project is to be on a topic concerning a particular ethical problem (or set of problems) as related to some professional context.
   b The student shall submit the project to the Diploma Coordinator no later than 12 weeks after the last day of classes in their final semester for this diploma.

Credit
7 a A student who has already passed PHIL 102, or an equivalent course, may be credited with this course for this diploma.
   b A student who has already passed a course the same as or equivalent to any course in the Optional Courses (ii) list may be credited with up to 15 points for this diploma.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
9 These regulations came into force on 1 January 2006. The 1996 regulations for the Diploma in Professional Ethics were thereby repealed.

Diploma in Professional Ethics (DipProfEthics) Schedule

<table>
<thead>
<tr>
<th>Core Courses Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 75 points: PHIL 102, 611, 621 Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Courses Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) at least 30 points from PHIL 250, 317, 602, 603, 606, 607, 764, MGMT 331</td>
</tr>
<tr>
<td>(ii) no more than 15 points from PHIL 205, 210, 211, 213, 217, 304, 310, 318, POLITICS 320</td>
</tr>
</tbody>
</table>
Graduate Diploma in Arts – GradDipArts

The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1. In order to be admitted to this programme, a student needs to have:
   either
   a. completed the requirements for a Bachelor of Arts
   or
   b. completed the requirements for any other degree approved by Senate or its representative
   or
   c. attained a level of competence approved by Senate or its representative as:
      (i) equivalent to that specified in (a) or (b) above, and
      (ii) appropriate for the proposed programme for this graduate diploma.

2. a. With the approval of Senate or its representative, a student who needs only 15 points to complete the Bachelor of Arts may enrol concurrently for this graduate diploma and those remaining points
   and
   b. the graduate diploma will not be awarded until such qualifying degree is completed.

Duration and Total Points Value
3. A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

Structure and Content
4. A student enrolled for this graduate diploma must pass 120 points at Stage II or above, including at least 75 points at Stage III or above from courses listed in the Bachelor of Arts or Bachelor of Arts (Honours) Schedules.

5. The programme for this graduate diploma may include a Dissertation in a subject for which the student is approved by the Head of Department as suitably qualified.

6. The programme for each student requires the approval of the relevant Heads of Departments and the Dean of Faculty of Arts.

7. Cross-credits will not be granted toward the Graduate Diploma in Arts.

Variations
8. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
9. These regulations came into force on 1 January 2006. The 2000 regulations for the Graduate Diploma in Arts were thereby repealed.

Postgraduate Diploma in Arts – PGDipArts

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1. In order to be admitted to this programme, a student needs to have:
   either
   a. (i) completed the requirements for a Bachelors degree at a university in New Zealand
      and
      (ii) passed the specified prerequisite courses in the selected subject for the postgraduate diploma
   or
   b. attained a level of competence recognised by Senate or its representative as equivalent to that specified in Regulation 1a above, and appropriate for the proposed programme for this postgraduate diploma
   and
   c. the approval of the relevant Head of Department.
Duration and Total Points Value
2 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
     and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
3 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
4 Of the 120 points required for this postgraduate diploma, a student must pass:
   a at least 120 points in one of the subjects listed in the Bachelor of Arts (Honours) Schedule
   or
   b (i) at least 90 points in one of the subjects listed in the Bachelor of Arts (Honours) Schedule
       and
     (ii) up to 30 points from other subjects listed in the Bachelor of Arts (Honours) Schedule
         or from other 700 level courses offered at this University. The approval of all Heads of
         Departments concerned is required.
5 The programme for this postgraduate diploma may include a dissertation for which the student is
   approved by the Head of Department as suitably qualified.
6 The programme for each student requires the approval of the relevant Heads of Departments and the
   Dean of Faculty of Arts.

Dissertation
7 a The dissertation, when included in the programme, is to be carried out under the guidance of a
   supervisor appointed by Senate or its representative.
   b The dissertation topic must be approved by the relevant Head of Department or Programme
      Coordinator prior to enrolment.
   c The dissertation must be completed and submitted as specified in the General Regulations –
      Postgraduate Diplomas.

Distinction
8 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General
   Regulations – Postgraduate Diplomas.

Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which
   does not conform to these regulations.

Commencement
10 These regulations came into force on 1 January 2006. The 2000 regulations for the Postgraduate
    Diploma in Arts were thereby repealed.

Postgraduate Diploma in Language Teaching – PGDipLT
The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and
regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   either
   a (i) completed the requirements for any degree approved by Senate or its representative
       or
     (ii) produced evidence to the satisfaction of Senate or its representative of adequate training
         and/or experience to undertake the proposed programme
     and
   b at least two years of teaching experience
   or
   c completed the requirements for the Degree of Bachelor of Arts with a major in one of the
      following, or equivalent:
         (i) Linguistics and English Language Teaching
         (ii) English Language Acquisition and Linguistics
         (iii) Linguistics
         (iv) a language.

Duration and Total Points Value
2 A student enrolled for this postgraduate diploma must:
The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have
   either
   a (i) completed the requirements for any Bachelors degree at a university in New Zealand
        and
        (ii) completed the Stage III requirements for a major in a social science subject as approved
             by the Dean of Faculty of Arts
   or
   b attained an equivalent qualification approved by Senate or its representative.

2 Admission to this programme requires the approval of the Dean of Faculty of Arts.

Duration and Total Points Value
3 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

4 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
5 A student enrolled for this postgraduate diploma must pass 120 points in courses listed in the Postgraduate Diploma in Social Science Research Methods Schedule.

6 Where a student has previously passed courses equivalent to any of SOCSCRES 701, 702, 703, a postgraduate level course approved by the Coordinator for this postgraduate diploma may be substituted.

Postgraduate Diploma in Language Teaching (PGDipLT) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>or</th>
</tr>
</thead>
<tbody>
<tr>
<td>either</td>
<td></td>
</tr>
<tr>
<td>45 points from LANGTCHG 704, 720, 724, FRENCH 717, CHINESE 707, 708, JAPANESE 750, 751</td>
<td>75 points: LINGUIST 724, 729, 730, LANGTCHG 723, 724</td>
</tr>
<tr>
<td>15 points from LANGTCHG 714, 721</td>
<td>at least 15 points from LINGUIST 710, 711, 720, 726, 728, 730, 741, 743</td>
</tr>
<tr>
<td>15 points from LANGTCHG 722, 723</td>
<td>at least 15 points from LANGTCHG 704, 722, 726</td>
</tr>
<tr>
<td>45 points from LANGTCHG 710, 715, 726, 729, and LANGTCHG 714, 721, 722, 723 if not already taken</td>
<td>up to 15 further points from LINGUIST 710, 711, 720, 726, 728, 730, 741, 743, LANGTCHG 704, 722, 726</td>
</tr>
</tbody>
</table>

Postgraduate Diploma in Social Science Research Methods – PGDipSocScResMeth

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have
   either
   a (i) completed the requirements for any Bachelors degree at a university in New Zealand
        and
        (ii) completed the Stage III requirements for a major in a social science subject as approved
             by the Dean of Faculty of Arts
   or
   b attained an equivalent qualification approved by Senate or its representative.

2 Admission to this programme requires the approval of the Dean of Faculty of Arts.

Duration and Total Points Value
3 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

4 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
5 A student enrolled for this postgraduate diploma must pass 120 points in courses listed in the Postgraduate Diploma in Social Science Research Methods Schedule.

6 Where a student has previously passed courses equivalent to any of SOCSCRES 701, 702, 703, a postgraduate level course approved by the Coordinator for this postgraduate diploma may be substituted.
Enrolment in any elective course in the Postgraduate Diploma in Social Science Research Methods Schedule is subject to the approval of the Head of Department.

The programme for each student requires the approval of the Coordinator for the Postgraduate Diploma in Social Science Research Methods and the Dean of Faculty of Arts.

**Distinction**

This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

**Variations**

In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Commencement**

These regulations came into force on 1 January 2007.

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### Postgraduate Diploma in Social Science Research Methods (PGDipSocScResMeth) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>courses in a relevant discipline approved by the Coordinator for this postgraduate diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 75 points: SOCSCRES 701, 702, 703, 760 and 45 points from SOCSCRES 710, 711, and other postgraduate level</td>
<td></td>
</tr>
</tbody>
</table>

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### Postgraduate Diploma in Translation Studies – PGDipTranslationStud

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

**Admission**

1. In order to be admitted to this programme, a student needs to have:
   a. (i) completed the requirements for a Bachelors degree as approved by Senate or its representative
   or
   (ii) produced evidence to the satisfaction of Senate or its representative of appropriate academic or professional preparation, equivalent to a degree, to undertake the proposed programme
   and
   b. competence in one of the languages offered for the Postgraduate Diploma equivalent to at least the level of a B+ grade in a language course at Stage III or above at this University
   and
   c. for students who are not native speakers of English and who have not had at least three years of tertiary education with English as the language of instruction, a minimum overall score of IELTS (Academic) 7 or equivalent.

2. Admission to this postgraduate diploma requires the approval of the Coordinating Committee and is at the discretion of Senate or its representative. An interview and written aptitude test may be required.

**Duration and Total Points Value**

3. A student enrolled for this postgraduate diploma must:
   a. pass courses with a total value of 120 points
   and
   b. complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

4. The total enrolment for this postgraduate diploma must not exceed 160 points.

**Structure and Content**

5. Of the 120 points required for this postgraduate diploma a student must pass:
   a. 30 points from the Core Courses listed in the Postgraduate Diploma in Translation Studies Schedule
   and
   b. at least 90 points from Optional Courses listed in the Postgraduate Diploma in Translation Studies Schedule.

6. With the approval of the Coordinating Committee, Special Language Studies 700 level courses (for language study overseas) may be substituted for points from language acquisition courses.
The programme for each student requires the approval of the Programme Coordinator and the Dean of Faculty of Arts.

**Distinction**

8 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

**Variations**

9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Commencement**

10 These regulations came into force on 1 January 2006. The 2004 regulations for the Postgraduate Diploma in Translation Studies were thereby repealed.

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**Postgraduate Diploma in Translation Studies (PGDipTranslationStud) Schedule**

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 points: TRANSLAT 702 and 703</td>
<td>and</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 points from CHINESE 725, FRENCH 707, 708, 720, GERMAN 740, GREEK 714, 715, ITALIAN 702, KOREAN 705, LATIN 714, 715, MĀORI 712, RUSSIAN 732, SPANISH 723, TRANSLAT 707</td>
</tr>
<tr>
<td>30 points from CHINESE 733, 734, FRENCH 702, 703, 777, 778, GERMAN 701, 777, 778, GREEK 710, 711, ITALIAN 700, 777, 778, JAPANESE 704, 706, KOREAN 700, 701, LATIN 710, 711, MĀORI 713, PACIFIC 701, RUSSIAN 710, SPANISH 700, 777, 778, TRANSLAT 711</td>
</tr>
<tr>
<td>30 points from TRANSLAT 712, 713</td>
</tr>
</tbody>
</table>

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**Postgraduate Certificate in Advanced Interpreting – PGCertAdvInterp**

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

**Admission**

1 In order to be admitted to this programme, a student needs to have:

a completed the requirements for a Bachelors degree or equivalent combination of tertiary study and professional qualifications and/or experience as approved by Senate or its representative

b competence in English and a further language or languages as approved by the Director of the Programme, to at least the following levels:

(i) IELTS score of 7.5 in the oral band for non-native speakers of English

(ii) for languages other than English, oral and written competency equivalent to at least the level of advanced undergraduate courses at this University.

2 Admission to this postgraduate certificate is at the discretion of Senate or its representative and will require an interview in both languages and an aptitude test.

**Duration and Total Points Value**

3 A student enrolled for this postgraduate certificate must:

a pass courses with a total value of 60 points

b complete within the time limit specified in the General Regulations – Postgraduate Certificates.

4 The total enrolment for this postgraduate certificate must not exceed 80 points.

**Structure and Content**

5 a Of the 60 points required for this postgraduate certificate a student must pass the courses listed in the Postgraduate Certificate in Advanced Interpreting Schedule.

b The language or languages studied for this postgraduate certificate are to be those to which competence has been attested as required in Regulation 1b.

**Variations**

6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Commencement**

7 These regulations came into force on 1 January 2006. The 1999 regulations for the Postgraduate Certificate in Advanced Interpreting were thereby repealed.
Postgraduate Certificate in Advanced Interpreting (PGCertAdvInterp) Schedule

Requirement:
- TRANSLAT 713
- 30 points from TRANSLAT 705, 708, 709

Certificate in Arts – CertArts

*The regulations for this certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.*

Duration and Total Points Value
1. A student enrolled for this certificate must follow a programme of the equivalent of one full-time semester and pass courses with a total value of 60 points.

Structure and Content
2. A student enrolled for this Certificate must pass courses to the value of 60 points in no more than two subjects listed in the Bachelor of Arts Schedule at Stage I or Stages I and II.

Credit
3. All points passed for the Certificate in Arts may be credited to the Bachelor of Arts.

Variations
4. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
5. These regulations came into force on 1 January 2006. The 2001 regulations for the Certificate in Arts were thereby repealed.

Certificate in Languages – CertLang

*The regulations for this certificate are to be read in conjunction with all other statutes and regulations including the Academic Statutes and Regulations.*

Admission
1. Admission to this certificate will be
   a. concurrent with enrolment in a degree programme at this University
   or
   b. subsequent to completion of a degree programme at any university.
2. To be admitted to this programme, a student must
   a. meet University Entrance requirements
   and
   b. have approval from the Dean of Arts.

Duration and Total Points Value
3. A student enrolled for this certificate must follow a programme of the equivalent of one full-time semester and pass courses with a total value of 60 points from the courses listed in the Certificate in Languages Schedule.

Structure and Content
4. Of the 60 points required for this certificate, a student must pass at least 30 points above Stage I.
5. A student may not include courses for this certificate from more than two of the languages listed in the schedule for this certificate.

Special Cases
6. Enrolment of students with prior knowledge of the language being studied is at the discretion of the Head of the Department.
   a. Enrolment in any particular course(s) may be declined, and enrolment may be required instead in a course at a more advanced level.
   b. If a student who has been required to enrol in a more advanced course fails that course they may be credited with an appropriate less advanced course if they are certified by the examiners as having reached the standard of a pass for that course and have not previously been credited with that course for this certificate.
A student who has passed or been credited with a language acquisition course, for this or any other programme, may not enrol for a course which precedes that course in the sequence of language acquisition courses in that language subject.

**Credit and Cross-credit**

7 A student who has passed a language course from the General Education Schedules may be granted credit for the equivalent course from the schedule for this certificate.

8 A student may not be granted credit or cross-credit towards this certificate of more than 15 points, including any points credited under Regulation 7.

**Variations**

9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Commencement**

10 These regulations came into force on 1 January 2010.

### Certificate in Languages (CertLang) Schedule

<table>
<thead>
<tr>
<th>Language</th>
<th>Stage I courses</th>
<th>Stage II courses</th>
<th>Stage III courses</th>
</tr>
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<td>Cook Islands Maori</td>
<td>COOKIS 101</td>
<td></td>
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<tr>
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<td>Egyptian</td>
<td>ANCHIST 210, 220</td>
<td>FRENCH 203, 204, 230, 269, 277, 278</td>
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<td>French</td>
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</tr>
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<td>MĀORI 201, 203</td>
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<tr>
<td>Polish</td>
<td>POLISH 100, 102</td>
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<td>TONGAN 301</td>
</tr>
</tbody>
</table>
REGULATIONS – THEOLOGY

The Degree of Bachelor of Theology – BTheol

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value

1 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content

2 Of the 360 points required for this degree, a student must pass:
   a at least 300 points from courses listed in the Bachelor of Theology Schedule, including:
      (i) 90 points from the Core Courses listed in the Bachelor of Theology Schedule
      (ii) at least 180 points in courses above Stage I, including at least 75 points above Stage II and either
          (iii) a major of at least 135 points in one subject area, of which 60 points must be above Stage II selected from the subjects available for majors listed in the Bachelor of Theology Schedule
               and
               (b) a minor of at least 90 points in another subject area, of which 60 points must be above Stage I and 15 points must be above Stage II from the subjects available for minors listed in the Bachelor of Theology Schedule
               or
               (iv) a double major of at least 120 points in each of two subject areas available for majors in the Bachelor of Theology Schedule, of which 45 points must be above Stage II in each subject, from the subjects available for majors listed in the Bachelor of Theology Schedule.
   b 30 points from courses listed in the General Education Schedule approved for this degree.

3 Up to 30 points may be taken from courses in other programmes offered at this University.

4 The core course THEOLOGY 100 must be passed within the first two semesters of full-time enrolment. Students studying part-time must take this course before enrolling in Stage II courses.

General Education Exemptions

5 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
      either
      (i) completed an undergraduate degree at a tertiary institution
      or
      (ii) commenced study for this degree at a tertiary institution before 1 January 2006
      or
      (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.

   b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses available for this degree.

   c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
      (i) 15 points from courses offered in the General Education Schedule
      and
      (ii) a further 15 points from courses available for this degree.

Conjoint Degrees

6 Special arrangements apply where this degree is taken as a component degree of an approved conjoint combination. The specific requirements and a complete list of the conjoint degrees available are set out in the Conjoint Degrees section of this Calendar.

Variations

7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

8 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Theology were thereby repealed.
Bachelor of Theology (BTheol) Schedule

Core Courses
 Requirement: 90 points from:
• 45 points: THEOLOGY 100, 103, 104

• 15 points from a Stage II Biblical Studies course
• 15 points from a Stage II Christian Thought and History course
• 15 points from a Stage II Practical Theology course

Subjects available for majors or minors:

Biblical Studies
 Stage I courses: BSTHEO 135, 175, THEOLOGY 101, 103, 105
 Stage II courses: BSTHEO 210–212, 216, 220–223, 235, 275
 Stage III courses: BSTHEO 310–312, 316, 320–323, 330, THEOLOGY 301–308
 Major must include:
• at least 60 points above Stage II including:
• at least 45 points from BSTHEO 310–312, 315, 316, 320–323
• up to 15 points from THEOLOGY 301–308

Christian Thought and History
 Stage I courses: THEOLOGY 100, 102, 104
 Stage II courses: CTHTHEO 223–227, 252–255, PTHEO 215
 Stage III courses: CTHTHEO 323–326, 352–355, PTHEO 315, THEOLOGY 301–308
 Major must include:
• at least 60 points above Stage II including:
• at least 45 points from CTHTHEO 323–326, 352–355, PTHEO 315
• up to 15 points from THEOLOGY 301–308

Theology
 Stage I courses: THEOLOGY 100–105
 Stage III courses: THEOLOGY 301–308

Practical Theology
 Stage I courses: THEOLOGY 100, 101
 Stage II courses: PTHEO 211–219
 Stage III courses: PTHEO 311–319, THEOLOGY 301–308
 Major must include:
• at least 60 points above Stage II including:
• at least 45 points from PTHEO 311–319
• up to 15 points from THEOLOGY 301–308

Courses from the following subject are also available for the Bachelor of Theology, although no major or minor can be taken in this subject:

Theology
 Stage I courses: THEOLOGY 100–105
 Stage III courses: THEOLOGY 301–308

The Degree of Bachelor of Theology (Honours) – BTheol(Hons)
The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1. In order to be admitted to this programme, a student needs to have:
   a. completed the requirements for the Degree of Bachelor of Theology or an equivalent qualification as approved by Senate or its representative
   and
   b. passed the specified prerequisite courses for one of the subject areas listed in the Bachelor of Theology (Honours) Schedule with an average grade of B or higher in 45 points above Stage II and
   c. approval from the Head of School of Theology.

2. A student who has not completed the requirements for the Degree of Bachelor of Theology but who has:
   a. passed courses with a total value of at least 330 points for that degree
   and
   b. passed the specified prerequisite courses for one of the subject areas listed in the Bachelor of Theology (Honours) Schedule with an average grade of B or higher in 45 points above Stage II may, with the approval of the Head of School, enrol for this degree. The remaining points for the Degree of Bachelor of Theology must be passed within the first semester of enrolment for the Degree of Bachelor of Theology (Honours). The Degree of Bachelor of Theology (Honours) will not be awarded until the requirements for the Degree of Bachelor of Theology have been completed.

Duration and Total Points Value

3. A student enrolled for this degree must:
   a. pass courses with a total value of 120 points
   and
   b. complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

4. The total enrolment for this degree must not exceed 160 points.
Structure and Content
5 Of the 120 points required for this degree, a student must pass:
   a 30 points from the Core Courses listed in the Bachelor of Theology (Honours) Schedule
   and
   b 30 points in courses selected from one of the subject areas listed in the Bachelor of Theology
      (Honours) Schedule
   and
   c a 30 point Dissertation in the same subject area
   and
   d 30 further points from courses listed in the Bachelor of Theology (Honours) Schedule.
6 Up to 30 points from other 700 level courses offered at this University, with the approval of all Heads
   of Departments concerned, may be substituted for some or all of the points listed in Regulation 5d.

Dissertation
7 a The dissertation is to be carried out under the guidance of a supervisor appointed by Senate or
   its representative.
   b The dissertation topic must be approved by the Director of Postgraduate Studies Theology and
      Head of School of Theology prior to enrolment.
   c The dissertation must be completed and submitted as specified in the General Regulations –
      Bachelors Honours Postgraduate Degrees.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which
   does not conform to these regulations.

Honours
9 a This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of
   Theology (Honours) is sufficiently high to deserve Honours.
   b Should a student fail to qualify for the award of the Degree of Bachelor of Theology (Honours),
      Senate or its representative may approve the reassignment of points towards the Postgraduate
      Diploma in Theology.
10 Where the standard specified in Regulation 9a is achieved, Honours will be awarded as specified in
    the General Regulations – Bachelors Honours Postgraduate Degrees.

Withdrawal
11 A student may withdraw from enrolment for the Degree of Bachelor of Theology (Honours) and apply
    to have points reassigned to the Graduate Diploma in Theology or the Postgraduate Diploma in
    Theology. Such points may be assigned at the discretion of Senate or its representative.

Commencement
12 These regulations came into force on 1 January 2006.

Bachelor of Theology (Honours) (BTheol(Hons)) Schedule

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td></td>
</tr>
<tr>
<td>• 30 points: THEOLOGY 701, 702</td>
<td></td>
</tr>
</tbody>
</table>

| Subject Areas:                                   |

<table>
<thead>
<tr>
<th>Biblical Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: 45 points in Biblical Studies at Stage III, and at least 30 points from BSTHEO 135, 175, 235, 275</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 30 points: BSTHEO 780 Dissertation</td>
</tr>
<tr>
<td>• 30 points from BSTHEO 710–716, 720, 721</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: 45 points in Practical Theology at Stage III</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 30 points: PTHEO 780 Dissertation</td>
</tr>
<tr>
<td>• 30 points from PTHEO 710–716</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Christian Thought and History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: 45 points in Christian Thought and History at Stage III</td>
</tr>
</tbody>
</table>
The Degree of Master of Theology – MTheol

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

In order to be admitted to this programme, a student needs to have:

1. In order to be admitted to this programme, a student needs to have:
   - either
   - completed the requirements for a Bachelor of Theology (Honours) with at least Second Class Honours, First Division, or an equivalent qualification as approved by Senate or its representative
   - or completed the requirements for the Postgraduate Diploma in Theology with at least Merit, or an equivalent qualification as approved by Senate or its representative
   - and
   - approval from the Head of School of Theology.

Duration and Total Points Value

A student enrolled for this degree must:

- pass courses with a total value of 120 points
- and complete within the time limit specified in the General Regulations – Masters Degrees.

Structure and Content

Research Masters

Of the 120 points required for this degree a student must complete a thesis in one of the subjects listed in the Master of Theology Schedule.

Thesis

The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Director of Postgraduate Studies Theology.

The thesis is to be based on original research and the research topic is to be approved by the Head of School of Theology, on the recommendation of the Director of Postgraduate Studies Theology, prior to enrolment.

The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations

In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

Commencement

These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Master of Theology were thereby repealed.

<table>
<thead>
<tr>
<th>Master of Theology (MTheol) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biblical Studies</strong></td>
</tr>
<tr>
<td>Research Masters</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 120 points: BSTHEO 796 Thesis</td>
</tr>
<tr>
<td><strong>Practical Theology</strong></td>
</tr>
<tr>
<td>Research Masters</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 120 points: PTHEO 796 Thesis</td>
</tr>
<tr>
<td><strong>Christian Thought and History</strong></td>
</tr>
<tr>
<td>Research Masters</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 120 points: CTH Theo 796 Thesis</td>
</tr>
</tbody>
</table>
Graduate Diploma in Theology – GradDipTheol

The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   either
   a completed the requirements for the Degree of Bachelor of Theology
   or
   b completed the requirements for any other degree or equivalent professional qualification approved by Senate or its representative
   or
   c obtained appropriate professional experience deemed relevant to this programme by Senate or its representative
   and
   d approval from the Head of School of Theology.

Duration and Total Points Value
2 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

Structure and Content
3 A student enrolled for this graduate diploma must pass 120 points from courses listed in the Bachelor of Theology Schedule, including:
   a at least 75 points above Stage II
   b 45 of the points above Stage II must be taken from one of the subject areas: Biblical Studies, Christian Thought and History, Practical Theology.
4 The programme for each student requires the approval of the Head of School of Theology prior to enrolment.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
6 These regulations came into force on 1 January 2006. The 2000 regulations for the Graduate Diploma in Theology were thereby repealed.

Postgraduate Diploma in Theology – PGDipTheol

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for the Degree of Bachelor of Theology or an equivalent qualification as approved by Senate or its representative
   and
   b passed the specified prerequisite courses for one of the subjects listed in the Postgraduate Diploma in Theology Schedule
   and
   c approval from the Head of School of Theology.

Duration and Total Points Value
2 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
3 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
4 Of the 120 points required for this postgraduate diploma, a student must pass:
   a 30 points from the Core Courses listed in the Postgraduate Diploma in Theology Schedule
   and
b 30 points in courses selected from one of the subject areas listed in the Postgraduate Diploma in Theology Schedule
and
c  a 15 point Research Essay in the same subject area
and
d  up to 45 further points from courses listed in the Postgraduate Diploma in Theology Schedule.

5 Up to 30 points may be substituted for some of the courses required in Regulation 4d, from other 700 level courses offered at this University with the approval of all Heads of Departments concerned.

Variations
6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Distinction
7 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.

Commencement
8 These regulations came into force on 1 January 2006.

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### Postgraduate Diploma in Theology (PGDipTheol) Schedule

#### Core Courses

**Requirement:**
- 30 points: THEOLOGY 701, 702

#### Subject Areas:

<table>
<thead>
<tr>
<th>Biblical Studies</th>
<th>Practical Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> 45 points in Biblical Studies at Stage III, and at least 30 points from BSTHEO 135, 175, 235, 275</td>
<td><strong>Prerequisite:</strong> 45 points in Practical Theology at Stage III</td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>• 15 points: BSTHEO 789 Research Essay</td>
<td>• 15 points: PTHEO 789 Research Essay</td>
</tr>
<tr>
<td>• 30 points: BSTHEO 710–716, 720, 721</td>
<td>• 30 points from PTHEO 710–716</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Christian Thought and History</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> 45 points in Christian Thought and History at Stage III</td>
<td></td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
<td></td>
</tr>
<tr>
<td>• 15 points: CTHTHEO 789 Research Essay</td>
<td></td>
</tr>
<tr>
<td>• 30 points from CTHTHEO 710–712, 721–723</td>
<td></td>
</tr>
</tbody>
</table>
Regulations – Business and Economics

100 The Degree of Bachelor of Commerce – BCom
102 The Degree of Bachelor of Business and Information Management – BBIM
104 The Degree of Bachelor of Property – BProp
105 The Degree of Bachelor of Commerce (Honours) – BCom(Hons)
107 The Degree of Bachelor of Property (Honours) – BProp(Hons)
108 The Degree of Master of Commerce – MCom
110 The Degree of Master of Business Administration – MBA
112 The Degree of Master of International Business – MIntBus
113 The Degree of Master of Management – MMgt
114 The Degree of Master of Property – MProp
115 The Degree of Master of Taxation Studies – MTaxS
116 Graduate Diploma in Commerce – GradDipCom
117 Postgraduate Diploma in Business – PGDipBus
118 Postgraduate Diploma in Commerce – PGDipCom
120 Postgraduate Diploma in International Business – PGDipIntBus
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122 Postgraduate Certificate in Business – PGCertBus

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289 The Degree of Bachelor of Technology – BTech
291 The Degree of Master of Bioscience Enterprise – MBioEnt
292 The Degree of Master of Educational Management – MEdMgt
293 The Degree of Master of Health Management – MHealthMgt
294 The Degree of Master of Operations Research – MOR
295 The Degree of Master of Professional Studies – MProfStuds
297 Postgraduate Diploma in Bioscience Enterprise – PGDipBioEnt
298 Postgraduate Diploma in Educational Management – PGDipEdMgt
298 Postgraduate Diploma in Operations Research – PGDipOR
The Degree of Bachelor of Commerce – BCom

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value
1 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content
2 Of the 360 points required for this degree, a student must pass:
   a at least 300 points from courses listed in the Bachelor of Commerce Schedule, including:
      (i) 105 points from the Core Courses listed in the Bachelor of Commerce Schedule
      (ii) at least 180 points above Stage I, of which at least 75 points must be above Stage II from courses listed in the Bachelor of Commerce Schedule
      (iii) the requirements of one or more majors as specified in the Bachelor of Commerce Schedule with at least 45 points at Stage III in each major
   and
   b 30 points from courses offered in the General Education Schedule approved for this degree.

3 Up to 30 points may be taken from other programmes offered by this University.

4 Students must pass or be concurrently enrolled in all courses listed in the Bachelor of Commerce Core Courses Schedule before enrolling in any other courses for this degree.

General Education Exemptions
5 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.
   b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses available for this degree.
   c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
      (i) 15 points from courses offered in the General Education Schedule
      and
      (ii) a further 15 points from courses available for this degree.

Conjoint Degrees
6 Special arrangements apply where this degree is taken as a component degree of an approved conjoint combination. The specific requirements and a complete list of the conjoint degrees available are set out in the Conjoint Degrees section of this Calendar.

Special Cases
7 In exceptional circumstances Senate or its representative may permit a suitably qualified student to enrol directly in a Stage II course(s). If the student fails the Stage II course(s) but is certified by the examiner as having reached the standard of a pass at Stage I, the student may be credited with the appropriate Stage I course(s).

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
9 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Bachelor of Commerce were thereby repealed.
### Bachelor of Commerce (BCom) Schedule

#### Courses available for BCom:

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Business</th>
<th>Commercial Law</th>
<th>Computer Science</th>
<th>Economics</th>
<th>Engineering Science</th>
<th>Finance</th>
<th>Information Management</th>
<th>Information Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I courses: ACCTG 101–102</td>
<td>Stage I courses: BUSINESS 101, 102</td>
<td>Stage I course: COMLAW 101</td>
<td>Stage I course: COMPSCI 101</td>
<td>Stage I courses: ECON 101–191</td>
<td>Stage III course: ENGSOCI 391</td>
<td>Stage II courses: FINANCE 251–261</td>
<td>Stage I course: INFOMGMT 192</td>
<td>Stage I course: INFOSYS 110</td>
</tr>
<tr>
<td>Stage II courses: ACCTG 211–222</td>
<td></td>
<td>Stage II courses: COMLAW 201–209</td>
<td>Stage II course: COMPSCI 280</td>
<td>Stage II courses: ECON 201–273</td>
<td></td>
<td>Stage III courses: FINANCE 310, 351–362, 383, 384</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage III courses: ACCTG 311–331, 371, 381, 382</td>
<td></td>
<td>Stage III courses: COMLAW 301–321, LAW 419, 492</td>
<td></td>
<td>Stage III courses: ECON 301–381</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BCom Core Courses Schedule

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Economics</th>
<th>Information Systems</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTG 101</td>
<td>ECON 101 or 191</td>
<td>INFOSYS 110</td>
<td>STATS 108</td>
</tr>
</tbody>
</table>

#### BCom Majors Schedule

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Commercial Law</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 points: ACCTG 102</td>
<td>30 points from COMLAW 201–209</td>
<td>60 points: ECON 111, MATHS 108 or 150, ECON 201, 211</td>
</tr>
<tr>
<td>30 points from ACCTG 211, 221, 222</td>
<td>45 points from COMLAW 301–321, LAW 419, 492</td>
<td>at least 45 points from ECON 301–381</td>
</tr>
<tr>
<td>30 points from ACCTG 311, 312, 321, 323, 331, 371, 382</td>
<td>15 points from ECON 301, INFOSYS 321, 323, 327</td>
<td>a further 15 points from ECON 202, 204, 212, 221–273, 301–381</td>
</tr>
</tbody>
</table>
Finance
- 75 points: ACCTG 102, MATHS 108, 208, FINANCE 251, 261
- 45 points from ACCTG 371, FINANCE 310, 351, 361, 362, 383, 384, COMLAW 305 or ECON 352

Information Systems
- 30 points: INFOSYS 220, 222
- 45 points (or 75 points if INFOSYS 345 is selected) from INFOSYS 320, 321, 323, 330, 338-345, OPSMGT 357

International Business
- 45 points: INTBUS 202, 210, 211
- 30 points from INTBUS 301–304
- 15 points from INTBUS 301–313

International Trade
- 60 points: ECON 201, 341, INTBUS 210, 304
- 15 points from ECON 342, 343, 352, COMLAW 307, INTBUS 310–313

Management
- 15 points from MGMT 202, 211

- 15 points from MGMT 202–231, INTBUS 202
- 45 points from MGMT 301–341, INTBUS 303, PSYCH 322, COMLAW 314

Marketing
- 60 points: MKTG 201, 202, 301, 303
- 15 points from MKTG 302, 305–307, 312–314

Operations and Supply Chain Management
- 30 points: OPSMGT 255, 256
- 15 points: OPSMGT 370
- 30 points (or 60 points if INFOSYS 345 is selected) from INFOSYS 321, 345, OPSMGT 357, 371–373, 376–385

Operations Research
The BCom in Operations Research was withdrawn in 2010. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.

Taxation
- 30 points: COMLAW 201, 203
- 30 points: COMLAW 301, 311
- 15 points from ACCTG 311, 371, ECON 361, FINANCE 361

The Degree of Bachelor of Business and Information Management – BBIM
The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value
1 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content
2 Of the 360 points required for this degree, a student must pass:
   a 150 points from the Core Courses listed in the Bachelor of Business and Information Management Schedule.
   b 180 points from either
      90 points: Information Management major
      90 points: Accounting major or Marketing major
   or
      180 points from one of the Options listed in the Bachelor of Business and Information Management Schedule, with the approval of the Programme Director.
   c 30 points from courses offered in the General Education Schedule approved for this degree.

General Education Exemptions
3 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.
   b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses listed in the Bachelor of Business Information Management Schedule or other courses offered at this University, as approved by the Programme Director.
   c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
(i) 15 points from courses offered in the General Education Schedule
and
(ii) a further 15 points from courses listed in the schedule for this degree or other courses offered at this University, as approved by the Programme Director.

Special Cases
4 In exceptional circumstances Senate or its representative may permit a suitable qualified student to enrol directly in a Stage II course(s). If the student fails the Stage II course(s) but is certified by the examiner as having reached the standard of a pass at Stage I, the student may be credited with the appropriate Stage I course(s).

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
6 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Bachelor of Business and Information Management were thereby repealed.

Bachelor of Business and Information Management (BBIM) Schedule

Courses available for the BBIM:

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Information Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I courses: ACCTG 101, 102</td>
<td>Stage I course: INFOMGMT 192</td>
</tr>
<tr>
<td>Stage II courses: ACCTG 211, 221, 222</td>
<td>Stage II courses: INFOMGMT 291, 292, 296</td>
</tr>
<tr>
<td>Stage III courses: ACCTG 311, 321, 323, 331</td>
<td>Stage III courses: INFOMGMT 391–393</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business</th>
<th>Information Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I courses: BUSINESS 101, 102, 192</td>
<td>Stage I course: INFOSYS 110</td>
</tr>
<tr>
<td>Stage II course: BUSINESS 291</td>
<td></td>
</tr>
<tr>
<td>Stage III courses: BUSINESS 390–392</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commercial Law</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I course: COMLAW 101</td>
<td>Stage II courses: MKTG 201, 202</td>
</tr>
<tr>
<td></td>
<td>Stage III courses: MKTG 301, 303, 306</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economics</th>
<th>Operations Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I courses: ECON 101, 191</td>
<td>Stage III course: OPSMGT 357</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I course: STATS 108</td>
<td></td>
</tr>
</tbody>
</table>

BBIM Core Courses Schedule

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Information Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTG 101</td>
<td>INFOMGMT 192</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business</th>
<th>Information Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS 101, 102</td>
<td>INFOSYS 110</td>
</tr>
<tr>
<td>BUSINESS 291</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commercial Law</th>
<th>Operations Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMLAW 101</td>
<td>OPSMGT 357</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economics</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101 or 191</td>
<td>STATS 108</td>
</tr>
</tbody>
</table>

BBIM Majors Schedule

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Human Resource Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 15 points: ACCTG 102</td>
<td></td>
</tr>
<tr>
<td>• 30 points: ACCTG 211, 221</td>
<td></td>
</tr>
<tr>
<td>• 30 points: ACCTG 311, BUSINESS 390 or 392</td>
<td></td>
</tr>
<tr>
<td>• 15 points from ACCTG 321, 323, 331</td>
<td>The BBIM in Human Resource Management was withdrawn in 2009.</td>
</tr>
</tbody>
</table>
The Degree of Bachelor of Property – BProp

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value

1 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content

2 Of the 360 points required for this degree, a student must pass:
   a 330 points from Parts I, II and III as listed in the Bachelor of Property Schedule and
   b 30 points from courses listed in the General Education Schedule approved for this degree.

3 A student will not normally be permitted to enrol for Part II unless Part I has been completed, or to enrol for Part III unless Part II has been completed. However, a student who has failed to pass one of those Parts in its entirety may be allowed, at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.

General Education Exemptions

4 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.

b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses listed in the Bachelor of Commerce Schedule.

c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
   (i) 15 points from courses offered in the General Education Schedule and
   (ii) a further 15 points from courses listed in the Bachelor of Commerce Schedule.

Practical Requirements

5 A student enrolled for this degree must participate in skills workshops as required by, and to the satisfaction of, the Head of Department of Property.

Conjoint Degrees

6 Special arrangements apply where this degree is taken as a component degree of an approved conjoint combination. The specific requirements and a complete list of the conjoint degrees available are set out in the Conjoint Degrees section of this Calendar.
Variations
7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
8 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Property were thereby repealed.

Bachelor of Property (BProp) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Part I</th>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 120 points: PROPERTY 102, ACCTG 101, BUSINESS 101, 102, COMLAW 101, ECON 101 or 191, INFOSYS 110, STATS 108</td>
<td>• 120 points: PROPERTY 211–281</td>
<td></td>
</tr>
<tr>
<td>Part II</td>
<td></td>
<td>Part III</td>
</tr>
<tr>
<td>• 90 points from PROPERTY 311–384</td>
<td>• 30 points from the courses listed in the General Education Schedule for this degree</td>
<td></td>
</tr>
</tbody>
</table>

The Degree of Bachelor of Commerce (Honours) – BCom(Hons)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   either
   a completed the requirements for the Degree of Bachelor of Commerce
   or
   b completed the requirements for an equivalent qualification as approved by Senate or its representative
   and
   c passed the prerequisites for one of the subjects listed in the Bachelor of Commerce (Honours) Schedule
   and
   d achieved an average grade of B or higher in the Stage III courses
   and
   e the approval of the Dean of the Faculty of Business and Economics.

Duration and Total Points Value
2 A student enrolled for this degree must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

3 The total enrolment for this degree must not exceed 160 points.

Structure and Content
4 Of the 120 points required for this degree, a student must pass:
   a at least 120 points in one of the subjects listed in the Bachelor of Commerce (Honours) Schedule
   or
   b (i) at least 90 points in one of the subjects listed in the Bachelor of Commerce (Honours) Schedule
   and
   (ii) up to 30 points from a related subject, with approval of the relevant Directors of Programme.

5 Students intending to qualify for entry to the Degree of Master of Commerce must include the prerequisite courses in the intended subject listed in the Master of Commerce Schedule.

Dissertation
6 a A dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
   b The dissertation topic must be approved by the relevant Head of Department prior to enrolment.
   c The dissertation must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.
### Variations

7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

### Honours

8 a This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Commerce (Honours) is sufficiently high to deserve Honours.

b Should a student fail to qualify for the award of the Degree of Bachelor of Commerce (Honours), Senate or its representative may approve the reassignment of points towards the Graduate Diploma in Commerce or the Postgraduate Diploma in Commerce.

9 Where the standard specified in Regulation 8a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Withdrawal

10 A student may withdraw from enrolment for the Degree of Bachelor of Commerce (Honours) and apply to have points reassigned to the Graduate Diploma in Commerce or the Postgraduate Diploma in Commerce. Such points may be reassigned at the discretion of Senate or its representative.

### Commencement

11 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Bachelor of Commerce (Honours) were thereby repealed.

### Bachelor of Commerce (Honours) (BCom(hons)) Schedule

<table>
<thead>
<tr>
<th>Subjects available:</th>
<th>Requirement:</th>
</tr>
</thead>
</table>
| **Accounting**      | • 30 points: INFOSYS 788 Dissertation  
| Prerequisite:       | • 45 points: INFOSYS 720, 750, 751  
|                     | • 45 points from INFOSYS 722, 725–740  |
| **International Business** | • 15 points: BUSINESS 710  
| Prerequisite:       | • 30 points: INTBUS 788  
|                     | • 75 points from INTBUS 701–712, BUSINESS 704, 705  |
| **Commercial Law**  | • LAW 788  
| Prerequisite:       | • 30 points: COMLAW 788 Dissertation  
| Requirement:        | • 90 points from LAWCOMM 701–769 with the approval of the Deans of Business and Economics, and Law, of the courses taught in their respective Faculties  |
| **Economics**       | • 30 points: ECON 788 Dissertation  
| Prerequisite:       | • 30 points: ECON 701, 711  
| Requirement:        | • 15 points from ECON 721, 723  
|                     | • 45 points from ECON 702–784  |
| **Finance**         | • 30 points: FINANCE 788 Dissertation  
| Prerequisite:       | • 30 points: FINANCE 701, 702  
| Requirement:        | • at least 30 points from FINANCE 705, 706, 751–785  
|                     | • up to 30 points from ACCTG 711–784  |
| **Information Systems** | • 30 points: OPSMGMT 788 Dissertation  
| Prerequisite:       | • 45 points: INFOSYS 750, 751, OPSMGMT 780  
| Requirement:        | • 45 points from INFOSYS 722, 726, 737, 740, OPSMGMT 732, 752, 762–764, 780  |
| **Operations and Supply Chain Management** | • 30 points: MKTG 788 Dissertation  
| Prerequisite:       | • 60 points: MKTG 701, 703–705  
| Requirement:        | • 30 points from MKTG 702, 706–719  |
| **Management**      | • 45 points above Stage II in Management or its equivalent  
| Prerequisite:       | • 15 points: BUSINESS 710  
| Requirement:        | • 30 points: MGMT 788  
|                     | • 75 points from MGMT 711–744, BUSINESS 704, 705  |
| **Marketing**       | • 30 points: MKTG 788 Dissertation  
| Prerequisite:       | • 60 points: MKTG 701, 703–705  
| Requirement:        | • 30 points from MKTG 702, 706–719  |
| **Operations Research** | • 30 points: INFOSYS 750, 751, OPSMGMT 780  
| Prerequisite:       | • 45 points from INFOSYS 722, 726, 737, 740, OPSMGMT 732, 752, 762–764, 780  |
| The BCom(hons) in Operations Research was withdrawn in 2009. |
The Degree of Bachelor of Property (Honours) – BProp(Hons)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   a completed all the requirements for the Degree of Bachelor of Property
   and
   b achieved an average grade of B or higher in the courses taken for Part III of that degree.

Duration and Total Points Value

2 A student enrolled for this degree must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

3 The total enrolment for this degree must not exceed 160 points.

Structure and Content

4 Of the 120 points required for this degree, a student must pass:
   a 120 points from courses listed in the Bachelor of Property (Honours) Schedule
   or
   b (i) at least 90 points from courses listed in the Bachelor of Property (Honours) Schedule
      and
      (ii) up to 30 points from 700 level courses in another subject as approved by the Head of Department of Property.

Dissertation

5 a The dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
   b The dissertation topic must be approved by the Head of Department of Property prior to enrolment.
   c The dissertation must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

Variations

6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

7 a This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Property (Honours) is sufficiently high to deserve Honours.
   b Should a student fail to qualify for the award of the Degree of Bachelor of Property (Honours), Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Property.

8 Where the standard specified in Regulation 7a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

Commencement

9 These regulations came into force on 1 January 2006. The 1997 regulations for the Degree of Bachelor of Property (Honours) were thereby repealed.

Bachelor of Property (Honours) (BProp(Hons)) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Bachelor of Property (Honours) (BProp(Hons)) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 points: PROPERTY 701</td>
<td>75 points from PROPERTY 713–786</td>
</tr>
<tr>
<td>30 points: PROPERTY 789 Dissertation</td>
<td></td>
</tr>
</tbody>
</table>
The Degree of Master of Commerce – MCom

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   either
   a  (i)  (a) completed the requirements for the Degree of Bachelor of Commerce or an equivalent qualification approved by Senate or its representative
       and
       (b) passed the specified prerequisite courses in the subject intended for this degree with an average grade of B or higher
   or
   (ii)  (a) completed the requirements for the Degree of Master of Business Administration
       and
       (b) passed at least 90 points above Stage I from courses listed in the Bachelor of Commerce Schedule including at least 45 points above Stage II in the intended subject for this degree
       and
       (c) achieved an average grade of B or higher in the Stage III courses.
   or
   b  (i)  (a) completed the requirements for the Degree of Bachelor of Commerce (Honours) or an equivalent qualification approved by Senate or its representative
       and
       (b) passed the Bachelor of Commerce (Honours) in the subject intended for this degree with an average grade of B or higher
   or
   (ii)  (a) completed the requirements for the Postgraduate Diploma in Commerce
       and
       (b) passed the Postgraduate Diploma in Commerce in the subject intended for this degree with an average grade of B or higher.

2 A student who has not completed all the requirements for the Degree of Bachelor of Commerce but who has:
   a  passed courses with a total value of at least 330 points for that degree
   and
   b passed the specified prerequisite courses as listed in the Master of Commerce Schedule for the intended subject
   and
   c achieved an average grade of B or higher in the Stage II and Stage III prerequisite courses may, with the approval of the relevant Head of Department enrol for this degree. The remaining courses for the Degree of Bachelor of Commerce must be passed within 12 months of initial enrolment for the Master of Commerce. The Degree of Master of Commerce will not be awarded until the requirements for the Bachelor of Commerce have been completed.

3 Admission to this degree is at the discretion of Senate or its representative.

Duration and Total Points Value

4 A student admitted to this degree under Regulation 1a must:
   a  pass courses with a total value of 240 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees
   and
   c not exceed 280 points for the total enrolment for this degree.

5 A student admitted to this degree under Regulation 1b must:
   a  pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees
   and
   c not exceed 160 points for the total enrolment for this degree.

Structure and Content

6 a  A student enrolled for this degree must complete the requirements for one of the subjects as listed in the Master of Commerce Schedule.
b For students required to pass 240 points, up to 30 points from other subjects listed in the Master of Commerce Schedule, or from other 700 level courses offered at this University may be substituted, provided that such courses are related to the student’s research interests. The approval of all Heads of Departments concerned is required.

**Thesis / Dissertation**

7 a A thesis, advanced research studies, or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

b The thesis or dissertation topic must be approved by the relevant Departmental Postgraduate Committee prior to enrolment.

c A student who has to complete 240 points for this degree and whose programme includes a thesis, advanced research studies or dissertation must, before enrolment for the thesis, advanced research studies or dissertation, obtain an average grade of at least B in the first 120 points from the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Commerce.

d A student who does not meet the requirements of this degree may apply to reassign courses passed for the Master of Commerce to the Postgraduate Diploma in Commerce.

**Variations**

8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Honours**

9 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

**Commencement**

10 These regulations came into force on 1 January 2009. The 2006 regulations for the Degree of Master of Commerce were thereby repealed.

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**Master of Commerce (MCom) Schedule**

A student who has to complete 120 points must satisfy the requirements for one of the following subjects:

<table>
<thead>
<tr>
<th>Accounting</th>
<th>International Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement: Research Masters</td>
<td>Requirement: Research Masters</td>
</tr>
<tr>
<td>120 points: ACCTG 796 Thesis</td>
<td>120 points: INTBUS 796 Thesis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commercial Law</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement: Research Masters</td>
<td>Requirement: Research Masters</td>
</tr>
<tr>
<td>120 points: COMLAW 796 Thesis in Commercial Law</td>
<td>120 points: MGMT 796 Thesis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economics</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement: Taught Masters</td>
<td>Requirement: Research Masters</td>
</tr>
<tr>
<td>90 points from ECON 701–784</td>
<td>120 points: MKTG 796 Thesis</td>
</tr>
<tr>
<td>30 points: ECON 790 Dissertation</td>
<td></td>
</tr>
<tr>
<td>Research Masters</td>
<td></td>
</tr>
<tr>
<td>90 points: ECON 794 Thesis</td>
<td></td>
</tr>
<tr>
<td>30 points from ECON 701–784</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finance</th>
<th>Operations and Supply Chain Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement: Research Masters</td>
<td>Requirement: Research Masters</td>
</tr>
<tr>
<td>120 points: FINANCE 796 Thesis</td>
<td>120 points: OPSMGT 796 Thesis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Systems</th>
<th>Operations Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement: Research Masters</td>
<td>The MCom in Operations Research was withdrawn in 2009.</td>
</tr>
<tr>
<td>120 points: INFOSYS 796 Thesis</td>
<td></td>
</tr>
</tbody>
</table>
A student who has to complete 240 points must satisfy the requirements for one of the following subjects:

**Accounting**
- **Prerequisite:** MATHS 208 or STATS 208 or equivalent courses as approved by the Head of Department and a major in Accounting
- **Requirement:**
  - Research Masters
    - 30 points: ACCTG 701, 702
    - at least 60 points from ACCTG 711–784
    - up to 30 points from FINANCE 705–785
    - 120 points: ACCTG 796 Thesis

**Commercial Law**
- **Prerequisite:** A major in Commercial Law or equivalent
- **Requirement:**
  - Research Masters
    - LAW 788
    - 120 points from LAWCOMM 702–769 with the approval of the Deans of Business and Economics, and Law, of the courses taught in their respective Faculties
    - 120 points: COMLAW 796 Thesis in Commercial Law

**Economics**
- **Prerequisite:** ECON 201, 211, 221, 381, and 321 or 322
- **Requirement:**
  - 30 points: ECON 701, 711
  - 15 points from ECON 721, 723
  - 30 points: ECON 788 Dissertation
  - 45 points from ECON 702–784
  - and either
    - Taught Masters
      - 90 points from ECON 702–784
      - 30 points: ECON 790 Dissertation
    - or
    - Research Masters
      - 90 points: ECON 794 Thesis
      - 30 points from ECON 702–784

**Finance**
- **Prerequisite:** MATHS 208 or STATS 208 or equivalent courses as approved by the Head of Department and a major in Finance
- **Requirement:**
  - Research Masters
    - 30 points: FINANCE 701, 702
    - at least 60 points from FINANCE 705–785
    - up to 30 points from ACCTG 711–784
    - 120 points: FINANCE 796 Thesis

**Information Systems**
- **Prerequisite:** A major in Information Systems

**International Business**
- **Prerequisite:** A major in International Business or equivalent as approved by the Head of Department
- **Requirement:**
  - Research Masters
    - 15 points: BUSINESS 710
    - 15 points from BUSINESS 704, 705
    - 15 points from INTBUS 701–712, BUSINESS 704, 705
    - 120 points: INTBUS 796 Thesis

**Management**
- **Prerequisite:** A major in Management or equivalent as approved by the Head of Department
- **Requirement:**
  - Research Masters
    - 15 points: BUSINESS 710
    - 15 points from BUSINESS 704, 705
    - 15 points from INTBUS 701–712, BUSINESS 704, 705
    - 120 points: MGMT 796 Thesis

**Marketing**
- **Prerequisite:** STATS 208 and a major in Marketing
- **Requirement:**
  - Research Masters
    - 60 points MKTG 701, 703, 704, 705
    - 60 points from MKTG 702–719
    - 120 points: MKTG 796 Thesis

**Operations and Supply Chain Management**
- **Prerequisite:** A major in Operations and Supply Chain Management or equivalent, and STATS 255
- **Requirement:**
  - Research Masters
    - 45 points: INFOSYS 750, 751, OPSMGT 760
    - 75 points from INFOSYS 722, 736, 737, 740, OPSMGT 732, 752, 762–764, 780
    - 120 points: OPSMGT 796 Thesis

**Operations Research**
- The MCom in Operations Research was withdrawn in 2009.

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**The Degree of Master of Business Administration – MBA**

_The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations._

**Admission**

1. In order to be admitted to this programme, a student needs to have:

   a. **either**
      1. (i) completed the requirements for any Bachelors degree from The University of Auckland or its equivalent as approved by Senate or its representative
      2. (ii) completed the requirements for a professional qualification in Accounting, Engineering, Medicine or a related healthcare subject, Science, or other disciplines deemed relevant to the programme of study by Senate or its representative
      3. (iii) completed the Postgraduate Diploma in Business in Administration with an average grade of B+ or higher in the courses BUSADMIN 761–768
or
(iv) completed the requirements for an equivalent qualification as approved by Senate or its representative

and
b normally, at least three years’ management experience deemed relevant to the degree by Senate or its representative

and
c performed acceptably in any tests of academic aptitude and/or interviews prescribed by Senate or its representative.

2 Admission to this degree is at the discretion of Senate or its representative.

Duration and Total Points Value
3 A student entering this degree under Regulations 1a(i), (ii) or (iv) must:
a pass courses with a total value of 240 points

and
b complete within the time limit specified in the General Regulations – Masters Degrees

and
c must not exceed 280 points for the total enrolment for this degree.

4 A student entering this degree with a Postgraduate Diploma in Business in Administration must:
a pass courses with a total value of 120 points

and
b complete within the time limit specified in the General Regulations – Masters Degrees

and
c must not exceed 160 points for the total enrolment for this degree.

Structure and Content
5 A student enrolled for this degree who is required to complete 240 points must pass each of Parts I, II and III as listed in the Master of Business Administration Schedule.

6 A student enrolled for this degree who is required to complete 120 points must pass each of Parts II and III as listed in the Master of Business Administration Schedule.

7 a A student will not normally be permitted to enrol for Part II unless Part I has been completed with an average grade of B, nor to enrol for Part III unless Part II has been completed.

b A student who has failed to pass one of these Parts in its entirety may, at the discretion of Senate or its representative, be allowed to enrol for the course or courses needed to complete that Part, together with a course or courses towards the next Part.

8 A student enrolled for this degree who has been credited for another degree or diploma with any courses the same or similar to those listed for this degree, is to substitute for each course so credited an alternative course approved by Senate or its representative.

9 The programme for each student requires the approval of the Director of the Programme prior to enrolment.

Reassignment
10 Should a student not complete Part I of the Degree of Master of Business Administration with an average of B, Senate or its representative may approve the reassignment of courses to the Postgraduate Diploma in Business.

Variations
11 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
12 These regulations came into force on 1 January 2006. The 2002 regulations for the Degree of Master of Business Administration were thereby repealed.

Master of Business Administration (MBA) Schedule

| Requirement: 240 points from |
| Part I | • 120 points from BUSADMIN 771–779 |
| or | • 120 points from BUSADMIN 761–768 |
| or | • at least 45 points from BUSADMIN 780–790 |
| or | • up to 45 points from one of the subjects listed in the schedule for the Postgraduate Diploma in Business |
| Part II | • 90 points from BUSADMIN 780–790 or other appropriate 700 level courses selected in agreement with the Director of the Programme |
| Part III | • 30 points: BUSADMIN 798 |
The Degree of Master of International Business – MIntBus

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   either
   a (i) completed the requirements for any Bachelors degree from The University of Auckland or its equivalent as approved by Senate or its representative
   and
   (ii) achieved an average grade of at least B or equivalent in that programme
   and
   (iii) performed acceptably in any tests of academic aptitude and/or interviews prescribed by Senate or its representative
   or
   b (i) completed the requirements for a Bachelors degree
   and
   (ii) achieved an average grade of at least B+ or equivalent in that programme
   and
   (iii) completed at least two years of employment experience deemed relevant to this degree by Senate or its representative
   and
   (iv) performed acceptably in any tests of academic aptitude and/or interviews prescribed by Senate or its representative
   or
   c (i) completed the requirements for the Postgraduate Diploma in International Business or an equivalent qualification approved by Senate or its representative
   and
   (ii) achieved an average grade of at least B or equivalent in that programme
   and
   (iii) performed acceptably in any tests of academic aptitude and/or interviews prescribed by Senate or its representative.

2 Admission to this degree is at the discretion of Senate or its representative.

Duration and Total Points Value

3 A student admitted to this degree under Regulations 1a and 1b must:
   a pass courses with a total value of 240 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees
   and
   c not exceed 280 points for the total enrolment for this degree.

4 A student admitted to this degree under Regulation 1c must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees
   and
   c not exceed 160 points for the total enrolment for this degree.

Structure and Content

5 A student enrolled for this degree under Regulations 1a or 1b must pass courses with a total value of 240 points listed in Parts I and II of the Master of International Business Schedule.

6 A student enrolled for this degree under Regulation 1c must pass courses with a total value of 120 points listed in Part II of the Master of International Business Schedule.

7 The programme for each student requires the approval of the Director of the Programme.

8 A student enrolled for this degree who has already passed any course the same as or similar to those required under Regulations 5 and 6 must substitute an alternative course as approved by the Director of the Programme.

Variations

9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.
Honours
10 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

Commencement
11 These regulations came into force on 1 January 2009. The 2006 regulations for the Degree of Master of International Business were thereby repealed.

Master of International Business (MIntBus) Schedule

<table>
<thead>
<tr>
<th>Taught Masters</th>
<th>Part I</th>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td>240 points from</td>
<td>30 points: MGMT 723, BUSINESS 704</td>
</tr>
<tr>
<td>Part I</td>
<td>90 points from INTBUS 721–726</td>
<td>45 points from INTBUS 780–782</td>
</tr>
<tr>
<td></td>
<td>30 points from BUSADMIN 761–766</td>
<td>45 points from INTBUS 727–729, 731, 732</td>
</tr>
</tbody>
</table>

The Degree of Master of Management – MMgt

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme a student must have:
   a (i) completed the requirements for a Postgraduate Diploma in Arts Management or Postgraduate Diploma in Business from The University of Auckland with an average grade of at least B+  
   or  
   (ii) completed the requirements for an equivalent degree as approved by Senate or its representative  
   and
   b performed acceptably in tests of academic aptitude prescribed by Senate or its representative  
   and
   c at least five years’ relevant work experience.

2 Admission to this degree is at the discretion of Senate or its representative.

Duration and Total Points Value
3 A student enrolled for this degree must:
   a pass courses with a total value of 120 points  
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees.

4 The total enrolment for this degree must not exceed 160 points.

Structure and Content
5 Of the 120 points required for this degree a student must pass:
   either
   a Research Masters  
   120 points from the Research Masters option listed in the Master of Management Schedule  
   or
   b Taught Masters  
   120 points from the Taught Masters option listed in the Master of Management Schedule.

6 The programme for each student must be approved by the Programme Director and the Dean of Faculty of Business and Economics prior to enrolment.

Variations
7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
8 These regulations came into force on 1 January 2006. The 2002 regulations for the Degree of Master of Management were thereby repealed.
Master of Management (MMgt) Schedule

<table>
<thead>
<tr>
<th>Requirement: Research Masters</th>
<th>Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 120 points MANAGEMT 797 Thesis (MMgt)</td>
<td>• 15 points: BUSINESS 710</td>
</tr>
<tr>
<td>or</td>
<td>• 30 points: MANAGEMT 709 Dissertation</td>
</tr>
<tr>
<td>• 15 points: BUSINESS 710</td>
<td>and</td>
</tr>
<tr>
<td>• 15 points from BUSINESS 704, 705</td>
<td>• 75 points from BUSINESS 706–709 or courses not already taken, which are listed in the Postgraduate Diploma in Business Schedule</td>
</tr>
<tr>
<td>• 90 points: MANAGEMT 705 Organisational Research Project</td>
<td></td>
</tr>
</tbody>
</table>

The Degree of Master of Property – MProp

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   either
   a (i) completed the requirements for the Degree of Bachelor of Property
       and
       (ii) passed the courses taken for Part III of that degree with an average grade of B or higher
   or
   b (i) completed the requirements for the Degree of Bachelor of Property (Honours)
       and
       (ii) achieved an average grade of B or higher
   or
   c (i) completed the requirements for the Postgraduate Diploma in Property
       and
       (ii) achieved an average grade of B or higher
   or
   d completed the requirements for any other appropriate Bachelors degree or equivalent qualification as approved by Senate or its representative, provided that the average grade in the final year of study was equivalent to B or higher.

2 A student who has not completed all the requirements for the Degree of Bachelor of Property but who has:
   a passed courses with a total value of at least 330 points for that degree
   and
   b achieved an average grade of B or higher in at least 75 points for Part III
   may, with the approval of the Head of Department of Property, enrol for this degree. The remaining courses for the Degree of Bachelor of Property must be passed within 12 months of initial enrolment for the Master of Property. The Degree of Master of Property will not be awarded until the requirements for the Bachelor of Property have been completed.

3 Admission to this degree is at the discretion of Senate or its representative.

Duration and Total Points Value

4 A student admitted to this degree under Regulations 1a or 1d must:
   a pass courses with a total value of 240 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees
   and
   c not exceed 280 points for the total enrolment for this degree.

5 A student admitted to this degree under Regulation 1b or 1c must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees
   and
   c not exceed 160 points for the total enrolment for this degree.

Structure and Content

6 a A student enrolled for this degree must complete the requirements as listed in the Master of Property Schedule.

b For students required to pass 240 points, up to 30 points from other subjects listed in the Master of Commerce Schedule, or from other 700 level courses offered at this University may be substituted, provided that such courses are related to the student’s research interests. The approval of all Heads of Departments concerned is required.
Thesis
7 a A thesis, advanced research studies, or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

b The thesis or dissertation topic must be approved by the relevant Departmental Postgraduate Committee prior to enrolment.

c A student who has to complete 240 points for this degree and whose programme includes a thesis, advanced research studies or dissertation must, before enrolment for the thesis, advanced research studies or dissertation, obtain an average grade of at least B in the first 120 points from the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Property.

d A student who does not meet the requirements of this degree may apply to reassign courses passed for the Master of Property to the Postgraduate Diploma in Property.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
9 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

Commencement
10 These regulations came into force on 1 January 2009. The 2006 regulations for the Degree of Master of Property were thereby repealed.

Master of Property (MProp) Schedule
A student who has to complete 120 points must satisfy the following requirements:

<table>
<thead>
<tr>
<th>Requirement: Research Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 points: PROPERTY 796 Thesis</td>
</tr>
</tbody>
</table>

A student who has to complete 240 points must satisfy the following requirements:

<table>
<thead>
<tr>
<th>Requirement: Research Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 points: PROPERTY 701</td>
</tr>
<tr>
<td>105 points from PROPERTY 713–790</td>
</tr>
<tr>
<td>120 points: PROPERTY 796 Thesis</td>
</tr>
</tbody>
</table>

The Degree of Master of Taxation Studies – MTaxS

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for one of the following:
      (i) the Degree of Bachelor of Commerce (Honours)
      (ii) the Degree of Bachelor of Laws
      (iii) the Degree of Bachelor of Laws (Honours)
      (iv) the Postgraduate Diploma in Business (Taxation) and an undergraduate degree approved by Senate or its representative
      (v) an alternative degree approved by Senate or its representative
   and
   b passed the specified prerequisite courses or such other alternative courses approved by Senate or its representative.
   c Achieved an average grade of B– or higher in their last equivalent full-time year of study.

2 Admission to this degree is at the discretion of Senate or its representative.

Duration and Total Points Value
3 A student enrolled for this degree must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees.
4 The total enrolment for this degree must not exceed 160 points.

Structure and Content
5 Of the 120 points required for this degree a student must pass:
   either
   a Research Masters
      120 points from the Research Masters option listed in the Master of Taxation Studies Schedule
   or
   b Taught Masters
      (i) at least 90 points in courses from the Taught Masters option listed in the Master of Taxation Studies Schedule
      and
      (ii) up to 30 points from courses listed in the Master of Laws Schedule. Students undertaking this option must have the recommendation of the relevant Heads of Department and the approval of the Dean of Faculty of Business and Economics.

Thesis / Dissertation
6 a A thesis or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

   b The thesis or dissertation topic must be approved by the relevant Head of Department prior to enrolment.

   c The thesis or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations
7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
8 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

Commencement
9 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Master of Taxation Studies were thereby repealed.

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Master of Taxation Studies (MTaxS) Schedule

<table>
<thead>
<tr>
<th>Requirement: Research Masters</th>
<th>Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30 points: COMLAW 740</td>
<td>• 30 points: COMLAW 740</td>
</tr>
<tr>
<td>• 90 points: COMLAW 794 Thesis</td>
<td>• up to 90 points from COMLAW 741, 746-756, 789, 790 Dissertation</td>
</tr>
</tbody>
</table>

Graduate Diploma in Commerce – GradDipCom

The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have completed the requirements for:
   either
   a the Degree of Bachelor of Commerce
   or
   b any other degree approved by Senate or its representative
   or
   c a professional qualification in Commerce approved by Senate or its representative.

2 With the approval of Senate or its representative, a student may enrol for this graduate diploma after passing at least 345 points for the Degree of Bachelor of Commerce or the equivalent in other such degrees. The graduate diploma will not be awarded until such qualifying degree is completed.

3 Admission to the graduate diploma is at the discretion of Senate or its representative.

Duration and Total Points Value
4 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.
Structure and Content

5 Of the 120 points required for this graduate diploma, a student must pass:
   a at least 75 points above Stage II, including at least 45 points above Stage II from courses listed in the Bachelor of Business and Information Management Schedule or Bachelor of Commerce Schedule.
   b up to 45 points from Stage II courses listed in the Bachelor of Business and Information Management Schedule or Bachelor of Commerce Schedule.

6 Up to 30 points above Stage I may be taken from other programmes offered by this University.

7 Cross-credits will not be granted towards the Graduate Diploma in Commerce.

Variations

8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

9 These regulations came into force on 1 January 2006. The 2000 regulations for the Graduate Diploma in Commerce were thereby repealed.

Postgraduate Diploma in Business – PGDipBus

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   either
   a (i) completed the requirements for any Bachelor’s degree
       and
       (ii) gained at least two years of employment experience deemed relevant to this postgraduate diploma by Senate or its representative
       and
       (iii) performed acceptably in any tests of academic aptitude and/or interviews prescribed by Senate or its representative
   or
   b (i) completed the requirements for a professional qualification in Accountancy, Engineering, Medicine or a related healthcare subject, Science or other discipline deemed relevant by Senate or its representative
       and
       (ii) acquired at least two years of employment experience deemed relevant to this postgraduate diploma by Senate or its representative
       and
       (iii) performed acceptably in any tests of academic aptitude and/or interviews prescribed by Senate or its representative
   or
   c (i) at least five years of employment experience deemed relevant to this postgraduate diploma by Senate or its representative
       and
       (ii) performed acceptably in any tests of academic aptitude and/or interviews prescribed by Senate or its representative.

2 Admission to this postgraduate diploma is at the discretion of Senate or its representative.

3 A student who has completed the requirements for the postgraduate diploma in one subject may, with the permission of Senate or its representative on the recommendation of the Director of Postgraduate Diploma in Business Programme, enrol for the postgraduate diploma in another subject.

4 A student who has completed the requirements for the Postgraduate Certificate in Business, may on the recommendation of the relevant Head of Department, and with the approval of Senate or its representative, reassign to a Postgraduate Diploma in Business the courses passed for the associated Postgraduate Certificate in Business.

Duration and Total Points Value

5 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
6 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
7 A student enrolled for this postgraduate diploma must pass courses with a total value of 120 points selected from one of the subjects listed in the Postgraduate Diploma in Business Schedule.
8 With the approval of the Director of Postgraduate Diploma in Business a student may substitute a course or courses with other courses listed in another subject area in the Postgraduate Diploma in Business Schedule.
9 A student who has been credited for another degree or diploma with any course or workshop the same as or similar to those required in the Postgraduate Diploma in Business Schedule will be required to substitute for each course or workshop so credited such additional course(s) or workshop(s) as the Director of Postgraduate Diploma in Business may approve.

Variations
10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
11 These regulations came into force on 1 January 2006. The 2002 regulations for the Postgraduate Diploma in Business were thereby repealed.

Postgraduate Diploma in Business (PGDipBus) Schedule

<table>
<thead>
<tr>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 120 points from BUSADMIN 760–769</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PGDipBus in Business Development was suspended in 2009. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 75 points: BUSADMIN 761–764, 768</td>
</tr>
<tr>
<td>• 45 points: NEWVENT 718, 719, 720</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PGDipBus in Finance was withdrawn in 2009.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 75 points from BUSADMIN 763, 764, 766, POPLHLTH 719, 721</td>
</tr>
<tr>
<td>• 15 points from BUSADMIN 760, 762, 765</td>
</tr>
<tr>
<td>• 15 points: POPLHLTH 722</td>
</tr>
<tr>
<td>• 15 points from MAORIHTH 701, POPLHLTH 724, 739</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Resource Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 120 points: HRMGMGT 702, 704, 705, 707, 708 plus HRMGMGT 706 or 20 points from other courses in the PGDipBus Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PGDipBus in Information Systems was suspended in 2009. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 100 points: INFORM 703–713, OPSMAN 705</td>
</tr>
<tr>
<td>• up to 20 points from other courses listed in the Postgraduate Diploma in Business Schedule selected in agreement with the Programme Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Business and Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PGDipBus in International Business and Strategy was withdrawn in 2008.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Māori Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 75 points: BUSADMIN 761–764, 768</td>
</tr>
<tr>
<td>• 45 points: MAORIDEV 720, 721, 722</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 75 points: BUSADMIN 761–764, 768</td>
</tr>
<tr>
<td>• 45 points: MARKET 717, 718, 719</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supply Chain Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 75 points: BUSADMIN 761–764, 768</td>
</tr>
<tr>
<td>• 45 points: BUSADMIN 766, OPSMAN 710, INFORM 705</td>
</tr>
</tbody>
</table>

Postgraduate Diploma in Commerce – PGDipCom

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for the degree of Bachelor of Commerce or any other equivalent qualification
   and
   b passed the specified prerequisite courses as listed in the regulations for the intended subject
and
c achieved an average grade of B or higher in the Stage III prerequisite courses
and
d the approval of the Dean of the Faculty of Business and Economics
or
2
a completed the requirements for the Degree of Master of Business Administration
and
b passed at least 120 points above Stage I from courses listed in the Bachelor of Commerce
Schedule including at least 45 points above Stage II in the intended subject for this diploma
and
c achieved an average grade of B or higher in the Stage III courses
and
d the approval of the Dean of the Faculty of Business and Economics.

3 A student who has not completed all the requirements for the degree of Bachelor of Commerce but
who has
a passed courses with a total value of at least 330 points for that degree
and
b passed all of the specified prerequisite courses listed in the regulations for the intended
subject
and
c achieved an average grade of B or higher in the Stage III prerequisite courses
and
d the approval of the Dean of the Faculty of Business and Economics.

Duration and Total Points Value
4 A student enrolled for this postgraduate diploma must:
a pass courses with a total value of 120 points
and
b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

5 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
6 Of the 120 points required for this postgraduate diploma a student must pass:
a at least 120 points in one of the subjects listed in the Postgraduate Diploma in Commerce
Schedule
or
b (i) at least 90 points from courses in one of the subjects listed in the Postgraduate Diploma
in Commerce Schedule
and
(ii) up to 30 points from courses in a related subject, with the approval of the relevant
Directors of Programme.

7 Students intending to qualify for entry to the Degree of Master of Commerce must include the
prerequisite courses in the intended subject as listed in the Master of Commerce Schedule.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which
does not conform to these regulations.

Distinction
9 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General
Regulations – Postgraduate Diplomas.

Commencement
10 These regulations came into force on 1 January 2006. The 2000 regulations for the Postgraduate
Diploma in Commerce were thereby repealed.
Postgraduate Diploma in International Business – PGDipIntBus

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for a Bachelors degree in business or an equivalent qualification approved by Senate or its representative
   and
   b achieved an average grade of at least a B or equivalent in that qualification.

Duration and Total Points Value
2 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

3 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
4 A student enrolled for this postgraduate diploma must pass courses as listed in the Postgraduate Diploma in International Business Schedule with a total value of 120 points.

Distinction
5 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.
Variations

6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

7 These regulations came into force on 1 January 2006.

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Postgraduate Diploma in International Business (PGDipIntBus) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 90 points: INTBUS 721–726</td>
</tr>
<tr>
<td>• 30 points: BUSADMIN 761–766</td>
</tr>
</tbody>
</table>

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Postgraduate Diploma in Property – PGDipProp

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for the Degree of Bachelor of Property
   or
   b completed the requirements for any other degree qualification approved by Senate or its representative that is indicative of ability to undertake advanced study in Property.

2 A student who has not completed all the requirements for the Degree of Bachelor of Property but who, for that degree, has:
   a passed courses with a total value of at least 345 points
   and
   b achieved an average grade of B or higher in at least 75 points for Part III
   may, with the approval of the Head of Department, enrol for this postgraduate diploma. The remaining points required for the Degree of Bachelor of Property must be completed within 12 months of initial enrolment for this diploma. Should the requirements for the Bachelor of Property not be completed in this time, the Postgraduate Diploma in Property enrolment will be suspended until they have been completed.

Duration and Total Points Value

3 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

4 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content

5 Of the 120 points required for this postgraduate diploma, a student must pass:
   a at least 120 points from courses listed in the Postgraduate Diploma in Property Schedule
   or
   b (i) at least 90 points from courses listed in the Postgraduate Diploma in Property Schedule
   and
   (ii) up to 30 points at 700 level from a related subject, provided it is deemed by the Head of Department of Property to be relevant to the student’s programme and appropriate to be taken as part of this postgraduate diploma.

Dissertation

6 a A dissertation (when included in the programme) is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

   b The dissertation topic must be approved by the Head of Department of Property prior to enrolment.

   c The dissertation is to be completed and submitted in accordance with the General Regulations – Postgraduate Diplomas.

Variations

7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.
Distinction
8 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Commencement
9 These regulations came into force on 1 January 2006. The 1997 regulations for the Postgraduate Diploma in Property were thereby repealed.

Postgraduate Diploma in Property (PGDipProp) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 15 points: PROPERTY 701</td>
</tr>
<tr>
<td>• 105 points from PROPERTY 713–786, 790 Dissertation</td>
</tr>
</tbody>
</table>

Postgraduate Certificate in Business – PGCertBus

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   either
   a completed the requirements for a degree deemed relevant by Senate or its representative
   or
   b (i) completed the requirements for a professional qualification in Accountancy, Engineering, Medicine or a related healthcare subject, Science or other discipline deemed relevant to the programme of study by Senate or its representative
      and
      (ii) at least two years of relevant work experience approved as appropriate by the relevant Head of Department
   or
   c at least five years of employment experience deemed relevant to this programme by Senate or its representative.

Duration and Total Points Value
2 A student enrolled for this postgraduate certificate must:
   a pass courses with a total value of 60 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Certificates.

3 The total enrolment for this postgraduate certificate must not exceed 80 points.

Structure and Content
4 A student enrolled for this postgraduate certificate must pass courses with a total value of at least 60 points selected from
   either
   a the courses available for a subject listed in the Postgraduate Diploma in Business Schedule
   or
   b the courses available for the Taught Masters in the Master of Management Schedule.

5 The programme for each student must be approved by the Programme Coordinator prior to enrolment.

Variations
6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
7 These regulations came into force on 1 January 2006. The 2004 regulations for the Postgraduate Certificate in Business were thereby repealed.
Regulations – Creative Arts and Industries

Regulations – Architecture
124 The Degree of Bachelor of Architectural Studies – BAS
124 The Degree of Bachelor of Architecture – BArch
125 The Degree of Master of Architecture (Professional) – MArch(Prof)
126 The Degree of Master of Architecture – MArch
127 Postgraduate Diploma in Architecture – PGDipArch

Regulations – Fine Arts
128 The Degree of Bachelor of Fine Arts – BFA
129 The Degree of Bachelor of Fine Arts (Honours) – BFA(Hons)
130 The Degree of Bachelor of Visual Arts – BVA
132 The Degree of Master of Fine Arts – MFA
132 The Degree of Doctor of Fine Arts – DocFA
135 Graduate Diploma in Fine Arts – GradDipFA
135 Postgraduate Diploma in Fine Arts – PGDipFA

Regulations – Music
135 The Degree of Bachelor of Music – BMus
137 The Degree of Bachelor of Music (Honours) – BMus(Hons)
138 The Degree of Bachelor of Music Education – BMusEd
138 The Degree of Master of Music – MMus
140 The Degree of Doctor of Music – DMus
142 The Degree of Doctor of Musical Arts – DMA
145 Graduate Diploma in Music – GradDipMus
145 Postgraduate Diploma in Music – PGDipMus

Regulations – Performing Arts
146 The Degree of Bachelor of Dance Studies – BDanceSt
147 The Degree of Bachelor of Performing Arts – BPerfArts
147 The Degree of Master of Creative and Performing Arts – MCPA
149 Postgraduate Diploma in Creative and Performing Arts – PGDipCPA

Regulations – Planning
150 The Degree of Bachelor of Planning – BPlan
151 The Degree of Master of Planning Practice – MPlanPrac
152 The Degree of Master of Planning – MPlan

Regulations – Urban Design
153 The Degree of Master of Urban Design – M UrbDes
REGULATIONS – ARCHITECTURE

The Degree of Bachelor of Architectural Studies – BAS

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value

1 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content

2 Of the 360 points required for this degree, a student must pass:
   a at least 330 points from courses listed in the Bachelor of Architectural Studies Schedule
   and
   b 30 points from courses offered in the General Education Schedule approved for this degree.

General Education Exemptions

3 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.
   b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses approved by the Head of School of Architecture and Planning.
   c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
      (i) 15 points from courses offered in the General Education Schedule
      and
      (ii) a further 15 points from courses approved by the Head of School of Architecture and Planning.

Variations

4 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

5 These regulations came into force on 1 January 2006. The 1997 regulations for the Degree of Bachelor of Architectural Studies were thereby repealed.

Bachelor of Architectural Studies (BAS) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 300 points: ARCHDES 100, 101, 200, 201, 300, 301, ARCHDRC 102, 202, ARCHHTC 102, 235, 236, ARCHTECH 106, 107, 207, 208, 312, 307, ARCHGEN 300</td>
</tr>
</tbody>
</table>

| • 20 points from ARCHHTC 335–338, 374, 375 |
| • 10 points from ARCHDRC 300–304, 370–373 |

The Degree of Bachelor of Architecture – BArch

The Degree of Bachelor of Architecture has been discontinued. No new students will be admitted. For further advice contact the Faculty of Creative Arts and Industries.
The Degree of Master of Architecture (Professional) – MArch(Prof)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1. In order to be admitted to this programme, a student needs to have:
   a. either
      (i) completed the requirements for the Degree of Bachelor of Architectural Studies
      or
      (ii) completed the requirements for an equivalent qualification, approved by Senate or its representative, that is indicative of ability to undertake advanced professional study in Architecture
   and
   b. achieved an average grade of B– or higher over 90 points in Stage III of the Bachelor of Architectural Studies or an equivalent qualification.

2. A student who has not completed all the requirements for one of the qualifications listed in Regulation 1 but who, for that qualification, has:
   a. no more than 20 points left to complete
   and
   b. achieved an average grade of B or higher in at least 90 points at the highest level of that qualification
may, with the approval of the Head of School of Architecture and Planning, enrol for this degree. The remaining points required for the qualification must be completed within 12 months of initial enrolment for this degree. Should this requirement not be completed in this time, the enrolment for the Degree of Master of Architecture (Professional) will be suspended until they have been completed.

Duration and Total Points Value

3. A student enrolled for this degree must:
   a. pass courses with a total value of 240 points
   and
   b. complete within the time limit specified in the General Regulations – Masters Degrees.

4. The total enrolment for this degree must not exceed 280 points.

Structure and Content

5. Of the 240 points required for this degree, a student must pass:
   a. 120 point Thesis listed in the Master of Architecture (Professional) Schedule
   and
   b. 120 points from courses listed in the Master of Architecture (Professional) Schedule, including up to 15 points taken from other 700 level courses offered at this University.

6. The programme for each student requires the approval of the Head of School of Architecture and Planning.

Thesis

7. a. The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

   b. The thesis topic must be approved by the Head of School of Architecture and Planning prior to enrolment.

   c. The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations

8. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

9. This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement

10. These regulations came into force on 1 January 2009.
Master of Architecture (Professional) (MArch(Prof)) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Elective Courses: 30 points, including</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis:</td>
<td>• 15 points from ARCHGEN 711–715</td>
</tr>
<tr>
<td></td>
<td>• 15 points from ARCHGEN 721–723</td>
</tr>
<tr>
<td></td>
<td>• 15 points from ARCHGEN 731, 732</td>
</tr>
<tr>
<td></td>
<td>• 15 points from ARCHGEN 741–755</td>
</tr>
<tr>
<td>Core Courses:</td>
<td>• 15 points from other 700 level courses offered at this University, approved by the Head of School of Architecture and Planning</td>
</tr>
<tr>
<td></td>
<td>• 90 points: ARCHDES 700, 701, ARCHPRM 700, 701</td>
</tr>
</tbody>
</table>

The Degree of Master of Architecture – MArch

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1. In order to be admitted to this programme, a student needs to have:
   
   either
   
   a (i) completed the requirements for the Degree of Bachelor of Architecture
   or
   (ii) completed the requirements for the Master of Architecture (Professional)
   or
   (iii) completed the requirements for the Postgraduate Diploma in Architecture
   or
   (iv) completed the requirements for an equivalent qualification, approved by Senate or its representative, that is indicative of ability to undertake advanced study in Architecture
   
   and
   
   b achieved a sufficiently high average grade, as determined by the Head of School of Architecture and Planning.

2. A student who has not completed all the requirements for one of the qualifications listed in Regulation 1 but who, for that qualification, has:
   
   a no more than 20 points left to complete
   
   and
   
   b achieved an average grade of B– or higher in at least 70 points at the highest level of that qualification

may, with the approval of the Head of School, enrol for this degree. The remaining points required for the qualification must be completed within 12 months of initial enrolment for this degree. Should this requirement not be completed in this time, the enrolment for the Degree of Master of Architecture will be suspended until they have been completed.

Duration and Total Points Value

3. A student enrolled for this degree must:
   
   a pass courses with a total value of 120 points
   
   and
   
   b complete within the time limit specified in the General Regulations – Masters Degrees.

4. The total enrolment for this degree must not exceed 160 points.

Structure and Content

5. Of the 120 points required for this degree, a student must pass:

   Research Masters

   either

   a 120 point Thesis listed in the Master of Architecture Schedule
   
   or
   
   b (i) 90 point Thesis listed in the Master of Architecture Schedule
   
   and
   
   (ii) at least 30 points from courses approved by the Head of School of Architecture and Planning from:
   
   (a) the Elective Courses listed in the Master of Architecture Schedule
   
   (b) the Elective Courses listed in the Postgraduate Diploma in Architecture Schedule, not already passed for that qualification
   
   (c) other 700 level programmes offered at this University
or

c  Sustainable Design
  
  either
  (i) 120 point Thesis listed in the Master of Architecture Schedule
  or
  (ii) 90 point Thesis listed in the Master of Architecture Schedule
  and
  30 points from the Core Courses listed in the Master of Architecture Schedule.

Thesis
6 a  The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

b  The thesis topic must be approved by the Head of School of Architecture and Planning prior to enrolment.

c  The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations
7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
8 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement
9 These regulations came into force on 1 January 2006. The 2003 regulations for the Degree of Master of Architecture were thereby repealed.

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Master of Architecture (MArch) Schedule

<table>
<thead>
<tr>
<th>Research Masters</th>
<th>Sustainable Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td>Requirement:</td>
</tr>
<tr>
<td>120 points: ARCHGEN 793 Thesis</td>
<td>120 points: ARCHGEN 793 Thesis</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>90 points: ARCHGEN 795 Thesis</td>
<td>90 points: ARCHGEN 795 Thesis</td>
</tr>
<tr>
<td>Elective Courses:</td>
<td>Core Courses:</td>
</tr>
<tr>
<td>30 points from ARCHDES 770, ARCHDRC 770, ARCHHTC 770,</td>
<td>30 points from ARCHTECH 704, 705, ARCHGEN 720, 730</td>
</tr>
<tr>
<td>ARCHPRM 770, ARCHTECH 770, ARCHGEN 710, 720, 730, 740</td>
<td></td>
</tr>
</tbody>
</table>

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Postgraduate Diploma in Architecture – PGDipArch

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:

   either
   a  completed the requirements for the Degree of Bachelor of Architectural Studies
   or
   b  completed the requirements for an equivalent qualification approved by Senate or its representative
   and
   c  achieved a sufficiently high average grade, as determined by the Head of School of Architecture and Planning.

2 A student who has not completed all the requirements for the Degree of Bachelor of Architectural Studies but who, for that qualification, has:

   a  no more than 20 points left to complete
   and
   b  achieved an average grade of B– or higher in at least 70 points at the highest level of that qualification

   may, with the approval of the Head of School, enrol for this postgraduate diploma. However, the remaining points required for the qualification must be completed within 12 months of initial enrolment for this degree. Should this requirement not be completed in this time, the enrolment for the Postgraduate Diploma in Architecture will be suspended until they have been completed.
Duration and Total Points Value
3 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
4 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
5 Of the 120 points required for this postgraduate diploma, a student must pass:
   a 50 points from the Core Courses listed in the Postgraduate Diploma in Architecture Schedule
   and
   b at least 70 points from the Elective Courses listed in the Postgraduate Diploma in Architecture
     Schedule, as approved by the Head of School of Architecture and Planning.

Variations
6 In exceptional circumstances Senate or its representative may approve a personal programme which
   does not conform to these regulations.

Distinction
7 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General
   Regulations – Postgraduate Diplomas.

Commencement
8 These regulations came into force on 1 January 2006.

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REGULATIONS – FINE ARTS

The Degree of Bachelor of Fine Arts – BFA
The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations
including the Academic Statutes and Regulations.

Admission
1 Admission to this programme is at the discretion of Senate or its representative.

   Note: To be admitted to the Degree of Bachelor of Fine Arts a student must meet University entry criteria and,
   through the submission of a portfolio of recently completed art and/or design work, demonstrate artistic and
   creative skills and knowledge required for the programme. An interview may be required.

Duration and Total Points Value
2 A student enrolled for this degree must follow a programme of the equivalent of eight full-time
   semesters and pass courses with a total value of 480 points, unless credit is granted under the
   Admission Regulations and/or the Credit Regulations.

Structure and Content
3 Of the 480 points required for this degree, a student must pass:
   a at least 450 points from courses listed in the Bachelor of Fine Arts Schedule.
   b 30 points from courses offered in the General Education Schedule approved for this degree.
4 a A student must pass each of Parts I, II, III, and IV as listed in the Bachelor of Fine Arts
   Schedule.
   b (i) A student will not normally be permitted to enrol for Part II unless Part I has been
       completed, nor to enrol for Part III unless Part II has been completed, nor to enrol for Part
       IV unless Part III has been completed.
       (ii) However, a student who has failed to pass one of those parts in its entirety may be allowed
            at the discretion of Senate or its representative, to enrol for the course or courses needed
            to complete that Part together with a course or courses towards the next part.
       (iii) Only in exceptional circumstances will a student be permitted to enrol for Part III unless
            Part I has been completed, or to enrol for Part IV unless Part II has been completed.
A student will not be permitted to enrol for Part IV if they have not completed the requirements listed in Regulation 3b.

Note: On completion of all requirements for Parts I, II and III, a student who achieves an average grade of B or higher in Part III compulsory 90 points Fine Arts courses and elective 15 point Fine Arts/Arts course will be eligible to apply for admission to the Degree of Bachelor of Fine Arts (Honours).

**General Education Exemptions**

5  A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:

   either  
   (i)  completed an undergraduate degree at a tertiary institution
   
   or   
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006

   or   
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.

b  A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses available for this degree.

c  A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:

   (i) 15 points from courses offered in the General Education Schedule

   and

   (ii) a further 15 points from courses available for this degree.

**Conjoint Degrees**

6  Special arrangements apply where this degree is taken as a component degree of an approved conjoint combination. The specific requirements and a complete list of the conjoint degrees available are set out in the Conjoint Degrees section of this Calendar.

**Variations**

7  In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Commencement**

8  These regulations came into force on 1 January 2008. The 2006 regulations for the Degree of Bachelor of Fine Arts were thereby repealed.

### Bachelor of Fine Arts (BFA) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td>90 points: FINEARTS 101–104</td>
</tr>
<tr>
<td></td>
<td>30 points from ARTHIST 106–109, 112, 115, COMPLIT 100, ENGLISH 101, FTVM 100, 101, 110, MĀORI 101, 103, 106, 130, PACIFIC 102, 105, 110, PHIL 100–103, 105, 152</td>
</tr>
<tr>
<td>Part II</td>
<td>90 points: FINEARTS 201–203, 206</td>
</tr>
<tr>
<td></td>
<td>15 points from FINEARTS 204 or ARTHIST 204, 217, COMPLIT 200, FTVM 203, MĀORI 240, 241, PHIL 212, 215, 221</td>
</tr>
<tr>
<td></td>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
<tr>
<td>Part II</td>
<td>90 points: FINEARTS 302–304, 307</td>
</tr>
<tr>
<td></td>
<td>15 points from FINEARTS 305 or 204 or ARTHIST 204, 217, COMPLIT 200, FTVM 203, MĀORI 240, 241, PHIL 212, 215, 221</td>
</tr>
<tr>
<td></td>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
<tr>
<td>Part IV</td>
<td>120 points: FINEARTS 408, 409</td>
</tr>
<tr>
<td>Optional Courses</td>
<td>FINEARTS 105, 205, 306, 400, 407</td>
</tr>
</tbody>
</table>

**The Degree of Bachelor of Fine Arts (Honours) – BFA(Hons)**

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

**Admission**

1  a  No student on whom the Degree of Bachelor of Fine Arts has already been conferred may enrol for this degree.

   b  At the discretion of the Dean of Faculty of Creative Arts and Industries a student who has completed Parts I, II and III for the Degree of Bachelor of Fine Arts may be permitted to enrol for this degree.

   c  Where the Faculty of Creative Arts and Industries approves enrolment for the Degree of Bachelor
of Fine Arts (Honours) the courses previously passed for the Degree of Bachelor of Fine Arts will be reassigned to the Degree of Bachelor of Fine Arts (Honours).

**Duration and Total Points Value**

2 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

**Structure and Content**

3 Of the 480 points required for this degree, a student must pass:
   a 360 points from the Degree of Bachelor of Fine Arts Schedule
   b 120 points from courses listed in the Bachelor of Fine Arts (Honours) Schedule.

4 The programme for each student requires the approval of the Dean of Faculty of Creative Arts and Industries.

**Conjoint Degrees**

5 Special arrangements apply where this degree is taken as a component degree of an approved conjoint combination for which the specific requirements and a complete list of the conjoint degrees available are set out in the Conjoint Degrees section of this Calendar.

**Research Project**

6 a The research project is to be carried out under the guidance of a supervisor/s appointed by Senate or its representative, on the recommendation of the Dean of Faculty of Creative Arts and Industries.
   b The research project topic must be approved by the Dean of Faculty of Creative Arts and Industries prior to enrolment.
   c The research project is to be completed by the last day of the final semester of enrolment in the research project. If, in exceptional circumstances beyond the student’s control, the research project has not been able to be completed by the above deadline, Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not exceeding two months.

**Award of Honours**

7 This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Fine Arts (Honours), is sufficiently high to deserve Honours.

**Withdrawal from Honours**

8 A student whose work does not satisfy the standard specified in Regulation 7, or who at any time chooses to withdraw from Honours, may transfer from the Degree of Bachelor of Fine Arts (Honours) to the Degree of Bachelor of Fine Arts. In that case the courses already passed for, or credited to, the Degree of Bachelor of Fine Arts (Honours) may be reassigned to the Degree of Bachelor of Fine Arts, except for any research project taken under Regulation 3b.

**Variations**

9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Commencement**

10 These regulations came into force on 1 January 2008.

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**Bachelor of Fine Arts (Honours) (BFA(Hons)) Schedule**

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 120 points: FINEARTS 790 Research Project</td>
</tr>
</tbody>
</table>

**The Degree of Bachelor of Visual Arts – BVA**

New admissions into Part I of the Degree of Bachelor in Visual Arts were suspended in 2010. For those who have successfully completed the Diploma of Visual Arts from the Manukau Institute of Technology entry into Part II will be available only in 2011.

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

**Admission**

1 Admission to this programme is at the discretion of Senate or its representative.
Note: To be admitted a student must meet University entry criteria and, through the submission of a portfolio of recently completed artwork, demonstrate artistic skills and knowledge required for the course. An interview may be required.

Duration and Total Points Value

2 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content

3 Of the 480 points required for this degree, a student must pass:
   a at least 450 points from the courses listed in the Bachelor of Visual Arts Schedule
   b 30 points from courses offered in the General Education Schedule approved for this degree.

4 a A student must pass each of Parts I, II, III and IV as listed in the Bachelor of Visual Arts Schedule.
   b (i) A student will not normally be permitted to enrol for Part II unless Part I has been completed, nor to enrol for Part III unless Part II has been completed, nor to enrol for Part IV unless Part III has been completed.
   (ii) Nevertheless, a student who has failed to pass one of those Parts in its entirety may be allowed at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.
   (iii) Only in exceptional circumstances will a student be permitted to enrol for Part III unless Part I has been completed, or to enrol for Part IV unless Part II has been completed.
   (iv) Only in exceptional circumstances will a student be permitted to enrol for Part IV if they have not completed the requirements listed in Regulation 3b.

General Education Exemptions

5 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.

b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses available for this degree.

c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
   (i) 15 points from courses offered in the General Education Schedule
   and
   (ii) a further 15 points from courses available for this degree.

d Notwithstanding the provisions of 5c, a student who has been admitted to this degree with credit from the Diploma in Visual Arts taught at Manukau Institute of Technology must pass 30 points from courses offered in the General Education Schedule for this degree.

Variations

6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

7 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Bachelor of Visual Arts were thereby repealed.

Bachelor of Visual Arts (BVA) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Part I</th>
<th>Part II</th>
<th>Part III</th>
<th>Part IV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120 points: VISARTS 151, 152, 161, 162, 171, 172</td>
<td>90 points from VISARTS 261, 262, 271–276</td>
<td>90 points from VISARTS 361, 362, 371–374</td>
<td>120 points: VISARTS 471, 472</td>
</tr>
<tr>
<td></td>
<td>15 points: VISARTS 251</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 points: VISARTS 251</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
<td>15 points: VISARTS 351</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
<td></td>
</tr>
</tbody>
</table>

...
The Degree of Master of Fine Arts – MFA

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for the Degree of Bachelor of Fine Arts (Honours) or the Postgraduate Diploma in Fine Arts or an equivalent qualification approved by Senate or its representative and
   b passed the Bachelor of Fine Arts (Honours) or the Postgraduate Diploma in Fine Arts with an average grade of B or higher.

2 Admission to the degree is at the discretion of Senate or its representative.

Duration and Total Points Value
3 A student enrolled for this degree must:
   a pass courses with a total value of 120 points and
   b complete within the time limit specified in the General Regulations – Masters Degrees.

Structure and Content
4 Research Masters
   A student enrolled for this degree must pass courses with a total value of 120 points from one of the options listed in the Master of Fine Arts Schedule.

Studio / Thesis / Research Portfolio
5 a The studio, thesis or research portfolio is to be carried out under the guidance of a supervisor/s appointed by Senate or its representative.

   b The studio, thesis or research portfolio topic must be approved by the Head of School of Fine Arts prior to enrolment.

   c The studio, thesis or research portfolio is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations
6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
7 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

Commencement
8 These regulations came into force on 1 January 2008. The 2006 regulations for the Degree of Master of Fine Arts were thereby repealed.

The Degree of Doctor of Fine Arts – DocFA

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations, including the General Regulations for Named Doctorates and the Academic Statutes and Regulations.

Preamble
1 a A candidate for the Degree of Doctor of Fine Arts is required to pursue an approved programme of advanced study and research as an enrolled student of the University.

   b It is expected that this programme will normally be completed within four years of equivalent full time study but in no less than three years.

   c The Degree of Doctor of Fine Arts is awarded for a formal and systematic exposition of a coherent programme of advanced creative work supported by a written submission and carried out over
the period of registration for the degree, which in the opinion of the examiners and the Board of Graduate Studies satisfies all of the following criteria:
(i) to be an original and substantial creative work
and
(ii) to meet internationally recognised standards for such work
and
(iii) whose supporting documentation is an original contribution to professional practice in the field of Fine Art and demonstrates a knowledge of the artistic practices and literature relevant to the subject of the work and the ability to exercise critical and analytical judgment of them.

d The ‘thesis’ is taken as being the exposition of creative work and supporting documentation referred to above. The format for exposition of the creative work will normally be an exhibition, performance or publication.
e All research for the thesis is to be conducted in accordance with The University of Auckland Guidelines for the Conduct of Research.

Eligibility

2 A candidate for the Degree of Doctor of Fine Arts is required to have:
   a (i) completed the requirements for the award of either the Degree of Master of Fine Arts with First Class or Second Class Honours First Division at The University of Auckland
   or
   (ii) completed the requirements for the award of a qualification that the Board of Graduate Studies considers to be equivalent
   and
   b demonstrated an ability to pursue doctoral level research in the field of Fine Arts.
   c A candidate for the Degree of Doctor of Fine Arts must have applied for admission and been admitted to The University of Auckland.

Duration

3 A candidate must complete the requirements for this degree within not less than three full-time years and not more than four full-time years, or their part-time equivalent, from the date of registration, unless permitted to do otherwise by the Board of Graduate Studies under Regulation 8 of these regulations.

Registration

4 a The Board of Graduate Studies, on the recommendation of the Head of Elam School of Fine Arts, is to determine whether the candidate may be registered and the date of registration.
   b Conditions of registration will be determined according to Regulation 1 of the General Regulations for Named Doctorates.

Structure and Content

5 A student enrolled for this degree must pass FINEARTS 894 Studio (360 points).

Reviews of Progress

6 Reviews of progress and continuation of registration will be made according to Regulation 2 of the General Regulations for Named Doctorates.

Enrolment and Fees

7 Enrolment and fees will be determined according to Regulation 3 of the General Regulations for Named Doctorates.

Changes to the Conditions of Registration

8 Changes to supervision, extensions of time, and suspension or termination of registration will be made according to Regulation 4 of the General Regulations for Named Doctorates.

Submission

9 a A candidate must apply to be examined, at the Graduate Centre, at least three months prior to the date on which the creative work will be available for examination. The application requires the approval of the Head of School and must include:
   (i) a brief statement describing the creative work to be examined
   and
   (ii) a statement as to the availability of the work for examination.
   If a candidate has reason to believe that any person would be unsuitable to serve as an examiner of the thesis on the grounds of conflict of interest, he or she may also submit to the Graduate Centre at this time the name of this person and a statement in writing as to the nature of the conflict of interest.
b At least one month prior to the date of the oral examination, the candidate must submit three copies of the written documentation to the Graduate Centre. With the written permission of the main supervisor, this may be supported by other media such as photographic, audio and video recordings. The submission is to be accompanied by a statutory declaration, signed by the candidate, stating that the submission is the candidate’s own work and that no part of the thesis has been submitted or accepted for any other degree or diploma.

c The written documentation is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration.

**Examination**

10 The oral examination will take place during the period in which the creative work is being examined and on the site of that creative work. The examination process will otherwise follow that of Regulation 9 of the Statute for the Degree of Doctor of Philosophy 2011, except that Clauses 9f, 9g, 9k(ii), 9m, 9n, 9o(i) and 9q of the Statute for the Degree of Doctor of Philosophy 2011 will not apply, and:

a Both of the examiners appointed under Clause 9d of the Statute for the Degree of Doctor of Philosophy 2011 must be able to attend the examination.

b Each examiner will be provided with a copy of the written submission, and is to independently examine the creative work prior to the oral examination.

c The following procedure will apply to the oral examination, and replaces that of Clause 9m of the Statute for the Degree of Doctor of Philosophy 2011:

(i) The Head of School (or nominee) will arrange this examination, to take place after the examiners have completed their independent examinations but during the period in which the creative work is available for examination and on or near the site of that work.

(ii) The Board of Graduate Studies, on the recommendation of the Head of School, will appoint a person to act as an independent chair of the oral examination. The chair must be a member of the academic staff of the University, but will not normally be a member of the faculty in which the candidate is registered.

(iii) The examination must be attended by the candidate, both examiners, the chair and the Head of School nominee on the Examination Committee.

d Acting independently, each examiner will provide the Graduate Centre, within two months of the date of the oral examination, with a written report in English on the quality of the thesis according to the criteria outlined in Clause 1c above. The examiners will include with their reports one of the following recommendations:

(i) to award the degree

or

(ii) to permit the candidate to revise the thesis and resubmit it for examination on one further occasion only

or

(iii) not to award the degree.

e On successful completion of the examination the candidate must provide a substantial documentation of the thesis, approved by the Examination Committee. Three hardbound copies of the documentation must be deposited with the Graduate Centre. The degree will not be conferred until this requirement has been complied with.

**Variations**

11 In exceptional circumstances the Board of Graduate Studies may approve a personal programme which does not conform with these regulations.

**Appeals**

12 Appeals regarding the examination process or decisions of the Board of Graduate Studies must be made according to Regulation 5 of the General Regulations for Named Doctorates.

**Dispute Resolution Procedures**

13 Disputes are to be resolved according to the Policy for Resolution of Research Problems: Postgraduate Research Students.

**Transitional Arrangements**

14 a These regulations came into force on 1 January 2006. The 2005 regulations for the Degree of Doctor of Fine Arts were thereby repealed.

b For a candidate initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this statute to ensure consistency with the provisions of the regulations under which the candidate was enrolled where it is satisfied that the candidate would otherwise be at a disadvantage.
Graduate Diploma in Fine Arts – GradDipFA
The Graduate Diploma in Fine Arts was withdrawn in 2009. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.

Postgraduate Diploma in Fine Arts – PGDipFA
The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme a student needs to have:
   a completed the requirements for the Degree of Bachelor of Fine Arts from this University or an equivalent qualification as approved by Senate or its representative
   and
   b achieved an overall grade of B or higher in the final year of that degree.

2 Admission to this postgraduate diploma is at the discretion of Senate or its representative.

Duration and Total Points Value
3 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

Structure and Content
4 A student enrolled for this postgraduate diploma must pass 120 points FINEARTS 756 Research Project.

5 A student must carry out work to the satisfaction of Senate or its representative within an individually planned programme approved by the Head of School of Fine Arts, including the presentation of an exhibition of his or her work deemed appropriate by Senate or its representative.

6 The programme for each student requires the approval of the Head of School of Fine Arts.

Distinction
7 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
9 These regulations came into force on 1 January 2006. The 1996 regulations for the Postgraduate Diploma in Fine Arts were thereby repealed.

REGULATIONS – MUSIC

The Degree of Bachelor of Music – BMus
The regulations for this degree are to be read in conjunction with all the other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 Admission to this programme is at the discretion of Senate or its representative.

   Note: To specialise in Performance, a student must demonstrate at an audition the musical and performing skills required for the programme as well as meeting University entry criteria.

Duration and Total Points Value
2 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.
Structure and Content
3 Of the 360 points required for this degree, a student must pass:
   a at least 300 points from courses listed in the Bachelor of Music Schedule, including:
      (i) at least 180 points above Stage I
      (ii) the courses specified for one of the majors listed in the Bachelor of Music Schedule, of
           which at least 75 points must be above Stage II.
   b 30 points from courses offered in the General Education Schedule approved for this degree.
4 Up to 30 points may be taken from courses in other programmes offered at this University.

General Education Exemptions
5 a A student is exempted from the requirement to pass courses offered in the General Education
   Schedule who has:
      either
      (i) completed an undergraduate degree at a tertiary institution
      or
      (ii) commenced study for this degree at a tertiary institution before 1 January 2006
      or
      (iii) been admitted to this degree with credit from another tertiary institution of 240 points or
           more.
   b A student who has been exempted from the requirement to pass courses offered in the General
      Education Schedule must substitute 30 points from courses available for this degree.
   c A student admitted to this degree with credit from another tertiary institution of between 120
      and 235 points inclusive must pass:
      (i) 15 points from courses offered in the General Education Schedule
      and
      (ii) a further 15 points from courses available for this degree.

Practical Requirements
6 In any course that includes performance work of a practical nature, a student must comply with the
   requirements for that course as specified by the Head of School of Music.

Conjoint Degrees
7 Special arrangements apply where this degree is taken as a component degree of an approved conjoint
   combination. The specific requirements and a complete list of the conjoint degrees available are set
   out in the Conjoint Degrees section of this Calendar.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which
   does not conform to these regulations.

Commencement
9 These regulations came into force on 1 January 2006. The 2002 regulations for The Degree of Bachelor
   of Music were thereby repealed.

Bachelor of Music (BMus) Schedule

<table>
<thead>
<tr>
<th>Subjects available for majors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
</tr>
<tr>
<td>Stage I courses: ANTHRO 103, 106, MUSED 160, MUSIC 100–184</td>
</tr>
<tr>
<td>Stage II courses: ANTHRO 219, 233–239, MUSED 260, 261, MUSIC 200–289</td>
</tr>
<tr>
<td>Stage III courses: ANTHRO 308, 332, 333, 343, 344, MUSED 360, 361, 366, MUSIC 301–385</td>
</tr>
<tr>
<td>Major must include: Stage I courses: MUSIC 101, 104, 105, 107, 110, 111, 144, 132 or 134</td>
</tr>
<tr>
<td>Stage II courses: MUSIC 200, 204, 210, 211, 214, 215, 232 or 234, at least 15 points from MUSIC 241–247</td>
</tr>
<tr>
<td>Stage III courses: MUSIC 301, 310, 311, 332 or 334</td>
</tr>
<tr>
<td>History and Literature of Music</td>
</tr>
<tr>
<td>Stage I courses: ANTHRO 103, 106, MUSED 160, MUSIC 100–184</td>
</tr>
<tr>
<td>Stage II courses: ANTHRO 219, 233–239, MUSED 260, 261, MUSIC 200–270, 282, 287</td>
</tr>
<tr>
<td>Stage III courses: ANTHRO 308, 332, 333, 343, 344, JAZZ 311, 312, 331, MUSED 360, 361, 366, MUSIC 301–358, 382, 385</td>
</tr>
<tr>
<td>Major must include: Stage I courses: MUSIC 101, 104, 105, 107, 144, 132 or 134</td>
</tr>
<tr>
<td>Stage II courses: MUSIC 200, 204, 232 or 234, at least 15 points from MUSIC 241–247</td>
</tr>
<tr>
<td>Stage III courses: MUSIC 332 or 334, at least 15 points from MUSIC 341–347</td>
</tr>
<tr>
<td>Jazz</td>
</tr>
<tr>
<td>Stage I courses: ANTHRO 103, 106, JAZZ 101–113, MUSED 160, MUSIC 100–170, MUSIC 180–184</td>
</tr>
<tr>
<td>Stage II courses: ANTHRO 219, 233–239, JAZZ 201–212, MUSED 260, 261, MUSIC 200–270</td>
</tr>
<tr>
<td>Stage III courses: ANTHRO 308, 332, 333, 343, 344, JAZZ 301–313, MUSED 360, 361, 366, MUSIC 301–358</td>
</tr>
</tbody>
</table>
Major must include:
Stage I courses: JAZZ 101, 102, 105*, 107, 108, 113, MUSIC 101
Stage II courses: JAZZ 201–203, 205*, 207, 208
Stage III courses: JAZZ 301, 302, 306–308, 313
at least 30 points from JAZZ 111, 112, 211, 212, 311, 312, MUSIC 134, 234, 334
up to 15 points from other courses in the Schedules for the Bachelor of Music, Bachelor of Performing Arts or Bachelor of Arts
* these courses are not available for majors in Piano

Performance
Stage I courses: ANTHRO 103, 106, MUSED 160, MUSIC 100–104, 180–184
Stage II courses: ANTHRO 219, 233–239, MUSED 260, 261, MUSIC 200–207
Stage III courses: ANTHRO 308, 332, 333, 343, 344, MUSED 360, 361, 366, MUSIC 301–358
Major must include:
Stage I courses: MUSIC 101, 104, 105, 107, 120, 121, 132* or 134, 144, 170
Stage II courses: MUSIC 200, 220, 221, 232* or 234, at least 15 points from 241–247, 270

The Degree of Bachelor of Music (Honours) – BMus(Hons)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for the Degree of Bachelor of Music or an equivalent qualification as approved by Senate or its representative
   and
   b passed the specified required Stage III courses in the major subject with an average grade of at least B
   and
   c approval from the Head of School of Music.
2 A student who has not completed the requirements for the Degree of Bachelor of Music but who has:
   a passed courses with a total value of at least 340 points for that degree
   and
   b passed the required Stage III courses for the major subject with an average grade of at least B may, with the written approval of the Head of School of Music, enrol for this degree concurrently with the remaining courses for the Degree of Bachelor of Music. The Degree of Bachelor of Music (Honours) will not be awarded until the requirements for the Bachelor of Music have been completed.

Duration and Total Points Value
3 A student enrolled for this degree must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.
4 The total enrolment for this degree must not exceed 160 points.

Structure and Content
5 A student enrolled for this degree must pass at least 120 points from one of the subjects listed in the Bachelor of Music (Honours) Schedule.
6 Up to 30 points may be substituted from other 700 level courses offered at this University, with the approval of all Heads of Departments concerned.
7 The programme for each student must be approved by the Graduate Advisor of Music and the Head of School of Music prior to enrolment.

Practical Requirements
8 In any course that includes performance work of a practical nature a student must comply with the requirements for that course as specified by the Head of School of Music.
Dissertation
9  a  A dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Head of School of Music.
   b  The dissertation topic must be approved by the Head of School of Music prior to enrolment.
   c  The dissertation must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

Enrolment for Two Programmes
10  This degree may not be studied at the same time as another degree, unless special permission is given by Senate or its representative.

Variations
11  In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
12  a  This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Music (Honours) is sufficiently high to deserve Honours.
   b  Should a student fail to qualify for the award of the Degree of Bachelor of Music (Honours), Senate or its representative may approve the reassignment of points towards the Graduate Diploma in Music or Postgraduate Diploma in Music.
13  Where the standard specified in Regulation 12a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

Commencement
14  These regulations came into force on 1 January 2006. The 1999 regulations for the Degree of Bachelor of Music (Honours) were thereby repealed.

Bachelor of Music (Honours) (BMus(Hons)) Schedule

Subjects available:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite:</th>
<th>Requirement:</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>A major in Composition</td>
<td>• 30 points: MUSIC 710</td>
<td>• 30 points from ANTHRO 727, MUSIC 750</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 30 points from MUSIC 701 and 702, or MUSIC 714</td>
<td>• 90 further points from ANTHRO 727, 728, MUSED 701, 702, MUSIC 701–789</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 60 further points from ANTHRO 727, 728, MUSED 701, 702, MUSIC 701–789</td>
<td></td>
</tr>
<tr>
<td>Musicology</td>
<td>A major in History and Literature of Music</td>
<td>Requirement:</td>
<td>Requirement:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 60 points: MUSIC 720, 721</td>
<td>• 60 points: MUSIC 720, 721</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 60 further points from ANTHRO 727, 728, MUSED 701, 702, MUSIC 701–789</td>
<td>• 60 further points from ANTHRO 727, 728, MUSED 701, 702, MUSIC 701–789</td>
</tr>
</tbody>
</table>

The Degree of Bachelor of Music Education – BMusEd

The Bachelor of Music Education was withdrawn in 2009. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.

The Degree of Master of Music – MMus

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1  In order to be admitted to this programme, a student needs to have:
   a  completed the requirements for the Degree of Bachelor of Music (Honours) in the intended subject of study for the Master of Music, with at least Second Class Honours First Division
   or
   b  a Postgraduate Diploma in Music with at least a B+ average
   or
   c  completed the requirements for an equivalent qualification deemed appropriate by Senate or its representative.
Duration and Total Points Value
2  A student enrolled for this degree must:
   a  pass courses with a total value of 120 points
   and
   b  complete within the time limit specified in the General Regulations – Masters Degrees.
3  The total enrolment for this degree must not exceed 160 points.

Structure and Content
4  Research Masters
   A student enrolled for this degree must pass courses with a total value of 120 points in one of the
   specialisations listed in the Master of Music Schedule.
5  The programme for each student must be approved by the Head of School of Music prior to
   enrolment.

Thesis
6  a  A thesis, when included in the programme, is to be carried out under the guidance of a
    supervisor appointed by Senate or its representative.
   b  The thesis topic must be approved by the Head of School of Music prior to enrolment.
   c  The thesis is to be completed and submitted in accordance with the General Regulations –
      Masters Degrees.

Composition Portfolio
7  a  A composition portfolio, when included in the programme, is to be carried out under the
    guidance of a supervisor appointed by Senate or its representative.
   b  The composition portfolio is to be completed and submitted in accordance with the General
      Regulations – Masters Degrees.
   c  A certificate from the Supervisor stating that the work has been carried out under supervision
      must accompany the composition portfolio when it is submitted.

Performance
8  A student completing the Performance specialisation is to present:
   a  a concert recital of one to one-and-a-half hours duration, the programme to be approved by the
      Head of School of Music
      and one of the following:
      b  a concerto or similar work with orchestra
      c  a lecture recital
      d  a chamber work or works
      e  such other work as has been approved by the Head of School of Music.

Variations
9  In exceptional circumstances Senate or its representative may approve a personal programme which
    does not conform to these regulations.

Honours
10 This degree may be awarded with Honours in accordance with the General Regulations – Masters
     Degrees.

Commencement
11 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Master
    of Music were thereby repealed.

Master of Music (MMus) Schedule

Specialisations available:

<table>
<thead>
<tr>
<th>Research Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>* either Composition</td>
</tr>
<tr>
<td>• 120 points: MUSIC 795 Composition Portfolio</td>
</tr>
<tr>
<td>or Musicology</td>
</tr>
<tr>
<td>• 120 points: MUSIC 796 Musicology Thesis</td>
</tr>
<tr>
<td>or Performance</td>
</tr>
<tr>
<td>• 120 points: MUSIC 792 Performance</td>
</tr>
</tbody>
</table>
The Degree of Doctor of Music – DMus

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including Academic Statutes and Regulations.

Admission

1 A candidate for this degree needs to apply through the Head of School of Music for registration and to:
   a have completed the requirements for the Degree of Master of Music at The University of Auckland or an equivalent qualification approved by Senate or its representative
   and
   b demonstrate adequate training and ability to follow a course of advanced study in musical composition.

2 a Senate or its representative, having received a recommendation from the Head of School of Music, is to determine whether the candidate is to be registered and the date and the conditions of registration.
   b A recommendation is to include:
      (i) the proposed date of the registration
      (ii) the name of the supervisor or supervisors from the members of the academic staff
      (iii) satisfactory evidence of the candidate’s training and ability to follow the proposed programme.

Duration and Total Points Value

3 a A candidate for this degree must normally follow a programme of two full-time years from the date of registration and pass a course of advanced study in musical composition.
   b After completing the initial two years of full-time study, a candidate may apply to Senate or its representative for permission to continue as a part-time student.
   c In exceptional circumstances, Senate or its representative may permit a student who has held the accepted prerequisite qualification for over five years, to proceed directly to apply to be examined.

Structure and Content

4 a Each candidate is to complete a course of advanced study – MUSIC 894 Composition (360 points) – to the satisfaction of the supervisor or supervisors and the Head of School of Music.
   b The supervisor is to submit a brief report to Senate or its representative on the progress of each candidate at the end of each year of study.
   c Should such a report be unfavourable, Senate or its representative may terminate a candidate’s enrolment in this degree.

Content of Examination

5 a A candidate is to submit for examination original and substantial work, consisting of not more than three pieces, each of which may be within any of the following classes:
   (i) orchestral work
   (ii) opera
   (iii) work using vocal, keyboard or ensemble resources
   (iv) presentation of Music Theatre
   (v) electronic music.
   b Electronic resources may be included in work within classes (i), (ii), (iii), or (iv) in Regulation 5a.

6 With the application to be examined, each candidate is also to submit:
   a three copies of the work or works to be examined
   and
   b a statutory declaration which:
      (i) states the extent to which the work is the candidate’s own and, in the case of joint work, identifies as clearly as possible which parts are the candidate’s own
      and
      (ii) states what portion, if any, of the work submitted has been previously presented for a degree or diploma of this or any other tertiary institution
      and
      (iii) declares that the work, in substantially its present form, has not been previously accepted
Examination

7 A candidate is to apply in writing to the Graduate Centre to be examined for the degree within five years of initial enrolment. In exceptional circumstances, Senate or its representative may extend this period.

8 After the candidate’s application to be examined has been accepted, Senate, on the recommendation of the Head of School of Music, is to appoint as examiners:
   a the supervisor or supervisors
   and
   b one person who is to be a member of staff of another university in New Zealand
   and
   c one person who is resident outside New Zealand provided that Senate may, on the recommendation of the Head of School, appoint a further examiner and, in exceptional circumstances, two further examiners.

9 Each examiner is to:
   a assess the submitted work
   and
   b report independently to Senate on the quality of the work
   and
   c recommend to Senate whether the Degree of Doctor of Music should be awarded.

10 Where the recommendation is that the degree should not be awarded, the Examiners may recommend that the candidate be permitted to resubmit the work at a later date.

Direct Examination

11 For a candidate who is eligible under Regulation 3c to apply to be examined directly, Senate, as soon as possible after the application is lodged, is to appoint a Moderator who is to:
   a consider the work and submit to Senate, through the Registrar, a preliminary report, which is to indicate whether, in their opinion, the examination should proceed or whether the candidate should be advised to withdraw the application
   and
   b state the names of not fewer than two persons recommended as suitable examiners.

12 Senate is to consider the Moderator’s report and decide whether to proceed with the examination.

13 Where it is agreed that the examination is to proceed:
   a Senate is to appoint two independent external examiners of whom at least one is normally resident outside New Zealand, without being restricted to the persons recommended under Regulation 11b.
   b Senate may appoint an additional examiner who may be a member of the teaching staff of The University of Auckland.
   c the contents of the Moderator’s report are not to be communicated to the examiners.

14 The duties of each examiner appointed under Regulation 13 are:
   a to report independently on the quality of the work and its value as a significant contribution to learning
   and
   b to recommend whether or not the degree is to be awarded provided that, where the recommendation is that the degree is not to be awarded, the examiner may recommend that the candidate be permitted to resubmit the work with further published work at a later date. A resubmission has to be accompanied by a further full examination fee.

15 The reports are to be sent to the Graduate Centre who is to refer them to the Moderator.

16 The Moderator is to consider the reports of the Examiners and prepare a final report which, together with the reports of the Examiners, is to be placed before Senate which is to determine whether the Degree may be awarded.

17 If Senate has determined that the examination should not proceed or that the degree should not be awarded (under Regulation 14b), the student may not lodge a further application to be examined for a higher degree before five years or more has elapsed from the date of Senate’s decision. If the examination is not to proceed the candidate is entitled to a refund of half of the fees paid.

Conflicting Examiners’ Reports

18 Where only two Examiners have been appointed and their recommendations are conflicting, the
Moderator or the Head of School of Music, as appropriate, is to submit to Senate the name of a further person qualified to act as an Examiner. Senate is then to appoint the person so named or some other suitable person to be an additional Examiner who is to furnish an independent report in accordance with the provisions of Regulation 9 or Regulation 14. This report is to be considered by Senate together with the other reports.

Commencement
19 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Doctor of Music were thereby repealed.

The Degree of Doctor of Musical Arts – DMA

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Preamble
1 A candidate for the degree of Doctor of Musical Arts is required to pursue an approved programme of advanced study and research as an enrolled student of the University.

2 The degree of Doctor of Musical Arts is awarded for the successful pursuit of a coherent programme of advanced performance work that is firmly supported by a written submission (the “Exegesis”) and carried out over the period of registration for the Degree, which in the opinion of the examiners and the Board of Graduate Studies satisfies both the following criteria:
   a the consistent exhibition of performance skills at the highest professional levels
   and
   b the provision of supporting documentation (the “Exegesis”) that makes an original contribution to the field of knowledge relating to Music Performance, and shows an ability to articulate critical judgment and performance theory, while demonstrating a knowledge of the literature relevant to the history and performing practice of the music contained in the candidate’s examinable programmes.

3 All research for the Exegesis is to be conducted in accordance with The University of Auckland Guidelines for the Conduct of Research.

Eligibility
4 A candidate for the Degree of Doctor of Musical Arts is required to have:
   a completed the requirements for the Degree of Master of Music of this University with First Class Honours or Second Class Honours First Division, unless an equivalent qualification is approved by Senate under the Admission Regulations
   and
   b demonstrated, to the satisfaction of the Head of School of Music, in consultation with the School of Music Postgraduate Committee, the level of training and ability that is necessary for the pursuit of a programme of advanced study in music performance and research.

Admission
5 Admission Essential
Every candidate for the Degree of Doctor of Musical Arts must have applied for admission and have been admitted to The University of Auckland.

Duration and Total Points Value
6 A candidate enrolled for this degree must normally follow a programme of 36 full-time months (or the part-time equivalent) and pass an approved three-part programme of advanced study in music performance and research with a total value of 360 points.

Registration
7 a The Board of Graduate Studies, on the recommendation of the Dean of the Faculty of Creative Arts and Industries, is to determine whether the candidate may be registered and the date of registration.

   b Conditions of registration will be determined in accordance with Clause 1 of the General Regulations for Named Doctorates.

Reviews of Progress
8 Reviews of progress and continuation of registration will be made according to Clause 2 of the General Regulations for Named Doctorates.

Changes to the Conditions of Registration
9 Changes to supervision, extensions of time, and suspension or termination of registration will be made according to Clause 4 of the General Regulations for Named Doctorates.
Structure and Content

10 a During the period of Registration a candidate will undertake a three-part programme of academic and practical research in performance, repertoire and pedagogy relating to the candidate's instrument or performance medium, and present a total of five public recitals each of approximately 90 minutes' duration, including, in Part III, the Final Recital.

b The candidate's recitals must provide a balanced programme comprising solo and ensemble repertoire which must include music of historical significance, recognised virtuoso pieces, and works of a demanding contemporary nature. In every case except for the Final Recital, the candidate's proposed programme is to be approved by the performance supervisor and the Head of School of Music at least three months before the recital date. The proposed programme for the Final Recital must be included in the candidate's Annual Report at the end of Part II. The proposed Final Recital programme may be changed with the approval of the performance supervisor and the Head of School of Music six months before the recital date.

Part I
c During Part I of the degree (normally comprising one year, or two years part-time) the candidate will present a minimum of one and a maximum of two recitals, as prescribed in 10b above.

d Towards the end of Part I, the candidate will propose a topic for the Exegesis, which will relate to the candidate's performance interests or specialisation, and be approved by the supervisor and Head of Department of School of Music.

e The candidate's registration will be confirmed upon completion of Part I, in accordance with Clause 2 of the General Regulations for Named Doctorates.

Part II
11 a During Part II of the degree (normally comprising one year, or two years part-time) the candidate will continue to undertake supervised research in performance, and on the approved Exegesis topic.

b To complete Part II, the candidate must present:
   (i) a minimum of two and a maximum of three recitals, so that a total of four recitals has been presented for Parts I and II together
   (ii) a seminar presentation on the Exegesis research, in consultation with the appropriate supervisor or supervisors.

Part III
12 During Part III of the degree, (normally comprising one year, or two years part-time) the candidate will complete and submit the Exegesis, and will present a Final Recital, with a programme that is linked to the Exegesis topic in such a way that the candidate's theoretical and aesthetic ideals are clearly articulated through both the musical performance and the written submission.

13 All performances except the Final Recital will be assessed by panels appointed by the Head of School of Music. The panels will consist of the Head of School of Music or nominee, an internal moderator and one external examiner of international expertise and distinction.

Submission
14 a Three months prior to the date of the Final Recital a candidate must apply in writing to be examined, through the Graduate Centre.

b The application is to include details of the programme, as approved by the Head of School of Music, in accordance with Clause 10b. If a candidate has reason to believe that any person would be unsuitable to serve as an examiner on the grounds of conflict of interest, he or she may also submit to the Graduate Centre at this time the name of this person or persons and a statement in writing as to the nature of the conflict of interest.

c Two months prior to the date of the Final Recital, the candidate must submit to the Graduate Centre three bound copies of the Exegesis, and a signed, statutory declaration, stating that the submission is the candidate's own work and that no part of the Exegesis has been submitted or accepted for any other degree or diploma. The Exegesis is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration.

Examination
15 a The final examination will take the Exegesis and the Final Recital into joint consideration, and will include an Oral Examination, which will normally be held on the day following the Final Recital.

b The Exegesis will be examined by two external examiners of international expertise and distinction,
both of whom will be appointed by the Board of Graduate Studies on the recommendation of the Head of School of Music and one of whom will usually be resident overseas.

c Each examiner will be provided with a copy of the Exegesis which is to be examined independently and reported on to the Board of Graduate Studies prior to the Final Recital, which both examiners must attend.

d In their assessment of the Exegesis, the examiners will indicate whether it is of an acceptable standard, either as it stands or subject to minor corrections; examiners may also indicate a provisional assessment, to be confirmed or otherwise at the time of the Final Recital and Oral Examination.

e The Final Recital will be examined by a panel that includes the two external examiners and an internal moderator, who must not have taken any role in any part of the supervision of the DMA, and is to be nominated by the Head of School of Music. The recital is to be recorded in both sound (CD) and vision (DVD or video).

f The Board of Graduate Studies, on the recommendation of the Head of School of Music, will appoint a person to act as an independent chair of the Oral Examination. The chair must be a member of the academic staff of the University, but will not normally be a member of the faculty in which the candidate is registered.

g The Oral Examination must be attended by the candidate, both external examiners, the chair, and the internal moderator. This Examination, but not the examiners’ discussion, must also be recorded in sound.

Examiners’ Reports
16 a Within one month of the date of the Oral Examination, each examiner will submit to the Graduate Centre a written report in English on the quality of the whole examination performance, covering the Final Recital, Exegesis and the Oral Examination. The examiners will include with their reports one of the following recommendations:
   (i) to award the degree
   or
   (ii) to permit the candidate to revise the Exegesis and resubmit it for examination on one further occasion only
   and/or
   (iii) to permit the candidate to repeat the Final Recital within a period of not less than six months and not more than 12 months
   or
   (iv) not to award the degree.

b On completion of the examination the candidate must deposit three hardbound copies of the Exegesis and the audio and video recordings of the Final Recital with the Graduate Centre. The degree will not be conferred until this requirement has been complied with.

Dispute Resolution Procedures
17 Where there is a dispute among the examiners, the Head of School of Music is to submit to the Board of Graduate Studies the name of a further person qualified to act as an examiner. The Board of Graduate Studies is then to appoint the person so named or some other suitable person to be an additional examiner who is to furnish an independent report based on the recording of the recital and/or on the Exegesis in accordance with the provisions of Regulation 15e. This report is to be considered by the Board of Graduate Studies together with the other reports. All other matters of dispute are to be resolved according to the Policy for Resolution of Research Problems: Postgraduate Research Students.

Appeals
18 Appeals regarding the examination process or decisions of the Board of Graduate Studies must be made according to Clause 5 of the General Regulations for Named Doctorates.

Transitional Arrangements
19 a This statute came into force on 1 January 2007 and revokes the previous regulations for the Degree of Doctor of Musical Arts.

b For a candidate initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this Statute to ensure consistency with the provisions of the regulations under which the candidate was enrolled.
Graduate Diploma in Music – GradDipMus

The regulations for this graduate diploma are to be read in conjunction with all the other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1. In order to be admitted to this programme, a student needs to have:
   
   either
   a. completed the requirements for the Bachelor of Music
   or
   b. completed the requirements for an equivalent degree approved by Senate or its representative
   or
   c. attained a level of competence approved by Senate or its representative as equivalent to that specified in a or b above and appropriate for the proposed programme for this graduate diploma.

2. Admission to the graduate diploma is at the discretion of Senate or its representative.

Duration and Total Points Value

3. A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

Structure and Content

4. Of the 120 points required for this graduate diploma, a student must pass:
   a. 120 points in courses from the subjects or majors listed in the Bachelor of Music or Bachelor of Music (Honours) Schedules, including at least 90 points above Stage II
   or
   b. (i) at least 90 points in courses above Stage II, from the subjects or majors listed in the Bachelor of Music or Bachelor of Music (Honours) Schedules
   and
   (ii) up to 30 points from courses available for any other degree at this University, with the approval of the relevant Heads of Departments and the Head of School of Music.

5. A dissertation may not be included in the Graduate Diploma in Music.

6. Cross-credits will not be granted towards the Graduate Diploma in Music.

Practical Requirements

7. In any course that includes performance work of a practical nature, a student needs to comply with the requirements for that course as specified by the Head of School of Music.

Variations

8. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

9. These regulations came into force on January 1 2006. The 2004 regulations for the Graduate Diploma in Music were thereby repealed.

Postgraduate Diploma in Music – PGDipMus

The regulations for this postgraduate diploma are to be read in conjunction with all the other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1. In order to be admitted to this programme, a student needs to have:
   
   either
   a. completed the requirements for the Bachelor of Music
   or
   b. completed the requirements for an equivalent degree approved by Senate or its representative
   or
   c. attained a level of competence approved by Senate or its representative as equivalent to that specified in a or b above, and appropriate for the proposed programme for this postgraduate diploma.

2. Admission to this postgraduate diploma is at the discretion of Senate or its representative.
Duration and Total Points Value

3 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

4 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content

5 Of the 120 points required for this postgraduate diploma, a student must pass:
   a 120 points from courses listed in the Bachelor of Music (Honours) Schedule for which the
      student has passed the prerequisite courses
      or
   b (i) at least 90 points from courses listed in the Bachelor of Music (Honours) Schedule for
        which the student has passed the prerequisite courses
        and
        (ii) up to 30 points from courses available for any other Postgraduate Diploma or Bachelors
             Honours degree at this University, with the approval of the relevant Heads of Departments
             and the Head of School of Music.

6 The programme for each student must be approved by the Head of School of Music prior to
   enrolment.

Dissertation

7 a A dissertation, when included in the programme, is to be carried out under the guidance of a
    supervisor appointed by Senate or its representative.
    b The dissertation topic must be approved by the Head of School of Music prior to enrolment.
    c The dissertation must be completed and submitted as specified in the General Regulations –
       Postgraduate Diplomas.

Distinction

8 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General
   Regulations – Postgraduate Diplomas.

Practical Requirements

9 In any course that includes performance work of a practical nature a student must comply with the
   requirements for that course as specified by the Head of School of Music.

Variations

10 In exceptional circumstances Senate or its representative may approve a personal programme which
    does not conform to these regulations.

Commencement

11 These regulations came into force on 1 January 2006.

REGULATIONS – PERFORMING ARTS

The Degree of Bachelor of Dance Studies – BDanceSt

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations
including the Academic Statutes and Regulations.

Admission

1 Admission to this programme is at the discretion of Senate or its representative.
   Note: To be admitted a student must meet University entry criteria and have appropriate performance
   skills.

Duration and Points Value

2 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters
   and pass courses with a total value of 360 points, unless credit is granted under the Admission
   Regulations and/or the Credit Regulations.

Structure and Content

3 Of the 360 points required for this degree, a student must pass:
   a at least 300 points from courses listed in the Bachelor of Dance Studies Schedule, including at
     least 180 points above Stage I, of which at least 90 points must be above Stage II
The Degree of Bachelor of Performing Arts – BPerfArts

The Degree of Bachelor of Performing Arts has been discontinued. No new students will be admitted. For further advice, contact the Faculty of Creative Arts and Industries.

The Degree of Master of Creative and Performing Arts – MCPA

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   either
   a completed the requirements for a Postgraduate Diploma in Creative and Performing Arts, or an equivalent qualification, as approved by Senate or its representative
   or
   b completed the requirements for a Bachelors (Honours) degree, or an equivalent degree qualification, as approved by Senate or its representative
148 Regulations 2011 Calendar

Dance Studies

Requirement:
Research Masters

either

120 points: DANCE 796 Thesis

or

90 points DANCE 792 Project

30 points from DANCE 730, 765–768, 770, or from other courses listed in the Master of Creative and Performing Arts Schedule, or from other 700 level courses offered at this University. The approval of all Heads of Departments concerned is required and met any specified requirements or prerequisites for admission to one of the specialisations listed in the Master of Creative and Performing Arts Schedule.

A student who has gained an equivalent qualification may be admitted provided that Senate or its representative is satisfied that the prior degree or equivalent qualification is indicative of ability to undertake advanced study in the chosen specialisation.

Duration and Total Points Value

3 A student enrolled for this degree must:

a pass courses with a total value of 120 points and

b complete within the time limit specified in the General Regulations – Masters Degrees.

4 The total enrolment for this degree must not exceed 160 points.

Structure and Content

5 Of the 120 points required for this degree, a student must pass:

a Research Masters

either

(i) 120 point Thesis from one of the specialisations listed in the Master of Creative and Performing Arts Schedule

or

(ii) 120 point Research Portfolio from one of the specialisations listed in the Master of Creative and Performing Arts Schedule

or

(iii) 90 point Thesis from one of the specialisations listed in the Master of Creative and Performing Arts Schedule

and

30 points from courses listed in the same specialisation in the Master of Creative and Performing Arts Schedule

or

b Taught Masters

120 points from courses in one of the specialisations listed in the Master of Creative and Performing Arts Schedule.

6 The programme for each student must be approved by the relevant Head of Department or Programme Coordinator prior to enrolment.

Thesis / Research Portfolio / Dissertation

7 a A thesis, research portfolio or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

b The thesis, research portfolio or dissertation topic must be approved by the relevant Head of Department or Programme Coordinator prior to enrolment.

c The thesis, research portfolio or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations

8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

9 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

Commencement

10 These regulations came into force on 1 January 2006. The 2004 regulations for the Degree of Master of Creative and Performing Arts were thereby repealed.

Master of Creative and Performing Arts (MCPA) Schedule

Specialisations available:

Dance Studies

Requirement:
Research Masters

either

• 120 points: DANCE 796 Thesis

or

• 90 points DANCE 792 Project
• 30 points from DANCE 730, 765–768, 770, or from other courses listed in the Master of Creative and Performing Arts Schedule, or from other 700 level courses offered at this University. The approval of all Heads of Departments concerned is required.
Sound Recording and Design

Requirement:
Research Masters
- 120 points: SOUND 796 Thesis
or
- 120 points: MUSIC 797 Research Portfolio

Postgraduate Diploma in Creative and Performing Arts – PGDipCPA

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   either
   a completed the requirements for the Bachelor of Dance Studies or Bachelor of Performing Arts
   or
   b completed the requirements for an equivalent degree approved by Senate or its representative
   or
   c attained a level of competence approved by Senate or its representative as equivalent to
      that specified in a or b above and appropriate for one of the specialisations available in this
      postgraduate diploma.

2 Admission to this postgraduate diploma requires acceptance for admission to one of the specialisations available and is at the discretion of Senate or its representative.

Duration and Total Points Value

3 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

4 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content

5 A student enrolled for this postgraduate diploma must pass at least 120 points from one of the specialisations listed in the Postgraduate Diploma in Creative and Performing Arts Schedule.

Distinction

6 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Variations

7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

8 These regulations came into force on 1 January 2006.

Postgraduate Diploma in Creative and Performing Arts (PGDipCPA) Schedule

Specialisations available:

<table>
<thead>
<tr>
<th>Dance Studies</th>
<th>Sound Recording and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 75 points: DANCE 734, 735, 750, 751</td>
<td></td>
</tr>
<tr>
<td>• 45 points from DANCE 730, 765–768, 770, 791 or from other courses listed in the Postgraduate Diploma in Creative and Performing Arts Schedule, or from other 700 level courses offered at this University. The approval of all Heads of Departments concerned is required</td>
<td></td>
</tr>
<tr>
<td>• 60 points: FTVMS 738, SOUND 702, 703, 707</td>
<td></td>
</tr>
<tr>
<td>• 60 points from SOUND 706, 710, 712, 713, 791, 793</td>
<td></td>
</tr>
</tbody>
</table>
The Degree of Bachelor of Planning – BPlan

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value

1 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content

2 Of the 480 points required for this degree, a student must pass:
   a at least 450 points in courses from Parts I, II, III and IV as listed in the Bachelor of Planning Schedule
   and
   b 30 points from courses offered in the General Education Schedule approved for this degree.

3 Up to 15 points may be substituted for elective courses in the Bachelor of Planning Schedule from courses in other programmes offered at this University.

4 a Each Part must normally be completed before the next Part may be taken. However, a student who is either entering the programme in Semester Two or who has failed to pass one of those parts in its entirety may be allowed, at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.
   b A student who has previously passed courses for another programme that are substantially similar to any of the Core Courses required under Regulation 2a above may, with the approval of the Head of School of Architecture and Planning, substitute another course from the Bachelor of Planning Schedule.

General Education Exemptions

5 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.

   b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses available for this degree.

   c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
      (i) 15 points from courses offered in the General Education Schedule
      and
      (ii) a further 15 points from courses available for this degree.

Variations

6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

7 This degree may be awarded with Honours where a student’s overall grade is sufficiently high. There are two classes of Honours: First Class Honours and Second Class Honours. Second Class Honours are awarded in either First Division or Second Division.

Commencement

8 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Planning were thereby repealed.
### Bachelor of Planning (BPlan) Schedule

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Part I</th>
<th>Part II</th>
<th>Part III</th>
<th>Part IV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Courses – 120 points: PLANNING 100–103, 122, 123</td>
<td>Core Courses – 105 points: PLANNING 201, 202, 204, 221, 222</td>
<td>Core Courses – 80 points: PLANNING 300, 301, 305, 322, 323, 330</td>
<td>Core Courses – 100 points: PLANNING 400, 402–405, 410, 420, 434</td>
</tr>
<tr>
<td></td>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
<td>Elective Courses – at least 25 points from PLANNING 331–340</td>
<td>Elective Courses – at least 25 points from PLANNING 331–340, 435–444</td>
</tr>
</tbody>
</table>

### The Degree of Master of Planning Practice – MPlanPrac

*The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.*

#### Admission

1. In order to be admitted to this programme, a student needs to have:

   *either*
   - a completed the requirements for any Bachelors or Masters degree of this University other than the Degree of Bachelor of Planning
   - or
   - b gained an equivalent qualification, provided that Senate or its representative is satisfied that the prior degree or equivalent qualification is indicative of ability to undertake advanced study in Planning.

2. a On the recommendation of the Head of School of Architecture and Planning, substitute another course from the Bachelor of Planning Schedule, Senate or its representative may require a student to take additional courses as a condition of enrolment for Part I of this degree.

   b Where a student is required to take additional courses as a condition of enrolment under Regulation 2a, those courses are to be taken for a Certificate of Proficiency and will include PLANNING 740, PLANNING 741 and any other courses specified by the Head of School of Architecture and Planning.

3. A student who has not completed the requirements for a Bachelors or Masters degree of the University (other than the Bachelor of Planning) but who, for that degree, has:

   a no more than 30 points left to complete
   - and
   - b for a Bachelors degree achieved an average grade of B or higher in at least 45 points at Stage III or in the final Part for that degree
   - or
   - c for a Masters degree achieved an average grade of B or higher in at least 90 points for that degree

   may, with the approval of the Head of School of Architecture and Planning, enrol for this degree. The remaining points required for the prior degree must be completed within 12 months of initial enrolment for this degree. Should the requirements for the prior degree not be completed in this time, the Degree of Master of Planning Practice enrolment will be suspended until they have been completed.

#### Duration and Total Points Value

4. A student enrolled for this degree must:

   a pass courses with a total value of 240 points
   - and
   - b complete within the time limit specified in the General Regulations – Masters Degrees.

5. The total enrolment for this degree must not exceed 280 points.

#### Structure and Content

6. **Taught Masters**

   A student enrolled for this degree must pass 240 points in courses from Parts I and II as listed in the Master of Planning Practice Schedule.

7. A student who has previously passed courses for another programme that are substantially similar to courses listed in Parts I and II in the Master of Planning Practice Schedule may, with the approval of the Head of School of Architecture and Planning, substitute courses chosen from PLANNING 730-738.

8. a Each Part must normally be completed before the next Part may be taken. However, a student
who is either entering the programme in Semester Two or who has failed to pass one of those Parts in its entirety may be allowed, at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.

b A student who has previously passed courses for another programme that are substantially similar to any of the core courses required under Regulation 6 above may, with the approval of the Head of School of Architecture and Planning, substitute another course as listed in the Master of Planning Practice Schedule.

Honours
9 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Variations
10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
11 These regulations came into force on January 1 2006. The 1997 regulations for the Degree of Master of Planning Practice were thereby repealed.

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### Master of Planning Practice (MPlanPrac) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I</strong></td>
<td></td>
</tr>
<tr>
<td>• 120 points: PLANNING 700–704, 711, 723, 724</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 100 points: PLANNING 705, 707–709, 712, 713, 725</td>
</tr>
<tr>
<td>• 20 points from PLANNING 730–738</td>
</tr>
</tbody>
</table>

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### The Degree of Master of Planning – MPlan

_The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations._

**Admission**
1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for the Degree of Bachelor of Planning and achieved an average of B or higher in the courses taken for Part IV of that degree
   
   _or_
   
   b gained an equivalent qualification, approved by Senate or its representative, that is indicative of ability to undertake advanced study in Planning, provided that the average grade in the final year of study was equivalent to B or higher.

2 A student who has not completed all the requirements for the Degree of Bachelor of Planning but who, for that degree, has:
   a passed courses with a total value of at least 465 points
   
   _and_
   
   b achieved an average grade of B or higher in the courses taken for Part IV
   may, with the approval of the Head of School of Architecture and Planning, enrol for this degree. The remaining points required for the Degree of Bachelor of Planning must be completed within 12 months of initial enrolment for this degree. Should the requirements for the Degree of Bachelor of Planning not be completed in this time, the Degree of Master of Planning enrolment will be suspended until they have been completed.

**Duration and Total Points Value**
3 A student enrolled for this degree must:
   a pass courses with a total value of 120 points
   
   _and_
   
   b complete within the time limit specified in the General Regulations – Masters Degrees.

4 The total enrolment for this degree must not exceed 160 points.

**Structure and Content**
5 Of the 120 points required for this degree, a student must pass:

   _either_

   a _Research Masters_

      (i) 120 point Thesis as listed in the Master of Planning Schedule

      _or_

      (ii) 90 point Research Portfolio
and
30 points from courses in the Research Masters option listed in the Master of Planning Schedule

or
b Taught Masters
   (i) 60 point Research Project
   and
   (ii) 60 points from courses in the Taught Masters option listed in the Master of Planning Schedule.

6 With the approval of the Head of School of Architecture and Planning, up to 30 points may be substituted from other 700 level courses at this University.

Thesis / Research Portfolio / Research Project
7 a The thesis, research portfolio or research project is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
   b The thesis, research portfolio or research project topic must be approved by the Head of School of Architecture and Planning prior to enrolment.
   c The thesis, research portfolio or research project is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Honours
8 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
10 These regulations came into force on January 1 2006. The 1997 regulations for the Degree of Master of Planning were thereby repealed.

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REGULATIONS – URBAN DESIGN

The Degree of Master of Urban Design – MUrbDes

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have completed the requirements for:
either
   a the Degree of Bachelor of Architecture
   or
   b the Degree of Bachelor of Planning
   or
   c the Degree of Master of Planning Practice
   or
   d the Degree of Master of Architecture (Professional)
   or
   e a qualification equivalent to a four-year degree in Landscape Architecture, approved by Senate or its representative
   or
   f an equivalent qualification, provided that Senate or its representative is satisfied that the prior degree or equivalent qualification is indicative of ability to undertake advanced study in Urban Design.
Applicants for admission will be required to submit a portfolio of work that provides evidence of an appropriate level of skill in design and urban analysis, a resume of professional work, and a statement on why they wish to study urban design.

**Duration and Total Points Value**

3 A student enrolled for this degree must:
   a  pass courses with a total value of 120 points
   and
   b  complete within the time limit specified in the General Regulations – Masters Degrees.

4 The total enrolment for this degree must not exceed 160 points.

**Structure and Content**

5 **Taught Masters**
   A student enrolled in this degree must pass 120 points from the courses listed in the Master of Urban Design Schedule.

6 If any of the courses listed have been previously completed, students must substitute an equivalent number of points from 700 level courses offered in the School of Architecture and Planning.

**Variations**

7 In exceptional circumstances Senate or its representative may approve a personal programme that does not conform to these regulations.

**Honours**

8 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

**Commencement**

9 These regulations came into force on 1 January 2009. The 2006 regulations for the Degree of Master of Urban Design were thereby repealed.
### Regulations – Education

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<td>183</td>
<td>Graduate Diploma in Teaching (Secondary) – GradDipTchg(Sec)</td>
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<td>185</td>
<td>Postgraduate Diploma in Counselling Theory – PGDipCounsTh</td>
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### Interfaculty Degrees and Diplomas – Education

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<th>Code</th>
<th>Course Description</th>
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<td>299</td>
<td>Postgraduate Certificate in Academic Practice – PGCertAcadPrac</td>
</tr>
</tbody>
</table>
The Degree of Bachelor of Education (Teaching) – BEd(Tchg)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

In order to satisfy the requirements of this degree, students are required to be in various teaching environments which will bring them into contact with children and young persons. Only persons able to meet the criteria for provisional registration of the New Zealand Teachers Council will be permitted to enrol in this degree.

Admission

1 To be admitted to this programme a student must:

   either 
   a (i) meet University entry criteria  
   and  
   (ii) have demonstrated the potential to meet the New Zealand Teachers Council criteria for provisional registration. Personal references and an interview will normally be required. 
   or  
   b (i) have completed a New Zealand Diploma in Teaching or Trained Teacher’s Certificate (or New Zealand Qualifications Authority and NZ Teachers Council recognised equivalent)  
   and  
   (ii) be currently registered as a teacher in New Zealand  
   and  
   (iii) have been a practising teacher or teacher educator in New Zealand for at least two of the last five years.

2 Students holding a qualification gained at an overseas institution may be required to provide evidence of language proficiency prior to admission into this programme. 

   Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process consistent with the requirements for provisional registration of the New Zealand Teachers Council.

3 Admission to this programme is at the discretion of Senate or its representative.

Duration and Total Points Value

4 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

5 A student entering this degree under Regulation 1b may apply for up to 240 points credit.

Structure and Content

6 Of the 360 points required for this degree, a student must pass:

   a at least 345 points from one of the specialisations listed in the Bachelor of Education (Teaching) Schedule

   b 15 points from courses offered in the General Education Schedule approved for this degree.

7 Students who are admitted under Regulation 1b, and have applied for and been awarded 240 points credit, must pass at least 120 points as listed in the Teachers’ specialisation listed in the Bachelor of Education (Teaching) Schedule.

General Education Exemptions

8 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:

   either 
   i (i) completed an undergraduate degree at a tertiary institution  
   or  
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006  
   or  
   (iii) been admitted to this degree with credit from another tertiary institution of 120 points or more.

   b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 15 points from courses approved by the Dean of Faculty of Education.
Primary Requirement: Core Courses – 300 points
- 165 points: EDCURRIC 101–107, EDPRAC 101, EDPROFST 100, EDUC 118, 119
- 75 points: EDCURRIC 202, 204, EDPRAC 201, EDPROFST 205, 214
- 60 points: EDPRAC 305, EDPROFST 313, EDUC 321

and
Elective Courses – 45 points

and
General Education – 15 points
- 15 points from courses offered in the General Education Schedule approved for this degree
The Degree of Bachelor of Education (Teaching English to Speakers of Other Languages) – BEd(TESOL)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to:
   a meet University entry criteria for international students, and have personal qualities suitable for becoming a teacher
   and
   b have completed the specified requirements for selection as approved by The University of Auckland and other participating overseas institutions
   and
   c if from a participating overseas institution, have successfully completed an approved foundation programme.
   d The programme for each student must be approved annually by the programme coordinator prior to enrolment.

   Notes:
   Personal references and an interview will normally be required.
   Admission to and completion of this programme does not meet New Zealand teacher registration requirements.

Duration and Total Points Value

2 a A student enrolled for this degree must follow a programme of four full-time years and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.
   b In exceptional circumstances Senate or its representative may permit a suitably qualified student to enrol directly into a Part II course(s).

Structure and Content

3 Of the 480 points required for this degree, a student must pass each of Parts I, II, III and IV as listed in the Bachelor of Education (Teaching English to Speakers of Other Languages) Schedule.
4 a A student may not enrol in any component of Part I or Part II taught at The University of Auckland until any component of Part I taught by another participating overseas institution has been completed in its entirety.

b A student may not enrol in any component of Part IV that is taught by another participating overseas institution until any courses taught at The University of Auckland have been completed in their entirety.

c A student who fails one or more courses will fail that Part. A student who has failed any Part shall be permitted to re-enrol for the degree only with approval of the Programme Coordinator.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
6 These regulations came into force on 1 January 2009. The 2007 regulations for the Degree of Bachelor of Education (Teaching English to Speakers of Other Languages) were thereby repealed.

Bachelor of Education (Teaching English to Speakers of Other Languages (BEd(TESOL)) Schedule

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<th>Part I – 120 points</th>
<th>Part III – 120 points</th>
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<td>Disciplined Studies</td>
<td>Disciplined Studies</td>
</tr>
<tr>
<td>• up to 75 points from LANGTCHG 100–104, ENGWRI 101, LINGUIST 103</td>
<td></td>
</tr>
<tr>
<td>Education Studies</td>
<td>Education Studies</td>
</tr>
<tr>
<td>• up to 60 points from EDUC 113, 115, 116, 117, 130–132, EDCURRIC 221</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II – 120 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplined Studies</td>
</tr>
<tr>
<td>• up to 60 points from ESOL 210, LANGTCHG 205, 300, 304, LINGUIST 203</td>
</tr>
<tr>
<td>Education Studies</td>
</tr>
<tr>
<td>• up to 45 points from EDUC 223, 225, 283</td>
</tr>
<tr>
<td>Elective Courses</td>
</tr>
<tr>
<td>• up to 30 points from other courses available at this University</td>
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</table>

<table>
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<tr>
<th>Part IV – 120 points</th>
</tr>
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<tbody>
<tr>
<td>Disciplined Studies</td>
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<tr>
<td>• 45 points: LANGTCHG 400–402</td>
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<tr>
<td>Education Studies</td>
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<td>• 30 points: EDUC 313, 400</td>
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<tr>
<td>Professional Practice</td>
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<tr>
<td>• 60 points: LANGTCHG 403</td>
</tr>
</tbody>
</table>

The Degree of Bachelor of Human Services – BHumServ

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 To be admitted to this programme a student must:
   a meet University entry criteria
   and
   b have personal qualities suitable for this programme. Personal references and an interview may be required.

   Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process.

2 Admission to this programme is at the discretion of Senate or its representative.

Duration and Total Points Value
3 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content
4 Of the 360 points required for this degree, a student must pass:
   a at least 330 points from courses listed in the Bachelor of Human Services Schedule including:
      (i) at least 180 points in courses above Stage I, of which at least 75 points must be above Stage II
      (ii) 195 points from the courses listed in the Core Courses Schedule
      (iii) 135 points from the courses listed for one of the majors in the Bachelor of Human Services Schedule.
b 30 points from courses offered in the General Education Schedule approved for this degree.

**General Education Exemptions**

5 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   
   either
   
   (i) completed an undergraduate degree at a tertiary institution
   
   or
   
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   
   or
   
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.

b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses approved by the Dean of Faculty of Education.

c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
   
   (i) 15 points from courses offered in the General Education Schedule and
   
   (ii) a further 15 points from courses approved by the Dean of Faculty.

**Termination of Enrolment**

6 a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.

b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.

c A student whose enrolment is terminated under Regulation 6a may appeal from that decision to the Council or its duly appointed delegate.

**Variations**

7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Commencement**

8 These regulations came into force on 1 January 2007.

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### Bachelor of Human Services (BHumServ) Schedule

<table>
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<th>Requirement: at least 360 points, including at least 75 points above Stage II including Core courses – 195 points</th>
<th>Requirement: 135 points from one of the following majors</th>
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<td>60 points: HUMSERV 201–203, SOCWORK 211</td>
<td>30 points: DIABLTY 111, 112</td>
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<tr>
<td>15 points: HUMSERV 302</td>
<td>15 points from DIABLTY 110, EDUC 141, HUMSERV 212, SOCWORK 113</td>
</tr>
<tr>
<td>45 points from HUMSERV 301, 381, SOCHLTH 313, SOCWORK 315</td>
<td>45 points from DIABLTY 230, 281, EDSPEC 234, HUMSERV 211</td>
</tr>
<tr>
<td>General Education Requirement</td>
<td>30 points: DIABLTY 311, 312</td>
</tr>
<tr>
<td>30 points from courses offered in the General Education Schedule approved for this degree</td>
<td>15 points from DIABLTY 381, EDUC 345, SOCWORK 312, 315, 353, 356, YOUTHWRK 353, 354</td>
</tr>
<tr>
<td>45 points: SOCHLTH 333</td>
<td>Youth Work</td>
</tr>
<tr>
<td>15 points: YOUTHWRK 353, 354</td>
<td>30 points: SOCHLTH 233</td>
</tr>
<tr>
<td>30 points: YOUTHWRK 151</td>
<td>30 points: SOCHLTH 333</td>
</tr>
<tr>
<td>45 points from YOUTHWRK 253, 281, SOCHFAM 215, SOCYOUTH 333</td>
<td></td>
</tr>
<tr>
<td>30 points: SOCHLTH 233</td>
<td>30 points from SOCHLTH 333</td>
</tr>
</tbody>
</table>
The Degree of Bachelor of Physical Education – BPE

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

In order to satisfy the requirements of this degree, students are required to be in various teaching environments which will bring them into contact with children and young persons. Only persons able to meet the criteria for provisional registration of the New Zealand Teachers Council will be permitted to enrol in this degree.

Admission

1  To be admitted to this programme a student must:
   a  meet University entry criteria
   and
   b  have demonstrated the potential to meet the New Zealand Teachers Council criteria for provisional registration. Personal references and an interview will normally be required.

   Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process consistent with the requirements for provisional registration of the New Zealand Teachers Council.

2  Admission to this programme is at the discretion of Senate or its representative.

Duration and Total Points Value

3  A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content

4  Of the 480 points required for this degree, a student must pass:
   a  at least 420 points from the Core Courses listed in the Bachelor of Physical Education Schedule
   b  at least 30 points from the Elective Courses listed in the Bachelor of Physical Education Schedule
   c  30 points from courses offered in the General Education Schedule approved for this degree.

5  The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

General Education Exemptions

6  a  A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   (i)  completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.

   b  A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses approved by the Dean of Faculty.

   c  A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
      (i)  15 points from courses offered in the General Education Schedule
      and
      (ii) a further 15 points from courses courses approved by the Dean of Faculty.

Practical Requirements

7  a  In any course that has a practicum and non-practicum component, a student must pass both the practicum and the non-practicum component in order to have passed that course as a whole.

   b  Re-enrolment in any EDPRAC course after failing that course requires the permission of the Dean of Faculty of Education or nominee.

   c  At the discretion of Senate or its representative, a student who does not pass EDPRAC 103, 203, 303, 403 may be declined permission to re-enrol for this degree.
Professional Requirements
8  a  In order to complete the requirements for this degree, a student must be able to meet the criteria for provisional registration of the New Zealand Teachers Council.

b  A student who ceases to be able to meet the criteria for provisional registration of the New Zealand Teachers Council must immediately notify the Dean of Faculty.

c  If the Dean of Faculty has reason to believe that a student does not meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall advise the student and take into account any written response from the student.

d  If the Dean of Faculty is satisfied that the student is not able to meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall notify Senate or its representative.

e  On receipt of such advice, Senate or its representative may terminate the student’s enrolment and any application to re-enrol may likewise be declined.

f  A student whose enrolment is terminated under Regulation 8e may appeal from that decision to the Council or its duly appointed delegate.

Termination of Enrolment
9  a  If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.

b  A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.

c  A student whose enrolment is terminated under Regulation 9a may appeal from that decision to the Council or its duly appointed delegate.

Variations
10  In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
11  These regulations came into force on 1 January 2006 for all students enrolling for this degree for the first time. The 1998 regulations for the Degree of Bachelor of Physical Education offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this degree for whom the regulations will be repealed on 1 December 2011.

Bachelor of Physical Education (BPE) Schedule

<table>
<thead>
<tr>
<th>Requirement: at least 480 points, including</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td>• 120 points: EDCURRIC 130–135, EDPRACT 103, EDUC 142</td>
<td>• at least 30 points from EDCURRIC 237–241, 336, 337, 432, 433</td>
</tr>
<tr>
<td>• 165 points: EDCURRIC 200, 230–236, EDPRACT 203, EDPRACT 203, 214</td>
<td>General Education Requirement</td>
</tr>
<tr>
<td>• 90 points: EDCURRIC 333–335, EDPRACT 303, EDPRACT 303, 303, EDUC 321</td>
<td>• 30 points from courses offered in the General Education Schedule approved for this degree</td>
</tr>
<tr>
<td>• 45 points: EDCURRIC 430, 431, EDPRACT 403</td>
<td></td>
</tr>
</tbody>
</table>

The Degree of Bachelor of Social Work – BSW
The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1  To be admitted to this programme a student must:

a  meet University entry criteria and

b  have personal qualities suitable for becoming a social worker. Personal references and an interview will normally be required.

Note: The applicant will be required to consent to a Police check to ensure they meet the requirements of the Social Workers Registration Act 2003.
A student may apply for up to 240 points credit towards this programme who either
a (i) holds a social work diploma at Level 6 that is recognised by the Social Workers Registration Board
and
(ii) has practised for at least two years post qualification in a context approved by Senate or its representative
or
b holds a social work diploma at Level 6 that is recognised by the Social Workers Registration Board.

Duration and Total Points Value
3 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.
4 The requirements for this degree must be completed within sixteen semesters of initial enrolment for students admitted under Regulation 1 and within eight semesters of initial enrolment for students enrolled under Regulation 2a or 2b.

Structure and Content
5 Of the 480 points required for this degree, a student must pass:
a at least 450 points from one of the majors or specialisations listed in the Bachelor of Social Work Schedule.
b 30 points from courses offered in the General Education Schedule approved for this degree.
6 a Students who are admitted under Regulation 2a, who have applied for and been awarded up to 240 points credit, must pass at least 240 points as listed in the Practitioners specialisation.
b Students who are admitted under Regulation 2b, who have applied for and been awarded up to 240 points credit, must pass at least 240 points as listed in the Non-Practitioners specialisation.
7 The programme for each student must be approved by the Head of Programme.

General Education Exemptions
8 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.
   b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses approved by the Dean of Faculty of Education.
   c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
      (i) 15 points from courses offered in the General Education Schedule
      and
      (ii) a further 15 points from courses available approved by the Dean of Faculty.

Practical and Professional Requirements
9 a At the discretion of Senate or its representative, a student who does not pass a Professional Practice course (SOCWORK 213, 317, 411, 415) may be declined permission to re-enrol for this degree.
   b Re-enrolment in any of SOCWORK 213, 317, 411 or 415 after failing that course requires the permission of the Dean of Faculty of Education.
   c A student must continue to meet the requirements for registration throughout the duration of enrolment in the programme.

Termination of Enrolment
10 a If the behaviour of a student in a learning or practice environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any
person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.

b. A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any practice placement pending the outcome of the inquiry.

c. A student whose enrolment is terminated under Regulation 10a may appeal from that decision to the Council or its duly appointed delegate.

Variations

In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

These regulations came into force on 1 January 2007 for all students enrolling for this degree for the first time. The 2001 regulations for the Degree of Bachelor of Social Work offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this degree for whom the regulations will be repealed on 1 December 2011.

Bachelor of Social Work (BSW) Schedule

<table>
<thead>
<tr>
<th>General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 points from courses offered in the General Education Schedule approved for this degree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Majors available:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child and Family Practice</strong></td>
</tr>
<tr>
<td>Requirement: 450 points including</td>
</tr>
<tr>
<td>- 105 points: HUMSERV 101, 102, SOCWORK 111–115</td>
</tr>
<tr>
<td>- 105 points: SOCCHFAM 215, 232, SOCWORK 211–214, 216</td>
</tr>
<tr>
<td>- 135 points: SOCCHFAM 314, 332, SOCHLTH 313, SOCWORK 311, 312, 315, 317, 356</td>
</tr>
<tr>
<td>- 90 points: SOCCHFAM 431, SOCWORK 411, 413–415</td>
</tr>
<tr>
<td>- at least 15 points from SOCCHFAM 382, 431, 482, SOCHLTH 334, 381, 432, 481, SOCWORK 351–383, 484, SOCYOUTH 483</td>
</tr>
</tbody>
</table>

| **Health Social Work Practice** |
| Requirement: 450 points including |
| - 105 points: HUMSERV 101, 102, SOCWORK 111–115 |
| - 105 points: SOCCHFAM 215, SOCHLTH 231, SOCWORK 211–214, 216 |
| - 135 points: SOCCHFAM 314, SOCHLTH 313, 334, SOCWORK 311, 312, 315, 317, 356 |
| - 90 points: SOCHLTH 432, SOCWORK 411, 413–415 |
| - at least 15 points from SOCCHFAM 382, 431, 482, SOCHLTH 381, 481, SOCWORK 351, 353, 383, 484, SOCYOUTH 483 |

| **General Social Work** |
| Requirement: 450 points including |
| - 105 points: HUMSERV 101, 102, SOCWORK 111–115 |
| - 90 points: SOCCHFAM 215, SOCWORK 211–214, 216 |
| - 120 points: SOCCHFAM 314, SOCHLTH 313, SOCWORK 311, 312, 315, 317, 356 |
| - 75 points: SOCWORK 411, 413–415 |
| - at least 60 further points from YOUTHWRK 354, SOCCHFAM 232, 332, 382, 431, 482, SOCHLTH 231, 334, 381, 432, 481, SOCWORK 351–383, 484, SOCYOUTH 233, 333, 433, 483 |

| **Youth Services Practice** |
| Requirement: 450 points including |
| - 105 points: HUMSERV 101, 102, SOCWORK 111–115 |
| - 105 points: SOCCHFAM 215, SOCWORK 211–214, 216, SOCYOUTH 233 |
| - 135 points: SOCCHFAM 314, SOCHLTH 313, SOCWORK 311, 312, 315, 317, 356, SOCYOUTH 333 |
| - 90 points: SOCYOUTH 433, SOCWORK 411, 413–415 |
| - at least 15 points from YOUTHWRK 354, SOCCHFAM 382, 431, 482, SOCHLTH 381, 481, SOCYOUTH 351, 353, 383, 484, SOCYOUTH 483 |

<table>
<thead>
<tr>
<th>Specialisations available:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practitioner</strong></td>
</tr>
<tr>
<td>Prerequisite: Admission to the programme under Regulation 2a</td>
</tr>
<tr>
<td>Requirement: 240 points including</td>
</tr>
<tr>
<td>- 90 points: SOCWORK 311, 312, 316, 356</td>
</tr>
<tr>
<td>- 90 points: SOCWORK 411, 413, 414, 416</td>
</tr>
<tr>
<td>- at least 60 points from YOUTHWRK 354, SOCCHFAM 332, 382, 431, 482, SOCHLTH 334, 381, 432, 481, SOCWORK 303–307, 351–383, 484, SOCYOUTH 333, 433, 483</td>
</tr>
</tbody>
</table>

| **Non-Practitioner** |
| Prerequisite: Admission to the programme under Regulation 2b |
| Requirement: 240 points including |
| - 15 points: SOCWORK 211 |
| - 90 points: SOCHLTH 313, SOCCHFAM 314, SOCWORK 311, 312, 315, 356 |
| - 45 points: SOCWORK 411, 413, 414 |
| - at least 90 points from YOUTHWRK 354, SOCCHFAM 332, 382, 431, 482, SOCHLTH 334, 381, 432, 481, SOCWORK 303–307, 351–383, 484, SOCYOUTH 333, 433, 483 |
The Degree of Bachelor of Education (Teaching) (Honours) – BEd(Tchg) (Hons)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1. In order to be admitted to this programme, a student needs to have:
   either 
   a. completed the requirements for the Degree of Bachelor of Education (Teaching) 
   or 
   b. completed the requirements for an equivalent qualification recognised for teacher registration in New Zealand as approved by Senate or its representative 
   and 
   c. gained an average grade of B or higher in 60 points above Stage II.

2. A student who has not completed the requirements for the Degree of Bachelor of Education (Teaching) but who has:
   a. passed courses with a total value of at least 345 points for that degree 
   and 
   b. gained an average grade of B or higher in 60 points above Stage II
   may, with the approval of the Dean of Faculty, enrol for this degree. The remaining points for the Degree of Bachelor of Education (Teaching) must be passed within the first semester of enrolment for the Degree of Bachelor of Education (Teaching) (Honours). The Degree of Bachelor of Education (Teaching) (Honours) will not be awarded until the requirements for the Degree of Bachelor of Education (Teaching) have been completed.

3. Admission to this degree is at the discretion of Senate or its representative.

Duration and Total Points Value

4. A student enrolled for this degree must:
   a. pass courses with a total value of 120 points 
   and 
   b. complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

5. The total enrolment for this degree must not exceed 160 points.

Structure and Content

6. Of the 120 points required for this degree, a student must pass:
   either 
   a. 120 points from the Taught Course Option listed in the Bachelor of Education (Teaching) (Honours) Schedule 
   or 
   b. 120 points from the Research Portfolio Option listed in the Bachelor of Education (Teaching) (Honours) Schedule.

7. With the approval of all Heads of Departments concerned, up to 30 points may be selected from other 700 level courses offered at this University.

8. The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

Dissertation / Research Portfolio

9. a. A dissertation or research portfolio, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
   b. The dissertation or research portfolio topic must be approved by the relevant Programme Coordinator and the Dean of Faculty of Education prior to enrolment.
   c. The dissertation or research portfolio must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

Variations

10. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.
Honours

11  a  This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Education (Teaching) (Honours) is sufficiently high to deserve Honours.

    b  Should a student fail to qualify for the award of the Degree of Bachelor of Education (Teaching) (Honours), Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Education (Teaching).

12  Where the standard specified in Regulation 11a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

Withdrawal

13  A student may withdraw from enrolment for the Degree of Bachelor of Education (Teaching) (Honours) and apply to have points reassigned to the Postgraduate Diploma in Education (Teaching). Such points may be assigned at the discretion of Senate or its representative.

Commencement

14  These regulations came into force on 1 January 2006 for all students enrolling for this degree for the first time. The 2004 regulations for the Degree of Bachelor of Education (Teaching) (Honours) offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this degree for whom the regulations will be repealed on 1 December 2008.

Bachelor of Education (Teaching) (Honours) (BEd(Tchg)(Hons)) Schedule

The Degree of Bachelor of Social Work (Honours) – BSW(Hons)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1  a  No student on whom the Degree of Bachelor of Social Work has already been conferred may enrol for this degree.

    b  At the discretion of the Dean of Faculty of Education a student who has completed the courses specified to a total of 360 points with an average grade of B or higher in 60 points above Stage II may be permitted to enrol for this degree.

    c  Where the Dean of Faculty of Education approves enrolment for the Degree of Bachelor of Social Work (Honours) the courses previously passed for the Degree of Bachelor of Social Work will be reassigned to the Degree of Bachelor of Social Work (Honours).

Duration and Total Points Value

2  A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content

3  Of the 480 points required for this degree, a student must pass:

    a  330 points from the Degree of Bachelor of Social Work Schedule

    b  30 points from the General Education Schedule approved for this degree

    c  120 points from courses listed in the Bachelor of Social Work (Honours) Schedule.

4  The programme for each student requires the approval of the Dean of Faculty of Education.

Research Project

5  a  The research project is to be carried out under the guidance of a supervisor/s appointed by Senate or its representative, on the recommendation of the Dean of Faculty of Education.
b The research project topic must be approved by the Dean of Faculty of Education prior to enrolment.

c A student enrolled must complete the research project by the last day of the final semester of enrolment in the research project.

d In exceptional circumstances beyond the student’s control, Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not exceeding two months.

**General Education Exemptions**

6 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:

   either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) been admitted to this degree with credit from another tertiary institution of 240 points or more.

b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses approved by the Dean of Faculty of Education.

c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:

   (i) 15 points from courses offered in the General Education Schedule
   and
   (ii) a further 15 points from courses available for this degree.

**Practical and Professional Requirements**

7 a At the discretion of Senate or its representative, a student who does not pass a required Professional Practice course (SOCWORK 317, 715) may be declined permission to re-enrol in this degree.

b Re-enrolment in any of SOCWORK 317, 411 or 715 after failing that course requires the permission of the Dean of Faculty of Education.

c A student must continue to meet the requirements for registration throughout the duration of enrolment in the programme as outlined in the programme handbook.

**Termination of Enrolment**

8 a If the behaviour of a student in a learning or practice environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.

b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any practice placement pending the outcome of the inquiry.

c A student whose enrolment is terminated under Regulation 8a may appeal from that decision to the Council or its duly appointed delegate.

**Award of Honours**

9 This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Social Work (Honours), is sufficiently high to deserve Honours.

**Withdrawal of Honours**

10 A student whose work does not satisfy the standard specified in the Regulation 9, or who at any time chooses to withdraw from this programme, may apply to reassign courses passed for, or credited to, the Bachelor of Social Work (Honours) to the degree of Bachelor of Social Work.

**Variations**

11 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Commencement**

12 These regulations came into force on 1 January 2009.
Bachelor of Social Work (Honours) BSW(Hons) Schedule

Requirements:
- 30 points: SOCWORK 711, 713
- 30 points from SOCWORK 715 or 716
- 45 points: SOCWORK 714
- 15 points from SOCCHFAM 731, SOCHLTH 732, SOCYOUTH 733

Note: Students who were admitted to the Bachelor of Social Work (Practitioner Entry Specialisation) must take SOCWORK 716.

The Degree of Master of Counselling – MCouns

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   a either
      i completed the requirements for a bachelor’s degree in education, counselling, nursing, social work or another profession from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
   or
      ii completed the requirements for the Postgraduate Diploma in Counselling Theory, or the Postgraduate Diploma in Education – Counselling specialisation from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
   and
   b at least three years practical experience in teaching, counselling, nursing, social work or equivalent profession as approved by Senate or its representative.

2 An interview supported by referees’ statements and evidence of practical experience is required.

Note: Agencies where counsellors in training are placed wish to ensure that client safety is not compromised. For this reason, the application form for the Counselling programme asks applicants to indicate whether they have any criminal convictions. Furthermore, before any candidate can be accepted into the degree, an official police statement concerning absence or otherwise of criminal convictions will be required.

3 A student who has not gained an average of B or higher as specified in Regulation 1a must have otherwise shown to the satisfaction of the Dean of Faculty of Education capacity to undertake advanced study and research in the courses proposed to be taken for this degree in order to be admitted to the programme.

4 Admission to the programme requires the approval of Senate or its representative.

5 No student on whom the Degree of Master of Education – Counselling specialisation has already been conferred by The University of Auckland may enrol for this degree unless specific approval is given by Senate or its representative.

Duration and Total Points Value

6 A student admitted to this degree under Regulation 1a(i) must:
   a pass courses with a total value of 240 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees
   and
   c not exceed 280 points for the total enrolment for this degree.

7 A student admitted to this degree under Regulation 1a(ii) must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees
   and
   c not exceed 160 points for the total enrolment for this degree.

Structure and Content

8 A student admitted to this degree under Regulation 1a(i) must complete:
   a either
      i 120 points from courses listed in the Master of Counselling Schedule
      and
      ii 120 point Research Portfolio.
b A student admitted to this degree under Regulation 1a(ii) must complete a 120 point Research Portfolio.

Research Portfolio

10 a The Research Portfolio is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

b A student who has to complete 240 points must, before enrolment for the Research Portfolio, obtain an average grade of at least B in the first 120 points from the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Counselling Theory.

c A student who does not meet the requirements of this degree may apply to reassign courses passed for the Master of Counselling to the Postgraduate Diploma in Counselling Theory.

d The Research Portfolio must be completed within 12 months of the completion and passing of the courses for this degree.

Variations

11 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

12 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement

13 These regulations came into force on 1 January 2011. The 2006 regulations for the Master of Education – Counselling specialisation offered by The University of Auckland were repealed.

Master of Counselling (MCouns) Schedule

A student who has to complete 120 points must satisfy the following requirement:

- 120 points: PROFCOUN 797 Research Portfolio

Note: A student wishing to enrol in the Research Portfolio of the MCouns should note that EDPROFST 750 is a prerequisite for enrolment.

A student who has to complete 240 points must satisfy the following requirements:

- 90 points: EDPROFST 746, 748, 749, 750, PROFCOUN 701
- 30 points from EDPROFST 700–757, 760–788, EDUC 702–764, PROFCOUN 702–704, PROFSUPV 704, 705 or 30 points from a 700 level course in another subject as approved by the Associate Dean (Postgraduate)
- 120 points: PROFCOUN 797 Research Portfolio

Note: A student wishing to enrol in the Research Portfolio of the MCouns should note that EDPROFST 750 is a prerequisite for enrolment.

The Degree of Master of Education – MEd

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:

   a completed the requirements for a Postgraduate Diploma in Education from this University or an equivalent Postgraduate Diploma in Education as approved by Senate or its representative with an average grade of B or higher

   or

   b completed the requirements for the Degree of Bachelor of Education (Teaching) (Honours) from this University or an equivalent Bachelors Honours degree in Education as approved by Senate or its representative with an average grade of B or higher.

2 A student who has not gained an average of a B or better as specified in Regulation 1 must have otherwise shown to the satisfaction of the Dean of Faculty of Education capacity to undertake advanced study and research in the courses proposed to be taken for this degree in order to be admitted to this programme.

3 No student on whom the Degree of Master of Arts in Education has already been conferred by The University of Auckland may enrol for this degree unless specific approval is given by Senate or its representative.

4 Admission to the programme requires the approval of Senate or its representative.
Duration and Total Points Value
5  A student enrolled for this degree must:
a  pass courses with a total value of 120 points
and
b  complete within the time limit specified in the General Regulations – Masters Degrees.
6  The total enrolment for this degree must not exceed 160 points.

Structure and Content
7  Of the 120 points required for this degree, a student must complete:
a  Research Masters
   either
      (i)  a 120 point Thesis from the Research Masters option listed in the Master of Education Schedule
      or
      (ii) a 120 point Research Portfolio from the Research Masters option listed in the Master of Education Schedule
   or
b  Taught Masters
   120 points from the Taught Option listed in the Master of Education Schedule.
8  The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

Thesis/Research Portfolio/Folio of Casework
9  a  A thesis, research portfolio or folio of casework, when included in the degree, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
b  The thesis or research portfolio topic must be approved by the Dean of Faculty of Education prior to enrolment and is to embody the results obtained by the student in an investigation relating to an area of Education.
c  The thesis or research portfolio must be completed and submitted in accordance with the General Regulations – Masters Degrees.
d  The folio of casework must be completed within 12 months of the completion and passing of courses for this degree.

Variations
10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
11 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement
12 These regulations came into force on 1 January 2011. The 2006 regulations for the Degree of Master of Education were thereby repealed.

<table>
<thead>
<tr>
<th>Master of Education (MEd) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Masters</strong></td>
</tr>
<tr>
<td>Prerequisite: at least 30 points in an approved research methodology course</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>either</td>
</tr>
<tr>
<td>• 120 points: EDPROFST 796 Thesis</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>• 120 points: EDPROFST 795 Research Portfolio</td>
</tr>
<tr>
<td><strong>Taught Masters</strong></td>
</tr>
<tr>
<td>Prerequisite: at least 30 points in an approved research methodology course</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 60 points: EDPROFST 793 Dissertation</td>
</tr>
<tr>
<td><strong>Honours</strong></td>
</tr>
<tr>
<td>This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.</td>
</tr>
<tr>
<td><strong>Commencement</strong></td>
</tr>
<tr>
<td>These regulations came into force on 1 January 2011. The 2006 regulations for the Degree of Master of Education were thereby repealed.</td>
</tr>
<tr>
<td><strong>Counselling specialisation</strong></td>
</tr>
<tr>
<td>The Counselling specialisation in the Master of Education was withdrawn in 2010. Students who have a current enrolment in this specialisation should contact their Faculty for advice regarding completion. A new Master of Counselling has been developed.</td>
</tr>
</tbody>
</table>
The Degree of Master of Educational Leadership – MEdLd

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1. In order to be admitted to this programme, a student needs to:
   a. have completed the requirements for either
      (i) a Postgraduate Diploma in Educational Leadership from this University, or its equivalent approved by Senate or its representative, with an average grade of B or higher
      or
      (ii) a Postgraduate Diploma in Education as approved by the Dean of Faculty of Education with an average grade of B or higher
   and
   b. (i) hold a professional qualification in teaching or other profession approved by Senate or its representative
      and
      (ii) have at least three years of practical experience in teaching or a related profession, including experience in a formal or informal leadership and/or management role.

2. Any student who has completed the requirements for the Degree of Master of Education in Educational Administration or the Degree of the Master of Educational Management at The University of Auckland may not be admitted to this degree.

Duration and Total Points Value
3. A student enrolled for this degree must:
   a. pass courses with a total value of 120 points
   and
   b. complete within the time limit specified in the General Regulations – Masters Degrees.

4. The total enrolment for this degree must not exceed 160 points.

Structure and Content
5. Of the 120 points required for this degree, a student must pass:
   either
   a. Research Masters
      120 point Thesis EDPROFST 796
   or
   b. Taught Masters
      (i) 60 points: EDPROFST 793
      and
      (ii) 60 points from courses listed in the Master of Educational Leadership Schedule.

6. The programme for each student must be approved by the Dean of Faculty of Education prior to enrolment.

Variations
7. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
8. This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement
9. These regulations came into force on 1 January 2010.

Master of Educational Leadership (MEdLd) Schedule

<table>
<thead>
<tr>
<th>Research Masters Requirement:</th>
<th>120 points: EDPROFST 796 MEd Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught Masters Requirement:</td>
<td>60 points: EDPROFST 793 MEd Dissertation</td>
</tr>
<tr>
<td></td>
<td>60 points from EDCURRIC 740, EDPROFST 710, 716, 737, 738, 739, 740, 751, 757, 762, 769, 774, 776, 778, 782, EDUC 772, 787, BUSADMIN 713, HRMGMNT 702, 704, 706, 707, 708, approved 700 level courses listed in the Postgraduate Diploma in Business Schedule</td>
</tr>
</tbody>
</table>

Note: A student who has not completed EDPROFST 738 and 757 before entry into the Taught Masters must include these courses in the 60 points from courses listed in the Taught Masters in the Master of Educational Leadership Schedule.
The Degree of Master of Social Work – MSW

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   either
   a completed the requirements for the Degree of Bachelor of Social Work from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
   or
   b completed the requirements for the Degree of Bachelor of Social Work (Honours) from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
   or
   c (i) completed the requirements for the Postgraduate Diploma in Professional Supervision from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher
      and
      (ii) hold a qualification in social work approved by Senate or its representative
   or
   d completed the requirements for the Postgraduate Diploma in Health Sciences (Social Work) from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher
   or
   e completed the requirements for the Postgraduate Diploma in Social Work from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher.

2 A student who has not gained an average of B or better as specified in Regulation 1 must have otherwise shown to the satisfaction of the Dean of Faculty of Education capacity to undertake advanced study and research in the courses proposed to be taken for this degree in order to be admitted to the programme.

3 Admission to the programme requires the approval of Senate or its representative.

Duration and Total Points Value

4 A student admitted to this degree under Regulation 1a must:
   a pass courses with a total value of 240 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees
   and
   c not exceed 280 points for the total enrolment for this degree.

5 A student admitted to this degree under Regulation 1b, 1c, 1d or 1e must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees
   and
   c not exceed 160 points for the total enrolment for this degree.

Structure and Content

6 A student required to pass 240 points must pass:
   a 120 points from those courses listed in the Master of Social Work Schedule, including an approved 30 point research methodology course
   and
   b A student required to pass 120 points must pass
      either
      (i) a 120 point thesis
      or
      a 90 point research portfolio and 30 points from the courses listed in the Master of Social Work Schedule.
or
(ii) a 90 point research portfolio
and
30 points from the courses listed in the Master of Social Work Schedule.

c With the approval of all Academic Heads concerned, up to 30 points may be selected from other 700 level courses offered at this University.

Thesis and Dissertation

7 a The thesis or the research portfolio is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

b The thesis or research portfolio topic must be approved by the relevant Departmental Postgraduate Committee prior to enrolment.

c A student who has to complete 240 points for this degree must, before enrolment for the thesis or research portfolio, obtain an average grade of at least B in the first 120 points from the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Social Work.

d A student who does not meet the requirements of this degree may apply to reassign courses passed for the Master of Social Work to the Postgraduate Diploma in Social Work.

Variations

8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

9 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement

10 These regulations came into force on 1 January 2011.

### Master of Social Work (MSW) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 120 points: SOCWORK 796 Thesis and 120 points from EDPROFST 743, 744, PROFCOUN 704, PROFSUPV 700, 701, 702, 703, 706, 710, SOCCHFAM 731, 734, 735, 736, SOCHLTH 732, 753, 754, 755, 756, 757, SOCWORK 713, 718, 719, 750, 751, 752, 757, 758, 759, SOCYOUTH 733, 736 or • 90 points: SOCWORK 797 Research Portfolio</td>
</tr>
</tbody>
</table>

or

| 150 points from EDPROFST 743, 744, PROFCOUN 704, PROFSUPV 700, 701, 702, 703, 706, 710, SOCCHFAM 731, 734, 735, 736, SOCHLTH 732, 753, 754, 755, 756, 757, SOCWORK 713, 718, 719, 750, 751, 752, 757, 758, 759, SOCYOUTH 733, 736 Note: SOCWORK 718 Applied Research in Social Services is a requirement if a similar course has not been completed. An equivalent research methods course may be substituted from another subject, with the approval of the Academic Head. |

The Degree of Doctor of Education – EdD

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations, including the General Regulations for Named Doctorates and the Academic Statutes and Regulations.

Preamble

1 a A candidate for the degree of Doctor of Education is required to pursue an approved programme of advanced study and research as an enrolled student of the University.

b It is expected that this programme will usually be completed within four to six years from the date of registration.

c The Degree of Doctor of Education is awarded for a formal and systematic exposition of a coherent programme of advanced research work carried out over the period of registration for the degree, which in the opinion of the examiners and the Board of Graduate Studies satisfies all of the following criteria:

(i) to be an original contribution to scholarship relating to professional practice in the field of Education

and

(ii) to meet internationally recognised standards for such work

and

(iii) to demonstrate a knowledge of the literature relevant to the subject of the thesis, and the ability to exercise critical and analytical judgement of it.
and (iv) to be satisfactory in its methodology, in the quality and coherence of its written expression, and in its scholarly presentation and format.

d All research for the thesis is to be conducted in accordance with The University of Auckland Guidelines for the Conduct of Research.

e Doctor of Education theses may not exceed 100,000 words or 250 pages in total without the permission of the Board of Graduate Studies.

Eligibility

2 A candidate for the Degree of Doctor of Education is required to have:

a (i) completed the requirements for the award of either the Degree of Master of Education or the Degree of Master of Arts in Education with First Class or Second Class (First Division) Honours at The University of Auckland

or

(ii) completed the requirements for the award of either the Degree of Bachelor of Education (Teaching) (Honours) or the Degree of Bachelor of Arts (Honours) in Education with First Class or Second Class (First Division) Honours at The University of Auckland

or

(iii) completed the requirements for the award of a qualification that the Board of Graduate Studies considers to be equivalent to one of the prerequisite qualifications specified in Clause 2a(i) and (ii)

and

b demonstrated an ability to pursue doctoral level research in the field of Education

and

c had at least five years' experience in education or in an area considered comparable by the Board of Graduate Studies.

Admission

3 Admission Essential

Every candidate for the degree of Doctor of Education must have applied for admission and been admitted to The University of Auckland.

Duration and Total Points Value

4 a A candidate enrolled for this degree must follow an approved two-part programme with a total value of 360 points.

b Candidates must complete the requirements for Part I within two successive part-time years, unless permitted to do otherwise by the Board of Graduate Studies under Clause 9.

c After completing Part I candidates must complete the requirements for Part II within two full-time or four part-time years, unless permitted to do otherwise by the Board of Graduate Studies under Clause 9.

Registration

5 a The Board of Graduate Studies, on the recommendation of the Dean of Faculty of Education, is to determine whether the candidate may be registered and the date of registration.

b Conditions of registration will be determined in accordance with Clause 1 of the General Regulations for Named Doctorates.

Structure and Content

6 a A candidate enrolled for this degree must pass Parts I and II as follows:

(i) Part I: 120 points from EDPROFST 844 Research Portfolio

(ii) Part II: 240 points from EDPROFST 897 Thesis.

b A candidate must complete the requirements of Part I before commencing Part II.

Reviews of Progress

7 a At the end of Part I the Dean of Faculty of Education will submit, through the Associate Dean (Postgraduate) of the Faculty, a report to the Board of Graduate Studies on the candidate's progress and containing a recommendation as to whether or not the candidate should be permitted to proceed to Part II.

b During Part II, reviews of progress and continuation of registration will be made in accordance with Clause 2 of the General Regulations for Named Doctorates.
Enrolment and Fees
8 Enrolment and payment of fees will be determined according to Clause 3 of the General Regulations for Named Doctorates.

Changes to the Conditions of Registration
9 Changes to supervision, extensions of time, and suspension or termination of registration will be made according to Clause 4 of the General Regulations for Named Doctorates.

Submissions
10 a Copies of Thesis
All candidates are initially required to submit three copies of the thesis to the Graduate Centre. The thesis should have a temporary binding and a statement to examiners as specified in the Guide to Theses and Dissertations.

b Notification of Submission
One month prior to the expected date of submission, candidates should notify the Graduate Centre in writing of their intention to submit. If the candidate has reason to believe that any person would be unsuitable to serve as an examiner of the thesis on the grounds of conflict of interest, he or she may also submit at this time the name of this person and a statement in writing as to the nature of the conflict of interest to the Graduate Centre.

c Declaration as to Originality
The thesis is to be accompanied by a statutory declaration, signed by the candidate, stating that the thesis is the candidate’s own work and that neither the thesis nor any part of it has been submitted or accepted for any other degree or diploma.

d Language of Thesis
The thesis is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration of the candidate.

Examinations
11 The examination process will follow that of Clause 9 of the Statute for the Degree of Doctor of Philosophy, except that:
a examiners will be requested to assess the thesis according to the criteria of Clause 1(c) of these regulations
and
b the Board of Graduate Studies will normally appoint the Doctor of Education Advisor as the Head of Department nominee on the Examination Committee (and who will participate in the Oral Examination), as described in the Degree of Doctor of Philosophy Statute, for all Doctor of Education examinations.

Variations
12 In exceptional circumstances the Board of Graduate Studies may approve a personal programme which does not conform with these regulations.

Appeals
13 Appeals regarding the examination process or decisions of the Board of Graduate Studies must be made according to Clause 5 of the General Regulations for Named Doctorates.

Dispute Resolution Procedures
14 a Disputes are to be resolved according to the Policy for Resolution of Research Problems: Postgraduate Research Students.

Transitional Arrangements
15 a These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Doctor of Education were thereby repealed.

b For a candidate initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this statute to ensure consistency with the provisions of the regulations under which the candidate was enrolled where it is satisfied that the candidate would otherwise be at a disadvantage.
Diploma of Teaching (Early Childhood Education) – DipTchg(ECE)

The regulations for this diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

In order to satisfy the requirements of this diploma, students are required to be in various teaching environments which will bring them into contact with children. Only persons able to meet the criteria for provisional registration of the New Zealand Teachers Council will be permitted to enrol in this diploma.

Admission

1. To be admitted to this programme a student must:
   a. meet University entry criteria
   and
   b. have demonstrated the potential to meet the New Zealand Teachers Council criteria for provisional registration. Personal references and an interview will normally be required.

2. Students holding a qualification gained at an overseas institution may be required to provide evidence of language proficiency prior to admission into this programme.

Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process consistent with the requirements for provisional registration of the New Zealand Teachers Council.

3. Admission to this programme is at the discretion of Senate or its representative.

Duration and Total Points Value

4. A student enrolled for this diploma must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content

5. Of the 360 points required for this diploma, a student must pass:
   either
   a. (i) at least 345 points from the Core Courses listed in the Diploma of Teaching (Early Childhood Education) Schedule
   and
   (ii) 15 points from courses offered in the General Education Schedule approved for this diploma
   or
   b. (i) at least 345 points from the specialisation listed in the Diploma of Teaching (Early Childhood Education) Schedule
   and
   (ii) 15 points from courses offered in the General Education Schedule approved for this diploma.

General Education Exemptions

6. a. A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   (i) completed an undergraduate diploma at a tertiary institution
   or
   (ii) commenced study for this diploma at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this diploma with credit from another tertiary institution of 120 points or more.

   b. A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 15 points from courses approved by the Dean of Faculty of Education.

Practical Requirements

7. a. In any course that has a practicum component, a student must pass all components in order to have passed that course as a whole.

   b. Re-enrolment in any EDPRAC course after failing that course requires the permission of the Dean of the Faculty of Education or nominee.

   c. At the discretion of Senate or its representative, a student who does not pass an EDPRAC course may be declined permission to re-enrol for this diploma.
Professional Requirements
8  a  In order to complete the requirements for this diploma, a student must be able to meet the criteria for provisional registration of the New Zealand Teachers Council.
   b  A student who ceases to be able to meet the criteria for provisional registration of the New Zealand Teachers Council must immediately notify the Dean of Faculty.
   c  If the Dean of Faculty has reason to believe that a student does not meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall advise the student and take into account any written response from the student.
   d  If the Dean of Faculty is satisfied that the student is not able to meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall notify Senate or its representative.
   e  On receipt of such advice, Senate or its representative may terminate the student’s enrolment and any application to re-enrol may likewise be declined.
   f  A student whose enrolment is terminated under Regulation 8e may appeal from that decision to the Council or its duly appointed delegate.

Termination of Enrolment
9  a  If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
   b  A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.
   c  A student whose enrolment is terminated under Regulation 9a may appeal from that decision to the Council or its duly appointed delegate.

Variations
10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
11 These regulations came into force on 1 January 2007. The 2003 regulations for the Diploma of Teaching (Early Childhood Education) and the 2001 regulations for the Diploma of Teaching (ECE-Pacific Islands) offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this diploma for whom the regulations will be repealed on 1 December 2011.

<table>
<thead>
<tr>
<th>Diploma of Teaching (Early Childhood Education) (DipTchg(ECE)) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement:</strong> at least 360 points, including</td>
</tr>
<tr>
<td><strong>Core Courses – 345 points</strong></td>
</tr>
<tr>
<td>• 165 points: EDCURRIC 110–112, 114–116, EDPRAC 102, EDPROFST 100, 101, EDUC 118, 119</td>
</tr>
<tr>
<td>• 105 points: EDCURRIC 210–212, EDPRAC 202, EDPROFST 202, 213, 214</td>
</tr>
<tr>
<td>• 75 points: EDCURRIC 321, EDPRAC 306, EDPROFST 314</td>
</tr>
<tr>
<td><strong>Early Childhood Education Pasifika specialisation</strong></td>
</tr>
<tr>
<td><strong>Requirement:</strong> at least 345 points, including</td>
</tr>
<tr>
<td>• 165 points: EDCURRPK 111, 115, 116, 120–122, EDPRACPK 102, EDPROFST 100, EDPROFPK 102, EDUC 118, 119</td>
</tr>
<tr>
<td>• 105 points: EDCURRPK 210–213, EDPRAC 202, EDPROFPK 202, EDPROFST 214</td>
</tr>
<tr>
<td>• 75 points: EDCURRPK 321, EDPRAC 306, EDPROFPK 302, 314</td>
</tr>
<tr>
<td><strong>General Education Requirement</strong></td>
</tr>
<tr>
<td>• 15 points from courses offered in the General Education Schedule approved for this diploma</td>
</tr>
</tbody>
</table>

Graduate Diploma in Education – GradDipEd
The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1  In order to be admitted to this programme, a student needs to have:
   a  (i)  completed the requirements for a Bachelors degree
       or
       (ii) completed the requirements for a university diploma approved by Senate or its representative
       or
       (iii) completed a professional qualification in teaching, counselling, social work or relevant other profession approved by Senate or its representative
or
(iv) at least five years’ employment experience deemed relevant to this programme by the Senate or its representative

and

b satisfied the Dean of Faculty of Education that they have appropriate training and experience to undertake the programme.

Admission to the graduate diploma is at the discretion of Senate or its representative.

Duration and Total Points Value

A student enrolled for this graduate diploma must follow a programme of the equivalent of two full-time semesters and pass courses with a total value of 120 points.

Structure and Content

Of the 120 points required for this graduate diploma, a student must pass:

either

a 120 points from courses listed in the General Option, or from one of the specialisations, in the Graduate Diploma in Education Schedule, including at least 75 points above Stage II

or

b at least 90 points from courses listed in the General Option in the Graduate Diploma in Education Schedule, including at least 75 points above Stage II

and

up to 30 points from other courses available at this University. The approval of all Heads of Departments concerned is required.

The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

Variations

In exceptional circumstances Senate or its representative may approve a personal course of study which does not conform to these regulations.

Commencement

These regulations came into force on 1 January 2006. The 2001 regulations for the Graduate Diploma in Education offered by The University of Auckland and the 2003 regulations for the Graduate Diploma in Education offered by former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this graduate diploma for whom the regulations will be repealed on 1 December 2007.

Graduate Diploma in Education (GradDipEd) Schedule

<table>
<thead>
<tr>
<th>Requirement: 120 points, including at least 75 points above Stage II</th>
<th>376–378, 703, EDUC 341 or other courses available at this University with the approval of the Programme Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Option</td>
<td>Specialisations Available</td>
</tr>
<tr>
<td>either</td>
<td>Disability Support</td>
</tr>
<tr>
<td>or</td>
<td>Reading Recovery</td>
</tr>
</tbody>
</table>

Graduate Diploma in Special Education – GradDipSpecEd

The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

To be admitted to this programme a student needs to have:

either

a (i) a teaching qualification

and

(ii) New Zealand teacher registration

and

(iii) at least two years teaching experience

376–378, 703, EDUC 341 or other courses available at this University with the approval of the Programme Coordinator

Specialisations Available

Disability Support

• 120 points: DISABLTY 313, 314, 315, HUMSERV 202, 211, 301, 303, 304

Reading Recovery

• 120 points from EDPROFST 382–385

Special Needs Resource Teaching

Part I

• 60 points: EDPROFST 633, 634

Part II

• 60 points: EDPROFST 735, 736

Note: Admission to Part II requires prior successful completion of Part I.
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or

b If specialising in early intervention
   (i) an early childhood teaching qualification
   and
   (ii) New Zealand teacher registration
   and
   (iii) at least two years teaching experience in the early childhood sector.

2 Admission to this programme is at the discretion of Senate or its representative.

Note: To be admitted, a student must have personal qualities that show suitability for this programme. An interview will normally be required.

Duration and Total Points Value

A student enrolled for this graduate diploma must follow a programme of the equivalent of two full-time semesters and pass courses with a total value of 120 points.

Structure and Content

Of the 120 points required for this graduate diploma a student must pass:

a 30 points from the Core Courses listed in the Graduate Diploma in Special Education Schedule

b at least 90 points from courses in one of the specialisations listed in the Graduate Diploma in Special Education Schedule.

5 The programme for each student requires the approval of the Associate Dean Postgraduate prior to enrolment.

Variations

In exceptional circumstances Senate or its representative may approve a personal course of study which does not conform to these regulations.

Commencement

These regulations came into force on 1 January 2007.

Graduate Diploma in Special Education (GradDipSpecEd) Schedule

<table>
<thead>
<tr>
<th>Requirement: at least 120 points</th>
<th>Special Teaching Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>Requirement: 90 points including:</td>
</tr>
<tr>
<td>• 30 points: EDSPEC 301, EDUC 342</td>
<td>• 75 points: EDSPEC 330–334</td>
</tr>
<tr>
<td>and one of the specialisations listed below</td>
<td>• 15 points from EDSPEC 390–393 or other courses listed in the Graduate Diploma in Special Education Schedule, or from other Special Education courses available in the Faculty of Education and approved by the Head of the Programme</td>
</tr>
<tr>
<td>Specialisations Available</td>
<td>Vision Impairment</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>Requirement: 90 points</td>
</tr>
<tr>
<td>Requirement: 90 points including:</td>
<td>• 90 points: EDSPEC 340–345</td>
</tr>
<tr>
<td>• 75 points: EDSPEC 310–314</td>
<td></td>
</tr>
<tr>
<td>• 15 points from EDSPEC 390–393</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Diploma in Teaching (Early Childhood Education)

– GradDipTchg(ECE)

The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

In order to satisfy the requirements of this graduate diploma, students are required to be in various teaching environments which will bring them into contact with children. Only persons able to meet the criteria for provisional registration of the New Zealand Teachers Council will be permitted to enrol in this graduate diploma.

Admission

In order to be admitted to this programme, a student needs to have:

a completed the requirements for:
   (i) a degree from a New Zealand university
   or
   (ii) attained a level of competence approved by Senate or its representative as:
       (a) equivalent to that specified in (i) above, and
       (b) appropriate for the proposed programme for this graduate diploma.
   or
   (iii) a qualification recognised as equivalent by the Ministry of Education
and demonstrated the potential to meet the New Zealand Teachers Council criteria for provisional registration. Personal references and an interview will normally be required.

Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process consistent with the requirements for provisional registration of the New Zealand Teachers Council.

2 Admission to this graduate diploma is at the discretion of Senate or its representative.

Duration and Total Points Value
3 A student enrolled for this graduate diploma must follow a programme of the equivalent of one full-time year and pass courses with a total value of 150 points.

4 The requirements for this graduate diploma must be completed within 24 months of initial enrolment unless, in exceptional circumstances, Senate or its representative extends this period.

Structure and Content
5 A student enrolled for this graduate diploma must pass 150 points from the courses listed in the Graduate Diploma in Teaching (Early Childhood Education) Schedule.

6 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

7 A student who has been credited for another degree or diploma with any course the same as or similar to those required in the Graduate Diploma in Teaching (Early Childhood Education) Schedule will be required to substitute for those courses so credited such additional course(s) as the Head of Teacher Education Programmes may approve.

Practical Requirements
8 In any course that has a practicum component, a student must pass all components in order to have passed that course as a whole.

Professional Requirements
9 a In order to complete the requirements for this graduate diploma, a student must be able to meet the criteria for provisional registration of the New Zealand Teachers Council.

b A student who ceases to be able to meet the criteria for provisional registration of the New Zealand Teachers Council must immediately notify the Dean of Faculty.

c If the Dean of Faculty has reason to believe that a student does not meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall advise the student and take into account any written response from the student.

d If the Dean of Faculty is satisfied that the student is not able to meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall notify Senate or its representative.

e On receipt of such advice, Senate or its representative may terminate the student’s enrolment and any application to re-enrol may likewise be declined.

f A student whose enrolment is terminated under Regulation 9e may appeal from that decision to the Council or its duly appointed delegate.

Termination of Enrolment
10 a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.

b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.

c A student whose enrolment is terminated under Regulation 10a may appeal from that decision to the Council or its duly appointed delegate.

Variations
11 In exceptional circumstances Senate or its representative may approve a personal course of study which does not conform to these regulations.

Commencement
12 These regulations came into force on 1 January 2006 for all students enrolling for this degree for the
first time. The 2004 regulations for the Graduate Diploma in Teaching (Early Childhood Education) offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this graduate diploma for whom the regulations will be repealed on 1 December 2007.

Graduate Diploma in Teaching (Early Childhood Education) (GradDipTchg(ECE)) Schedule

Requirement: 150 points including
- 135 points from EDCURRIC 630–635, EDPRAC 621, 622, EDPROFST 622, 623
- 15 points from EDPROFST 621, 624

Graduate Diploma of Teaching English in Schools to Speakers of Other Languages – GradDipTESSOL

The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   a (i) completed the requirements for a Bachelors degree
   or
   (ii) completed the requirements for a university diploma approved by Senate or its representative
   or
   (iii) completed a professional qualification in teaching or relevant other profession approved by Senate or its representative
   and
   b not less than two years’ relevant professional experience and be currently teaching in a New Zealand early childhood, primary or secondary setting
   and
   c satisfied the Dean of Faculty of Education that they have appropriate training and experience to undertake the programme.

2 Admission to this graduate diploma is at the discretion of Senate or its representative.

Duration and Total Points Value

3 A student enrolled for this graduate diploma must follow a programme of the equivalent of two full-time semesters and pass courses with a total value of 120 points.

Structure and Content

4 Of the 120 points required for this graduate diploma, a student must pass:
   either
   a 120 points from the courses listed in the Graduate Diploma of Teaching English in Schools to Speakers of Other Languages Schedule, including at least 75 points above Stage II
   or
   b at least 105 points from courses listed in the Graduate Diploma of Teaching English in Schools to Speakers of Other Languages Schedule, including at least 75 points above Stage II
   and
   up to 15 points from other courses available at this University. The approval of all Heads of Departments concerned is required.

5 The programme for each student requires the approval of the Programme Coordinator prior to enrolment.

Variations

6 In exceptional circumstances Senate or its representative may approve a personal course of study which does not conform to these regulations.

Commencement

7 These regulations came into force on 1 January 2006 for all students enrolling for this graduate diploma for the first time. The 2004 regulations for the Graduate Diploma of Teaching English in Schools to Speakers of Other Languages offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this graduate diploma for whom the regulations will be repealed on 1 December 2007.
Graduate Diploma in Teaching English in Schools to Speakers of Other Languages (GradDipTESSOL)

Schedule

Requirement: 120 points, including
Core Courses
- 60 points: EDPROFST 227, 372–374
- at least 30 points from EDPROFST 226, 375–381

Elective Courses
- with the approval of the Programme Coordinator:
  - (i) up to 30 points may be taken from EDCURRIC 345, EDCURRM 301, EDPROFST 220, 331, LANGTCHG 706, 710, 711, 714, 722
  - (ii) up to 15 points may be taken from other courses available at this University

Graduate Diploma in Teaching (Primary) – GradDipTchg(Primary)

The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

In order to satisfy the requirements of this graduate diploma, students are required to be in various teaching environments which will bring them into contact with children. Only persons able to meet the criteria for provisional registration of the New Zealand Teachers Council will be permitted to enrol in this graduate diploma.

Admission

1. In order to be admitted to this programme, a student needs to have:
   a. completed the requirements for:
      (i) a degree from a New Zealand university
      or
      (ii) attained a level of competence approved by Senate or its representative as:
         (a) equivalent to that specified in (i) above, and
         (b) appropriate for the proposed programme for this graduate diploma.
      or
      (iii) a qualification recognised as equivalent by the Ministry of Education
   and
   b. demonstrated the potential to meet the New Zealand Teachers Council criteria for provisional registration. Personal references and an interview will normally be required.

Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process consistent with the requirements for provisional registration of the New Zealand Teachers Council.

2. Admission to this graduate diploma is at the discretion of Senate or its representative.

Duration and Total Points Value

3. A student enrolled for this graduate diploma must follow a programme of the equivalent of one full-time year and pass courses with a total value of 160 points.

4. The requirements for this graduate diploma must be completed within 24 months of initial enrolment unless, in exceptional circumstances, Senate or its representative extends this period.

Structure and Content

5. Of the 160 points required for this graduate diploma, a student must pass:
   a. 70 points from the Professional and Practicum Courses listed in the Graduate Diploma in Teaching (Primary) Schedule
   and
   b. 90 points from the Curriculum Courses listed in the Graduate Diploma in Teaching (Primary) Schedule.

6. The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

Practical Requirements

7. In any course that has a practicum component, a student must pass all components in order to have passed that course as a whole.

Professional Requirements

8. a. In order to complete the requirements for this graduate diploma, a student must be able to meet the criteria for provisional registration of the New Zealand Teachers Council.

   b. A student who ceases to be able to meet the criteria for provisional registration of the New Zealand Teachers Council must immediately notify the Dean of Faculty.

   c. If the Dean of Faculty has reason to believe that a student does not meet the criteria for
provisional registration of the New Zealand Teachers Council the Dean shall advise the student and take into account any written response from the student.

d If the Dean of Faculty is satisfied that the student is not able to meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall notify Senate or its representative.

e On receipt of such advice, Senate or its representative may terminate the student’s enrolment and any application to re-enrol may likewise be declined.

f A student whose enrolment is terminated under Regulation 8e may appeal from that decision to the Council or its duly appointed delegate.

Termination of Enrolment

9 a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.

b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.

c A student whose enrolment is terminated under Regulation 9a may appeal from that decision to the Council or its duly appointed delegate.

Variations

10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

11 These regulations came into force on 1 January 2006. The 2004 regulations for the Graduate Diploma in Teaching (Primary) offered by The University of Auckland and the 2000 regulations for the Graduate Diploma in Teaching (Primary) offered by former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this graduate diploma for whom the regulations will be repealed on 1 December 2007.

Graduate Diploma in Teaching (Primary) (GradDipTchg(Primary)) Schedule

<table>
<thead>
<tr>
<th>Requirement: 160 points from</th>
<th>Curriculum Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and Practicum Courses</td>
<td>90 points from EDCURRIC 603–606, 608–613, 620–622, 628, 629</td>
</tr>
<tr>
<td>• 70 points from EDPRAC 607, EDPROFST 601, 608</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Diploma in Teaching (Secondary) – GradDipTchg(Sec)

The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

In order to satisfy the requirements of this graduate diploma, students are required to be in various teaching environments which will bring them into contact with young persons. Only persons able to meet the criteria for provisional registration of the New Zealand Teachers Council will be permitted to enrol in this graduate diploma.

Admission

1 In order to be admitted to this programme, a student needs to have:

a completed the requirements for:

(i) a degree from a New Zealand university

or

(ii) attained a level of competence approved by Senate or its representative as:

(a) equivalent to that specified in (i) above and

(b) appropriate for the proposed programme for this graduate diploma

or

(iii) a qualification recognised as equivalent by the Ministry of Education and

b demonstrated the potential to meet the New Zealand Teachers Council criteria for provisional registration. Personal references and an interview will normally be required.

Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process consistent with the requirements for provisional registration of the New Zealand Teachers Council.
Admission to this graduate diploma is at the discretion of Senate or its representative.

Duration and Total Points Value

A student enrolled for this graduate diploma must follow a programme of the equivalent of one full-time year and pass courses with a total value of 120 points.

The requirements for this graduate diploma must be completed within 24 months of initial enrolment unless, in exceptional circumstances, Senate or its representative extends this period.

Structure and Content

Of the 120 points required for this graduate diploma, a student must pass:

- 60 points from the Core Courses listed in the Graduate Diploma in Teaching (Secondary) Schedule
- 60 points from the Curriculum Courses listed in the Graduate Diploma in Teaching (Secondary) Schedule.

The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

Practical Requirements

In any course that has a practicum component, a student must pass all components in order to have passed that course as a whole.

Professional Requirements

In order to complete the requirements for this graduate diploma, a student must be able to meet the criteria for provisional registration of the New Zealand Teachers Council.

A student who ceases to be able to meet the criteria for provisional registration of the New Zealand Teachers Council must immediately notify the Dean of Faculty.

If the Dean of Faculty has reason to believe that a student does not meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall advise the student and take into account any written response from the student.

If the Dean of Faculty is satisfied that the student is not able to meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall notify Senate or its representative.

On receipt of such advice, Senate or its representative may terminate the student’s enrolment and any application to re-enrol may likewise be declined.

A student whose enrolment is terminated under Regulation 8e may appeal from that decision to the Council or its duly appointed delegate.

Termination of Enrolment

If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.

A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.

A student whose enrolment is terminated under Regulation 9a may appeal from that decision to the Council or its duly appointed delegate.

Variations

In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

These regulations came into force on 1 January 2006. The 2004 regulations for the Graduate Diploma in Teaching (Secondary) offered by The University of Auckland and the 2000 regulations for the Graduate Diploma in Teaching (Secondary) offered by former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this graduate diploma for whom the regulations will be repealed on 1 December 2007.
Graduate Diploma in Teaching (Secondary) (GradDipTchg(Sec)) Schedule

Requirement: 120 points from
Core Courses
• 30 points: EDPRAC 608, or 605, 606
• 30 points: EDP PROFST 612

Curriculum Courses
• 60 points from EDCURSEC 601–690

Postgraduate Diploma in Counselling Theory – PGDipCounsTh

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1. In order to be admitted to this programme, a student needs to have:
   a. completed the requirements for a bachelor's degree in education, counselling, nursing, social work or another profession from this University or an equivalent qualification approved by Senate or its representative
   and
   b. at least three years practical experience in teaching, counselling, nursing, social work or an equivalent profession as approved by Senate or its representative
   and
   c. An interview supported by referees' statements and evidence of practical experience is required.

   Note: Agencies where counsellors in training are placed wish to ensure that client safety is not compromised. For this reason, the application form for the Counselling programme asks applicants to indicate whether they have any criminal convictions. Furthermore, before any candidate can be accepted into the degree, an official police statement concerning absence or otherwise of criminal convictions will be required.

2. No student on whom the Postgraduate Diploma in Education – Counselling specialisation has already been conferred by The University of Auckland may enrol for this postgraduate diploma unless specific approval is given by Senate or its representative.

3. Admission to the programme requires the approval of Senate or its representative.

Duration and Total Points Value
4. A student enrolled for this postgraduate diploma must:
   a. pass courses with a total value of 120 points
   and
   b. complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

5. The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
6. A student enrolled for this postgraduate diploma must pass 120 points from the Postgraduate Diploma in Counselling Theory Schedule.

7. The programme for each student must be approved by the Dean of Faculty of Education prior to enrolment.

Distinction
8. This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Variations
9. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
10. These regulations came into force on 1 January 2011. The 2006 regulations for the Postgraduate Diploma in Education – Counselling specialisation offered by The University of Auckland were repealed.

Postgraduate Diploma in Counselling Theory (PGDipCounsTh) Schedule

• 90 points: EDP PROFST 746, 748, 749, 750, PROFCOUN 701
• 30 points from EDP PROFST 700–757, 760–788, EDUC 702–764, PROFCOUN 702–704, PROFSUPV 704, 705 or a 700 level course in another subject as approved by the Associate Dean (Postgraduate)

Note: A student wishing to enrol in the Research Portfolio of the MCouns following the award of this postgraduate qualification should note that EDP PROFST 750 is a prerequisite for enrolment.
Postgraduate Diploma in Education – PGDipEd

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for a Bachelors degree in Education from this University or an equivalent degree as approved by Senate or its representative
   or
   b completed the requirements for an Advanced Diploma in Teaching as approved by Senate or its representative and have three years teaching experience
   or
   c completed the requirements for a Graduate Diploma in Education from this University or an equivalent graduate diploma as approved by Senate or its representative
   or
   d if enrolling for the Special Needs Resource Teaching specialisation, completed the requirements for an Advanced Diploma of Teaching or a Diploma of Teaching, and a Diploma in the Education of Students with Special Teaching Needs, as approved by Senate or its representative
   or
   e if enrolling in the Early Career Teaching specialisation, completed the requirements of a Bachelor of Education (Teaching) degree, or equivalent, as approved by Senate or its representative, and less than three years teaching experience or not hold full registration from the New Zealand Teachers Council.

2 No student on whom the Degree of Master of Arts in Education has already been conferred by The University of Auckland may enrol for this postgraduate diploma unless specific approval is given by Senate or its representative.

3 Admission to the programme requires the approval of Senate or its representative.

Duration and Total Points Value

4 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

5 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content

6 A student enrolled for this postgraduate diploma must pass 120 points from one of the options listed in the Postgraduate Diploma in Education Schedule.

7 The programme for each student must be approved by the Dean of Faculty of Education prior to enrolment.

Distinction

8 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Variations

9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

10 These regulations came into force on 1 January 2011. The 2006 regulations for the Postgraduate Diploma in Education were thereby repealed.

Postgraduate Diploma in Education (PGDipEd) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>700–757, 760–788, EDPROFM 700, 701, EDSPEC 700, EDUC 702–764, 774, 776, 787, 791, MUSED 701, 702, 710, 711, 780</th>
</tr>
</thead>
<tbody>
<tr>
<td>either</td>
<td>120 points from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 739, 740, 760, 780, 781, 783, 784, 791, EDPROFST 700–757, 760–788, EDPROFM 700, 701, EDSPEC 700, EDUC 702–764, 774, 776, 787, 791, MUSED 701, 702, 710, 711, 780</td>
</tr>
<tr>
<td>or</td>
<td>up to 45 points from 700 level courses in another subject. The approval of all Heads of Departments is required.</td>
</tr>
<tr>
<td>or</td>
<td>Special Needs Resource Teaching specialisation</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Prior approval from the Dean of Faculty of Education</td>
</tr>
<tr>
<td></td>
<td>120 points: EDPROFST 733–736</td>
</tr>
<tr>
<td>or</td>
<td>700–757, 760–788, EDPROFM 700, 701, EDSPEC 700, EDUC 702–764, 774, 776, 787, 791, MUSED 701, 702, 710, 711, 780</td>
</tr>
<tr>
<td>or</td>
<td>up to 45 points from 700 level courses in another subject. The approval of all Heads of Departments is required.</td>
</tr>
<tr>
<td>or</td>
<td>Special Needs Resource Teaching specialisation</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Prior approval from the Dean of Faculty of Education</td>
</tr>
<tr>
<td></td>
<td>120 points: EDPROFST 733–736</td>
</tr>
</tbody>
</table>
Counselling specialisation
The Counselling specialisation in the Postgraduate Diploma in Education was withdrawn in 2010. Students who have a current enrolment in this specialisation should contact their Faculty for advice regarding completion. A new Postgraduate Diploma in Counselling Theory has been developed.

or

Early Career Teaching specialisation
• 60 points: EDPRAC 701
• 30 points from EDCURRIC 740, EDPROFST 750, 756, 757, 758, 788, EDUC 774, 787

Literacy Education specialisation
Prerequisite: Prior approval from the Dean of Faculty of Education
120 points: EDPROFST 700–703
Note 1: A student wishing to enrol in a thesis or research portfolio for the Master of Education following the award of this postgraduate diploma should note that passing of 30 points of approved research methodology courses will be required.
Note 2: A student wishing to enrol in the Master of Educational Leadership is advised to include EDPROFST 738 and 757 in the postgraduate diploma.

Postgraduate Diploma in Education (Teaching) – PGDipEd(Tchg)
The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have completed the requirements for:
   either
   a the Degree of Bachelor of Education (Teaching)
   or
   b an equivalent qualification recognised for teacher registration in New Zealand as approved by Senate or its representative.

2 A student who has not completed the requirements for the Degree of Bachelor of Education (Teaching) but who has:
   a passed courses with a total value of at least 345 points for that degree
   and
   b passed the prerequisites for the required courses
   may, with the approval of the Dean of Faculty of Education, enrol for this postgraduate diploma. The remaining points for the Degree of Bachelor of Education (Teaching) must be passed within the first semester of enrolment for the Postgraduate Diploma in Education (Teaching). The Postgraduate Diploma in Education (Teaching) will not be awarded until the requirements for the Degree of Bachelor of Education (Teaching) have been completed.

3 Admission to the programme requires the approval of Senate or its representative.
   Note: Admission to and completion of this programme does not meet New Zealand teacher registration requirements and does not constitute a pre-service teaching qualification.

Duration and Total Points Value
4 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

5 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
6 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Education (Teaching) Schedule.

7 With the approval of all Heads of Departments concerned, up to 30 points may be selected from other 700 level courses offered at this University.

8 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

Distinction
9 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Variations
10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.
Commencement
11 These regulations came into force on 1 January 2006.

Postgraduate Diploma in Education (Teaching) (PGDipEd(Tchg)) Schedule


Postgraduate Diploma in Educational Leadership – PGDipEdLd

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to:
   a have completed the requirements for a Bachelors degree from this University or an equivalent degree as approved by Senate or its representative
   and
   b (i) hold a professional qualification in teaching, or other profession approved by Senate or its representative
   and
   (ii) have at least three years practical experience in teaching or in a related profession, including experience in a formal or informal leadership and/or management role.

2 Any student who has completed the requirements for the Degree of Master of Education in Educational Administration, the Postgraduate Diploma in Educational Management or the Degree of Master of Educational Management at The University of Auckland may not be admitted to this postgraduate diploma.

3 Admission to this postgraduate diploma is at the discretion of Senate or its representative.

Duration and Total Points Value
4 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

5 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
6 A student enrolled for this postgraduate diploma must pass 120 points in courses as listed in the Postgraduate Diploma in Educational Leadership Schedule.

7 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

Distinction
8 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
10 These regulations came into force on 1 January 2010.

Postgraduate Diploma in Educational Leadership (PGDipEdLd) Schedule

| Requirement: | 60 points from EDPROFST 738, 757, 769
   and
60 points from EDCURRIC 740, EDPROFST 710, 716, 737, 739, 740, 751, 762, 769, 774, 776, 778, 782, EDUC 772, 787, BUSADMIN 713, | HRMGMT 702, 704, 706, 707, 708, approved 700 level courses listed in the Postgraduate Diploma in Business Schedule |
Postgraduate Diploma in Professional Supervision – PGDipProfSup

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to:
   a have completed the requirements for a Bachelors degree approved by Senate or its representative
   and
   b be currently employed in health, counselling, social or human services or other appropriate professional context
   and
   c have at least three years relevant professional experience.

2 A student who has completed the requirements for the Postgraduate Certificate in Professional Supervision, or its equivalent, may on the recommendation of the relevant Head of Programme, and with the approval of Senate or its representative, credit to this Postgraduate Diploma in Professional Supervision, the courses passed for the Postgraduate Certificate in Professional Supervision.

3 Admission to this programme requires the approval of the Dean of Faculty of Education.

Duration and Total Points Value
4 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

5 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
6 A student enrolled for this postgraduate diploma must pass:
   a at least 120 points from courses listed in the Postgraduate Diploma in Professional Supervision Schedule
   or
   b (i) at least 90 points from courses listed in the Postgraduate Diploma in Professional Supervision Schedule
      and
      (ii) up to 30 points from other postgraduate courses as approved by Senate or its representative.

7 The programme for each student requires the approval of Senate or its representative.

Distinction
8 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
10 These regulations came into force on 1 January 2008.

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<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 60 points: PROFSUPV 700, 701</td>
</tr>
<tr>
<td>• 60 points from PROFSUPV 702–709</td>
</tr>
</tbody>
</table>
Postgraduate Diploma in Social Work – PGDipSW

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have completed the requirements for a Bachelor of Social Work from this University or an equivalent degree as approved by Senate or its representative.

2 Admission to this postgraduate diploma is at the discretion of Senate or its representative.

Duration and Total Points Value

3 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

4 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content

5 A student enrolled for this postgraduate diploma must pass 120 points in courses as listed in the Postgraduate Diploma in Social Work Schedule.

6 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

Distinction

7 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Variations

8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

9 These regulations came into force on 1 January 2011.

Postgraduate Diploma in Social Work (PGDipSW) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 120 points from EDPROFST 743, 744, PROFCOUN 704, PROFSUPV 700, 701, 702, 703, 706, 710, SOCCHFAM 731, 734, 735, 736, SOCHLTH 732, 753, 754, 755, 756, 757, SOCWORK 713, 718, 719, 750, 751, 752, 757, 758, 759, SOCYOUTH 733, 736</td>
</tr>
</tbody>
</table>

Note: A student wishing to enrol in a thesis or research portfolio for the Master of Social Work following the award of this postgraduate qualification should note that SOCWORK 718 Applied Research in Social Services (or an equivalent 30 points in a research methods course approved by the Academic Head) is a prerequisite for enrolment.

Graduate Certificate in Professional Supervision – GradCertProfSup

The Graduate Certificate in Professional Supervision has been discontinued. No new students will be admitted. For further advice contact the Faculty of Education Student Centre.

Postgraduate Certificate in Professional Supervision – PGCertProfSup

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to:
   a have completed the requirements for a Bachelors degree approved by Senate or its representative
   and
   b be currently employed in health, counselling, social or human services or other appropriate professional context
   and
   c have at least three years relevant professional experience.

2 A student enrolled for this postgraduate certificate must:
a pass courses with a total value of 60 points

and

b complete within the time limit specified in the General Regulations – Postgraduate Certificates.

3 The total enrolment for this postgraduate certificate must not exceed 80 points.

Structure and Content
4 A student enrolled in this postgraduate certificate must pass 60 points from the courses listed in the Postgraduate Certificate in Professional Supervision Schedule.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
8 These regulations came into force on 1 January 2008.

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Postgraduate Certificate in Professional Supervision (PGCertProfSup) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 60 points: PROFSUPV 700, 701</td>
</tr>
</tbody>
</table>

Foundation Certificate Education – FCertEd

The regulations for this certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme a student needs to:
   a be a New Zealand citizen or permanent resident of New Zealand
   and
   b (i)  have satisfied the Head of Programme that they have completed NCEA Level 2 at a New Zealand secondary school or its equivalent
   or
   (ii)  be eligible for Special Admission to the University
   and
   c have completed a satisfactory interview with the Coordinator of the Certificate.

Note: Students who satisfactorily complete the Foundation Certificate Education will be able to apply for ad eundem statum admission to the University for entry into undergraduate programmes in the Faculty of Education.

Duration and Total Points Value
2 A student enrolled in this certificate must follow a programme of the equivalent of two full-time semesters and pass courses with a total of 120 points.

Structure and Content
3 A student enrolled in this certificate must pass 120 points from the courses listed in the Foundation Certificate Education Schedule.

4 Courses must be selected in consultation with, and approved by, the Coordinator of the Certificate.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
6 These regulations came into force on 1 January 2006.

Foundation Certificate Education (FCertEd) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
</tr>
<tr>
<td>• 30 points from EDFOUND 10F, 11F</td>
</tr>
<tr>
<td>• 15 points from EDFOUND 15F, 16F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• at least 75 further points from EDFOUND 10F–17F and SOCWORK 10F, 11F</td>
</tr>
</tbody>
</table>
Foundation Certificate Tohu Tūāpapa Mātauranga – FCertTTM

The regulations for this certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme a student needs to:
   a be a New Zealand citizen or permanent resident of New Zealand
   and
   b (i) have satisfied the Director Māori-medium Education that they have completed NCEA Level 2 at a New Zealand secondary school or its equivalent
   or
   (ii) be eligible for Special Admission to the University
   and
   c have completed a satisfactory interview with the Coordinator of the Certificate.

Note: Students who satisfactorily complete the Foundation Certificate Tohu Tūāpapa Mātauranga will be able to apply for ad eundem statum admission to the University for entry into undergraduate programmes in the Faculty of Education.

Duration and Total Points Value
2 A student enrolled in this certificate must follow a programme of the equivalent of two full-time semesters and pass courses with a total of 120 points.

Structure and Content
3 A student enrolled in this certificate must pass 120 points from the courses listed in the Foundation Certificate Tohu Tūāpapa Mātauranga Schedule.

4 Courses must be selected in consultation with, and approved by, the Coordinator of the Certificate.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
6 These regulations came into force on 1 January 2006.

Foundation Certificate Tohu Tūāpapa Mātauranga (FCertTTM) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Optional Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>• at least 30 further points from EDFOUNDM 15F, 16F, 18F, 19F</td>
</tr>
<tr>
<td>• 90 points from EDFOUNDM 10F–14F, 17F</td>
<td></td>
</tr>
</tbody>
</table>
### Regulations – Engineering

<table>
<thead>
<tr>
<th>Code</th>
<th>Degree Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>194</td>
<td>The Degree of Bachelor of Engineering – BE</td>
</tr>
<tr>
<td>194</td>
<td>The Degree of Bachelor of Engineering (Honours) – BE(Hons)</td>
</tr>
<tr>
<td>198</td>
<td>The Degree of Master of Engineering – ME</td>
</tr>
<tr>
<td>199</td>
<td>The Degree of Master of Engineering Management – MEMgt</td>
</tr>
<tr>
<td>200</td>
<td>The Degree of Master of Engineering Studies – MEngSt</td>
</tr>
<tr>
<td>202</td>
<td>Graduate Diploma in Engineering – GradDipEng</td>
</tr>
<tr>
<td>203</td>
<td>Graduate Diploma in Engineering (Transportation) – GradDipEng(Transp)</td>
</tr>
<tr>
<td>204</td>
<td>Postgraduate Certificate in Engineering – PGCertEng</td>
</tr>
<tr>
<td>205</td>
<td>Postgraduate Certificate in Geothermal Energy Technology – PGCertGeothermTech</td>
</tr>
<tr>
<td>205</td>
<td>Postgraduate Certificate in Light Metals Reduction Technology – PGCertLMRTech</td>
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</table>

### Interfaculty Degrees and Diplomas – Engineering

<table>
<thead>
<tr>
<th>Code</th>
<th>Degree Description</th>
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</thead>
<tbody>
<tr>
<td>289</td>
<td>The Degree of Bachelor of Technology – BTech</td>
</tr>
<tr>
<td>292</td>
<td>The Degree of Master of Energy – MEnergy</td>
</tr>
<tr>
<td>294</td>
<td>The Degree of Master of Operations Research – MOR</td>
</tr>
<tr>
<td>298</td>
<td>Postgraduate Diploma in Operations Research – PGDipOR</td>
</tr>
</tbody>
</table>
REGULATIONS – ENGINEERING

The Degree of Bachelor of Engineering – BE

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Degree Requirements

1 Students who enrol for the degree of Bachelor of Engineering (Honours) may be awarded the degree of Bachelor of Engineering if, having passed all courses and completed all other requirements for a BE(Hons), their performance in the courses is deemed by the Dean of Engineering to be not of Honours standard.

Note: Honours standard will normally imply completion of all courses in the minimum time and with a weighted grade point average exceeding a minimum set by the University.

The Degree of Bachelor of Engineering (Honours) – BE(Hons)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value

1 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

2 Students with high Grade Point Equivalent scores may be invited to complete the full requirements of the Degree of Bachelor of Engineering (Honours) over three years. Students will complete all courses in all Parts of the chosen specialisation except that some courses from Part I may be replaced by approved alternative courses.

Structure and Content

3 Of the 480 points required for this degree, a student must pass:
   a 120 points: Part I as listed in the Bachelor of Engineering (Honours) Schedule including 15 points from courses offered in the General Education Schedule approved for this degree.
   b 360 points from Parts II, III and IV for one of the areas of specialisation listed in the Bachelor of Engineering (Honours) Schedule.

4 a A student will not normally be permitted to enrol for Part II unless Part I has been completed, or to enrol for Part III unless Part II has been completed, or to enrol for Part IV unless Part III has been completed.
   b However, a student who has failed to pass one of those Parts in its entirety may be allowed, at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.
   c Only in exceptional circumstances will a student be permitted to enrol for Part III unless Part I has been completed, or to enrol for Part IV unless Part II has been completed.

General Education Exemptions

5 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 120 points or more
   or
   (iv) been admitted to this degree with credit from another tertiary institution for the entire Part I of this degree.

Conjoint Degrees

6 Special arrangements apply where this degree is taken as a component degree of an approved conjoint combination. The specific requirements and a complete list of the conjoint degrees available are set out in the Conjoint Degrees section of this Calendar.
Practical Requirements

7  a. A student enrolled for this degree must carry out satisfactorily such practical work in ENNGEN 299 and ENNGEN 499, field trips and laboratory requirements, as prescribed by the Faculty of Engineering.

b. A student will not be considered to have completed the requirements for this degree unless Academic Services has received from the Dean of Faculty of Engineering confirmation that the student has complied with the requirements of Regulation 7a.

English Language Requirements

8  a. A student enrolled for this degree must demonstrate competence in the English language, in ENNGEN 199, as prescribed by the Faculty of Engineering.

b. A student will not be considered to have completed the requirements for this degree unless Academic Services has received from the Dean of Faculty of Engineering confirmation that the student has complied with the requirements of Regulation 8a.

Honours

9  The Bachelor of Engineering (Honours) may be awarded with First Class Honours or with Second Class Honours in either First Division or Second Division. The class of honours shall be determined by the student’s weighted average grade over Parts III and IV. Students who have passed all courses and completed all other requirements for a BE(Hons) but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours standard will be awarded the degree of Bachelor of Engineering.

Variations

10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

11 These regulations came into force on 1 January 2008. The 2000 regulations for the Degree of Bachelor of Engineering were thereby repealed.

Bachelor of Engineering (Honours) (BE(Hons)) Schedule

<table>
<thead>
<tr>
<th>Part I – compulsory for all BE(Hons) students</th>
<th>Points</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CHEMMAT 121 Materials Science</td>
<td>15</td>
<td>ENNGEN 140 Engineering Biology and Chemistry 15</td>
</tr>
<tr>
<td>ELECTENG 101 Electrical and Digital Systems</td>
<td>15</td>
<td>ENNGEN 199 English Language Competency 0</td>
</tr>
<tr>
<td>ENGGEN 115 Introduction to Engineering Design</td>
<td>15</td>
<td>ENGSCI 111 Mathematical Modelling 1 15</td>
</tr>
<tr>
<td>ENGGEN 121 Engineering Mechanics</td>
<td>15</td>
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</tr>
<tr>
<td>ENGGEN 131 Engineering Computation and Software Development</td>
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</table>

General Education Requirement

15 points from courses listed in the General Education Schedule approved for this degree

BE(Hons) Specialisations

Biomedical Engineering

<table>
<thead>
<tr>
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</tbody>
</table>

Elective Courses: 60 points from:

CHEMMAT 422 Non-metallic Materials 15
CHEMMAT 423 Materials Engineering 15
CHEMMAT 464 Engineering Biotechnology 15
ENGSCI 711 Advanced Mathematical Modelling 15
ENGSCI 740 Advanced Continuum Mechanics 15
ENGSCI 772 Whole Organ Modelling 15
MATHS 764 Mathematical Biology 15
MECHENG 441 Composite Materials 15
MEDSCI 401 Bioengineering Neurophysiology 15
MEDSCI 402 Bioengineering in the Cardiovascular System 15
MEDSCI 703 Advanced Biomedical Imaging 15
MEDSCI 737 Biomedical Magnetic Resonance Imaging 15
Up to 30 points from other courses approved by the Head of Department

Chemical and Materials Engineering

<table>
<thead>
<tr>
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<tbody>
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</table>

Part II

CHEMMAT 211 Introduction to Process Engineering 15
CHEMMAT 212 Energy and Processing 15
CHEMMAT 213 Transfer Processes 1 15
CHEMMAT 221 Materials 15
CHEMMAT 232 Process Design 1 15
CHEMMAT 242 Applied Chemistry 15
ENGG 204 Technical Communication for Engineers 15
ENGG 299 Workshop Practice 0
ENGG 211 Mathematical Modelling 2 15

Part III
CHEMMAT 312 Transfer Processes 2 15
CHEMMAT 313 Advanced Process Engineering 15
CHEMMAT 315 Chemical Reactor Engineering 15
CHEMMAT 322 Materials Processing and Performance 15
CHEMMAT 331 Process Design 2 15
ENGG 303 Management for Engineers 15
ENGG 311 Mathematical Modelling 3 15

Elective Courses: 15 points from:
CHEMMAT 317 New Developments in Process Engineering 15
or other courses approved by the Head of Department

Part IV
CHEMMAT 412 Process Dynamics and Control 15
CHEMMAT 432 Design Project 30
CHEMMAT 442 Research Project 30
ENGG 403 Professional and Sustainability Issues 15
ENGG 499 Practical Work 0

Elective Courses: 30 points from:
CHEMMAT 422 Non-metallic Materials 15
CHEMMAT 423 Materials Engineering 15
CHEMMAT 424 Electronic Materials and their Applications 15
CHEMMAT 463 Food Process Engineering 15
CHEMMAT 464 Engineering Biotechnology 15
or other courses approved by the Head of Department

Civil Engineering

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
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<tbody>
<tr>
<td>CIVIL 201 Land Information Systems</td>
<td>10</td>
</tr>
<tr>
<td>CIVIL 210 Introduction to Structures</td>
<td>15</td>
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<tr>
<td>CIVIL 211 Structures and Design 1</td>
<td>15</td>
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<tr>
<td>CIVIL 220 Introductory Engineering Geology</td>
<td>10</td>
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<tr>
<td>CIVIL 221 Geomechanics 1</td>
<td>10</td>
</tr>
<tr>
<td>CIVIL 230 Fluid Mechanics 1</td>
<td>10</td>
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<tr>
<td>CIVIL 250 Civil Engineering Materials and Design</td>
<td>10</td>
</tr>
<tr>
<td>ENGG 204 Technical Communication for Engineers</td>
<td>15</td>
</tr>
<tr>
<td>ENGG 299 Workshop Practice</td>
<td>0</td>
</tr>
<tr>
<td>ENVG 244 Environmental Engineering 1</td>
<td>15</td>
</tr>
<tr>
<td>ENGG 311 Mathematical Modelling 2</td>
<td>15</td>
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</tbody>
</table>

Part II
CIVIL 322 Geomechanics 2 10
CIVIL 331 Hydraulic Engineering 10
CIVIL 360 Transportation Engineering 1 10
CIVIL 361 Transportation Engineering 2 10
ENGG 303 Management for Engineers 15
ENVG 333 Engineering Hydrology 10
ENGG 311 Mathematical Modelling 3 15

Part III
ENGG 312 Structures and Design 2 15
ENVG 341 Environmental Engineering 2 15

15 points from:
CIVIL 313 Structures and Design 3 15
ENVG 342 Environmental Engineering Design 15
or other courses approved by the Head of Department

10 points from:
CIVIL 314 Structural Dynamics 10
CIVIL 324 Geomechanics 3 10
CIVIL 332 Fluid Mechanics 2 10
ENVG 343 Environmental Engineering 3 10

Part IV
†CIVIL 408 Research Project 30
CIVIL 490 Civil Engineering Administration 15
ENGG 403 Professional and Sustainability Issues 15
ENGG 499 Practical Work 0

†Students must take CIVIL 408 to be eligible for the BE(Hons)

Elective Courses: At least 45 points from:
CIVIL 411 Structures and Design 4 15

CIVIL 416 Matrix Structural Analysis 15
CIVIL 421 Foundation Engineering 15
CIVIL 422 Slope Engineering 15
CIVIL 451 Timber Engineering 15
CIVIL 460 Traffic Systems Planning and Design 15
CIVIL 461 Highway and Transportation Design 15
CIVIL 482 Water Resources Engineering 15
ENVG 441 Water and Waste Water Engineering 15
ENVG 443 Integrated Solid Waste Management 15

With Head of Department approval from the following
CIVIL 714 Multistorey Building Design 15
CIVIL 715 Advanced Structural Concrete 15
CIVIL 723 Rock Mechanics and Excavation Engineering 15
CIVIL 725 Geotechnical Earthquake Engineering 15
CIVIL 734 River Engineering 15
ENVG 701 Urban Stormwater Management 15
ENVG 746 Surface Water Quality Modelling 15
ENVG 750 Sustainability Engineering 2 15
ENVG 753 Sustainable Engineering Design 15

No more than 15 points from:
CIVIL 403 Special Topic in Civil Engineering 1 15
CIVIL 404 Special Topic in Civil Engineering 2 15
CIVIL 409 Construction Management 15
ENGG 410 History of Engineering 15
ENVG 402 Special Topic in Environmental Engineering 1 15
ENVG 403 Special Topic in Environmental Engineering 2 15
ENVG 407 Special Topic in Environmental Engineering 3 15
ENVG 419 Design Project 15
LAW 457 Environmental Law for Non-lawyers 15
Other courses approved by Head of Department

Computer Systems Engineering

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
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<tbody>
<tr>
<td>COMPSYS 201 Fundamentals of Computer Engineering</td>
<td>15</td>
</tr>
<tr>
<td>COMPSYS 202 Object Oriented Design and Programming</td>
<td>15</td>
</tr>
<tr>
<td>ELECTENG 202 Circuits and Systems</td>
<td>15</td>
</tr>
<tr>
<td>ELECTENG 204 Engineering Electromagnetics</td>
<td>15</td>
</tr>
<tr>
<td>ELECTENG 209 Analogue and Digital Design</td>
<td>15</td>
</tr>
<tr>
<td>ELECTENG 210 Electronics 1</td>
<td>15</td>
</tr>
<tr>
<td>ENGG 204 Technical Communication for Engineers</td>
<td>15</td>
</tr>
<tr>
<td>ENGG 299 Workshop Practice</td>
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<tr>
<td>ENGG 311 Mathematical Modelling 2</td>
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</tbody>
</table>

Part II
COMPSYS 301 Design: Hardware Software Systems 15
COMPSYS 302 Design: Software Practice 15
COMPSYS 305 Digital Systems Design 1 15
ELECTENG 303 Systems and Control 15
ENGG 303 Management for Engineers 15
ENGG 313 Mathematical Modelling 3ECE 15

Elective Courses: 30 points from:
COMPSYS 303 Microcomputers and Embedded Systems 15
COMPSYS 304 Computer Architecture 1 15
SOFTWARES 325 Software Architecture 15
Up to 15 points from other courses approved by the Head of Department

Part IV
COMPSYS 401 Research Project 30
ENGG 403 Professional and Sustainability Issues 15
ENGG 499 Practical Work 0

Elective Courses: 75 points from:
COMPSYS 403 Embedded Systems Design 15
COMPSYS 404 Real-time Systems 15
COMPSYS 405 Computer Networks and Distributed Applications 15
COMPSYS 406 Robotics and Intelligent Systems 15
COMPSYS 420 Special Topics 1 15
COMPSYS 421 Special Topics 2 15
COMPSYS 701 Advanced Digital Systems Design 15
COMPSYS 703 Advanced Intelligent Systems 15
COMPSYS 704 Advanced Embedded Systems 15
COMPSYS 705 Formal Methods for Engineers 15

Other courses approved by Head of Department
Electrical and Electronic Engineering

Part II

COMP SYS 201 Fundamentals of Computer Engineering 15
COMP SYS 202 Object Oriented Design and Programming 15
ELECT ENG 202 Circuits and Systems 15
ELECT ENG 204 Engineering Electromagnetics 15
ELECT ENG 209 Analogue and Digital Design 15
ELECT ENG 210 Electronics 15
ENG GEN 204 Technical Communication for Engineers 15
ENG GEN 299 Workshop Practice 0
ENG SCI 211 Mathematical Modelling 2 15

Part III

ELECT ENG 303 Systems and Control 15
ELECT ENG 305 Electronics 2 15
ELECT ENG 310 Electrical Engineering Design 1 15
ELECT ENG 311 Electrical Engineering Design 2 15
ENG GEN 303 Management for Engineers 15
ENG SCI 313 Mathematical Modelling 3ECE 15

Elective Courses: 15 points from:
- COMP SYS 302 Design Software Practice 15
- COMP SYS 305 Digital Systems Design 15
- ELECT ENG 307 Transmission Lines and Systems 15

Other courses approved by the Head of Department

15 points from:
- COMP SYS 303 Microcomputers and Embedded Systems 15
- COMP SYS 304 Computer Architecture 1 15
- ELECT ENG 309 Power Apparatus and Systems 15
- SOFT ENG 325 Software Architecture 15

Other courses approved by the Head of Department

Part IV

ELECT ENG 401 Research Project 30
ENG GEN 403 Professional and Sustainability Issues 15
ENG GEN 499 Practical Work 0

Elective Courses: 75 points including at least 45 points from courses listed in the Master of Engineering Studies Course List under the Engineering Science specialisation, and up to 30 points from other courses approved by the Head of Department

<table>
<thead>
<tr>
<th>Engineering Science</th>
<th>Points</th>
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<tbody>
<tr>
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<tr>
<td>ENG GEN 204 Technical Communication for Engineers</td>
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<tr>
<td>ENG GEN 299 Workshop Practice</td>
<td>0</td>
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<tr>
<td>ENG SCI 211 Mathematical Modelling 2</td>
<td>15</td>
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<tr>
<td>ENG SCI 233 Computational Techniques and Computer Systems</td>
<td>15</td>
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<tr>
<td>ENG SCI 255 Modelling in Operations Research</td>
<td>15</td>
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<tr>
<td>ENG SCI 263 Modelling and Design 1</td>
<td>15</td>
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<tr>
<td>MECH ENG 242 Mechanics of Materials 1</td>
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<td>Elective Courses: 30 points from courses approved by the Head of Department</td>
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<tr>
<td>Part III</td>
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<tr>
<td>ENG GEN 303 Management for Engineers</td>
<td>15</td>
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<tr>
<td>ENG SCI 314 Mathematical Modelling 3ES</td>
<td>15</td>
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<tr>
<td>ENG SCI 331 Computational Techniques</td>
<td>15</td>
</tr>
<tr>
<td>ENG SCI 343 Continuum Mechanics</td>
<td>15</td>
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<tr>
<td>ENG SCI 363 Modelling and Design 2</td>
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<tr>
<td>ENG SCI 391 Optimisation in Operations Research</td>
<td>15</td>
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<td>Elective Courses: 30 points from courses approved by the Head of Department</td>
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<table>
<thead>
<tr>
<th>Mechanical Engineering</th>
<th>Points</th>
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<td>ENG GEN 204 Technical Communication for Engineers</td>
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<td>ENG GEN 299 Workshop Practice</td>
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<tr>
<td>ENG SCI 211 Mathematical Modelling 2</td>
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<tr>
<td>MECH ENG 211 Thermofluids</td>
<td>15</td>
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<tr>
<td>MECH ENG 222 Dynamics</td>
<td>15</td>
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<tr>
<td>MECH ENG 223 Machines and Mechanisms</td>
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<tr>
<td>MECH ENG 234 Engineering Design 2M</td>
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<tr>
<td>MECH ENG 242 Mechanics of Materials 1</td>
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<td>Elective Courses: 15 points from:</td>
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<tr>
<td>MECH ENG 224 System Dynamics Modelling, Simulation and Animation</td>
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<tr>
<td>MECH ENG 270 Software Design</td>
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<td>Part III</td>
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<tr>
<td>ENG GEN 303 Management for Engineers</td>
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<tr>
<td>ENG SCI 311 Mathematical Modelling 3</td>
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<td>MECH ENG 311 Thermal Engineering</td>
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<td>MECH ENG 322 Control Systems</td>
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<td>MECH ENG 325 Machine and Structural Dynamics</td>
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<td>MECH ENG 334 Engineering Design 3M</td>
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<td>MECH ENG 340 Mechanics of Materials 2</td>
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<td>MECH ENG 352 Manufacturing Systems</td>
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<td>MECH ENG 344 Mechanical Wood Processing</td>
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<tr>
<td>MECH ENG 345 Wood Physics and Mechanics</td>
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<tr>
<td>Part IV</td>
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<tr>
<td>ENG GEN 403 Professional and Sustainability Issues</td>
<td>15</td>
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<td>ENG GEN 499 Practical Work</td>
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<td>MECH ENG 431 Engineering Design 4M</td>
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<td>MECH ENG 447 Manufacturing and Industrial Processes</td>
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<td>MECH ENG 461 Research Project</td>
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<tr>
<td>ENG GEN 401 Professional Project</td>
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<tr>
<td>MECH ENG 401 Special Topic in Mechanical Engineering 1</td>
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<tr>
<td>MECH ENG 402 Special Topic in Mechanical Engineering 2</td>
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<tr>
<td>MECH ENG 411 Building Services</td>
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**Mechatronics Engineering**

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<tr>
<td>MECHENG 412</td>
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<tr>
<td>MECHENG 413</td>
<td>Energy Technology</td>
<td>15</td>
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<tr>
<td>MECHENG 421</td>
<td>Dynamics, Vibrations and Spectral Analysis</td>
<td>15</td>
</tr>
<tr>
<td>MECHENG 423</td>
<td>Digital and Computer Control</td>
<td>15</td>
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<tr>
<td>MECHENG 425</td>
<td>Acoustics for Engineers</td>
<td>15</td>
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<tr>
<td>MECHENG 441</td>
<td>Composite Materials</td>
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<td>MECHENG 444</td>
<td>Chemical Wood Processing</td>
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<tr>
<td>MECHENG 446</td>
<td>Wood fibre Composites</td>
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<tr>
<td>MECHENG 448</td>
<td>Management for Wood Products Manufacturing</td>
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<td>MECHENG 451</td>
<td>Technology Management</td>
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<td>Other courses approved by the Head of Department</td>
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**Software Engineering**

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<tr>
<td>ENGGEN 204</td>
<td>Technical Communication for Engineers</td>
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<td>ENGGEN 299</td>
<td>Workshop Practice</td>
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<tr>
<td>ENGSCE 213</td>
<td>Mathematical Modelling 2SE</td>
<td>15</td>
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<tr>
<td>COMPSYS 201</td>
<td>Fundamentals of Computer Engineering</td>
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<td>SOFTENG 206</td>
<td>Software Engineering Design</td>
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<td>SOFTENG 211</td>
<td>Software Engineering Theory</td>
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<td>SOFTENG 250</td>
<td>Introduction to Data Structures and Algorithms</td>
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<td>SOFTENG 251</td>
<td>Object Oriented Software Construction</td>
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<tr>
<td>SOFTENG 254</td>
<td>Quality Assurance</td>
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**Part II**

**Elective Courses: 15 points from:**

- ELECTENG 208 Electric Circuit Analysis
- MECHENG 223 Machines and Mechanisms
- Other courses approved by the Head of Department

**Part III**

- ENGGEN 303 Management for Engineers
- ENGSCE 311 Mathematical Modelling 3
- MECHENG 312 Sensors and Actuators
- MECHENG 313 Real Time Software Design
- MECHENG 322 Control Systems
- MECHENG 325 Machine and Structural Dynamics
- MECHENG 370 Analog Circuit Design
- MECHENG 371 Digital Circuit Design

**Elective Courses: 45 points from:**

- COMPSYS 403 Embedded Systems Design
- COMPSYS 406 Robotics and Intelligent Systems
- COMPSYS 705 Formal Methods for Engineers
- COMPSYS 707 Advanced Microcomputer Architecture
- COMPSYS 712 Studies in Computer Systems Engineering 3
- ENGSCE 760 Algorithms for Optimisation
- SOFTENG 461 Special Topic in Software Engineering 1
- SOFTENG 462 Special Topic in Software Engineering 2
- SOFTENG 702 Advanced Human Computer Interaction
- SOFTENG 710 Studies in Software Engineering 1
- SOFTENG 711 Studies in Software Engineering 2
- Up to 30 points from other courses approved by the Head of Department

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**The Degree of Master of Engineering – ME**

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

**Admission**

1. In order to be admitted to this programme, a student needs to have:

   **either**

   a. completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) at a level deemed satisfactory by the Dean of Faculty of Engineering

   **or**

   b. (i) completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) and

   (ii) at the completion of one semester, passed 60 points in courses above Part III, of which at least 30 points must be above Part IV and have an average grade of B or higher, in either the Degree of Master of Engineering Studies, Graduate Diploma in Engineering or the Graduate Diploma in Engineering (Transportation)

   **or**

   c. (i) completed the requirements for an equivalent degree qualification as approved by Senate or its representative at a level deemed satisfactory by the Dean of Faculty of Engineering
and
(ii) demonstrated competency in the English language to the satisfaction of the Dean of Faculty of Engineering.

2 In exceptional circumstances Senate or its representative may approve admission of a student whose average grade is less than B, or waive any other prerequisites.

Duration and Total Points Value
3 A student enrolled for this degree must:
   a pass a thesis with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees.

Structure and Content
4 Research Masters
A student enrolled for this degree must complete a 120 point thesis, based on research in one of the areas listed in the Master of Engineering Schedule.

Thesis
5 a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

b The thesis is to embody the results obtained by the student in an investigation on a topic approved by the Head of Department prior to enrolment.

c The investigation is to be carried out by the student at the University under the direct supervision of a member of the academic staff, provided that:
   (i) laboratory work may be carried out in an approved institution outside the University for such limited period or periods as Senate or its representative may determine
   (ii) field work may be carried out at such places and for such periods as Senate or its representative may determine.

d The supervisor is to be the principal examiner.

e At the discretion of the Head of Department the candidate may be required to attend an oral examination.

f The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations
6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
7 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement
8 These regulations came into force on 1 January 2006. The 2002 regulations for the Degree of Master of Engineering were thereby repealed.

<table>
<thead>
<tr>
<th>Master of Engineering (ME) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Masters:</strong></td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>120 points from:</td>
</tr>
<tr>
<td>BIOENG 796 ME Thesis (Bioengineering)</td>
</tr>
<tr>
<td>CHEMMAT 796 ME Thesis (Chemical and Materials)</td>
</tr>
<tr>
<td>CIVIL 796 ME Thesis (Civil)</td>
</tr>
<tr>
<td>COMPSYS 796 ME Thesis (Computer Systems)</td>
</tr>
<tr>
<td>ELECTENG 796 ME Thesis (Electrical and Electronic)</td>
</tr>
<tr>
<td>ENGGEN 796 ME Thesis (Engineering)</td>
</tr>
<tr>
<td>ENGSCI 796 ME Thesis (Engineering Science)</td>
</tr>
<tr>
<td>ENVENG 796 ME Thesis (Environmental)</td>
</tr>
<tr>
<td>MECHENG 796 ME Thesis (Mechanical)</td>
</tr>
<tr>
<td>SOFTENG 796 ME Thesis (Software Engineering)</td>
</tr>
</tbody>
</table>

**The Degree of Master of Engineering Management – MEMgt**

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   
   either
a completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours)

or

b completed the requirements for an equivalent degree qualification as approved by Senate or its representative

and

c achieved grades deemed satisfactory by the Dean of Faculty of Engineering.

Duration and Total Points Value
2 A student enrolled for this degree must:
a pass courses with a total value of 120 points

and

b complete within the time limit specified in the General Regulations – Masters Degrees.

3 The total enrolment for this degree must not exceed 160 points.

Structure and Content
4 Of the 120 points required for this degree, a student must pass:
a 30 points from the Master of Engineering Management Core Courses Schedule

and

b at least 30 points and up to 60 points from the Elective A Courses listed in the Master of Engineering Management Schedule

and

c at least 30 points and up to 60 points from the Elective B Courses listed in the Master of Engineering Management Schedule.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
6 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement
7 These regulations came into force on 1 January 2011. The 2006 regulations for the Degree of Master of Engineering Management were thereby repealed.

Master of Engineering Management (MEMgt) Schedule

<table>
<thead>
<tr>
<th>Core Courses:</th>
<th>Elective B Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30 points: ENGGEN 765</td>
<td>• at least 30 points and up to 60 points from BUSADMIN 761, 762, 764, 766</td>
</tr>
<tr>
<td>Elective A Courses:</td>
<td></td>
</tr>
<tr>
<td>• at least 30 points and up to 60 points from CIVIL 703, 704, 765, MECHENG 751–761</td>
<td></td>
</tr>
</tbody>
</table>

The Degree of Master of Engineering Studies – MEngSt

The regulations for this degree are to be read in conjunction with all other relevant regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:

either

a completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) at a level deemed satisfactory by the Dean of Faculty of Engineering

or

b (i) completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours)

and

(ii) at the completion of one semester, passed 60 points in courses above Stage III, of which at least 15 points must be above Part IV, for the Graduate Diploma in Engineering or for the Graduate Diploma in Engineering (Transportation) with an average grade of B or higher

or

c for admission to one of the specialisations

(i) completed the requirements for an approved Bachelors degree at a level deemed satisfactory by the Dean of Faculty of Engineering

and

...
General Option

Requirement:
120 points from the Course List in the Master of Engineering Studies Schedule, including:
- up to 45 points from the following projects: CHEMMAT 787–789, CIVIL 787–789, COMPSYS 787–789, ELECTENG 787–789, ENGSCI 787–789, ENVENG 787–789, MECHENG 787–789, SOFTENG 787–789
- up to 30 points from courses above Stage III, other than projects and theses, approved by the relevant Heads of Departments from:
  (a) courses listed for Part IV of the Degree of Bachelor of Engineering (Honours)
  or
  (b) courses above Stage III offered in any other Faculty at this University

(ii) have at least three years’ relevant work experience.

For entry to the Geotechnical Engineering specialisation a student must have passed CIVIL 324 or its equivalent.

In exceptional circumstances Senate or its representative may approve admission of a student whose average grade is less than B, or waive any other prerequisites.

Duration and Total Points Value

A student enrolled for this degree must:
- pass courses with a total value of 120 points
- complete within the time limit specified in the General Regulations – Masters Degrees.

The total enrolment for this degree must not exceed 160 points.

Structure and Content

A student enrolled for this degree must pass at least 120 points from either the General Option or one of the Specialisations listed in the Master of Engineering Studies Schedule.

The programme for each student requires the approval of the relevant Head of Department prior to enrolment.

Transfer from Postgraduate Certificate in Light Metals Reduction Technology

A student who has passed for a Postgraduate Certificate in Light Metals Reduction Technology courses that are available for the Light Metals Reduction Technology specialisation and is admitted to that specialisation for this degree, may reassign those courses to the degree provided that the Postgraduate Certificate in Light Metals Reduction Technology has not been awarded.

Transfer from Postgraduate Certificate in Engineering

A student who has passed courses for a specialisation in a Postgraduate Certificate in Engineering, and is admitted to that specialisation for the degree of Master of Engineering Studies, may reassign those courses to this degree provided that the Postgraduate Certificate in Engineering has not been awarded.

Variations

In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

Commencement

These regulations came into force on 1 January 2011. The 2010 regulations for the Degree of Master of Engineering Studies were thereby repealed.

Master of Engineering Studies (MEngSt) Schedule

<table>
<thead>
<tr>
<th>Specialisations available:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Management</td>
<td>Geotechnical Engineering</td>
</tr>
<tr>
<td>Requirement:</td>
<td>Requirement:</td>
</tr>
<tr>
<td>• 120 points including at least 75 points above Stage IV</td>
<td>• 120 points including at least 75 points above Stage IV</td>
</tr>
<tr>
<td>• 75 points: CIVIL 409, 490, 703, 704, 707</td>
<td>• 30 points: CIVIL 751, 752</td>
</tr>
<tr>
<td></td>
<td>• up to 75 points from CIVIL 421, 422, 720, 723–725, 754, ENGSCI 711, ENVENG 752</td>
</tr>
<tr>
<td></td>
<td>• at least 15 points, but not more than 30 points, from GEOLOGY 701, 705, 771, 772</td>
</tr>
<tr>
<td>With the approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate courses offered at this or another university. Students who have previously passed any of the prescribed courses whilst an undergraduate of the institution must substitute these courses with an appropriate elective course or courses</td>
<td>With the approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate courses offered at this or another university.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Light Metals Reduction Technology  
Requirement:  
• 120 points from CHEMMAT 717, 718, 726, 727, 731, 789 and other approved courses  
With the approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate courses offered at this or another university

Medical Devices and Technologies  
Research Masters  
Requirement:  
• 90 points: ENNGEN 793  
• 30 points from ENNGEN 770, 771 or other approved courses  
Taught Masters  
Requirement:  
• 60 points: ENNGEN 791  
• 30 points: ENNGEN 770, 771  
• 30 points from SCIENT 702–721, MEDSCI 703, PHYSICS 780, or other approved courses.  
A student enrolled for this specialisation who has already passed courses the same as, or similar to, those required for this specialisation, must substitute alternative courses as approved by the Dean of Faculty of Engineering.

Plastics  
Requirement:  
• 60 points: CHEMMAT 740, 741, 742, 743  
• 60 points from CHEMMAT 732, 788, 789  
With the approval of the Dean of Faculty of Engineering, up to 45 points may be substituted from other appropriate courses offered at this or another university

Transportation  
Requirement:  
• 120 points including at least 75 points above Stage IV  
• at least 75 points from CIVIL 760–775, 779, including at least 30 points from CIVIL 765, 770, 771  
• up to 30 points from CIVIL 460, 461, 660, 661  
With the approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate courses offered at this or another university

Course List

Chemical and Materials Engineering  
CHEMMAT 712, 713, 716–718, 721, 722, 724, 726, 727

Civil Engineering  

Computer Systems Engineering  
COMPSYS 701, 703–707, 710–715

Electrical and Electronic Engineering  
ELECTENG 701–706, 709, 711–716, 720

Engineering Science  
ENSGCI 701, 711, 712, 721, 740–742, 753, 760–763, 765, 766, 768, 769

Environmental Engineering  
ENVENG 701–704, 741, 744–746, 750–754

Mechanical Engineering  
MECHENG 701, 702, 711, 714, 716, 717, 729, 741, 742, 751, 753

Software Engineering  
COMPSCI 711, 715, 725, 734, SOFTENG 701, 702, 710, 711

Graduate Diploma in Engineering – GradDipEng

The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:  
   a either  
      (i) completed the requirements for any Bachelors degree approved by Senate or its representative  
      or  
      (ii) received a professional qualification in Engineering approved by Senate or its representative  
      or  
      (iii) attained an equivalent level of practical experience in the engineering profession as approved by Senate or its representative  
   or  
   b attained a level of technical competence in Engineering equivalent to at least Parts I and II of the Degree of Bachelor of Engineering (Honours), as may be approved by the Dean of Faculty of Engineering.

Duration and Total Points Value

2 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.
Structure and Content
3 Of the 120 points required for this graduate diploma, a student must pass:
   a at least 45 points from courses, excluding Project courses, listed in the Master of Engineering Studies Schedule.
   b up to 75 points from:
      (i) courses, excluding Project courses, listed for Parts III and IV in the Bachelor of Engineering (Honours) Schedule
      (ii) courses listed in the Graduate Diploma in Engineering Schedule
      (iii) up to 30 points from courses listed for Parts I and II in the Bachelor of Engineering (Honours) Schedule, with the specific approval of the Dean of Faculty of Engineering.

4 The programme for each student requires the approval of the Dean of Faculty of Engineering.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
6 These regulations came into force on 1 January 2006. The 2004 regulations for the Graduate Diploma in Engineering were thereby repealed.

Graduate Diploma in Engineering (GradDipEng) Schedule

Graduate Diploma in Engineering (Transportation) – GradDipEng(Transp)
The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a either
      (i) completed the requirements for any Bachelors degree approved by Senate or its representative
      or
      (ii) received a professional qualification in engineering as approved by Senate or its representative
      or
      (iii) attained an equivalent level of practical experience in the engineering profession as approved by Senate or its representative
      or
   b attained a level of technical competence in engineering equivalent to at least Parts I and II of the Degree of Bachelor of Engineering (Honours), as approved by the Dean of Faculty of Engineering.

Duration and Total Points Value
2 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

Structure and Content
3 A student enrolled for this graduate diploma must pass at least 120 points from courses listed in the Graduate Diploma in Engineering (Transportation) Schedule, including at least 60 points above Stage IV.

4 The programme for each student requires the approval of the Dean of Faculty of Engineering.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
6 These regulations came into force on 1 January 2006. The 2004 regulations for the Graduate Diploma in Engineering (Transportation) were thereby repealed.
Postgraduate Certificate in Engineering – PGCertEng

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1. In order to be admitted to this programme, a student needs to have:
   either
   a. completed the requirements for the Degree of Bachelor of Engineering or Degree of Bachelor of Engineering (Honours) at a level deemed satisfactory by the Dean of Faculty of Engineering
   or
   b. completed the requirements for an equivalent degree qualification in Engineering, as approved by Senate or its representative
   or
   c. completed the requirements for an approved Bachelors degree relevant to the chosen specialisation at a level deemed satisfactory by the Dean of Faculty of Engineering
   or
   d. completed the requirements for an equivalent degree qualification as approved by Senate or its representative.
2. In exceptional circumstances Senate or its representative may approve admission of a student who has not met the above requirement, but who has attained an equivalent qualification or professional experience in the engineering profession.

Duration and Total Points Value
3. A student enrolled for this postgraduate certificate must:
   a. pass courses with a total value of 60 points
   and
   b. complete within the time limit specified in the General Regulations – Postgraduate Certificates.
4. The total enrolment for this postgraduate certificate must not exceed 80 points.

Structure and Content
5. A student enrolled for this postgraduate certificate must pass 60 points from one of the specialisations listed in the Postgraduate Certificate in Engineering Schedule.

Variations
6. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
7. These regulations came into force on 1 January 2010.

Postgraduate Certificate in Engineering (PGCertEng) Schedule

Specialisations available:

Plastics
Requirement:
- 60 points: CHEMMAT 740, 741, 742, 743
Postgraduate Certificate in Geothermal Energy Technology – PGCertGeothermTech

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   either
   a completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours)
   or
   b reached an equivalent level of attainment in Engineering, as approved by Senate or its representative
   or
   c completed the requirements for the Degree of Bachelor of Science
   or
   d reached an equivalent level of attainment in Science, as approved by Senate or its representative.

Duration and Total Points Value
2 A student enrolled for this postgraduate certificate must:
   a pass courses with a total value of 60 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Certificates.

3 The total enrolment for this postgraduate certificate must not exceed 80 points.

Structure and Content
4 A student enrolled for this postgraduate certificate must pass 60 points from courses listed in the Postgraduate Certificate in Geothermal Energy Technology Schedule.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
6 These regulations came into force on 1 January 2006. The 2004 regulations for the Postgraduate Certificate in Geothermal Energy Technology were thereby repealed.

Postgraduate Certificate in Geothermal Energy Technology (PGCertGeothermTech) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 45 points: GEOTHERM 601, 602, 689</td>
</tr>
<tr>
<td>• 15 points from GEOTHERM 603, 620</td>
</tr>
</tbody>
</table>

Postgraduate Certificate in Light Metals Reduction Technology – PGCertLMRTEch

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme a student needs to have completed the requirements for an approved Bachelors degree at a level deemed satisfactory by the Dean of Faculty of Engineering.

2 In exceptional circumstances Senate or its representative may approve admission of a student who has not met the above requirement, but who has attained an equivalent qualification or professional experience in the engineering profession.

Duration and Total Points Value
3 A student enrolled for this postgraduate certificate must:
   a pass courses with a total value of 60 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Certificates.

4 The total enrolment for this postgraduate certificate must not exceed 80 points.
Structure and Content
5 A student enrolled for this postgraduate certificate must pass 60 points from courses listed in the Postgraduate Certificate in Light Metals Reduction Technology Schedule.

Variations
6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
7 These regulations came into force on 1 January 2006. The 2004 regulations for the Postgraduate Certificate in Light Metals Reduction Technology were thereby repealed.

| Requirement: |
| • 60 points: CHEMMAT 717, 718, 726, 727 |
Regulations – Law

208 The Degree of Bachelor of Laws – LLB
209 The Degree of Bachelor of Laws (Honours) – LLB(Hons)
210 The Degree of Master of Laws – LLM
212 The Degree of Master of Environmental Legal Studies – MEnvLS
212 The Degree of Master of Legal Studies – MLS
214 Graduate Diploma in Law – GradDipLaw
215 Graduate Certificate in Law – GradCertLaw
216 Postgraduate Certificate in Law – PGCertLaw

Interfaculty Degrees and Diplomas – Law

295 The Degree of Master of Professional Studies – MProfStuds
The Degree of Bachelor of Laws – LLB

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value
1. A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content
2. Of the 480 points required for this degree, a student must pass:
   a. 465 points: Part I, including LAW 121G, and Parts II, III and IV as listed in the Bachelor of Laws Schedule
   b. 15 points from courses listed in the General Education Schedules approved for this degree.

3. a. Except as permitted under Regulation 7, a student may not enrol for Part II unless Part I has been completed.
   b. Each student must pass Parts II, III and IV in the order set out in the Bachelor of Laws Schedule unless approval to vary the order is given by the Dean of Faculty of Law.

General Education Exemptions
4. A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   a. completed an undergraduate degree at a tertiary institution
   or
   b. commenced study for this degree at a tertiary institution before 1 January 2006
   or
   c. been admitted to this degree with credit from another tertiary institution of 120 points or more.

Written Work and Practical Requirements
5. In order to complete the requirements of LAW 400 under Regulation 2 above, a student must carry out such legal research assignments and practical application of the law as the Faculty of Law may require.

Conjoint Degrees
6. Special arrangements apply where this degree is taken as a component degree of an approved conjoint combination. The specific requirements and a complete list of the conjoint degrees available are set out in the Conjoint Degrees section of this Calendar.

Graduate Admission
7. A student who is a graduate or graduand of any university in New Zealand, or who is granted admission ad eundem statum with graduate status under the Admission Regulations, may be granted credit of up to 90 points towards LLB Part I. Such a student will normally be required to pass satisfactorily LAW 121G and 131 before applying for admission to LLB Part II.

Note:
(i) Admission to Part II will be subject to selection, according to the approved selection criteria.
(ii) In exceptional circumstances the Dean of Faculty of Law may permit a graduate or graduand to be admitted directly to LLB Part II without having passed LAW 121G and 131, provided that the applicant has demonstrated to the satisfaction of the Dean an aptitude for legal studies, and provided that LAW 121G and 131 are taken concurrently with the Part II course(s).

Courses in Other Faculties
8. a. In place of elective Law courses totalling not more than 45 points for this degree, a student may take courses at Stage II or above offered for other programmes at this University, if they are related to the student's Law studies and approved by the Dean of Faculty of Law.
   b. While approval of such courses is normally given before enrolment, the Dean of Faculty of Law may in special cases apply this provision to courses previously passed for another programme. Where the Dean approves such courses, they are to be reassigned from that other programme to this degree.
Research Papers
9  a With the prior approval of the Dean of Faculty of Law, a student enrolled for this degree may elect to present a research paper in lieu of the examination in not more than one elective course for the degree, if the teacher in that course has certified that the research paper is relevant to the subject matter of the elective course.

b This regulation applies also to a student taking any elective Law course or courses for any degree other than this, or for any diploma or for a Certificate or Certificates of Proficiency.

Variations
10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
11 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Laws were thereby repealed.

Bachelor of Laws (LLB) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th align="left"></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td align="left">120 points including:</td>
</tr>
<tr>
<td>• 15 points: LAW 121G</td>
<td align="left"></td>
</tr>
<tr>
<td>• 15 points: LAW 131 and either</td>
<td align="left"></td>
</tr>
<tr>
<td>• 90 points from courses prescribed for one other undergraduate degree programme at this University or</td>
<td align="left"></td>
</tr>
<tr>
<td>• 75 points from courses prescribed for one other undergraduate degree programme at this University and</td>
<td align="left"></td>
</tr>
<tr>
<td>• 15 points from courses listed in the General Education Schedules available for the non-Law degree or the conjoint degree</td>
<td align="left"></td>
</tr>
<tr>
<td>Notes:</td>
<td align="left"></td>
</tr>
<tr>
<td>(i) a student enrolling in LLB Part I will, in respect of the courses other than LAW 121G and 131, be required to enrol in the degree of The University of Auckland for which such courses are prescribed or available.</td>
<td align="left"></td>
</tr>
<tr>
<td>(ii) a student who is required to take 15 points from courses in General Education (other than LAW 121G) and who does not take these points</td>
<td align="left"></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement:</th>
<th align="left">in Part I, will need to fulfil this requirement concurrently with Parts II–IV. In this case the points will be additional to the requirements of Parts II–IV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part II</td>
<td align="left">120 points: LAW 201, 211, 231, 241, 299</td>
</tr>
<tr>
<td>Part III</td>
<td align="left">65 points: LAW 301, 306, 316, 399</td>
</tr>
<tr>
<td>• at least 55 points from elective law courses chosen from LAW 401–456, 458–498, COMLAW 303, 304</td>
<td align="left"></td>
</tr>
<tr>
<td>Part IV</td>
<td align="left">10 points: LAW 400 Legal Research 3</td>
</tr>
<tr>
<td>• at least 110 points from elective law courses chosen from LAW 401–456, 458–498, COMLAW 303, 304 or</td>
<td align="left"></td>
</tr>
<tr>
<td>• LAW 499 Legal Practice</td>
<td align="left"></td>
</tr>
<tr>
<td>• at least 120 points from elective law courses chosen from LAW 401–456, 458–498, COMLAW 303, 304</td>
<td align="left"></td>
</tr>
</tbody>
</table>

Note: Only students admitted to LLB Part II before 2009 have the option of taking LAW 499, and must complete this course before 31/12/2011. Thereafter, all students must include LAW 400.

The Degree of Bachelor of Laws (Honours) – LLB(Hons)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 a No student on whom the Degree of Bachelor of Laws has already been conferred may enrol for this degree.

b At the discretion of the Dean of Faculty of Law, a student who has completed Parts I and II for the Degree of Bachelor of Laws may be permitted to enrol for this degree.

c Where the Faculty of Law approves enrolment for the Degree of Bachelor of Laws (Honours) the courses previously passed for the Degree of Bachelor of Laws will be reassigned to the Degree of Bachelor of Laws (Honours).

Duration and Total Points Value
2 A student enrolled for this degree must pass courses with a total value of 540 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content
3 Of the 540 points required for this degree, a student must pass:
   a 480 points from the Degree of Bachelor of Laws Schedule and
   b 60 points from courses listed in the Bachelor of Laws (Honours) Schedule.

4 All the provisions and requirements of the Degree of Bachelor of Laws apply also to a student enrolled
for this degree, including the provisions concerning written work and practical requirements, courses in other faculties and research papers, and the General Education requirements.

Conjoint Degrees
5 Special arrangements apply where this degree is taken as a component degree of an approved conjoint combination for which the specific requirements and a complete list of the conjoint degrees available are set out in the Conjoint Degrees section of this Calendar.

Dissertation
6 a The dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Dean of Faculty of Law.
   b The dissertation topic must be approved by the Dean of Faculty of Law prior to enrolment.
   c A student must enrol for the dissertation in the semester following completion of Part IV of the schedule for the Degree of Bachelor of Laws.
   d The dissertation must be completed and submitted by the last day of lectures in the semester of enrolment.
   e In exceptional circumstances beyond the student’s control, Senate or its representative may approve a limited extension of time, not exceeding two months, for the completion of the dissertation. Where an extension of time is approved, students will be required to be enrolled and pay tuition fees at the rate of 10 points for each two-month period or part thereof. This will only apply when the student’s current enrolment period in the course has ended.

Award of Honours
7 This degree will be awarded only where a student’s work throughout the entire programme, inclusive of the courses required for the Degree of Bachelor of Laws, is of a sufficiently high standard, as determined by the Faculty of Law. In assessing the standard of a student’s work in this programme, the courses taught by other faculties that are taken as part of Part I will not be taken into account.

Withdrawal from Honours
8 A student whose work does not satisfy the standard specified in Regulation 7, or who at any time chooses to withdraw from Honours, may transfer from the Degree of Bachelor of Laws (Honours) to the Degree of Bachelor of Laws. In that case the courses already passed for, or credited to, the Degree of Bachelor of Laws (Honours) may be reassigned to the Degree of Bachelor of Laws, except for any dissertation taken under Regulation 3b.

Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
10 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Laws (Honours) were thereby repealed.

<table>
<thead>
<tr>
<th>Bachelor of Laws (Honours) (LLB(Hons)) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 40 points: LAWHONS 789 Dissertation</td>
</tr>
<tr>
<td>• at least 20 points in seminar courses chosen from LAWHONS 702–779</td>
</tr>
</tbody>
</table>
Faculty of Law, and that a grade of B or higher has been achieved in each such course and/or dissertation
or
(iii) gained an average grade of B or higher in courses taken for a Postgraduate Certificate in Law, offered by the Faculty of Law, provided that a minimum of 60 points has been completed and that a grade of B or higher has been achieved in each such course
or
(iv) otherwise shown to the satisfaction of the Dean of Faculty of Law capacity to undertake advanced study and research in the courses proposed to be taken for this degree.

Duration and Total Points Value
2 A student enrolled for this degree must:
   a. pass courses with a total value of 120 points
   and
   b. complete within the time limit specified in the General Regulations – Masters Degrees.
3 The total enrolment for this degree must not exceed 160 points.

Structure and Content
4 Of the 120 points required for this degree a student must pass:
   either
   a. Research Masters
      LAW 788 and either
      (i) 120 point Thesis listed in the Master of Laws Schedule
      or
      (ii) 90 point Thesis
      and
      30 points from either courses or the Dissertation listed in the Master of Laws Schedule
   or
   b. Taught Masters
      LAW 788 and either
      (i) 120 points from courses listed in the Master of Laws Schedule
      or
      (ii) 90 points from courses
      and
      30 point Dissertation listed in the Master of Laws Schedule.

5 An exemption from LAW 788 may be granted to a student who has either previously passed LAW 461 or otherwise demonstrated to the satisfaction of the Dean of Faculty of Law advanced skills in legal research methodology.

6 With the permission of the Dean of Faculty of Law a student may take up to 30 points from other 700 level courses in programmes offered at this University provided they are relevant and suitable for inclusion in this degree.

7 Where courses, which may include a Dissertation or Thesis on a relevant topic, totalling at least 90 points are passed from one of the areas of specialisation listed in the Master of Laws Schedule, this degree may be conferred with an endorsement as to that area of specialisation.

Transfer from Postgraduate Certificate in Law or Postgraduate Diploma in Legal Studies
8 A student who has passed, for a Postgraduate Certificate in Law or a Postgraduate Diploma in Legal Studies, courses that are available for this degree and is eligible to be admitted to this programme, may reassign those courses to this degree provided the Postgraduate Certificate in Law or the Postgraduate Diploma in Legal Studies have not been awarded.

Note: A student who is not a law graduate will not be eligible to transfer to this degree.

Thesis / Dissertation
9 a. The thesis or dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Dean of Faculty of Law.
   b. The thesis or dissertation topic must be approved by the Dean of Faculty of Law prior to enrolment.
   c. The thesis or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations
10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.
Honours
11 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement
12 These regulations came into force on 1 January 2006. The 2003 regulations for the Degree of Master of Laws were thereby repealed.

Master of Laws (LLM) Schedule

Courses available for LLM:

<table>
<thead>
<tr>
<th>Requirement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• LAW 788</td>
<td></td>
</tr>
<tr>
<td>and at least 120 points from</td>
<td></td>
</tr>
<tr>
<td>• LAWCOMM 701–769, LAWENVIR 701–729, LAWGENRL 701–718, LAWPUBL 701–748</td>
<td></td>
</tr>
<tr>
<td>• LAW 790 Dissertation</td>
<td></td>
</tr>
<tr>
<td>• LAW 796 Thesis 1</td>
<td></td>
</tr>
<tr>
<td>• LAW 797 Thesis 2</td>
<td></td>
</tr>
</tbody>
</table>

Requirement:

<table>
<thead>
<tr>
<th>Research Masters</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>either</td>
<td></td>
</tr>
<tr>
<td>• LAW 788</td>
<td></td>
</tr>
<tr>
<td>• 120 points: LAW 797 Thesis 2</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>• LAW 788</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• LAW 796 Thesis 1</td>
<td></td>
</tr>
<tr>
<td>• 30 points from LAWCOMM 701–769, LAWENVIR 701–729, LAWGENRL 701–718, LAWPUBL 701–748</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught Masters</td>
<td></td>
</tr>
<tr>
<td>either</td>
<td></td>
</tr>
<tr>
<td>• LAW 788</td>
<td></td>
</tr>
<tr>
<td>• 120 points from LAWCOMM 701–769, LAWENVIR 701–729, LAWGENRL 701–718, LAWPUBL 701–748</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>• LAW 788</td>
<td></td>
</tr>
<tr>
<td>• 30 points: LAW 790 Dissertation</td>
<td></td>
</tr>
<tr>
<td>• 90 points from LAWCOMM 701–769, LAWENVIR 701–729, LAWGENRL 701–718, LAWPUBL 701–748</td>
<td></td>
</tr>
</tbody>
</table>

LLM Specialisations:

Commercial Law

• LAWCOMM 701–769, LAWPUBL 702, 707, 715, 728

• LAW 790 Dissertation

• LAW 796 Thesis 1

• LAW 797 Thesis 2

Environmental Law

• LAWCOMM 701, LAWENVIR 701–729

• LAW 790 Dissertation

The Degree of Master of Environmental Legal Studies – MEnvLS

The Master of Environmental Legal Studies was withdrawn in 2009. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.

The Degree of Master of Legal Studies – MLS

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:

a completed the requirements for

either

(i) a four-year Bachelors degree, or equivalent degree as approved by Senate or its representative, with an average grade of B or higher in at least 60 points above Stage II, or in the final Part, of that degree

or

(ii) a Bachelors (Honours) degree, or equivalent qualification as approved by Senate or its representative, with an average grade of B or higher in at least 60 points above Stage III

or

(iii) (a) a Bachelors degree, or equivalent degree as approved by Senate or its representative

and

(b) professional or postgraduate qualification equivalent to one year’s advanced
study, with an average grade of B or higher in at least 60 points taken for that qualification

and

b shown to the satisfaction of the Dean of Faculty of Law the capacity to undertake advanced study and research in the courses proposed to be taken for this degree.

2 As a condition of admission to this degree, a student may be required to take LAW 131 or LAW 472 for a Certificate of Proficiency.

Duration and Total Points Value

3 A student enrolled for this degree must:

a pass courses with a total value of 120 points

and

b complete within the time limit specified in the General Regulations – Masters Degrees.

4 The total enrolment for this degree must not exceed 160 points.

Structure and Content

5 Of the 120 points required for this degree, a student must pass:

either

a Research Masters
LAW 788 and
90 point Thesis as listed in the Master of Legal Studies Schedule

and

30 points from courses other than the Dissertation listed in the Master of Legal Studies Schedule

or

b Taught Masters
LAW 788 and

either

(i) 120 points from courses listed in the Master of Legal Studies Schedule

or

(ii) 90 points from courses listed in the Master of Legal Studies Schedule

and

a 30 point Dissertation listed in the Master of Legal Studies Schedule.

6 A student’s enrolment in courses is subject to the approval of the Dean of Faculty of Law.

7 An exemption from LAW 788 may be granted to a student who has either previously passed LAW 461 or otherwise demonstrated to the satisfaction of the Dean of Faculty of Law advanced skills in legal research methodology.

8 With the permission of the Dean of Faculty of Law a student may include up to 30 points from any other 700 level courses offered at this University that are relevant and suitable for inclusion in this degree.

9 Where a student passes courses, which may include a Dissertation or Thesis on a relevant topic, totalling at least 90 points from one of the areas of specialisation listed in the Master of Legal Studies Schedule, this degree will be conferred with an endorsement as to that area of specialisation.

Thesis / Dissertation

10 a The thesis or dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Dean of Faculty of Law.

b The thesis or dissertation topic needs the approval of the Dean of Faculty of Law prior to enrolment.

c The thesis or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Transfer from Postgraduate Certificate in Law

11 A student who has passed for a Postgraduate Certificate in Law courses that are available for this degree, who has not yet had the Postgraduate Certificate in Law awarded and who is eligible to be admitted to this programme under Regulation 1, may reassign those courses to this degree.

Variations

12 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.
Honours
13 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement
14 These regulations came into force on 1 January 2009.

Master of Legal Studies (MLS) Schedule

Courses available for MLS:

<table>
<thead>
<tr>
<th>Requirement:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Masters</td>
<td>LAW 788</td>
<td>LAWGENRL 701–718, LAWPUBL 701–748</td>
</tr>
<tr>
<td></td>
<td>90 points: LAW 796 Thesis 1</td>
<td>up to 30 points from ANTHRO 756, CIVIL 765, EDPROFST 737, ENVMT 743, FORENSIC 701, 706, GEOG 753, MĀORI 732, 743, PHIL 730, PLANNING 702, 709, 755, POLITICS 750, 761, PSYCHIAT 760, SCIENT 704, SOCIOL 713</td>
</tr>
<tr>
<td></td>
<td>30 points from LAWCOMM 701–769, LAWENVIR 701–729, LAWGENRL 701–718, LAWPUBL 701–748, ANTHRO 756, CIVIL 765, EDPROFST 737, ENVMT 743, FORENSIC 701, 706, GEOG 753, MĀORI 732, 743, PHIL 730, PLANNING 702, 709, 755, POLITICS 750, 761, PSYCHIAT 760, SCIENT 704, SOCIOL 713</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 points from LAWCOMM 701–769, LAWENVIR 701–729</td>
<td>up to 30 points from ANTHRO 756, CIVIL 765, EDPROFST 737, ENVMT 743, FORENSIC 701, 706, GEOG 753, MĀORI 732, 743, PHIL 730, PLANNING 702, 709, 755, POLITICS 750, 761, PSYCHIAT 760, SCIENT 704, SOCIOL 713</td>
</tr>
<tr>
<td>Taught Masters</td>
<td>LAW 788</td>
<td>LAW 790 Dissertation</td>
</tr>
<tr>
<td></td>
<td>at least 90 points from LAWCOMM 701–769, LAWENVIR 701–729</td>
<td>LAW 796 Thesis 1</td>
</tr>
</tbody>
</table>

MLS Specialisations:

<table>
<thead>
<tr>
<th>Commercial Law</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LAWCOMM 701–769, LAWPUBL 702, 707, 715, 728</td>
<td>LAW 790 Dissertation</td>
</tr>
<tr>
<td></td>
<td>LAW 796 Thesis 1</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Law</th>
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<tbody>
<tr>
<td></td>
<td>LAWCOMM 701, LAWENVIR 701–729</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Law</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>LAWCOMM 703, LAWGENRL 702, 704, LAWPUBL 701–748</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LAW 790 Dissertation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LAW 796 Thesis 1</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Diploma in Law – GradDipLaw

The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have completed the requirements of:
   | either |
   | a the Degree of Bachelor of Laws |
   | or |
   | b the Degree of Bachelor of Laws (Honours) |
   | or |
   | c an equivalent qualification in law as approved by Senate or its representative. |

Duration and Total Points Value
2 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

Structure and Content
3 Of the 120 points required for this graduate diploma, a student must pass at least 120 points from courses listed for Parts II, III and IV of the Bachelor of Laws Schedule, including at least 75 points from Parts III and IV.
4 With the approval of the Dean of Faculty of Law, in lieu of courses required under 3, up to 30 points may be substituted from courses listed in the Master of Laws Schedule. In this case, the Dean may require a student to take LAW 788.
5 With the approval of the Dean of Faculty of Law, a student may take up to 30 points from courses at Stage II or higher in other programmes offered at this University, provided they are relevant and suitable for inclusion in this graduate diploma.
6 The programme for each student requires the approval of the Dean of Faculty of Law.
A student admitted to this programme under Regulation 1c may be required to take LAW 131 Legal Method for a Certificate of Proficiency as a condition of enrolment, or to include LAW 472 Introduction to Common Law.

Reassignment From Certificate of Proficiency
8 A student who has passed for a Certificate of Proficiency courses that are available for this graduate diploma, and has enrolled for this programme, may apply to reassign those courses to this graduate diploma in accordance with the Credit Regulations.

9 Cross-credits will not be granted toward this graduate diploma.

Variations
10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
11 These regulations came into force on 1 January 2008.

Graduate Certificate in Law – GradCertLaw

The regulations for this graduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have completed the requirements of:
   either
   a the Degree of Bachelor of Laws
   or
   b the Degree of Bachelor of Laws (Honours)
   or
   c an equivalent qualification in law as approved by Senate or its representative.

Duration and Total Points Value
2 A student enrolled for this graduate certificate must follow a programme equivalent to one full-time semester and pass courses with a total value of 60 points.

Structure and Content
3 Of the 60 points required for this graduate certificate, a student must pass at least 60 points from LAW courses listed for Parts II, III and IV of the Bachelor of Laws Schedule.

4 With the approval of the Dean of Faculty of Law, in lieu of courses required under 3, up to 30 points may be substituted from courses listed in the Master of Laws Schedule. In this case, the Dean may require a student to take LAW 788.

5 With the approval of the Dean of Faculty of Law, a student may take up to 15 points from courses at Stage II or higher in other programmes offered at this University, provided they are relevant and suitable for inclusion in this graduate certificate.

6 The programme for each student requires the approval of the Dean of Faculty of Law.

7 A student admitted to this programme under Regulation 1c may be required to take LAW 131 Legal Method for a Certificate of Proficiency as a condition of enrolment, or to include LAW 472 Introduction to Common Law.

Reassignment From Certificate of Proficiency
8 A student who has passed for a Certificate of Proficiency courses that are available for this graduate certificate, and has enrolled for this programme, may apply to reassign those courses to this graduate certificate in accordance with the Credit Regulations.

9 Cross-credits will not be granted toward this graduate certificate.

Variations
10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
11 These regulations came into force on 1 January 2008.
Postgraduate Certificate in Law – PGCertLaw

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for the Degree of Bachelor of Laws or for the Degree of Bachelor of Laws (Honours) at a level that indicates ability to undertake advanced study and research in Law
   or
   b gained any other qualification, approved by Senate or its representative, that is indicative of ability to undertake advanced study and research in Law.

Duration and Total Points Value
2 A student enrolled for this postgraduate certificate must:
   a pass courses with a total value of 60 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
3 The total enrolment for this postgraduate certificate must not exceed 80 points.

Structure and Content
4 Of the 60 points required for this postgraduate certificate, a student must pass:
   a LAW 788 and at least 60 points from courses listed in the Master of Laws Schedule, other than LAW 790, 796, 797.
   b In the case of a student admitted under Regulation 1b above, the student’s choice of courses in Regulation 4a is subject to the approval of the Dean of Faculty of Law. As a condition of enrolment the student may be required to take LAW 131 for a Certificate of Proficiency.
   c The programme for each student requires the approval of the Dean of Faculty of Law prior to enrolment.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
6 These regulations came into force on 1 January 2006.
Regulations – Medical and Health Sciences

218 The Degree of Bachelor of Health Sciences – BHSc
219 The Degree of Bachelor of Medicine and Bachelor of Surgery – MBChB
220 The Degree of Bachelor of Nursing – BNurs
221 The Degree of Bachelor of Pharmacy – BPharm
222 The Degree of Bachelor of Health Sciences (Honours) – BHSc(Hons)
223 The Degree of Bachelor of Human Biology (Honours) – BHB(Hons)
223 The Degree of Bachelor of Medical Science (Honours) – BMedSc(Hons)
225 The Degree of Bachelor of Nursing (Honours) – BNurs(Hons)
226 The Degree of Master of Audiology – MAud
227 The Degree of Master of Clinical Education – M ClinEd
228 The Degree of Master of Health Sciences – MHSc
230 The Degree of Master of Māori Health – MMH
231 The Degree of Master of Medical Science – M MedSc
233 The Degree of Master of Nursing – MNurs
235 The Degree of Master of Pharmacy Practice – M PharmPrac
236 The Degree of Master of Public Health – MPH
237 The Degree of Doctor of Medicine – MD
239 The Degree of Doctor of Pharmacy – D Pharm
241 Diploma in Paediatrics – DipPaed
242 Graduate Diploma in Health Sciences – GradDipHSc
243 Postgraduate Diploma in Clinical Education – PG DipClinEd
244 Postgraduate Diploma in Community Emergency Medicine – PG DipCom EmMed
245 Postgraduate Diploma in Geriatric Medicine – PG DipGeriatricMed
245 Postgraduate Diploma in Health Psychology – PG DipHealthPsych
245 Postgraduate Diploma in Health Sciences – PG DipHSc
247 Postgraduate Diploma in Māori Health – PG DipMH
248 Postgraduate Diploma in Medical Science – PG DipMedSc
249 Postgraduate Diploma in Obstetrics and Medical Gynaecology – PG DipObst MedGyn
250 Postgraduate Diploma in Pharmacy Practice – PG DipPharmPrac
251 Postgraduate Diploma in Public Health – PG DipPH
252 Postgraduate Diploma in Sports Medicine – PG DipSportMed
253 Postgraduate Certificate in Clinical Education – PG CertClinEd
254 Postgraduate Certificate in Health Sciences – PG CertHSc
255 Postgraduate Certificate in Māori Health – PG CertMH
256 Postgraduate Certificate in Medical Science – PG CertMedSc
257 Postgraduate Certificate in Pharmacy Practice – PG CertPharmPrac
257 Postgraduate Certificate in Public Health – PG CertPH
258 Certificate in Health Sciences – CertHSc

Interfaculty Degrees and Diplomas – Medical and Health Sciences

293 The Degree of Master of Health Management – M HealthMgt
297 The Degree of Master of Science in Health Psychology – M Sc
REGULATIONS – MEDICAL AND HEALTH SCIENCES

The Degree of Bachelor of Health Sciences – BHSc
The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value
1. A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content
2. Of the 360 points required for this degree, a student must pass:
   a. at least 225 points from the Core Courses listed in the Bachelor of Health Sciences Schedule
   b. up to 105 points from the Elective Courses listed in the Bachelor of Health Sciences Schedule
   c. at least 75 points above Stage II
   d. 30 points from courses listed in the General Education Schedule approved for this degree.
3. The programme for each student must be approved by the Programme Coordinator prior to enrolment.

General Education Exemptions
4. a. A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.
   b. A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses available for this degree.
   c. A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
      (i) 15 points from the courses offered in the General Education Schedule
      and
      (ii) a further 15 points from other courses available for this degree.

Conjoint Degrees
5. Special arrangements apply where this degree is taken as a component degree of an approved conjoint combination. The specific requirements and a complete list of the conjoint degrees available are set out in the Conjoint Degrees section of this Calendar.

Variations
6. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
7. These regulations came into force on 1 January 2009. The 2006 regulations for the Degree of Bachelor of Health Sciences were thereby repealed.

Bachelor of Health Sciences (BHSc) Schedule

<table>
<thead>
<tr>
<th>Requirements:</th>
<th>Elective Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses:</td>
<td>Up to 105 points selected from the following courses, with no more than 30 points from the Stage I courses listed.</td>
</tr>
<tr>
<td>• 150 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142, STATS 101</td>
<td>Stage I: ANTHRO 100, 102, BIOSCI 107, CHEM 110, ECON 101, 111, GEOG 102, HISTORY 102, MAORI 130, PHIL 102, POLITICS 113, 121, PSYCH 108, 109, SOCIOL 101, 103, WOMEN 100</td>
</tr>
<tr>
<td>• at least 15 points from MAORIHTH 301, POPLHLTH 312, 313</td>
<td>Stage II: HISTORY 210, MEDSCI 203, PHIL 227, POLITICS 222, POPLHLTH 203, 206–208, 212–214, SOCSCHIP 200</td>
</tr>
<tr>
<td>• at least 30 points from POPLHLTH 301–304, 311, ANTHRO 324, SOCSCIPHT 300, SOCIOL 333</td>
<td>Stage III: ANTHRO 324, EDUC 342, 352, GEOG 305, HISTORY 367, MAORIHTH 301, POPLHLTH 301–307, 310–315, SOCSCHIP 300, SOCIOL 333</td>
</tr>
<tr>
<td>• a further 30 points from MAORIHTH 301, POPLHLTH 305–307, 312–314, EDUC 342, 352, GEOG 305, HISTORY 367</td>
<td></td>
</tr>
</tbody>
</table>
The Degree of Bachelor of Medicine and Bachelor of Surgery – MBChB

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   a either
      (i) completed the requirements for the courses listed in Part I of the MBChB Schedule, with
           a minimum of a B+ average grade over the courses specified
      or
      (ii) successfully completed, with at least a B+ average grade, a New Zealand undergraduate
           degree, or have been working in allied health professions
      or
      (iii) met the requirements of a special entry scheme
           and
      
   b demonstrated in accordance with approved selection criteria the personal qualities determined
           by the Faculty of Medical and Health Sciences as appropriate for a person seeking a qualification
           as a doctor. This will normally include an interview.

2 a Students selected for admission under Clause 1a(i) will be admitted to MBChB Part II.
   b Students selected for admission under Clause 1a(ii) or Clause 1a(iii) may be required to
     successfully complete some or all of the courses listed in Part I in the schedule to these regulations before proceeding to Part II.

Duration and Total Points Value

3 a A student enrolled for this degree must follow a programme of six full-time years and pass
   courses with a total value of 720 points, unless credit is granted under the Admission
   Regulations and/or the Credit Regulations.
   b The student is to follow the programme for this degree continuously.
   c Interrupted study may be resumed only with the approval of, and on conditions set by, Senate
     or its representative.

Structure and Content

4 Of the 720 points required for this degree, a student must pass:
   a 705 points from Parts I, II, III, IV, V and VI, as listed in the Bachelor of Medicine and Bachelor
      of Surgery Schedule.
   b 15 points from courses offered in the General Education Schedule approved for this degree.

5 a However, where a student has been granted admission with credit, or in exceptional
   circumstances which Senate or its representative approves, a student may be directly admitted
   to Part II, Part III or Part IV.
   b Each Part of the programme is to be completed to the satisfaction of Senate or its representative
     before a student is permitted to enrol for the next Part.
   c For Parts II and III, a student is required to pass each Part in its entirety by gaining a pass in
     each course for that Part in the same year. A student who fails one or more courses will fail that
     Part. A student who fails a Part must repeat the Part in its entirety. However, when in the first
     attempt, a student passes individual courses with a B grade or higher, the MBChB Examiners
     may recommend that the student be credited with these individual courses in the repeat year.
   d At the discretion of Senate or its representative, a student who fails any of Parts II-VI may be
     declined permission to re-enrol in the programme as a whole.
   e A student who fails twice to pass the same Part will not be permitted to continue with this degree.

General Education Exemptions

6 a A student is exempted from the requirement to pass courses offered in the General Education
   Schedule who has:
      either
      (i) completed an undergraduate degree at a tertiary institution
      or
      (ii) commenced study for this degree at a tertiary institution before 1 January 2006
or (iii) been admitted to this degree with credit from another tertiary institution of 120 points or more.

b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 15 points from courses listed in the Bachelor of Health Sciences or Bachelor of Science in Biomedical Science schedules.

Practical Requirements
7 A student enrolled for this degree must carry out satisfactorily such practical or clinical work as the Faculty of Medical and Health Sciences may require.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Termination of Enrolment
9 a If the attitudes or behaviour of a student in a medical environment are found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any party, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.

b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any clinical attachments pending the outcome of the inquiry.

c A student whose enrolment is terminated or application to re-enrol is declined under Regulation 9a may appeal from that decision to the Council or its duly appointed delegate.

Commencement
10 These regulations came into force on 1 January 2006. The 2005 regulations for the Degree of Bachelor of Medicine and Bachelor of Surgery were thereby repealed.

### Bachelor of Medicine and Bachelor of Surgery (MBChB) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td>105 points</td>
<td></td>
</tr>
<tr>
<td>• BHSc: BIOSCI 107, CHEM 110, MEDSCI 142, POPLHLTH 101, 102, 111, HLTHTPSYS 122</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>• BSc in Biomedical Science: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160, POPLHLTH 111</td>
<td></td>
</tr>
</tbody>
</table>

| Part II |
|        |
| 120 points: MBCHB 203–211 |

| Part III |
| 120 points: MBCHB 303–313 |

| Part IV |
| • 120 points: MBCHB 401 |

| Part V |
| • 120 points: MBCHB 501 |

| Part VI |
| • 120 points: MBCHB 551 |

General Education Requirement:

- Part I
- 15 points from courses offered in the General Education Schedule approved for this degree

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### The Degree of Bachelor of Nursing – BNurs

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value
1 A student enrolled for this degree must follow a programme of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content
2 a Of the 360 points required for this degree, a student must pass:
   (i) 345 points from all Parts and courses listed in the Bachelor of Nursing Schedule.
   (ii) 15 points from courses offered in the General Education Schedule approved for this degree.

b Each Part must normally be completed before the next Part may be taken. However, a student who has failed to pass either Parts I or II in their entirety may be allowed, at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next successive Part.

General Education Exemptions
3 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has
either
(i) completed an undergraduate degree at a tertiary institution
or
(ii) commenced study for this degree at a tertiary institution before 1 January 2006
or
(iii) been admitted to this degree with credit from another tertiary institution of 120 points or
more.

b A student who has been exempted from the requirement to pass courses offered in the General
Education Schedule must substitute 15 points from courses approved by the Head of School of
Nursing.

Practical Requirements
4 A student enrolled for this degree must carry out satisfactorily such practical or clinical work as the
Head of School of Nursing may require.

English Language Requirements
5 A student enrolled for this degree must demonstrate competence in the English language, by passing
NURSING 199, as prescribed by the School of Nursing, before being permitted to enrol for Part II.

Variations
6 In exceptional circumstances Senate or its representative may approve a personal programme which
does not conform to these regulations.

Commencement
7 These regulations came into force on 1 January 2006. The 2000 regulations for the Degree of Bachelor
of Nursing were thereby repealed.

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Part I</th>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>105 points: BIOSCI 107, MEDSCI 142, NURSING 104, 105, 199, POPLHLTH 111, HLTHPSYC 122</td>
<td>• 120 points: NURSING 201, 202</td>
<td></td>
</tr>
<tr>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
<td>Part III</td>
<td>• 120 points: NURSING 301, 302</td>
</tr>
</tbody>
</table>

The Degree of Bachelor of Pharmacy – BPharm

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations
including the Academic Statutes and Regulations.

Duration and Total Points Value
1 a A student enrolled for this degree must follow a programme of eight full-time semesters and
pass courses with a total value of 480 points, unless credit is granted under the Admission
Regulations and/or the Credit Regulations.

b In exceptional circumstances Senate or its representative may permit a suitably qualified
student to enrol directly into a Part II course.

Structure and Content
2 Of the 480 points required for this degree, a student must pass:
   a 465 points: Parts I-IV as listed in the Bachelor of Pharmacy Schedule.
   b 15 points from courses listed in the General Education Schedule approved for this degree.

3 a Each Part must normally be completed before the next Part may be taken. However, a student
who has failed to pass either Parts I or II in their entirety may be allowed, at the discretion of
Senate or its representative, to enrol for the course or courses needed to complete that Part
together with a course or courses towards the next successive Part.

b A student may not enrol in Part IV until Parts I, II and III have been completed in their
entirety.

English Language Requirements
4 A student enrolled for this degree must demonstrate competence in the English language, by passing
PHARMACY 199, as prescribed by the School of Pharmacy, before being permitted to enrol for Part
III.
General Education Exemptions
5  a  A student is exempted from the requirement to pass courses offered in the General Education Schedule who has

either
(i)  completed an undergraduate degree at a tertiary institution
or
(ii) commenced study for this degree at a tertiary institution before 1 January 2006
or
(iii) been admitted to this degree with credit from another tertiary institution of 120 points or more.

b  A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 15 points from other courses offered at this University in consultation with the Head of School of Pharmacy.

Honours
6  This degree may be awarded with Honours where a student’s average grade over the entire degree is sufficiently high. There are two classes of Honours: First Class Honours and Second Class Honours. Second Class Honours are awarded in either First Division or Second Division.

Variations
7  In exceptional circumstances Senate or its representative may approve a personal programme that does not conform to these regulations.

Commencement
8  These regulations came into force on 1 January 2006. The 2000 regulations for the Degree of Bachelor of Pharmacy were thereby repealed.

Bachelor of Pharmacy (BPharm) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Part I</th>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 105 points: BIOSCI 106, 107, CHEM 110, HLTHPSYC 122, MEDSCI 142, PHARMACY 101, 199, POPLHLTH 111</td>
<td>120 points: CHEM 230, 243, MEDSCI 202–204, PHARMACY 201, 202, 205</td>
<td></td>
</tr>
<tr>
<td>• 15 points from courses offered in the General Education Schedule approved for this degree</td>
<td>120 points: CHEM 390, MEDSCI 303, 305, PHARMACY 301–304</td>
<td></td>
</tr>
<tr>
<td></td>
<td>120 points: PHARMACY 407–410</td>
<td></td>
</tr>
</tbody>
</table>

The Degree of Bachelor of Health Sciences (Honours) – BHSc(Hons)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1  In order to be admitted to this programme, a student needs to have:
   a  completed the requirements for the Degree of Bachelor of Health Sciences from this University or an equivalent degree approved by Senate or its representative
   and
   b  passed 90 points in courses at Stage III in the Bachelor of Health Sciences, or equivalent degree, with an average grade of B or higher
   and
   c  the approval of the Head of School of Population Health.

Duration and Total Points Value
2  A student enrolled for this degree must:
   a  pass courses with a total value of 120 points
   and
   b  complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

3  The total enrolment for this degree must not exceed 160 points.

Structure and Content
4  A student enrolled for this degree must pass courses with a total value of at least 120 points listed in the Bachelor of Health Sciences (Honours) Schedule.
The programme for each student must be approved by the Head of School of Population Health prior to enrolment.

**Dissertation**

6  a The dissertation is to be carried out under the guidance of a supervisor, appointed by Senate or its representative, on the recommendation of the Head of School of Population Health.

   b The dissertation topic must be approved by the Head of School of Population Health prior to enrolment.

   c The dissertation must be completed and submitted in accordance with the General Regulations – Bachelors Honours Postgraduate Degrees.

**Variations**

7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Honours**

8  a This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Health Sciences (Honours) is sufficiently high to deserve Honours.

   b Should a student fail to qualify for the award of the Degree of Bachelor of Health Sciences (Honours), Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Health Sciences.

9 Where the standard specified in Regulation 8a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

**Commencement**

10 These regulations came into force on 1 January 2009.

### Bachelor of Health Sciences (Honours) (BHSc(Hons)) Schedule

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>60 points: POPLHLTH 790</td>
<td></td>
</tr>
<tr>
<td>30 points: POPLHLTH 702, 758</td>
<td></td>
</tr>
<tr>
<td>30 points from HLTHINFO 728, MAORIHTH 702, 706, 709, POPLHLTH 708–712, 715, 729, 732–738, 756, 757, ANTHRO 732, GEOG 714</td>
<td></td>
</tr>
</tbody>
</table>

**The Degree of Bachelor of Human Biology (Honours) – BHB(Hons)**

The *Bachelor of Human Biology (Honours)* was withdrawn in 2010. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.

**The Degree of Bachelor of Medical Science (Honours) – BMedSc(Hons)**

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

### Admission

1 In order to be admitted to this programme a student needs to have:

   a satisfactorily completed at least the first three years of the Degree of Bachelor of Medicine and Bachelor of Surgery from this University, or of an equivalent medical degree approved by Senate or its representative

\[\text{and}\]

   b passed the courses for MBChB Part III, or its equivalent as approved by Senate or its representative, with an average of B or higher

\[\text{and}\]

   c approval of the Dean of Faculty of Medical and Health Sciences.

### Duration and Total Points Value

2 A student enrolled for this degree must:

   a pass courses with a total value of 120 points

\[\text{and}\]

   b complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

3 The total enrolment for this degree must not exceed 160 points.
Structure and Content
4 A student enrolled for this degree must pass courses with a total value of at least 120 points listed in the Bachelor of Medical Science (Honours) Schedule.
5 The programme for each student must be approved by the Head of School of Medicine prior to enrolment.

Thesis and Research Portfolio
6 a The thesis or research portfolio is to be carried out under the guidance of a supervisor, appointed by Senate or its representative, on the recommendation of the relevant Head of School.
   b The thesis or research portfolio topic must be approved by the relevant Head of School prior to enrolment.
   c Any laboratory work in connection with the thesis or research portfolio must be carried out within the University. However, Senate or its representative may permit a student to carry out the work in an approved institute outside the University for any period or periods considered necessary.
   d The dissertation must be completed and submitted in accordance with the General Regulations – Bachelors Honours Postgraduate Degrees.

Honours
7 a This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Medical Science (Honours) is sufficiently high to deserve Honours.
   b Should a student fail to qualify for the award of the Degree of Bachelor of Medical Science (Honours), Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Health Sciences.
8 Where the standard specified in Regulation 7a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
10 These regulations came into force on 1 January 2010.

Bachelor of Medical Science (Honours) (BMedSc(Hons)) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>or</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 points: MEDSCI 794 Thesis</td>
<td>120 points: MEDSCI 796 Thesis</td>
</tr>
<tr>
<td>30 points from courses listed in the Bachelor of Medical Science (Honours) Schedule or other courses approved by the Head of School of Medicine</td>
<td></td>
</tr>
</tbody>
</table>

Courses available:

**Clinical Education**
CLINED 703–716

**Health Informatics**
HLTHINFO 723, 728, 730

**Māori Health**
MAORITH 701–709

**Medical Science**
MEDSCI 703–723, 725–737

**Paediatrics**
PAEDS 719

**Population Health**
POPLHLTH 701–757, 759

**Population Health Practice**
POPLPRAC 701, 713, 725
The Degree of Bachelor of Nursing (Honours) – BNurs(Hons)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1. In order to be admitted to this programme, a student needs to have:
   a. completed the requirements for the Degree of Bachelor of Nursing from this University or an equivalent degree approved by Senate or its representative
   and
   b. passed the courses for Part III in the Bachelor of Nursing with an average grade of B or higher
   and
   c. the approval of the Head of School of Nursing.

Duration and Total Points Value
2. A student enrolled for this degree must:
   a. pass courses with a total value of 120 points
   and
   b. complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

3. The total enrolment for this degree must not exceed 160 points.

Structure and Content
4. A student enrolled for this degree must pass courses with a total value of at least 120 points listed in the Bachelor of Nursing (Honours) Schedule.

5. The programme for each student must be approved by the Head of School of Nursing prior to enrolment.

Dissertation
6. a. The dissertation is to be carried out under the guidance of a supervisor, appointed by Senate or its representative, on the recommendation of the Head of School of Nursing.
   b. The dissertation topic must be approved by the Head of School of Nursing prior to enrolment.
   c. The dissertation must be completed and submitted in accordance with the General Regulations – Bachelors Honours Postgraduate Degrees.

Variations
7. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
8. a. This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Nursing (Honours) is sufficiently high to deserve Honours.
   b. Should a student fail to qualify for the award of the Degree of Bachelor of Nursing (Honours), Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Health Sciences.

9. Where the standard specified in Regulation 8a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

Commencement
10. These regulations came into force on 1 January 2006. The 2003 regulations for the Degree of Bachelor of Nursing (Honours) were thereby repealed.

Bachelor of Nursing (Honours) (BNurs(Hons)) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 60 points: NURSING 795</td>
<td>• 15 points from POPLHLTH 701–709</td>
</tr>
<tr>
<td>• 30 points: NURSING 702, 753 or approved speciality practice course</td>
<td>• 15 points from courses listed in the Master of Health Sciences or Master of Nursing Schedules</td>
</tr>
</tbody>
</table>
The Degree of Master of Audiology – MAud

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for
      either
      (i) the Degree of Bachelor of Science (Honours)
      or
      (ii) the Degree of Bachelor of Science
      or
      (iii) the Degree of Bachelor of Arts
      or
      (iv) an equivalent qualification approved by Senate or its representative
   and
   b passed at Stage III:
      (i) at least 45 points in Physiology, with an average grade of B or higher, and at least 15 points
          in Psychology
      or
      (ii) at least 45 points in Psychology, with an average grade of B or higher, and at least 15
           points in Physiology
   and
   c passed at least 15 points with an average grade of B or higher in each of:
      Chemistry
      Biology or Zoology
      Physics or Acoustics.

2 In exceptional circumstances, Senate or its representative may, on the recommendation of the Head of School of Population Health, vary the admission requirements including exempting a student wholly or partly from any of the prerequisite courses and/or accept a lower average grade than B in the prerequisite courses required under Regulations 1b and c.

Duration and Total Points Value

3 A student enrolled for this degree must:
   a follow a programme of four full-time semesters and pass courses with a total value of 240 points
   and
   b complete within the time limit specified for full-time students in the General Regulations – Masters Degrees.

4 The total enrolment for this degree must not exceed 280 points.

Structure and Content

5 Research Masters
   A student enrolled for this degree must pass courses with a total value of at least 240 points from Parts I and II as listed in the Master of Audiology Schedule.

6 The programme for each student must be approved by the Head of School of Population Health prior to enrolment.

Practical and Clinical Requirements

7 Each student must pass the clinical and practical requirements of the required courses to the satisfaction of the Head of School of Population Health. This includes a practicum undertaken between Part I and Part II.

Thesis

8 a The thesis is to be carried out under the guidance of a supervisor appointed by the Head of School of Population Health.

b The thesis is to embody the results obtained by the student in an investigation into an area of Audiology.

c Any laboratory work in connection with the thesis must be carried out within the University. However, Senate or its representative may permit a student to carry out the work in an approved institute outside the University for any period or periods considered necessary.
d  The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations

9  In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

10  This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement

11  These regulations came into force on 1 January 2010. The 2006 regulations for the Degree of Master of Audiology were thereby repealed.

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**Master of Audiology (MAud) Schedule**

<table>
<thead>
<tr>
<th>Research Masters:</th>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td>Part II</td>
</tr>
<tr>
<td>Part I</td>
<td>30 points: AUDIOL 718</td>
</tr>
<tr>
<td>• 120 points: AUDIOL 701, 702, 704, 713–716</td>
<td>• 90 points: AUDIOL 796 Thesis</td>
</tr>
</tbody>
</table>

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**The Degree of Master of Clinical Education – M ClinEd**

*The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.*

Admission

1  In order to be admitted to this programme, a student needs to:
   a  have completed the requirements for the Postgraduate Diploma in Clinical Education, or its equivalent, as approved by Senate or its representative, with an average grade of B or higher
   and
   b  be currently engaged in clinical teaching or curriculum development in a health related discipline.

Duration and Total Points Value

2  A student enrolled for this degree must:
   a  pass courses with a total value of 120 points
   and
   b  complete within the time limit specified in the General Regulations – Masters Degrees.

3  The total enrolment for this degree must not exceed 160 points.

Structure and Content

4  Of the 120 points required for this programme, a student must complete:
   either
   a  **Research Masters**
      (i)  120 point Thesis as listed in the Master of Clinical Education Schedule
      or
      (ii) 120 point Research Portfolio as listed in the Master of Clinical Education Schedule
      or
      (iii) 90 point Research Portfolio listed in the Master of Clinical Education Schedule
      and
      30 points from approved courses listed in the Master of Clinical Education Schedule
   or
   b  **Taught Masters**
      (i)  60 point dissertation as listed in the Master of Clinical Education Schedule
      and
      (ii) 60 points from courses listed in the Master of Clinical Education Schedule.

5  With the approval of the Head of the Centre for Medical and Health Sciences Education students enrolling under Regulation 4b, Taught Masters, may include up to 30 points selected from other relevant postgraduate courses.

6  The programme for each student must be approved by the Head of the Centre for Medical and Health Sciences Education prior to enrolment.
The Degree of Master of Health Sciences – MHSc

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have completed the requirements for the Postgraduate Diploma in Health Sciences, or its equivalent, as approved by Senate or its representative, with an average grade of B or higher.

Duration and Total Points Value

2 A student enrolled for this degree must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees.

3 The total enrolment for this degree must not exceed 160 points.

Structure and Content

4 A student wishing to enrol in the nursing courses listed in the Master of Health Sciences Schedule must hold current registration as a nurse in New Zealand.

5 A student wishing to enrol in the Social Work courses listed in the Master of Health Sciences Schedule must hold an undergraduate degree recognised as a professional qualification by the Social Workers Registration Board.

6 Of the 120 points required for this degree a student must complete:
   either
   a Research Masters
      (i) 120 point Thesis listed in the Master of Health Sciences Schedule
      or
      (ii) 120 point Research Portfolio listed in the Master of Health Sciences Schedule
      or
      (iii) 90 point Research Portfolio listed in the Master of Health Sciences Schedule

Thesis / Dissertation

7 a The thesis or dissertation is to be carried out under the guidance of a supervisor, appointed by Senate or its representative, on the recommendation of the Head of the Centre for Medical and Health Sciences Education.

b The thesis or dissertation topic must be approved by the Head of the Centre for Medical and Health Sciences Education prior to enrolment.

c The thesis or dissertation topic is to embody the results obtained by the student in an investigation into an area of clinical education.

d The dissertation or thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations

8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

9 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement

10 These regulations came into force 1 January 2007.
30 points from approved courses listed in the Master of Health Sciences Schedule

**Taught Masters**

(i) 60 points from courses listed in the Master of Health Sciences Schedule, including an approved research methods course as listed in the Master of Health Sciences Schedule, if such a course has not already been passed and either

(ii) 60 point Dissertation listed in the Master of Health Sciences Schedule or

(iii) 60 point Applied Research Project listed in the Master of Health Sciences Schedule.

A student enrolled for this degree who has already passed any course the same as, or similar to, those required under Regulation 6b, must substitute an alternative course as approved by the relevant Head of School.

The programme for each student must be approved by the relevant Head of School prior to enrolment.

**Thesis / Research Portfolio / Dissertation**

a The thesis, research portfolio or dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the relevant Head of School.

b The thesis, research portfolio or dissertation is to embody the results obtained by an investigation into an area of health sciences.

c Any laboratory work in connection with the thesis, research portfolio or dissertation must be carried out within the University. However, Senate or its representative may permit a student to carry out the work in an approved institute outside the University for any period or periods considered necessary.

d The thesis, research portfolio or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

**Variations**

In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Honours**

This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

**Commencement**

These regulations came into force on 1 January 2006. The 2002 regulations for the Degree of Master of Health Sciences were thereby repealed.

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**Master of Health Sciences (MHSc) Schedule**

<table>
<thead>
<tr>
<th>Research Masters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 120 points: HLTHSCI 796 Thesis or</td>
</tr>
<tr>
<td>• 120 points: HLTHSCI 797 Research Portfolio or</td>
</tr>
<tr>
<td>• 90 points: HLTHSCI 793 Research Portfolio</td>
</tr>
<tr>
<td>• 30 points from approved courses listed in the Master of Health Sciences Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Taught Masters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 60 points: HLTHSCI 790 Dissertation</td>
</tr>
<tr>
<td>• 60 points from the courses listed below, including an approved research methods course selected from POPLHLM 701–709 if such a course has not already been passed or</td>
</tr>
<tr>
<td>• 60 points: POPLHLM 755 Applied Research Project</td>
</tr>
<tr>
<td>• 60 points from the courses listed below, including an approved research methods course selected from POPLHLM 701–709 if such a course has not already been passed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses available:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audiology</strong></td>
</tr>
<tr>
<td>AUDIOL 701, 702, 704, 713–715</td>
</tr>
<tr>
<td><strong>Biological Sciences</strong></td>
</tr>
<tr>
<td>BIOSCI 742, 745, 750, 755–759</td>
</tr>
<tr>
<td><strong>Clinical Education</strong></td>
</tr>
<tr>
<td>CLINED 703–716</td>
</tr>
<tr>
<td><strong>Education</strong></td>
</tr>
<tr>
<td>EDUC 741, 742, 752, 753</td>
</tr>
</tbody>
</table>
## Health Informatics
- HLTHINFO 722–724, 728, 730

## Health Psychology
- HLTHPSYG 714–716, 743, 744, 757, 758

## Health Sciences
- HLTHSCI 790 Dissertation
- HLTHSCI 793 Research Portfolio
- HLTHSCI 796 Thesis
- HLTHSCI 797 Research Portfolio

## Managed Care
- MGHCARE 701–707

## Māori Health
- MAORIHTH 701–709

## Medical Science
- MEDSCI 701–723, 725–738

## Medicine
- MEDICINE 703, 706, 707, 713, 721, 730–734, 738, 739, 740–742

## Nursing
- NURSING 701–709, 714, 716, 719–750, 753–778

## Obstetrics and Gynaecology
- OBSTGYN 705, 712, 713, 715, 716, 720

## Ophthalmology
- OPHTHAL 701–705

## Paediatrics
- PAEDS 704, 712, 719–721

## Pharmaceutical Science
- PHARMACY 750–754

## Pharmacy
- PHARMACY 700, 741, 760, 761

## Population Health
- POPLHLTH 701–757, 759–762

## Population Health Practice

## Psychiatry
- PSYCHIAT 713, 740, 741, 746, 747, 760–762, 766–772

## Social Work
- SOCWORK 750–752

## Social Work Health Practice
- SOCHLTH 753, 754

### The Degree of Master of Māori Health – MMH

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

#### Admission
1. In order to be admitted to this programme, a student needs to have completed the requirements for the Postgraduate Diploma in Māori Health or its equivalent, as approved by Senate or its representative, with an average grade of B or higher.

#### Duration and Total Points Value
2. A student enrolled for this degree must:
   a. pass courses with a total value of 120 points
   b. complete within the time limit specified in the General Regulations – Masters Degrees.
3. The total enrolment for this degree must not exceed 160 points.

#### Structure and Content
4. Of the 120 points required for this degree a student must pass:
   either
   a. **Research Masters**
      120 point Thesis as listed in the Master of Māori Health Schedule
   or
   b. **Taught Masters**
      i. 60 point Dissertation as listed in the Master of Māori Health Schedule
      and
      ii. at least 60 points from courses listed in the Master of Health Sciences Schedule including an appropriate research methods course, as approved by the Tumuaki of the Faculty of Medical and Health Sciences, if such a course has not already been passed.

#### Thesis / Dissertation
5. a. The thesis or dissertation is to be carried out under the guidance of a supervisor appointed by
Senate or its representative, on the recommendation of the Tumuaki of the Faculty of Medical and Health Sciences.

b. The thesis or dissertation is to embody the results obtained by the student in an investigation into an area of Māori Health.

c. Any laboratory work in connection with the thesis or dissertation must be carried out within the University. However, Senate or its representative may permit a student to carry out the work in an approved institute outside the University for any period or periods considered necessary.

d. The thesis or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations
6. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
7. This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

Commencement
8. These regulations came into force on 1 January 2006. The 2005 regulations for the degree of Master of Māori Health were thereby repealed.

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### Master of Māori Health (MMH) Schedule

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Masters</td>
<td>120 points: MAORIHTH 796 Thesis</td>
</tr>
<tr>
<td>Taught Masters</td>
<td>60 points: MAORIHTH 792 Dissertation</td>
</tr>
<tr>
<td></td>
<td>15 points from POPLHLTH 701–709, if an appropriate research methods course has not already been passed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 further points from courses listed in the Master of Health Sciences Schedule or 60 points: MAORIHTH 792 Dissertation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>60 further points from courses listed in the Master of Health Sciences Schedule, if an appropriate research methods course has already been passed</td>
</tr>
</tbody>
</table>

### The Degree of Master of Medical Science – MMedSc

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

**Admission**
1. In order to be admitted to this programme a student needs to:
   a. have completed the requirements for the degree of Bachelor of Medicine and Bachelor of Surgery, or its equivalent as approved by Senate or its representative
   and
   b. (i) have completed the requirements for the Postgraduate Diploma in Medical Science, or its equivalent as approved by Senate or its representative, with an average grade of B or higher
   or
   (ii) have completed the requirements for the Degree of Bachelor of Human Biology (Honours), or its equivalent as approved by Senate or its representative, with an average grade of B or higher
   and
   c. hold current registration with the Medical Council of New Zealand or as a medical practitioner in the country of domicile
   and
   d. satisfy the relevant Head of School that, if it is required for the programme, they have adequate access to clinical work to undertake the programme at a facility approved by The University of Auckland.

**Duration and Total Points Value**
2. A student enrolled for this degree must:
   a. pass courses with a total value of 120 points
   and
   b. complete within the time limit specified in the General Regulations – Masters Degrees.

3. The total enrolment for this degree must not exceed 160 points.
Structure and Content

4 Of the 120 points required for this degree a student must complete:
either
a Research Masters
   (i) 120 point Thesis as listed in the Master of Medical Science Schedule
   or
   (ii) 120 point Research Portfolio listed in the Master of Medical Science Schedule
   or
   (iii) 90 point Research Portfolio listed in the Master of Medical Science Schedule
        and
        30 points from approved courses listed in the Master of Medical Science Schedule
   or
b Taught Masters
   (i) 60 point Dissertation as listed in the Master of Medical Science Schedule
   and
   (ii) 60 points from courses listed in the Master of Medical Science Schedule, including an
        approved research methods course listed in the Master of Medical Science Schedule, if
        such a course has not already been passed.

5 A student enrolled for this degree who has already passed any course the same as, or similar to, those
   required under Regulation 4b, must substitute an alternative course as approved by the relevant
   Head of School.

6 The programme for each student must be approved by the relevant Head of School prior to
   enrolment.

Thesis / Research Portfolio / Dissertation

7 a The thesis, research portfolio or dissertation is to be carried out under the guidance of a
   supervisor appointed by Senate or its representative, on the recommendation of the relevant
   Head of School.
   b The thesis, research portfolio or dissertation is to embody the results obtained by an investigation
   into an area of medical science.
   c Any laboratory work in connection with the thesis, research portfolio or dissertation must be
   carried out within the University. However, Senate or its representative may permit a student
   to carry out the work in an approved institute outside the University for any period or periods
   considered necessary.
   d The thesis, research portfolio or dissertation is to be completed and submitted in accordance
   with the General Regulations – Masters Degrees.

Variations

8 In exceptional circumstances Senate or its representative may approve a personal programme which
   does not conform to these regulations.

Honours

9 This degree may be awarded with Honours in accordance with the General Regulations – Masters
   Degrees.

Commencement

10 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Master
    of Medical Science were thereby repealed.

<table>
<thead>
<tr>
<th>Master of Medical Science (MMedSc) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Masters:</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 120 points: MEDSCI 796 Thesis</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>• 120 points: MEDSCI 797 Research Portfolio</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>• 90 points: MEDSCI 793 Research Portfolio</td>
</tr>
<tr>
<td>• 30 points from approved courses listed in the Master of Medical Science Schedule</td>
</tr>
<tr>
<td>Taught Masters:</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 60 points: MEDSCI 790 Dissertation</td>
</tr>
<tr>
<td>• 45 points from courses listed in the Master of Medical Science Schedule</td>
</tr>
<tr>
<td>• 15 points from an approved research methods course selected from POPHLTH 701–709, if such a course has not already been passed</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>• 60 points: MEDSCI 790 Dissertation</td>
</tr>
<tr>
<td>• 60 points from courses listed in the Master of Medical Science Schedule, if an approved research methods course has already been passed</td>
</tr>
</tbody>
</table>
The Degree of Master of Nursing – MNurs

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme a student needs to:
   a have completed the requirements for the Degree of Bachelor of Nursing (Honours), or its equivalent as approved by Senate or its representative, with an average grade of B or higher
   or
   b have completed the requirements for the Postgraduate Diploma in Health Sciences in Advanced Nursing, or its equivalent as approved by Senate or its representative, with an average grade of B or higher
   and
   c hold current registration as a nurse in New Zealand.

Duration and Total Points Value

2 A student enrolled for this degree must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees.

3 The total enrolment for this degree must not exceed 160 points.

Structure and Content

4 Of the 120 points required for this degree a student must complete:
   either
   a Research Masters
   (i) 120 point Thesis as listed in the Master of Nursing Schedule
   or
   (ii) 120 point Research Portfolio as listed in the Master of Nursing Schedule
   or
   (iii) 90 point Research Portfolio as listed in the Master of Nursing Schedule
and
30 points from approved courses listed in the Master of Nursing Schedule

or
b Taught Masters
(i) 60 point Dissertation as listed in the Master of Nursing Schedule
   and
   60 points from courses listed in the Master of Nursing or Master of Health Sciences Schedules
or
(ii) 30 points NURSING 701
   and
   90 points from courses listed in the Master of Nursing or Master of Health Sciences Schedules.

5 A student enrolled for this degree who has already passed any course the same as, or similar to, those required under Regulation 4b, must substitute an alternative course as approved by the relevant Head of School.

6 The programme for each student must be approved by the Head of School of Nursing prior to enrolment.

Thesis / Research Portfolio / Dissertation
7 a The thesis, research portfolio or dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Head of School of Nursing.

b The thesis, research portfolio or dissertation is to embody the results obtained by the student in an investigation into an area of Nursing.

c Any laboratory work in connection with the thesis, research portfolio or dissertation must be carried out within the University. However, Senate or its representative may permit a student to carry out the work in an approved institution outside the University for any period or periods considered necessary.

d The thesis, research portfolio or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
9 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement
10 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Master of Nursing were thereby repealed.

Master of Nursing (MNurs) Schedule

<table>
<thead>
<tr>
<th>Research Masters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>either</td>
</tr>
<tr>
<td>• 120 points: NURSING 796 Thesis</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>• 120 points: NURSING 797 Research Portfolio</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>• 90 points: NURSING 790 Research Portfolio</td>
</tr>
<tr>
<td>• 30 points from approved courses listed in the Master of Nursing Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Taught Masters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>either</td>
</tr>
<tr>
<td>• 60 points: NURSING 795 Dissertation</td>
</tr>
<tr>
<td>• 60 points from NURSING 701–778, PHARMACY 741, POPLHLTH 746, 749, POPLPRAC 719–728, 756, 760, 761</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>• 30 points: NURSING 701</td>
</tr>
<tr>
<td>• 90 points from NURSING 702–778, PHARMACY 741, POPLHLTH 746, 749, POPLPRAC 719–728, 756, 760, 761</td>
</tr>
</tbody>
</table>
The Degree of Master of Pharmacy Practice – MPharmPrac

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to:
   a have completed the requirements for the Postgraduate Diploma in Pharmacy Practice, or its equivalent as approved by Senate or its representative, with an average grade of B or higher and
   b hold current registration as a pharmacist in New Zealand or as a pharmacist in the country of domicile.

Duration and Total Points Value
2 A student enrolled for this degree must:
   a pass courses with a total value of 120 points and
   b complete within the time limit specified in the General Regulations – Masters Degrees.
3 The total enrolment for this degree must not exceed 160 points.

Structure and Content
4 Of the 120 points required for this degree a student must complete:
   either
   a Research Masters
      120 point Thesis as listed in the Master of Pharmacy Practice Schedule
   or
   b Taught Masters
      (i) 60 point Dissertation as listed in the Master of Pharmacy Practice Schedule and
      (ii) 60 points from courses listed in the Master of Pharmacy Practice Schedule.
5 With the approval of the Head of School of Pharmacy, up to 30 points from other 700 level courses offered by the Faculty of Medical and Health Sciences, may be substituted for up to 30 points from Regulation 4b(ii).
6 The programme for each student must be approved by the Head of School of Pharmacy prior to enrolment.

Thesis / Dissertation
7 a The thesis or dissertation is to be carried out under the guidance of a supervisor, appointed by Senate or its representative, on the recommendation of the Head of School of Pharmacy.
   b The thesis or dissertation topic must be approved by the Head of School of Pharmacy prior to enrolment.
   c The thesis or dissertation is to embody the results obtained by the student in an investigation into an area of Pharmacy.
   d Any practical work in connection with the thesis or dissertation must be carried out within the University. However, Senate or its representative may permit a student to carry out the work at an approved site outside the University for any periods or period considered necessary.
   e The thesis or dissertation must be completed and submitted in accordance with the General Regulations – Masters Degrees.

Practical Requirements
8 Students enrolled for this degree must carry out satisfactorily such practice activities as the Head of School of Pharmacy may require.

Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
10 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.
Commencement

11 These regulations came into force on 1 January 2006. The 2004 regulations for the Degree of Master of Pharmacy Practice were thereby repealed.

<table>
<thead>
<tr>
<th>Master of Pharmacy Practice (MPharmPrac) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Masters:</strong></td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>• 120 points: PHARMACY 796 Thesis</td>
</tr>
<tr>
<td><strong>Taught Masters:</strong></td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>• 60 points: PHARMACY 792 Dissertation</td>
</tr>
<tr>
<td>• 60 points from PHARMACY 700, 712, 720, 730–737, 740–745, 762, 763</td>
</tr>
</tbody>
</table>

The Degree of Master of Public Health – MPH

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for a Postgraduate Diploma in Public Health, or its equivalent, as approved by Senate or its representative, with an average grade of B or higher
   and
   b satisfied the Head of School of Population Health that they have the appropriate training and experience to undertake the programme.

Duration and Total Points Value

2 A student enrolled for this degree must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees.

3 The total enrolment for this degree must not exceed 160 points.

Structure and Content

4 Of the 120 points required for this degree a student must complete:
   either
   a **Research Masters**
      (i) 120 point Thesis as listed in the Master of Public Health Schedule
      or
      (ii) 90 point Research Portfolio as listed in the Master of Public Health Schedule
           and
           30 points from approved courses listed in the Master of Public Health Schedule
   or
   b **Taught Masters**
      (i) 60 point Dissertation as listed in the Master of Public Health Schedule
      and
      (ii) 60 points from courses listed in the Master of Public Health Schedule.

5 Up to 30 points may be substituted from other 700 level courses offered at this University.

6 A student enrolled for this degree who has already passed any course the same as, or similar to, those required under Regulation 4b, must substitute an alternative course as approved by the Head of School of Population Health.

7 The programme for each student must be approved by the Head of School of Population Health prior to enrolment.

Thesis / Dissertation

8 a The thesis or dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Head of School of Population Health.

b The thesis or dissertation is to embody the results obtained by the student in an investigation into an area of Public Health.

c The thesis or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.
Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which
does not conform to these regulations.

Honours
10 This degree may be awarded with Honours as specified in the General Regulations – Masters
Degrees.

Commencement
11 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Master
of Public Health were thereby repealed.

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Master of Public Health (MPH) Schedule

Research Masters:
Requirement:
- 120 points: POPLHLTH 796 Thesis
  or
- 90 points: POPHLTH 793 Research Portfolio
- 30 points from approved courses listed in the Master of Public Health Schedule

Taught Masters:
Requirement:
- 60 points: POPLHLTH 790 Dissertation
  or
- 60 points from HLTHINFO 722–724, 728, 730, MAORIHTH 701–709,
  MEDSCI 709, PAEDS 719, 720, POPLHLTH 701–734, 736, 737, 739,
  750–754, 757, 759–762, POPLPRAC 709–716

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The Degree of Doctor of Medicine – MD

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations,
including the General Regulations for Named Doctorates and the Academic Statutes and Regulations.

Preamble
1 a A candidate for the Degree of Doctor of Medicine is required to pursue an approved programme
of advanced study and research as an enrolled student of the University.
b It is expected that this programme will usually be completed within three to four years of
equivalent full-time candidature. Part-time candidature may also be permitted.
c The Degree of Doctor of Medicine is awarded for a formal and systematic exposition of a coherent
programme of advanced research work in any branch of medicine or medical science presented
in a thesis which in the opinion of the examiners and the Board of Graduate Studies satisfies
all of the following criteria:
  (i) to be an original contribution to any branch of medicine or medical science
  and
  (ii) to meet internationally recognised standards for such work
  and
  (iii) to demonstrate a knowledge of the literature relevant to the subject of the thesis, and the
  ability to exercise critical and analytical judgement of it
  and
  (iv) to be satisfactory in its methodology, in the quality and coherence of its written expression,
  and in its scholarly presentation and format.
d A Doctor of Medicine thesis may not exceed 100,000 words in total without the permission of
the Board of Graduate Studies.
e A candidate may include within the thesis, accounts of original studies (which may have been
published) carried out by them prior to registration. In such cases these studies and any
associated publications must be fully integrated into the text of the thesis. Any previously
published or unpublished research outputs referred to in the thesis must be listed in the
bibliography.
f All material which is not the original work of the author of the thesis must:
  (i) be fully and appropriately attributed
  or
  (ii) if a substantial part of another work, only be reproduced with the written permission of
  the copyright owner of the other work.
g All research for the thesis is to be conducted in a manner consistent with The University of
Auckland Guidelines for the Conduct of Research.

Eligibility
2 A candidate for the Degree of Doctor of Medicine is required to have:
a (i) completed the requirements for the award of the Degree of Bachelor of Medicine and
  Bachelor of Surgery at The University of Auckland
  or
  (ii) completed the requirements for the award of a medical qualification that the Board of
  Graduate Studies considers to be equivalent to the prerequisite qualification specified in
  Clause a(i) of this regulation
and
b demonstrated an ability to pursue doctoral level research in the field of medicine or medical science
and
c following the completion of their medical qualification, normally had at least five years of experience in medical practice or in an area considered comparable by the Board of Graduate Studies
and
d applied for admission and been admitted to The University of Auckland.

Duration
3 a A candidate will normally be required to complete the requirements for the degree within not less than three full-time years and not more than four full-time years, or the part-time equivalent, from the date of registration unless permitted to do otherwise by the Board of Graduate Studies.
b A candidate who draws upon original studies completed prior to registration may, with the permission of the Board of Graduate Studies, complete the requirements for the degree in less than three years. The minimum time for completion will be confirmed at the time at which the candidate is registered for the degree and will not be less than one year.

Registration
4 a The Board of Graduate Studies, on the recommendation of the Head of Department in the discipline in which the candidate is to be primarily registered, is to determine whether the candidate may be registered and the date of registration.
b Conditions of registration will be determined according to Regulation 1 of the General Regulations for Named Doctorates.

Structure and Content
5 A candidate enrolled for this degree must pass MEDSCI 896 Thesis.

Reviews of Progress
6 Reviews of progress and continuation of registration will be made according to Regulation 2 of the General Regulations for Named Doctorates (2004).

Enrolment and Fees
7 Enrolment and payment of fees will be determined according to Regulation 3 of the General Regulations for Named Doctorates (2004).

Changes to the Conditions of Registration
8 Changes to supervision, extensions of time, and suspension or termination of registration will be made according to Regulation 4 of the General Regulations for Named Doctorates (2004).

Submission
9 a A candidate is initially required to submit three copies of the thesis to the Graduate Centre. The thesis should have a temporary binding and a statement to examiners as specified in the Guide to Theses and Dissertations.
b Three months prior to the expected date of submission, a candidate should notify the School of Graduate Studies in writing of their intention to submit. If the candidate has reason to believe that any person would be unsuitable to serve as an examiner of the thesis on the grounds of conflict of interest, he or she may also submit at this time the name of this person and a statement in writing as to the nature of the conflict of interest to the School of Graduate Studies.
c The thesis is to be accompanied by a statutory declaration, signed by the candidate, which:
(i) states the extent to which the work is the candidate’s own and, in the case of joint work, identifies as clearly as possible which parts are the candidate’s own;
(ii) states what portion, if any, of the work submitted has been previously presented for a degree or diploma of this or any other tertiary institution;
(iii) declares that the work, in substantially its present form, has not been previously accepted for the award of a degree or diploma in this or any other tertiary institution and is not being submitted for a degree or diploma in any other tertiary institution.
e The thesis is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration of the candidate.

Examination
10 The examination process will follow that of Regulation 9 of the Statute for the Degree of Doctor of Philosophy (2011), except that:
a examiners will be requested to assess the thesis according to the criteria of Clause 1(c) of these regulations.
and
b an Oral Examination will be held only on the recommendation of the Doctor of Medicine Examination Committee

and
c the Board of Graduate Studies will appoint a Doctor of Medicine Examination Committee consisting of the Associate Dean (Postgraduate) of the Faculty of Medical and Health Sciences as Chair, the Head of Department, the Dean of the Faculty of Medical and Health Sciences, or nominee, and the Head of the School of Medicine, or nominee, for all Doctor of Medicine examinations.

d (i) On successful completion of the examination, candidates who first registered in a Doctor of Medicine programme prior to 1 January 2009 will be required to deposit either, three hardbound copies of the thesis or, two hardbound copies and one digital copy of the thesis, corrected as may be required, with the Graduate Centre. The degree will not be conferred until the candidate has complied with this requirement.

(ii) On successful completion of the examination, candidates who first registered in a Doctor of Medicine programme on or after 1 January 2009 will be required to deposit two hardbound copies of the thesis and one digital copy, corrected as may be required, with the Graduate Centre. The degree will not be conferred until the candidate has complied with this requirement.

(iii) When two hardbound copies and a digital copy of the thesis are deposited, these must be accompanied by a statutory declaration signed by the candidate stating that the hardbound copies and the digital copy are the same.

e (i) The digital thesis deposited shall be formatted as specified in the Guidelines on Formatting and Submitting a Digital Thesis at The University of Auckland.

(ii) A thesis, which is deposited in digital form, will be accessible through the University's digital repository, unless embargoed under Clause 24 of the Examination Regulations.

Variations
11 In exceptional circumstances the Board of Graduate Studies may approve a programme which does not conform to these regulations.

Appeals
12 Appeals regarding the examination process or decisions of the Board of Graduate Studies must be made according to Regulation 5 of the General Regulations for Named Doctorates (2004).

Dispute Resolution Procedures
13 Disputes are to be resolved according to the Policy for Resolution of Research Problems: Postgraduate Research Students.

Transitional Arrangements
14 a These regulations came into force on 1 January 2009. The 1996 regulations for the Degree of Doctor of Medicine were thereby repealed.

b For candidates initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this statute to ensure consistency with the provisions of the statute under which the candidate was enrolled where it is satisfied that the candidate would otherwise be at a disadvantage.

The Degree of Doctor of Pharmacy – DPharm

New admissions into the Doctor of Pharmacy were suspended in 2010.
The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations, including the General Regulations for Named Doctorates and the Academic Statutes and Regulations.

Preamble
1 a Candidates for the Degree of Doctor of Pharmacy are required to pursue an approved programme of advanced study and research as enrolled students of the University.

b It is expected that this programme will normally be completed within four years.

c The Degree of Doctor of Pharmacy is awarded for a formal and systematic exposition of a coherent programme of advanced research work carried out over the period of registration for the degree which in the opinion of the examiners and the Board of Graduate Studies satisfies all of the following criteria:

(i) to be an original contribution to professional practice in the field of Pharmacy

and

(ii) to meet internationally recognised standards for such work

and

(iii) to demonstrate a knowledge of the literature relevant to the subject of the thesis, and the ability to exercise critical and analytical judgement of it
and
(iv) to be satisfactory in its methodology, in the quality and coherence of its written expression,
and in its scholarly presentation and format.

d All research for the thesis is to be conducted in accordance with The University of Auckland
Guidelines for the Conduct of Research.
e Doctor of Pharmacy theses may not exceed 75,000 words or 160 pages in total without the
permission of the Board of Graduate Studies.

Eligibility
2 Candidates for the Degree of Doctor of Pharmacy are required to have:
a (i) completed the requirements for the award of either the Degree of Master of Pharmacy
Practice with First Class or Second Class Honours First Division at The University of
Auckland

or
(ii) completed the requirements for the award of a qualification that the Board of Graduate
Studies considers to be equivalent to the prerequisite qualification specified in Clause a(i)
of this regulation

and
b demonstrated an ability to pursue doctoral level research in the field of Pharmacy

and
c following the completion of a first degree, had at least five years of experience in pharmacy
practice or in an area considered comparable by the Board of Graduate Studies

and
d have current registration as a pharmacist in New Zealand or as a pharmacist in the country of
domicile.
e Every candidate for the Degree of Doctor of Pharmacy must have applied for admission and been
admitted to The University of Auckland.

Duration and Total Points Value
3 a A student for this degree has to follow a 2-part programme, Part I being taken in one full-
time year or two consecutive part-time years and Part II being taken in two full-time years or
four consecutive part-time years, and pass an approved programme with a total value of 360
points.
b Candidates must complete the requirements for this degree within not less than three years and
not more than four years from the date of registration for full-time students, and not less than
six years and not more than eight years from the date of registration for part-time students,
unless permitted to do otherwise by the Board of Graduate Studies under Regulation 9. In the

case of candidates who have been permitted to change between full-time and part-time the time
requirements will be calculated on a pro rata basis.

Registration
4 a The Board of Graduate Studies, on the recommendation of the Head of School of Pharmacy, is
to determine whether the student may be registered and the date of registration.
b Conditions of registration will be determined according to Regulation 1 of the General Regulations

Structure and Content
5 Of the 360 points required for this degree, a student must pass Parts I and II as listed in the Doctor
of Pharmacy Schedule.

6 Candidates must complete Part I with at least a B+ average grade before commencing Part II.

Reviews of Progress
7 a At the end of Part I the Head of School of Pharmacy will submit, through the Associate Dean
(Postgraduate) of the Faculty, a report to the Board of Graduate Studies on the candidate’s
progress and containing a recommendation as to whether or not the candidate should be
permitted to proceed to Part II.
b During Part II, reviews of progress and continuation of registration will be made according to

Enrolment and Fees
8 Enrolment and payment of fees will be determined according to Regulation 3 of the General Regulations

Changes to the Conditions of Registration
9 Changes to supervision, extensions of time, and suspension or termination of registration will be
Submission
10  a All candidates are initially required to submit three copies of the thesis to the Graduate Centre. The thesis should have a temporary binding and a statement to examiners as specified in the Guide to Theses and Dissertations.
       b One month prior to the expected date of submission, candidates should notify the Graduate Centre in writing of their intention to submit. If the candidate has reason to believe that any person would be unsuitable to serve as an examiner of the thesis on the grounds of conflict of interest, he or she may also submit at this time the name of this person and a statement in writing as to the nature of the conflict of interest to the Graduate Centre.
       c The thesis is to be accompanied by a statutory declaration, signed by the candidate, stating that the thesis is the candidate’s own work and that neither the thesis nor any part of it has been submitted or accepted for any other degree or diploma.
       d The thesis is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration of the candidate.

Examination
11  The examination process will follow that of Regulation 9 of the Statute for the Degree of Doctor of Philosophy (2011), except that:
       a examiners will be requested to assess the thesis according to the criteria of Clause 1(c) of these regulations
       and
       b the Board of Graduate Studies will appoint a Doctor of Pharmacy Advisor who will take the part of the Head of Department Nominee, as described in the Statute for the Degree of Doctor of Philosophy (2011), for all Doctor of Pharmacy examinations.

Variations
12  In exceptional circumstances the Board of Graduate Studies may approve a personal programme which does not conform to these regulations.

Appeals
13  Appeals regarding the examination process or decisions of the Board of Graduate Studies must be made according to Regulation 5 of the General Regulations for Named Doctorates (2004).

Dispute Resolution Procedures
14  Disputes are to be resolved according to the Policy for Resolution of Research Problems: Postgraduate Research Students.

Transitional Arrangements
15  a These regulations came into force on 1 January 2006. The 2005 regulations for the Degree of Doctor of Pharmacy were thereby repealed.
       b For candidates initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this statute to ensure consistency with the provisions of the statute under which the candidate was enrolled where it is satisfied that the candidate would otherwise be at a disadvantage.

Doctor of Pharmacy (DPharm) Schedule

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Part I</th>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120 points: PHARMACY 801–804</td>
<td>240 points: PHARMACY 896</td>
</tr>
</tbody>
</table>

Diploma in Paediatrics – DipPaed

The regulations for this diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1  In order to be admitted to this programme, a student needs to:
       either
       a (i) have held, for at least one year, a medical qualification approved by Senate or its representative
               and
       (ii) hold current registration with the Medical Council of New Zealand
       or
       b have graduated from the Central Medical School of Fiji and have satisfied the Head of School of Medicine they have appropriate training and experience to undertake this diploma.
Duration and Total Points Value
2 A student enrolled for this diploma must follow a programme equivalent to two consecutive full-time semesters and pass courses with a total value of 120 points.

Structure and Content
3 A student enrolled for this programme must pass 120 points: PAEDS 601.

Practical Requirements
4 Each student must have completed six months of paediatric training in a hospital approved by Senate or its representative.

5 A student enrolled for this diploma must carry out satisfactorily such practical or clinical work as the Head of School of Medicine may require, including:
   a performance of clinical duties
   and
   b participation in community aspects of child care.

Distinction
6 This diploma may be awarded with or without Distinction, according to the standard of each student’s work, as approved by Senate or its representative, on the recommendation of the Head of School of Medicine.

Variations
7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
8 These regulations came into force on 1 January 2006. The 1996 regulations for the Diploma in Paediatrics were thereby repealed.

Graduate Diploma in Health Sciences – GradDipHSc

The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme a student needs to have:
   either
   a completed the requirements for any Bachelors degree
   or
   b (i) a health professional qualification deemed appropriate by Senate or its representative
   and
   (ii) at least two years’ relevant work experience approved by the relevant Head of School
   or
   c at least five years’ employment work experience deemed relevant to this programme by Senate or its representative.

2 Admission to the programme is at the discretion of Senate or its representative.

3 A student who has completed the requirements for the Graduate Diploma in Health Sciences in one specialisation may, with the permission of Senate or its representative, enrol for the Graduate Diploma in Health Sciences in another specialisation.

4 A student who has completed the requirements for a Graduate Diploma in Health Sciences at The University of Auckland may be allowed to cross credit up to a maximum of 30 points to a second Graduate Diploma in Health Sciences, with the approval of Senate or its representative.

Duration and Total Points Value
5 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

Structure and Content
6 A student enrolled for this graduate diploma must pass at least 120 points from courses listed in the Schedules for the Bachelor of Health Sciences, Master of Health Sciences, Master of Public Health, or from other courses offered within the Faculty of Medical and Health Sciences, with the approval of the relevant Head of School, and including:
   either
   a (i) at least 75 points from courses at Stage III or above
and
(ii) no more than 30 points at 700 level
and
(iii) up to 45 points from courses offered at this University in programmes other than those
listed above

or
b the specialisation listed in the Graduate Diploma in Health Sciences Schedule.

7 A student enrolled for this graduate diploma who has already passed any course the same as, or
similar to, those required under Regulation 6, must substitute an alternative course as approved by
the relevant Head of School.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme of
study that does not conform to these regulations.

Commencement
9 These regulations came into force on 1 January 2006. The 2002 regulations for the Graduate Diploma
in Health Sciences were thereby repealed.

Graduate Diploma in Health Sciences (GradDipHSc) Schedule

Specialisation:

Managed Care
The GradDipHSc in Managed Care was suspended in 2008. Students
who have a current enrolment in this specialisation should contact their
Faculty for advice regarding completion.

Requirement:
• 90 points: MGCARE 611–615
• 30 points from MGCARE 706, 707

Postgraduate Diploma in Clinical Education – PGDipClinEd
The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and
regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme a student needs to have:
either
a completed the requirements for a degree deemed relevant by Senate or its representative
or
b (i) completed the requirements for a health professional qualification deemed appropriate by
Senate or its representative

and
(ii) have at least two years’ relevant work experience approved by the Head of the Centre for
Medical and Health Sciences Education

and

and
c be currently engaged in clinical teaching or curriculum development in a health related
discipline.

2 A student who has completed the requirements for either the Postgraduate Certificate in Clinical
Education, or the Postgraduate Certificate in Academic Practice, or their equivalent, may, on the
recommendation of the Head of the Centre for Medical and Health Sciences Education and with
the approval of Senate or its representative, credit to this postgraduate diploma the courses passed
for the Postgraduate Certificate in Clinical Education, or the Postgraduate Certificate in Academic
Practice.

Duration and Total Points Value
3 A student enrolled for this postgraduate diploma must:
a pass courses with a total value of 120 points
and
b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

4 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
5 A student enrolled for this postgraduate diploma who has completed the requirements for the
Postgraduate Certificate in Clinical Education:
a must pass 120 points from Option 1 in the Postgraduate Diploma in Clinical Education
Schedule
b with the approval of the Head of the Centre for Medical and Health Sciences Education up to 30 points may be selected from other relevant postgraduate courses.

6 A student enrolled for this postgraduate diploma who has completed the requirements for the Postgraduate Certificate in Academic Practice must pass 120 points from Option 2 in the Postgraduate Diploma in Clinical Education Schedule.

7 The programme for each student must be approved by the Head of the Centre for Medical and Health Sciences Education prior to enrolment.

Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Distinction
9 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Commencement
10 These regulations came into force 1 January 2007.

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Postgraduate Diploma in Clinical Education (PGDipClinEd) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>• 30 points: CLINED 715, NURSING 741</td>
</tr>
<tr>
<td></td>
<td>• 15 points: POPHLTH 701</td>
</tr>
<tr>
<td></td>
<td>• 30 points from CLINED 703, 712, 716</td>
</tr>
<tr>
<td></td>
<td>• at least 30 points from CLINED 703–716, NURSING 735</td>
</tr>
<tr>
<td></td>
<td>• up to 15 points from other courses approved by the Head of the Centre for Medical and Health Sciences Education</td>
</tr>
<tr>
<td>Option 2</td>
<td>• 60 points from ACADPRAC 701–706</td>
</tr>
<tr>
<td></td>
<td>• 60 points from CLINED 703–716</td>
</tr>
</tbody>
</table>

Postgraduate Diploma in Community Emergency Medicine – PGDipComEmMed

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme a student needs to:
   a have completed the requirements for the Degree of Bachelor of Medicine and Bachelor of Surgery, or an equivalent medical qualification, approved by Senate or its representative
   and
   b hold current registration with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile
   and
   c satisfy the Head of School of Population Health that, if it is required for the programme, they have adequate access to clinical work to undertake the programme at a facility approved by The University of Auckland.

Duration and Total Points Value
2 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

3 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
4 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Community Emergency Medicine Schedule.

5 A student enrolled for this postgraduate diploma who has already passed any course the same as, or similar to, those required under Regulation 4, must substitute an alternative course as approved by the Head of School of Population Health.

Practical Requirements
6 A student enrolled for this postgraduate diploma must carry out satisfactorily such practical or clinical work as the Head of School of Population Health may require.
Variations
7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Distinction
8 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Commencement
9 These regulations came into force on 1 January 2006. The 2003 regulations for the Postgraduate Diploma in Community Emergency Medicine were thereby repealed.

Postgraduate Diploma in Community Emergency Medicine (PGDipComEmMed) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>or</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 105 points: POPLPRAC 737–742, PAEDS 714 and 15 points from POPLHLTH 701, 721, 722, POPLPRAC 701, 736</td>
<td>• 15 points from courses listed in the Master of Medical Science Schedule, with the approval of the Head of School of Population Health</td>
</tr>
</tbody>
</table>

Postgraduate Diploma in Geriatric Medicine – PGDipGeriatricMed
The Postgraduate Diploma in Geriatric Medicine was withdrawn in 2009. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.

Postgraduate Diploma in Health Psychology – PGDipHealthPsych

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have completed the requirements for a Masters Degree in Health Psychology or its equivalent, as approved by Senate or its representative.

Duration and Total Points Value
2 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
3 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
4 A student enrolled for this postgraduate diploma must pass 120 points from the courses listed in the Postgraduate Diploma in Health Psychology Schedule.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
6 These regulations came into force on 1 January 2006. The 2001 regulations for the Postgraduate Diploma in Health Psychology were thereby repealed.

Postgraduate Diploma in Health Psychology (PGDipHealthPsych) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 120 points: HLTHPSYC 742, 745</td>
</tr>
</tbody>
</table>

Postgraduate Diploma in Health Sciences – PGDipHSc

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme a student needs to have:
   either
   a completed the requirements for a degree deemed relevant by Senate or its representative
or
b (i) completed the requirements for a health professional qualification deemed appropriate by Senate or its representative
and
(ii) at least two years’ relevant work experience approved by the relevant Head of School.

2 A student who has completed the requirements for the Postgraduate Certificate in Health Sciences, or its equivalent, may on the recommendation of the relevant Head of School, and with the approval of Senate or its representative, credit to this Postgraduate Diploma in Health Sciences, the courses passed for the Postgraduate Certificate in Health Sciences.

3 A student who has completed the requirements for the Postgraduate Diploma in Health Sciences in one specialisation may, with the permission of Senate or its representative, enrol for the Postgraduate Diploma in Health Sciences in another specialisation.

Duration and Total Points Value
4 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

5 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
6 Of the 120 points required for this postgraduate diploma, a student must pass:
   either
   a (i) 15 points from an approved Research Methods Course listed in the Postgraduate Diploma in Health Sciences Schedule, if such a course has not already been passed
   and
   (ii) 105 points from other courses listed in the Master of Health Sciences Schedule
   or
   b 120 points in courses from one of the areas of specialisation listed in the Postgraduate Diploma in Health Sciences Schedule.

7 A student enrolled for this postgraduate diploma who has already passed any course the same as, or similar to, those required under Regulation 6, must substitute an alternative course as approved by the relevant Head of School.

8 The programme for each student must be approved by the Head of School prior to enrolment.

Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Distinction
10 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Commencement
11 These regulations came into force on 1 January 2006. The 2004 regulations for the Postgraduate Diploma in Health Sciences were thereby repealed.

Postgraduate Diploma in Health Sciences (PGDipHSc) Schedule

Approved Research Methods Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POPLHLTH 701–709</td>
<td></td>
</tr>
</tbody>
</table>

Specialisations available

Advanced Nursing

either

• 60 points from NURSING 706, 714, 716, 719, 720, 730, 742, 773 or other courses approved by the Head of School of Nursing
• 60 points selected from courses listed in the Master of Nursing Schedule
or
• 60 points from NURSING 720, 773, POPLHLTH 749, POPLPRAC 725 or 727 or 728 or 796

or

• 60 points selected from courses listed in the Master of Nursing Schedule
• 60 points from NURSING 720, 773, POPLPRAC 722, 719 or 720 or 721 or 723 or 724 or POPLHLTH 746
• 60 points selected from courses listed in the Master of Nursing Schedule
or
• 120 points from NURSING 753–760, 774, 776, 777
Alcohol and Drug Studies
- 45 points: POPLHLT 737, POPLPRAC 708
- 15 points from POPLHLT 701–705
- 60 points from MAORIHTH 701, PAEDS 712, POPLHLT 738, 739, 753, POPLPRAC 702, 707, 709, 712, 717, 718 or other courses approved by the Head of School of Population Health

Child and Adolescent Mental Health
- at least 30 points from PSYCHIAT 740, 747, 768
- 15 points from PSYCHIAT 741
- 15 points from POPLHLT 701–709, 757
- up to 60 points from PSYCHIAT 740, 747, 768–772 or other courses approved by the Head of School of Medicine

Forensic Psychiatry
- 60 points: PSYCHIAT 746, 760–762
- 60 points from courses listed under Population Health, Population Health Practice or Psychiatry in the Master of Health Sciences Schedule

Health Informatics
- 30 points: HLTHINFO 723, 728
- 90 points from COMPSCI 716, 732, 760, 780, HLTHINFO 722, 724, 730, POPLHLT 701, 702, 709, 721, 724, 729

Managed Care
The PGDipHSc in Managed Care was suspended in 2008. Students who have a current enrolment in this specialisation should contact their Faculty for advice regarding completion.
- 90 points: MGCARE 701–705
- 30 points from MGCARE 706, 707

Mental Health Nursing
- 120 points from NURSING 753–760, 763, 774, 776, 777 or other courses approved by the Head of School of Nursing

Occupational Health
The PGDipHSc in Occupational Health was withdrawn in 2008.

Pharmaceutical Science
- 60 points: PHARMACY 750, 751
- 60 points from PHARMACY 752–754, 760, 761
- up to 60 points from PHARMACY 752–754, 760, 761

Social Work
- 15 points: SOCHLTH 753
- at least 30 points from SOCWORK 750–752, SOCHLTH 754
- up to 30 points from EDPROFST 743, 748, PROFSUPV 700, 702, 703, 706
- up to 45 points from courses listed in the Master of Health Sciences Schedule approved by the Head of School of Counselling, Human Services and Social Work

Youth Health
- 60 points: PAEDS 712, 719, 720, POPLHLT 732
- 15 points from POPLHLT 701–709
- 45 points from MAORIHTH 701, NURSING 714, PAEDS 721, POPLHLT 735–737, 739, POPLPRAC 701–703, 712–714, 751, 752, PSYCHIAT 740, or other courses in the Master of Health Sciences Schedule approved by the Head of School of Medicine

Postgraduate Diploma in Māori Health – PGDipMH
The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1. In order to be admitted to this programme, a student needs to have:
   a. completed the requirements for a degree deemed relevant by Senate or its representative
   or
   b. (i) completed the requirements for a qualification equivalent to a degree in a health profession deemed appropriate by Senate or its representative
      and
      (ii) at least two years’ relevant work experience approved as appropriate by the Tumuaki of the Faculty of Medical and Health Sciences.
2. A student who has completed the requirements for the Postgraduate Certificate in Māori Health or its equivalent may, on the recommendation of the Tumuaki of the Faculty of Medical and Health Sciences, and with the approval of Senate or its representative, credit to this postgraduate diploma the courses passed for the Postgraduate Certificate in Māori Health.

Duration and Total Points Value
3. A student enrolled for this postgraduate diploma must:
   a. pass courses with a total value of 120 points
   and
   b. complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
4. The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
5. Of the 120 points required for this postgraduate diploma, a student must pass:
   either
   a. 120 points from the courses listed in the Postgraduate Diploma in Māori Health Schedule
Postgraduate Diploma in Medical Science – PGDipMedSc

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme a student needs to:
   a have completed the requirements for the Degree of Bachelor of Medicine and Bachelor of Surgery, or an equivalent medical qualification, approved by Senate or its representative
   and
   b hold current registration with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile
   and
   c satisfy the relevant Head of School that, if it is required for the programme, they have adequate access to clinical work to undertake the programme at a facility approved by The University of Auckland.

2 A student who has completed the requirements for the Postgraduate Certificate in Medical Science, or its equivalent, may on the recommendation of the relevant Head of School, and with the approval of Senate or its representative, credit to this Postgraduate Diploma in Medical Science, the courses passed for the Postgraduate Certificate in Medical Science.

3 A student who has completed the requirements for the Postgraduate Diploma in Medical Science in one specialisation may, with the permission of Senate or its representative, enrol for the Postgraduate Diploma in Medical Science in another specialisation.

Duration and Total Points Value

4 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

5 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content

6 Of the 120 points required for this postgraduate diploma, a student must pass:
a (i) 15 points from an approved Research Methods Course listed in the Postgraduate Diploma in Medical Science Schedule, if such a course has not already been passed
and
(ii) 105 points from other courses listed in the Master of Medical Science Schedule
or
b 120 points in courses from one of the areas of specialisation listed in the Postgraduate Diploma in Medical Science schedule.

7 A student enrolled for this postgraduate diploma who has already passed any course the same as, or similar to, those required under Regulation 6, must substitute an alternative course as approved by the relevant Head of School.

8 The programme for each student must be approved by the relevant Head of School prior to enrolment.

Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Distinction
10 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Commencement
11 These regulations came into force on 1 January 2006. The 2003 regulations for the Postgraduate Diploma in Medical Science were thereby repealed.

Postgraduate Diploma in Medical Science (PGDipMedSc) Schedule

Approved Research Methods Courses:

• 15 points from POPLHLTH 701–709 must be taken if an approved Research Methods course has not already been passed

Specialisations available:

Diving and Hyperbaric Medicine
The PGDipMedSc in Diving and Hyperbaric Medicine was withdrawn in 2008.

General Practice and Primary Health Care
• 30 points: POPLHLTH 701, POPLPRAC 701
• 90 points from POPLHLTH 738, 746–755, POPLPRAC 702, 713–715, 719–757 or other courses listed in the Master of Medical Science Schedule

Occupational Medicine
The PGDipMedSc in Occupational Medicine was withdrawn in 2008.

Paediatrics
The PGDipMedSc in Paediatrics was withdrawn in 2008.

Palliative Care
• 90 points from POPLHLTH 746, 747, POPLPRAC 701, 719–724
• 15 points from POPLHLTH 701
• 15 points from courses listed in the Master of Medical Science Schedule

Postgraduate Diploma in Obstetrics and Medical Gynaecology – PGDipObstMedGyn

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to:
   a have completed the requirements for the Degree of Bachelor of Medicine and Bachelor of Surgery, or an equivalent medical qualification approved by Senate or its representative
   and
   b hold current registration either with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile
   and
   c satisfy the Dean of Faculty of Medical and Health Sciences that they have adequate access to clinical work to undertake the programme at a facility approved by The University of Auckland.
Postgraduate Diploma in Pharmacy Practice – PGDipPharmPrac

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to:
   a have completed the requirements for the Degree of Bachelor of Pharmacy or an equivalent pharmacy qualification, approved by Senate or its representative
   and
   b hold current registration as a pharmacist in New Zealand or as a pharmacist in the country of domicile.

2 A student who has completed the requirements for the Postgraduate Certificate in Pharmacy Practice or its equivalent may, on the recommendation of the Head of School of Pharmacy, and with the approval of Senate or its representative, credit to this postgraduate diploma the courses passed for the Postgraduate Certificate in Pharmacy Practice.

Duration and Total Points Value
3 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

4 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
5 Of the 120 points required for this postgraduate diploma a student must pass:
   a 30 points: PHARMACY 712
   and
   b 90 points from other courses listed in the Master of Pharmacy Practice Schedule.
6 With the approval of the Head of School of Pharmacy, up to 30 points may be selected from other 700 level courses offered within the Faculty of Medical and Health Sciences.

**Practical Requirements**

7 Students enrolled for this postgraduate diploma must carry out satisfactorily such practice activities as the Head of School of Pharmacy may require.

**Variations**

8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Distinction**

9 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

**Commencement**

10 These regulations came into force on 1 January 2006. The 2002 regulations for the Postgraduate Diploma in Pharmacy Practice were thereby repealed.

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**Postgraduate Diploma in Public Health – PGDipPH**

_The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations._

**Admission**

1 In order to be admitted to this programme, a student needs to have:

   either

   a completed the requirements for a degree deemed relevant by Senate or its representative
   
   or
   
   b (i) completed the requirements for a health professional qualification that is deemed appropriate by Senate or its representative
   
   and
   
   (ii) at least two years’ relevant work experience approved by the Head of School of Population Health
   
   and
   
   c satisfied the Head of School of Population Health that they have appropriate training and experience to undertake the programme.

2 A student who has completed the requirements of the Postgraduate Certificate in Public Health or its equivalent, may on the recommendation of the Head of School of Population Health, and with the approval of Senate or its representative, credit to this postgraduate diploma, the courses passed for the Postgraduate Certificate in Public Health.

**Duration and Total Points Value**

3 A student enrolled for this postgraduate diploma must:

   a pass courses with a total value of 120 points
   
   and
   
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

4 The total enrolment for this postgraduate diploma must not exceed 160 points.

**Structure and Content**

5 Of the 120 points required for this postgraduate diploma, a student must pass:

   either

   a (i) 45 points from courses in Option 1 listed in the Postgraduate Diploma in Public Health Schedule
   
   (ii) at least 60 points from other courses listed in the Master of Public Health Schedule
   
   (iii) up to 15 points from other 700 level courses offered at this University
   
   or
   
   b 120 points from one of the areas of specialisation listed in the Postgraduate Diploma in Public Health Schedule.

6 A student enrolled for this postgraduate diploma who has completed the requirements for the degree of Bachelor of Health Sciences must pass:

   either

   a (i) 30 points from courses in Option 2 listed in the Postgraduate Diploma in Public Health Schedule
   
   (ii) at least 75 points from other courses listed in the Master of Public Health Schedule
Option 1

Requirement:
- 15 points: POPLHLTH 760
- 15 points from POPLHLTH 708, 709
- 15 points from POPLHLTH 701–707, 756

Option 2

Requirement:
- 15 points from POPLHLTH 701–709, 756
- 15 points from POPLHLTH 708, 709

Specialisations available:

Māori Health

Requirement:
- 30 points: MAORIHTH 701, POPLHLTH 760
- 15 points from POPLHLTH 708, 709
- 15 points from POPLHLTH 701–707, 756
- 60 points from courses listed in the Master of Public Health Schedule

Pacific Health

Requirement:
- 30 points: POPLHLTH 739, 760
- 15 points from POPLHLTH 708, 709
- 15 points from POPLHLTH 701–707, 756
- 60 points from courses listed in the Master of Public Health Schedule

Postgraduate Diploma in Public Health (PGDipPH) Schedule

Postgraduate Diploma in Sports Medicine – PGDipSportMed

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme a student needs to:
   a have completed the requirements for the Degree of Bachelor of Medicine and Bachelor of Surgery, or an equivalent medical qualification, approved by Senate or its representative
   and
   b hold current registration with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile
   and
   c satisfy the Head of School of Population Health that, if it is required for the programme, they have adequate access to clinical work to undertake the programme at a facility approved by The University of Auckland.

Duration and Total Points Value

2 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

3 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content

4 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Sports Medicine Schedule.

5 A student enrolled for this postgraduate diploma who has already passed any course the same as, or
similar to, those required under Regulation 4, must substitute an alternative course as approved by
the Head of School of Population Health.

Practical Requirements
6 A student enrolled for this postgraduate diploma must carry out satisfactorily such practical or
clinical work as the Head of School of Population Health may require.

Variations
7 In exceptional circumstances Senate or its representative may approve a personal programme which
does not conform to these regulations.

Distinction
8 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General
Regulations – Postgraduate Diplomas.

Commencement
9 These regulations came into force on 1 January 2006. The 2003 regulations for the Postgraduate
Diploma in Sports Medicine were thereby repealed.

Postgraduate Diploma in Sports Medicine (PGDipSportMed) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 120 points: POPLHLTH 701, POPLPRAC 743–747</td>
</tr>
</tbody>
</table>

Postgraduate Certificate in Clinical Education – PGCertClinEd

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and
regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme a student needs to have:
   either
   a completed the requirements for a degree deemed relevant by Senate or its representative
   or
   b (i) completed the requirements for a health professional qualification deemed appropriate by
   Senate or its representative
   and
   (ii) have at least two years’ relevant work experience approved by Head of the Centre for
   Medical and Health Sciences Education
   and
   c be currently engaged in clinical teaching or curriculum development in a health related
discipline.

Duration and Total Points Value
2 A student enrolled for this programme must:
   a pass courses with a total value of 60 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
3 The total enrolment for this postgraduate certificate must not exceed 80 points.

Structure and Content
4 A student enrolled in this programme must pass 60 points from the Postgraduate Certificate in
Clinical Education Schedule.
5 With the approval of the Head of the Centre for Medical and Health Sciences Education up to 15
points may be selected from other relevant postgraduate courses.
6 The programme for each student must be approved by the Head of the Centre for Medical and Health
Sciences Education prior to enrolment.

Variations
7 In exceptional circumstances Senate or its representative may approve a personal programme which
does not conform to these regulations.

Commencement
8 These regulations came into force on 1 January 2007.
Postgraduate Certificate in Clinical Education (PGCertClinEd) Schedule

Requirement:

- 30 points: CLINED 715, NURSING 741
- 30 points from CLINED 703, 712, 716

Postgraduate Certificate in Health Sciences – PGCertHSc

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1. In order to be admitted to this programme a student needs to have:
   - completed the requirements for a degree deemed relevant by Senate or its representative
   - completed the requirements for a health professional qualification deemed relevant by Senate or its representative
   - had at least two years of relevant work experience approved as appropriate by the relevant Head of School.

2. A student who has completed the requirements for the Postgraduate Certificate in Health Sciences in one specialisation may, with the permission of Senate or its representative, enrol for the Postgraduate Certificate in Health Sciences in another specialisation.

Duration and Total Points Value

3. A student enrolled for this postgraduate certificate must:
   - pass courses with a total value of 60 points
   - complete within the time limit specified in the General Regulations – Postgraduate Certificates.

4. The total enrolment for this postgraduate certificate must not exceed 80 points.

Structure and Content

5. Of the 60 points required for this postgraduate certificate, a student must pass:
   - 60 points from courses listed in the Master of Health Sciences Schedule
   - 60 points from courses in one of the areas of specialisation listed in the Postgraduate Certificate in Health Sciences Schedule.

6. The programme for each student must be approved by the relevant Head of School prior to enrolment.

Variations

7. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

8. These regulations came into force on 1 January 2006. The 2004 regulations for the Postgraduate Certificate in Health Sciences were thereby repealed.

Postgraduate Certificate in Health Sciences (PGCertHSc) Schedule

Specialisations available:

Advanced Nursing

- 60 points from NURSING 706, 714, 716, 719, 720, 730, 742, 773 or other courses approved by the Head of School of Nursing
- 60 points from NURSING 720, 773, POPLHLTH 749, POPLPRAC 725 or 727 or 728 or 756
- 60 points from NURSING 720, 773, POPLPRAC 722, POPLPRAC 719 or 720 or 721 or 723 or 724 or POPLHLTH 746, or other courses approved by the Head of School of Nursing

Alcohol and Drug Studies

- 45 points: POPLHLTH 737, POPLPRAC 708
- 15 points from MAORIHTH 701, 704, PAEDS 712, POPLHLTH 739, POPLPRAC 705, 707, 709, 712, 717 or other courses approved by the Head of School of Population Health
### Child and Adolescent Mental Health
- 60 points: PSYCHIAT 740, 747, 768
- or
- at least 30 points from PSYCHIAT 740, 747, 768
- up to 30 points from other courses approved by the Head of School of Medicine

### Forensic Psychiatry
- 60 points: PSYCHIAT 746, 760–762

### Managed Care
The PGCertHSc in Managed Care was suspended in 2008. Students who have a current enrolment in this specialisation should contact their Faculty for advice regarding completion.
- 60 points: MG CARE 701–704

### Mental Health
- 60 points: POPLHLTH 735, 736, POPLPRAC 702, 703, 706, MAORIHTH 703, 704 or other courses approved by the Head of School of Population Health

### Mental Health Nursing
- 60 points from NURSING 753, 754, 758–760, 763, 774, 776, 777 or other courses approved by the Head of School of Nursing

### Pharmaceutical Science
- 60 points: PHARMACY 750–761

### Sports Medicine
- 60 points: POPLPRAC 743–746

### Youth Health
- 45 points: PAEDS 712, 719, POPLHLTH 732
- 15 points from other courses listed in the Master of Health Sciences Schedule or Master of Public Health Schedule approved by the Head of School of Medicine

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**Postgraduate Certificate in Māori Health – PGCertMH**

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

### Admission
1. In order to be admitted to this programme, a student needs to have:
   a. completed the requirements for a degree deemed relevant by Senate or its representative
   or
   b. (i) completed the requirements for a qualification equivalent to a degree in a health profession deemed appropriate by Senate or its representative
      and
      (ii) at least two years’ relevant work experience approved by the Tumuaki of the Faculty of Medical and Health Sciences.

### Duration and Total Points Value
2. A student enrolled for this postgraduate certificate must:
   a. pass courses with a total value of 60 points
   and
   b. complete within the time limit specified in the General Regulations – Postgraduate Certificates.

3. The total enrolment for this postgraduate certificate must not exceed 80 points.

### Structure and Content
4. A student enrolled for this postgraduate certificate must pass 60 points from the courses listed in the Postgraduate Certificate in Māori Health Schedule.

### Variations
5. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

### Commencement
6. These regulations came into force on 1 January 2006. The 2005 regulations for the Postgraduate Certificate in Māori Health were thereby repealed.

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**Postgraduate Certificate in Māori Health (PGCertMH) Schedule**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30 points: MAORIHTH 701, 702</td>
<td>• 15 points from courses listed in the Master of Health Sciences Schedule</td>
</tr>
<tr>
<td>• 15 points from MAORIHTH 703–710</td>
<td>with the approval of the Tumuaki of the Faculty of Medical and Health Sciences</td>
</tr>
</tbody>
</table>
Postgraduate Certificate in Medical Science – PGCertMedSc

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to:
   a have completed the requirements for the Degree of Bachelor of Medicine and Bachelor of Surgery, or an equivalent medical qualification, approved by Senate or its representative
   and
   b hold current registration either with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile
   and
   c satisfy the relevant Head of School that, if it is required for the programme, they have adequate access to clinical work to undertake the programme at a facility approved by The University of Auckland.

2 A student who has completed the requirements for the Postgraduate Certificate in Medical Science in one specialisation may, with the permission of Senate or its representative, enrol for the Postgraduate Certificate in Medical Science in another specialisation.

Duration and Total Points Value
3 A student enrolled for this postgraduate certificate must:
   a pass courses with a total value of 60 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Certificates.

4 The total enrolment for this postgraduate certificate must not exceed 80 points.

Structure and Content
5 Of the 60 points required for this postgraduate certificate, a student must pass:
   a 60 points from courses listed in the Master of Medical Science Schedule
   or
   b 60 points from one of the areas of specialisation listed in the Postgraduate Certificate in Medical Science Schedule.

Practical Requirements
6 Students enrolled for this postgraduate certificate must carry out satisfactorily such practical or clinical work as the relevant Head of School may require.

Variations
7 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
8 These regulations came into force on 1 January 2006. The 2001 regulations for the Postgraduate Certificate in Medical Science were thereby repealed.

Postgraduate Certificate in Medical Science (PGCertMedSc) Schedule

Specialisations available:

<table>
<thead>
<tr>
<th>General Practice and Primary Health Care</th>
<th>Palliative Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 15 points: POPLPRAC 701</td>
<td>• 60 points: POPLHLTH 746, POPLPRAC 719–722</td>
</tr>
<tr>
<td>• 45 points from POPLHLTH 738, 746–755, POPLPRAC 702, 713–715, 719–757 or other courses listed in the Master of Medical Science Schedule</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paediatrics</th>
<th>Primary Mental Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PGCertMedSc in Paediatrics was withdrawn in 2008.</td>
<td>• 30 points: POPLPRAC 702, 754</td>
</tr>
<tr>
<td></td>
<td>• 30 points from the Master of Medical Science Schedule approved by the Head of School of Population Health</td>
</tr>
</tbody>
</table>
Postgraduate Certificate in Pharmacy Practice – PGCertPharmPrac

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to:
   a have completed the requirements for the Degree of Bachelor of Pharmacy or an equivalent pharmacy qualification, approved by Senate or its representative
   and
   b hold current registration as a pharmacist in New Zealand or as a pharmacist in the country of domicile.

Duration and Total Points Value

2 A student enrolled for this postgraduate certificate must:
   a pass courses with a total value of 60 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Certificates.

3 The total enrolment for this postgraduate certificate must not exceed 80 points.

Structure and Content

4 A student enrolled for this postgraduate certificate must pass 60 points in courses as listed in the Postgraduate Certificate in Pharmacy Practice Schedule.

Practical Requirements

5 Students enrolled for this postgraduate certificate must carry out satisfactorily such practice activities as the Head of School of Pharmacy may require.

Variations

6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

7 These regulations came into force on 1 January 2006. The 2002 regulations for the Postgraduate Certificate in Pharmacy Practice were thereby repealed.

Postgraduate Certificate in Pharmacy Practice (PGCertPharmPrac) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30 points: PHARMACY 712</td>
</tr>
<tr>
<td>• 30 points from PHARMACY 730–732, 740</td>
</tr>
</tbody>
</table>

Postgraduate Certificate in Public Health – PGCertPH

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   either
   a completed the requirements for a degree deemed relevant by Senate or its representative
   or
   b (i) completed the requirements for a health professional qualification deemed appropriate by Senate or its representative
      and
      (ii) at least two years’ relevant work experience approved by the Head of School of Population Health
      and
   c satisfied the Head of School of Population Health that they have appropriate training and experience to undertake the programme.

Duration and Total Points Value

2 A student enrolled for this postgraduate certificate must:
   a pass courses with a total value of 60 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
The total enrolment for this postgraduate certificate must not exceed 80 points.

Structure and Content
4 Of the 60 points required for this postgraduate certificate, a student must pass:
either
a (i) POPLHLTH 760
   (ii) POPLHLTH 708 or POPLHLTH 709
   and
   (ii) 30 points selected from courses listed in the Master of Public Health Schedule
   or
b 60 points from one of the areas of specialisation listed in the Postgraduate Certificate in Public Health Schedule.

5 The programme for each student must be approved by the Head of School of Population Health prior to enrolment.

Variations
6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
7 These regulations came into force on 1 January 2006. The 2001 regulations for the Postgraduate Certificate in Public Health were thereby repealed.

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Postgraduate Certificate in Public Health (PGCertPH) Schedule

Specialisations available:

**Effective Practice**
- 30 points: POPLHLTH 709, 711
- 30 points from POPLHLTH 706, 712, 724, HLTHINFO 728 or other courses listed in the Master of Public Health Schedule approved by the Head of School of Population Health

**Environmental Health**
- 30 points: POPLHLTH 725, 726
- 15 points: POPLHLTH 760
- 15 points from MAORIHTH 701, POPLHLTH 718, POPLHLTH 733, or other courses approved by the Head of School of Population Health

**Health Promotion**
- 30 points: POPLHLTH 733, 734
- 30 points from MAORIHTH 701, POPLHLTH 736, 737, 739, POPLPRAC 710 or other courses listed in the Master of Public Health Schedule

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Certificate in Health Sciences – CertHSc

The regulations for this certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

**Admission**
1 In order to be admitted to this programme, a student needs to have completed Year 13 in a New Zealand secondary school or its equivalent.

**Duration and Total Points Value**
2 A student enrolled for this certificate must follow a programme of two full-time semesters and pass courses with a total value of 120 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

**Structure and Content**
3 A student enrolled for this certificate must pass courses with a total value of at least 120 points from one of the options listed in the Certificate in Health Sciences Schedule.

4 The programme for each student must be approved by the Director of the Certificate in Health Sciences prior to enrolment.

**Variations**
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.
Commencement
6 These regulations came into force on 1 January 2006. The 2001 regulations for the Certificate in Health Sciences were thereby repealed.

<table>
<thead>
<tr>
<th>Certificate in Health Sciences (CertHSc) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td><strong>Option 1</strong></td>
</tr>
<tr>
<td>- 15 points from MAORIHTH 13H, 14H</td>
</tr>
</tbody>
</table>
Regulations – Science

261 The Degree of Bachelor of Science – BSc
266 The Degree of Bachelor of Science (Honours) – BSc(Hons)
268 The Degree of Bachelor of Optometry – BOptom
270 The Degree of Master of Science – MSc
276 The Degree of Master of Speech Language Therapy Practice – MSLTPrac
277 Graduate Diploma in Science – GradDipSci
278 Postgraduate Diploma in Applied Psychology – PGDipAppPsych
279 Postgraduate Diploma in Forensic Science – PGDipForensic
280 Postgraduate Diploma in Science – PGDipSci
283 Certificate in Science – CertSci
284 The Degree of Doctor of Clinical Psychology – DClinPsy
286 Postgraduate Diploma in Clinical Psychology – PGDipClinPsych

Interfaculty Degrees and Diplomas – Science

289 The Degree of Bachelor of Technology – BTech
291 The Degree of Master of Bioscience Enterprise – MBioEnt
294 The Degree of Master of Operations Research – MOR
297 Postgraduate Diploma in Bioscience Enterprise – PGDipBioEnt
298 Postgraduate Diploma in Operations Research – PGDipOR
The Degree of Bachelor of Science – BSc

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value
1 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content
2 Of the 360 points required for this degree, a student must pass:
   a at least 300 points from courses listed in the Bachelor of Science Schedule, including
      (i) at least 180 points above Stage I, including at least 75 points above Stage II
      (ii) courses in a minimum of three subjects listed in the Bachelor of Science Schedule and either
         (iii) a major or specialisation listed in the Bachelor of Science Schedule, including at least 60 points above Stage II
         or
         (iv) two or more majors or specialisations listed in the Bachelor of Science Schedule, of which at least one major or specialisation must include at least 60 points above Stage II and any further majors or specialisations must each include at least 45 points above Stage II.
   b 30 points from courses offered in the General Education Schedule approved for this degree.
3 Up to 30 points may be taken from courses available for other programmes offered at this University.

General Education Exemptions
4 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has:
   either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.
   b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses available for this degree.
   c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
      (i) 15 points from courses offered in the General Education Schedule and
      (ii) a further 15 points from courses available for this degree.

Practical Requirements
5 In any course that includes practical work as well as written work, a student must obtain passes in both the practical and written work in order to pass that course as a whole. A student who passes the practical work but who fails the written work may, at the discretion of the Head of Department, have the result for the practical work carried forward when the course is retaken.

Conjoint Degrees
6 Special arrangements apply where this degree is taken as a component degree of an approved conjoint combination. The specific requirements and a complete list of the conjoint degrees available are set out in the Conjoint Degrees section of this Calendar.

Special Cases
7 a In exceptional circumstances Senate or its representative may permit a suitably qualified student to enrol directly in a Stage II course(s). If the student fails the Stage II course(s) but is certified by the examiner as having reached a pass in an equivalent Stage I course(s), the student may be credited with the appropriate Stage I course(s).
b If a student who is enrolled in and fails the advanced or accelerated Stage I course but is certified by the examiner as having reached a pass in a Stage I course in the same subject having a lower entry requirement, the student may be credited with the latter course. The relevant Head(s) of Department shall certify to Senate or its representative that the failed course is an advanced or accelerated course.

**Variations**
8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Commencement**
9 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Bachelor of Science were thereby repealed.

### Bachelor of Science (BSc) Schedule

#### Courses available for the BSc:

<table>
<thead>
<tr>
<th><strong>Anthropology</strong></th>
<th><strong>Geography</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage I courses:</strong> ANTHRO 101, 102</td>
<td><strong>Stage I courses:</strong> GEOG 101–105</td>
</tr>
<tr>
<td><strong>Stage II courses:</strong> ANTHRO 201, 222</td>
<td><strong>Stage II courses:</strong> GEOG 201–250</td>
</tr>
<tr>
<td><strong>Stage III course:</strong> ANTHRO 328</td>
<td><strong>Stage III courses:</strong> GEOG 302–352</td>
</tr>
</tbody>
</table>

| **For major in Anthropological Science only:** |
| **Stage II courses:** ANTHRO 200, 221, 245, 249 |

| **Stage III courses:** ANTHRO 300, 303, 306, 307, 309, 311, 316–318, 324, 335, 337, 340, 348, 349, 352, 353 |

<table>
<thead>
<tr>
<th><strong>Applied Mathematics</strong></th>
<th><strong>Geology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage I course:</strong> MATHS 162</td>
<td><strong>Stage I courses:</strong> GEOLOGY 103, 104</td>
</tr>
<tr>
<td><strong>Stage II courses:</strong> MATHS 280, 267, 270, STATS 210</td>
<td><strong>Stage II courses:</strong> GEOLOGY 201–205</td>
</tr>
<tr>
<td><strong>Stage III courses:</strong> MATHS 340, 361–372, 386–389, STATS 310, 325, 370, ENGSCI 391</td>
<td><strong>Stage III courses:</strong> GEOLOGY 301–382, GEOPHYS 330</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Biological Sciences</strong></th>
<th><strong>Geophysics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage I courses:</strong> BIOSCI 100–107</td>
<td><strong>Stage III courses:</strong> GEOPHYS 330–333</td>
</tr>
<tr>
<td><strong>Stage II courses:</strong> BIOSCI 200–210</td>
<td><strong>History</strong></td>
</tr>
<tr>
<td><strong>Stage III courses:</strong> BIOSCI 320–396</td>
<td><strong>Stage II course:</strong> HISTORY 253</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Chemistry</strong></th>
<th><strong>Information Systems</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage I courses:</strong> CHEM 100–150</td>
<td><strong>Stage II courses:</strong> INFOSYS 220–226</td>
</tr>
<tr>
<td><strong>Stage II courses:</strong> CHEM 210–240, 270</td>
<td><strong>Stage III courses:</strong> INFOSYS 320–330, 338–344</td>
</tr>
<tr>
<td><strong>Stage III courses:</strong> CHEM 310–392</td>
<td><strong>Note that INFOSYS 330 may count towards a major in Computer Science</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Civil and Environmental Engineering</strong></th>
<th><strong>Law</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage II courses:</strong> CIVIL 220, 221</td>
<td><strong>Stage IV course:</strong> LAW 457</td>
</tr>
<tr>
<td><strong>Stage III courses:</strong> CIVIL 322, ENVENG 333</td>
<td><strong>Linguistics</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Computer Science</strong></th>
<th><strong>Logic and Computation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage I courses:</strong> COMPSCI 101–111</td>
<td><strong>Stage I courses:</strong> COMPSCI 101, 105, LINGUIST 100, 103, MATHS 150, PHIL 101, 105</td>
</tr>
<tr>
<td><strong>Stage II courses:</strong> COMPSCI 210–280</td>
<td><strong>Stage II courses:</strong> COMPSCI 220, 225, LINGUIST 200, LOGICOMP 201, MATHS 250, 253, 255, PHIL 216, 222</td>
</tr>
<tr>
<td><strong>Stage III courses:</strong> COMPSCI 313–393</td>
<td><strong>Stage III courses:</strong> COMPSCI 320, 350, 367, LINGUIST 300, 302, 320, LOGICOMP 301, 302, MATHS 315, 326, 328, PHIL 305, 315, 323</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Education Curriculum Secondary</strong></th>
<th><strong>Marine Science</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diploma level course:</strong> EDCURSEC 683</td>
<td><strong>Stage II course:</strong> MARINE 202</td>
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<table>
<thead>
<tr>
<th><strong>Environmental Science</strong></th>
<th><strong>Stage III course:</strong> MARINE 302</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage I course:</strong> ENVSCI 101</td>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td><strong>Stage II course:</strong> ENVSCI 201</td>
<td><strong>Stage I courses:</strong> MATHS 101–162, 190</td>
</tr>
<tr>
<td><strong>Stage III courses:</strong> ENVSCI 301, 310, 311</td>
<td><strong>Stage II courses:</strong> MATHS 202–270, COMPSCI 225, STATS 210</td>
</tr>
<tr>
<td><strong>Food Science</strong></td>
<td><strong>Stage III courses:</strong> MATHS 302–384, PHIL 305, STATS 310, 325, 370, ENGSCI 391</td>
</tr>
<tr>
<td><strong>Stage II course:</strong> FOODSCI 201</td>
<td><strong>Stage III courses:</strong> MATHS 302–305</td>
</tr>
</tbody>
</table>
### Medical Science
- **Stage I course:** MEDSCI 142
- **Stage II courses:** MEDSCI 201–206
- **Stage III courses:** MEDSCI 301–315

### Optometry and Vision Science
- **Part I courses:** OPTOM 161, 165, 170

### Pacific Studies
- **Stage I course:** PACIFIC 100

### Philosophy
- **Stage I courses:** PHIL 101, 102, 152
- **Stage II courses:** PHIL 200, 210, 216, 222, 250, 260, 261, 263
- **Stage III courses:** PHIL 305, 315

### Physics
- **Stage I courses:** PHYSICS 102–160
- **Stage II courses:** PHYSICS 211–280
- **Stage III courses:** PHYSICS 315–391, GEOPHYS 330–333

### Psychology
- **Stage I courses:** PSYCH 108, 109
- **Stage II courses:** PSYCH 201–208
- **Stage III courses:** PSYCH 303–364, SPORTSCI 304

### Science Education
- **Stage II course:** EDUC 201
- **Stage III course:** EDUC 382

### Science – General
- **Stage I course:** SCIGEN 101
- **Stage II course:** SCIGEN 201
- **Stage III course:** SCIGEN 301

### Sport and Exercise Science
- **Stage I courses:** SPORTSCI 101–105
- **Stage II courses:** SPORTSCI 201–206
- **Stage III courses:** SPORTSCI 301–309

### Statistics
- **Stage I courses:** STATS 101–150, MATHS 162
- **Stage II courses:** STATS 201–255
- **Stage III courses:** STATS 301–390, ENGSCI 391

### Wine Science
- **Stage II course:** WINESCI 201

### BSc Majors:

#### Anthopological Science
- **Single or First Major must include**
  - 30 points: ANTHRO 101, 102
  - at least 15 points from ANTHRO 200, 201
  - at least 15 points from ANTHRO 206, 207, 221, 222, 245, 249
  - at least 60 points from ANTHRO 300, 303, 306, 307, 309, 311, 316–318, 324, 328, 333, 337, 340, 348, 349, 352, 353
  - at least 90 points including at least 15 points at Stage III, from courses available in the following subjects: Biological Sciences, Chemistry, Environmental Science, Geography, Geology

- **Second major must include:**
  - 30 points: ANTHRO 101, 102
  - at least 15 points: ANTHRO 200, 201
  - at least 15 points from ANTHRO 206, 207, 221, 222, 245, 249
  - at least 90 points including at least 15 points at Stage III, from courses available in the following subjects: Biological Sciences, Chemistry, Environmental Science, Geography, Geology

#### Biological Sciences
- **Single or First Major must include**
  - 15 points: BIOSCI 101
  - at least 45 points from BIOSCI 100, 102–107
  - at least 30 points including at least 15 points from each of two of the following groups: BIOSCI 201–203; BIOSCI 204, 205, 208; BIOSCI 206, 207, 210
  - at least 60 points from BIOSCI 320–396

- **Second major must include**
  - 15 points: BIOSCI 101
  - at least 45 points from BIOSCI 100, 102–107
  - at least 30 points including courses from each of two of the following groups: BIOSCI 201–203; 204, 205, 208; 206, 207, 210
  - at least 45 points from BIOSCI 320–396

#### Chemistry
- **Single or First Major must include**
  - 30 points: CHEM 110, 120
  - at least 45 points from CHEM 210–240
  - 30 points from CHEM 310–340
  - at least 30 further points from CHEM 310–392

- **Second major must include**
  - 30 points: CHEM 110, 120
  - at least 45 points from CHEM 210–240
  - 30 points from CHEM 310–340
  - at least 15 further points from CHEM 310–392

#### Computer Science
- **Single or First Major must include**
  - 60 points from COMPSCI 210–280
  - 60 points from COMPSCI 313–393

- **Second major must include**
  - 45 points from COMPSCI 210–280
  - 45 points from COMPSCI 313–393

#### Food Science
- **Single or First Major must include**
  - 120 points: BIOSCI 101, 106, 107, CHEM 110, 120, ENGSCI 111, PHYSICS 160, STATS 101
  - 75 points: BIOSCI 203, 204, CHEM 230, CHEMMAT 211, FOODSCI 201
  - 60 points: BIOSCI 348 or 352, CHEMMAT 463, FOODSCI 301, 302
  - 60 points from BIOSCI 358, CHEM 240, FOODSCI 303, 304, SCIGEN 201

#### Geography
- **Single or First Major must include**
  - at least 45 points from GEOG 101, 102, 201, 202
  - at least 15 points: GEOG 250
  - at least 15 points from GEOG 315, 330
  - at least 45 further points from GEOG 302–352

- **Second major must include**
  - at least 45 points from GEOG 101, 102, 201, 202
  - 15 points: GEOG 250
  - 15 points from GEOG 315, 330
  - at least 30 further points from GEOG 302–352
### Geology

**Single or First Major must include**
- 30 points: GEOLOGY 201, 301
- at least 30 points from GEOLOGY 202–204
- at least 30 points from GEOLOGY 302–305
- a further 15 points from Stage III Geology

**Second major must include**
- 30 points: GEOLOGY 201, 301
- at least 30 points from GEOLOGY 202–204
- at least 30 points from GEOLOGY 302–305

### Mathematics

(i) *Applied Mathematics*

**Single or First Major must include**
- 45 points: MATHS 253, 260, 270
- 30 points: MATHS 340, 361
- at least 15 points from MATHS 361–363
- at least 30 points from MATHS 310, 325, 370, ENGS 343, 391, PHIL 301

**Second major must include**
- at least 30 points from MATHS 253, 260, 270
- 30 points: MATHS 340, 361
- at least 15 points from MATHS 361–363

(ii) *Mathematics*

**Single or First Major must include**
- 30 points from MATHS 253, 255, 260
- up to 30 points from MATHS 361–367, MATHS 310, 325, 370, ENGS 343, 391, PHIL 301
- at least 15 points from MATHS 340–360, 361–363

**Second major must include**
- 30 points from MATHS 253, 255, 260
- up to 15 points from MATHS 361–367, MATHS 310, 325, 370, ENGS 343, 391, PHIL 301
- at least 30 points from MATHS 340–360, 361–363

### Pharmacology

**Single or First Major must include**
- at least 60 points from MEDSCI 303–307

**Second major must include**
- at least 45 points from MEDSCI 303–307

### BSc Specialisations:

#### Bioinformatics

All Specialisations must include:

- Part I
  - 105 points: BIOSCI 101, 106, 107, CHEM 110, COMPSCI 101, 105, MATHS 108 or 150
  - 15 points from STAT 101, 108, 125

- Part II
  - 90 points: BIOSCI 201, 202, COMPSCI 220, 230, MATHS 206 or 250, STAT 210
  - at least 15 points from BIOSCI 203, 210, MATHS 253, 260, STAT 201, 208, COMPSCI 215, 225

- Part III
  - 30 points: BIOSCI 359, COMPSCI 369
  - at least 15 points from BIOSCI 322, 350, 351, 353, 354, 356, MEDSCI 314
  - at least 45 points from courses chosen from at least two subjects COMPSCI 314, 320, 335, 345, 351, 367, 373, MATHS 270, 326, 328, 340, 361, 362, 363, STAT 301, 302, 310, 320, 325, 330, 341, 351, 380

#### Biomedical Science

All Specialisations must include:
- 90 points: BIOSCI 101, 106, 107, CHEM 110, PHYSICS 160, MEDSCI 142
- 60 points: BIOSCI 201–203, MEDSCI 205
- at least 45 points from BIOSCI 201, 203, 204, 206, (BIOSCI 204 or MEDSCI 202), PSYCH 202
- at least 15 points from STAT 101, 108, BIOSCI 209
- at least 30 points from BIOSCI 347–358
- at least 30 points from MEDSCI 301–315
- at least 15 points at Stage III from BIOSCI, MEDSCI, CHEM 390, 392 or PSYCH 305
- at least a further 45 points from the Schedule for the Bachelor of Science

### Ecology

All Specialisations must include:

- Core courses
  - 105 points: BIOSCI 101, 104, 206, 209, ENVSCI 101, 201, STAT 101 or 108
  - 15 points from BIOSCI 102, 103
  - 15 points from GEOG 101, 102
  - 45 points from BIOSCI 202, 203, 204, 205, 207, 208, 210, GEOG 201, 205, 210, GOLY, MARINE 202, STAT 210, 220
  - and include one the following options
    - Conservation Ecology and Bioscience
      - 45 points: BIOSCI 394, 396, ENVSCI 311
      - at least 30 points from BIOSCI 320, 321, 330, 333, 395, ENVSCI 301, GEOG 329, 330, STAT 302, 341, 351
### Ecology, Evolution and Behaviour
- 45 points: BIOSCI 322, 337, 396
- at least 30 points from ANTHRO 349, BIOSCI 320, 330, 335, 347, 394, 395, ENVSCI 301, GEOG 334, GEOLOGY 303, STATS 302, 330, 341, 351

### Marine and Coastal Ecology
- 45 points from BIOSCI 329, 330, 333, MARINE 302
- at least 30 points from BIOSCI 322, 328, 330, 335, 337, 347, 394, 395, ENVSCI 301, 310, 311, GEOG 331, 351, GEOLOGY 303, MARINE 302, STATS 302

### Quantitative Ecology and Modelling
- 60 points: ENVSCI 310, STATS 302, 330, 341
- at least 15 points from GEOF 317, 319, STATS 351, 380

### Electronics and Computing

#### First or Single Specialisation must include
- 45 points at Stage II in Computer Science or Mathematics
- 30 points: PHYSICS 340, 390
- 15 other points from PHYSICS 315–391, GEOPHYSICS 330–331
- 15 points at Stage III in Computer Science

#### Second Specialisation must include
- 45 points at Stage II in Computer Science or Mathematics
- 30 points: PHYSICS 340, 390
- 15 points at Stage III in Computer Science

### Environmental Science
The Environmental Science specialisation must be taken in conjunction with a BSc major, including 60 points from Stage III courses in the majoring subject.

#### All Specialisations must include
- 75 points: ENVSCI 101, 201, 301, 310, GEOG 205
- 15 points from STATS 201, BIOSCI 209, GEOG 250, or approved equivalent
- 15 points from a Stage III Bachelor of Science course

### Geophysics

#### First or Single Specialisation must include
- at least 15 points from GEOLOGY 103, 104
- 30 points: PHYSICS 213, 231
- 30 points from GEOLOGY 201, 204, MATHS 260, PHYSICS 240, 261
- 30 points from GEOLOGY 361, GEOPHYS 330, 331
- 30 further points from GEOLOGY 301–372, GEOPHYS 330, 331, MATHS 302–389, PHYSICS 315–391

#### Second Specialisation must include
- at least 15 points from GEOLOGY 103, 104
- 30 points: PHYSICS 213, 231
- 30 points from GEOLOGY 201, 204, MATHS 260, PHYSICS 240, 261
- 30 points from GEOLOGY 361, GEOPHYS 330, 331
- 15 further points from GEOLOGY 301–372, GEOPHYS 330, 331, MATHS 302–389, PHYSICS 315–391

### Industrial Mathematics
The specialisation in Industrial Mathematics was suspended in 2010. Students who have a current enrolment in this specialisation should contact their faculty student centre for advice regarding completion.

#### First or Single Specialisation must include
- 30 points from MATHS 208, 267 or MATHS 260, 270
- 15 points: STATS 255
- 15 points from STATS 201, 208
- 15 points from STATS 320, ENGSCI 391
- 15 points from MATHS 361–372
- 15 points from STATS 301, 302, 330, 341, 351
- a further 15 points from MATHS 347, 361–372, 386–389, STATS 301, 302, 320, 330–380, ENGSCI 391

#### Second Specialisation must include
- 30 points from MATHS 208, 267 or MATHS 260, 270
- 15 points: STATS 255
- 15 points from STATS 201, 208
- 15 points from STATS 320, ENGSCI 391
- 15 points from MATHS 361–372
- 15 points from STATS 301, 302, 330, 341, 351

### Information Systems

#### First or Single Specialisation must include
- 15 points from ACCTG 101, MGMT 101
- 60 points from COMPSCI 210–280
- 45 points: INFOSYS 220, 222, 224
- at least 30 points from COMPSCI 313–379
- at least 30 points from INFOSYS 320–341, 343, 344

#### Second Specialisation must include
- 15 points from ACCTG 101, MGMT 101
- 45 points from COMPSCI 210–280
- 45 points: INFOSYS 220, 222, 224
- at least 30 points from COMPSCI 313–379
- at least 15 points from INFOSYS 320–341, 343, 344

### Logic and Computation

#### All Specialisations must include
- 60 points: COMPSCI 101, 225, PHIL 101, 222
- 60 points from COMPSCI 320, 350, 367, LINGUIST 300, 302, 320, LOGICOMP 301, 302, MATHS 315, 326, 328, PHIL 305, 315, 323
- 15 further points from COMPSCI 105, 220, 305, 367, LINGUIST 100, 103, 200, 300, 302, 320, LOGICOMP 201, 301, 302, MATHS 150, 250, 253, 255, 315, 326, 328, PHIL 105, 216, 222, 305, 315, 323

### Marine Science

#### All Specialisations must include
- 30 points: MARINE 202, 302
- 15 points from STATS 201, BIOSCI 209, GEOG 250
- 45 further points from approved Stage III Bachelor of Science courses

### Medicinal Chemistry

#### All Specialisations must include

**Part I**
- 90 points: BIOSCI 101, 106, 107, CHEM 110, 120, MEDSCI 142
- at least 15 points from COMPSCI 111, STATS 101, PHYSICS 120, 160

**Part II**
- 90 points: BIOSCI 201, 203, CHEM 230, 240, MEDSCI 204, 205
- at least 15 points from BIOSCI 202, 204, CHEM 210, 220, MEDSCI 202, 203, PHARMACY 202

**Part III**
- 60 points: CHEM 330, 390, 392, MEDSCI 303
- at least 30 points from CHEM 320, 340, 350, BIOSCI 349, 350, 351, 353–356, MEDSCI 206, 305, 306

### Operations Research

#### First or Single Specialisation must include
- 45 points: STATS 255, 320, ENGSCI 391
- at least 15 points from STATS 301, 310, 325, 326, 370, 380, COMPSCI 320
- at least 15 points from STATS 301–390, MATHS 326, 328, 361, OPSMGT 370, 371

#### Second Specialisation must include
- 45 points: STATS 255, 320, ENGSCI 391
- at least 15 points from STATS 301, 310, 325, 326, 370, 380, COMPSCI 320
The Degree of Bachelor of Science (Honours) – BSc(Hons)

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for the Degree of Bachelor of Science or attained an equivalent qualification as approved by Senate or its representative
   and
   b attained at least a B average in 90 points above Stage II, including at least 45 points in the relevant subject major or specialisation as specified in the Bachelor of Science regulations
   and
   c approval from the relevant Head of Department, Director of School, or equivalent.

2 A student who has not completed the requirements of the Degree of Bachelor of Science but who has passed:
   a courses with a total value of at least 345 points towards that degree including the requirements of the major or specialisation as specified in the regulations for the Bachelor of Science
   and
   b the Stage III entry requirements for this degree
   may, with the approval of the relevant Head of Department, Director of School or equivalent, enrol for this degree. The requirements for the Bachelor of Science degree must be completed within 12 months of initial enrolment for the Bachelor of Science (Honours). The Bachelor of Science (Honours) will not be awarded until the requirements for the Bachelor of Science have been completed.

Duration and Total Points Value
3 A student enrolled for this degree must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

4 The total enrolment for this degree must not exceed 160 points.

Structure and Content
5 A student enrolled for this degree must pass 120 points in one of the subjects listed in the Bachelor of Science (Honours) Schedule.

6 A project or dissertation of up to 60 points, in the same subject, must be included. The combined point value of the dissertation and a research preparation course (such as a dissertation preparation or research methods course) in the same subject must not exceed 60 points.

7 The programme for each student must be approved by the relevant Head of Department, Director of School or equivalent.

Project / Dissertation
8 a The project or dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the relevant Head of Department.

   b The dissertation topic must be approved by the relevant Head of Department prior to enrolment.

   c The dissertation is to be completed and submitted in accordance with the General Regulations – Bachelors Honours Postgraduate Degrees.

Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
10 a This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Science (Honours) is sufficiently high to deserve Honours.

   b Should a student fail to qualify for the award of the Degree of Bachelor of Science (Honours), Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Science.

11 Where the standard specified in Regulation 10a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.
Commencement

These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Science (Honours) were thereby repealed.

### Bachelor of Science (Honours) (BSc(Hons) Schedule)

<table>
<thead>
<tr>
<th>Applied Geology</th>
<th>or 45 points from CHEM 710–780 and a further 15 points, subject to approval by the Head of Department, from 700 level courses in a related subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: A major in Geology and at least 90 points at Stage III</td>
<td></td>
</tr>
<tr>
<td>Requirement:</td>
<td></td>
</tr>
<tr>
<td>• 15 points: ENVSCI 701</td>
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<tr>
<td>• 45 points from GEOG 746, GEOLOGY 701, 703, 705, 713, 754, 771 GEOPHYS 761–783, 780</td>
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<tr>
<td>• 30 points from approved courses within Part IV of the Bachelor of Engineering (Honours) Schedule or the Master of Engineering Studies Schedule</td>
<td></td>
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<tr>
<td>• 30 points from GEOLOGY 789</td>
<td></td>
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</tbody>
</table>

| Applied Mathematics |  |
|---------------------|  |
| Prerequisite: A major in Applied Mathematics and at least 90 points at Stage III |  |
| Requirement: |  |
| • at least 45 points from MATHS 761, 762, 763, 764, 769, 770, PHYSICS 701, 707 |  |
| • 30 points: MATHS 776 Dissertation in Mathematics or Applied Mathematics |  |
| • up to 45 points from approved 700 level courses in Mathematics or related subjects with approval of the Head of Department |  |

| Bioinformatics |  |
|----------------|  |
| Prerequisite: A specialisation in Bioinformatics and at least 90 points at Stage III |  |
| Requirement: |  |
| • 30 points: BIOSCI 743, 744 |  |
| • 45 points: BIOINF 789 Project |  |
| • 45 points from BIOSCI 733, 737, 752, 755–758, COMPSCI 715, 720, 732, 760, 767, MATHS 764, STATS 720, 721, 730, 731, 761, 783, 784 |  |

| Biological Sciences |  |
|---------------------|  |
| Prerequisite: At least 90 points at Stage III including at least 60 points from Stage III Biological Sciences. With the permission of the Director of the School of Biological Sciences, up to 15 points at Stage III in related courses may be substituted. |  |
| Requirement: |  |
| • 15 points: BIOSCI 762 |  |
| • 45 points: BIOSCI 788 Dissertation and |  |
| • 60 points from BIOSCI 724–745, 749–759 |  |
| or |  |
| • 45 points from BIOSCI 724–745, 749–759 and a further 15 points, subject to approval by the Director of the School of Biological Sciences, from 700 level courses in a related subject |  |

| Biomedical Science |  |
|-------------------|  |
| Prerequisite: A specialisation in Biomedical Science and at least 90 points at Stage III |  |
| Requirement: |  |
| • 90 points: BIOMED 791 Research Portfolio |  |
| • 30 points from BIOSCI 736, 737, 741, 742, 755–759, HLTHPSYC 716, MEDSCI 701–723, 725–734, 737 |  |

| Chemistry |  |
|-----------|  |
| Prerequisite: A major in Chemistry and at least 90 points at Stage III |  |
| Requirement: |  |
| • 60 points: CHEM 793 Dissertation and |  |
| • 60 points from CHEM 710–780 |  |

| Computer Science |  |
|-----------------|  |
| Prerequisite: A major in Computer Science and at least 90 points at Stage III |  |
| Requirement: |  |
| • at least 60 points from COMPSCI 701–777, 790 |  |
| • up to 30 points from 700 level courses in a related subject with approval of the Head of Department |  |
| • 30 points: COMPSCI 789 Dissertation |

| Food Science |  |
|--------------|  |
| Prerequisite: A major in Food Science and at least 90 points at Stage III |  |
| Requirement: |  |
| • at least 30 points from FOODSCI 704, 706–710 |  |
| • up to 30 points from MEDSCI 709, 710, BIOSCI 741 or other courses approved by Programme Director |  |
| • 60 points: FOODSCI 788 Dissertation |

| Geography |  |
|-----------|  |
| Prerequisite: A major in Geography and at least 90 points at Stage III |  |
| Requirement: |  |
| • 15 points: ENVSCI 701 |  |
| • at least 60 points from GEOG 711–779, ENVMGT 741, 743, 744, 746, ENVSCI 704, 713, 737, 738, GEOLOGY 705, 713 |  |
| • 30 points: GEOG 789 |  |
| • up to 15 further points, subject to approval by the Programme Coordinator |

| Geology |  |
|---------|  |
| Prerequisite: A major in Geology and at least 90 points at Stage III |  |
| Requirement: |  |
| • 15 points: ENVSCI 701 |  |
| • 30 points: GEOLOGY 789 |  |
| • at least 45 points from GEOLOGY 701–772, GEOPHYS 761–763, 780 |  |
| • up to 30 points from 700 level courses as approved by the Programme Coordinator |

| Geophysics |  |
|------------|  |
| Prerequisite: At least 90 points at Stage III including at least 45 points from GEOLOGY 361, GEOPHYS 330–333 |  |
| Requirement: |  |
| • 15 points from PHYSICS 731, 732 |  |
| • 30 points: GEOPHYS 789 Dissertation |  |
| • 75 points from approved 700 level courses in Applied Mathematics, Geology, Geophysics or Physics |

| Logic and Computation |  |
|----------------------|  |
| Prerequisite: A specialisation in Logic and Computation and at least 90 points at Stage III |  |
| Requirement: |  |
| • 15 points from COMPSCI 720, 750, 760, 767 |  |
| • 15 points from PHIL 736–738 |  |
| • 60 points from COMPSCI 720, 750, 760, 767, LINGUIST 721, 724, LOGICOMP 701–705, MATHS 713, 715, PHIL 736–738 |  |
| • 30 points: LOGICOMP 782 Dissertation |  |
Mathematics

Prerequisite: A major in Mathematics including (either MATHS 320 or MATHS 328) and MATHS 332 and at least 90 points at Stage III
Note: Mathematics Education students may substitute MATHS 302 for one of these prerequisite courses

Requirement:
- 30 points: MATHS 776 Dissertation in Mathematics or Applied Mathematics
- and either
  - 90 points in 700 level Mathematics courses
  - or
  - at least 45 points in 700 level Mathematics courses and up to 45 points, subject to approval by the Head of Department, from 700 level courses in a related subject

Medicinal Chemistry

Prerequisite: A specialisation in Medicinal Chemistry and at least 90 points at Stage III

Requirement:
- 15 points: CHEM 735
- 45 points from CHEM 710–780, BIOSCI 756, 757, 759, MEDSCI 708, 715, 716, 721, 722
- 60 points: CHEM 793 Dissertation

Pharmacology

Prerequisite: A BSc degree with at least 60 points from MEDSCI 303–307 and at least 90 points at Stage III

Requirement:
- 45 points: PHARMCOL 788 Dissertation
- and
  - 75 points from MEDSCI 701 or 702, MEDSCI 715–723
  - or
  - 60 points from MEDSCI 701 or 702, MEDSCI 715–723 and a further 15 points, subject to approval by the Head of Department, from 700 level courses in a related subject

Physics

Prerequisite: A major in Physics and at least 90 points at Stage III

Requirement:
- 30 points: PHYSICS 789 Dissertation
- 45 points from PHYSICS 701–788, 791, 792
- and
- 45 additional points from PHYSICS 701–788, 791, 792, MATHS 761–763, GEOPHYS 761–780
- or
- 30 additional points from PHYSICS 701–788, 791, 792, MATHS 761–763, GEOPHYS 761–780 and a further 15 points from 700 level courses in a related subject

Psychology

Prerequisite: A major in Psychology and at least 90 points at Stage III including PSYCH 306

Requirement:
- 45 points: PSYCH 788 Dissertation
- and
- 75 points from PSYCH 701–762
- or
- at least 60 points from PSYCH 701–762
- 15 points, subject to approval by the Head of Department, from 700 level courses in a related subject

Sport and Exercise Science

Prerequisite: A major in Sport and Exercise Science, or equivalent as approved by the Head of Department and at least 90 points at Stage III

Requirement:
- 15 points: SPORTSCI 705
- 45 points: SPORTSCI 788 Dissertation
- and
- 60 points from SPORTSCI 702–704, 706–714
- or
- 45 points from SPORTSCI 702–704, 706–714 and a further 15 points, subject to approval by the Head of Department, from 700 level courses in a related subject

Statistics

Prerequisite: A major in Statistics and at least 90 points at Stage III and including STATS 210

Requirement:
- 30 points: STATS 781 Project
- and
- 90 points from STATS 701–787, BIOSCI 744
- or
- 75 points from STATS 701–787, BIOSCI 744 and a further 15 points, subject to approval by the Head of Department, from 700 level courses in a related subject

The Degree of Bachelor of Optometry – BOptom

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value

1. A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content

2. Of the 480 points required for this degree, a student must pass:
   a. 450 points: Parts I, II, III and IV as listed in the Bachelor of Optometry Schedule.
   b. 30 points from courses listed in the General Education Schedule approved for this degree.

3. Each Part must normally be completed before the next Part may be taken. However, a student who has failed to pass one of those Parts in its entirety may be allowed, at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.

761–763, GEOPHYS 761–780 and a further 15 points from 700 level courses in a related subject, subject to approval by the Head of Department
4 Study for this degree must be pursued in consecutive semesters. Interrupted study may be resumed only with the approval of, and on conditions set by, Senate or its representative.

General Education Exemptions

5 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has either
   (i) completed an undergraduate degree at a tertiary institution
   or
   (ii) commenced study for this degree at a tertiary institution before 1 January 2006
   or
   (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.

   b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses listed in the Bachelor of Science Schedule.

   c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
      (i) 15 points from the courses offered in the General Education Schedule
      and
      (ii) a further 15 points from other courses listed in the Bachelor of Science Schedule.

Enrolment for Two Programmes

6 A student may not be enrolled in this degree at the same time as in another programme, unless special permission is given by Senate or its representative.

Practical Requirements

7 a A student enrolled for this degree must carry out satisfactorily such practical or clinical work as the Faculty of Science may require.

   b In any course that includes both a final written examination and practical or clinical work, a student must pass both the final written examination and the practical or clinical work to pass that course as a whole. However, a student who passes the practical or clinical work but fails the final written examination may, at the discretion of the Head of Department, have the result for the practical or clinical work for that failed course carried forward when the course is repeated.

   c A student who repeats any course may also be required to undertake such additional practical or clinical work as the Head of Department of Optometry and Vision Science determines.

Variations

8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

9 a This degree may be awarded with Honours where a student’s overall grade is sufficiently high. There are two classes of Honours: First Class Honours and Second Class Honours. Second Class Honours are awarded in either First Division or Second Division.

   b Honours may normally be awarded only if the requirements for this degree are completed within eight semesters of initial enrolment for the degree. In exceptional circumstances however, Senate or its representative may approve an extension of this period for not more than two further semesters.

Commencement

10 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Optometry were thereby repealed.

Bachelor of Optometry (BOptom) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Part I</th>
<th>Part II</th>
<th>Part III</th>
<th>Part IV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90 points: OPTOM 110, 161, 165, 171, MEDSCI 203</td>
<td>105 points: OPTOM 211, 245, 251, 260, 270, MEDSCI 202</td>
<td>15 points from courses listed in the Bachelor of Science Schedule</td>
<td>120 points: OPTOM 410, 420, 462, 475</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>as required under Regulation 7c, and with permission of the Head of Department, OPTOM 291, 391, 491</td>
</tr>
<tr>
<td>General Education Requirement:</td>
<td>Part I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 points from courses listed in the General Education Schedule approved for this degree</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The Degree of Master of Science – MSc

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   either
   a (i) completed the requirements for the Degree of Bachelor of Science or an equivalent qualification approved by Senate or its representative
   and
   (ii) attained at least a B average in 75 points above Stage II, including at least 45 points in the relevant subject major or specialisation as specified in the Bachelor of Science regulations
   or
   b (i) (a) completed the requirements for the Degree of Bachelor of Science (Honours) or an equivalent qualification approved by Senate or its representative
   and
   (b) attained at least a B– average in 90 points taken for the Bachelor of Science (Honours)
   or
   (ii) (a) completed the requirements for the Postgraduate Diploma in Science or an equivalent qualification approved by Senate or its representative
   and
   (b) attained at least a B– average in 90 points taken for the PGDipSci. At least 75 of these points must be in 700 level courses or a dissertation, if the proposed Masters degree programme includes a thesis.

2 a A student who has not completed all the requirements of the Degree of Bachelor of Science but who has passed:
   (i) 345 points towards that degree
   and
   (ii) the Stage III entry requirements for this degree
   may, with the approval of the relevant Head of Department, Director of School or equivalent, enrol for this degree. The requirements for the Degree of Bachelor of Science must be completed within 12 months of initial enrolment for the Degree of Master of Science. Should these requirements not be completed within these 12 months, enrolment for the Degree of Master of Science will be suspended until they have been completed.

   b A student who has not completed all the requirements of the Degree of Bachelor of Science (Honours) or the Postgraduate Diploma in Science but who has:
   (i) passed 105 points towards the Degree of Bachelor of Science (Honours) or the Postgraduate Diploma in Science
   and
   (ii) met all other entry and prerequisite requirements
   may, with the approval of the relevant Head of Department, Director of School or equivalent, enrol for this degree. The requirements for the Degree of Bachelor of Science (Honours) or Postgraduate Diploma in Science must be completed within 12 months of initial enrolment for the Master of Science. Should these requirements not be completed within these 12 months, enrolment for the Master of Science will be suspended until they have been completed.

3 Admission to this degree requires approval from the relevant Head of Department, Director of School, or equivalent and is at the discretion of Senate or its representative.

Duration and Total Points Value

4 A student admitted to this degree under Regulation 1a must:
   a pass courses with a total value of 240 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees
   and
   c not exceed 280 points for the total enrolment for this degree.

5 A student admitted to this degree under Regulation 1b must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees
   and
A student enrolled for this degree must complete the requirements for one of the subjects as listed in the Master of Science Schedule.

Thesis/Research Portfolio/Dissertation

A thesis, research portfolio, or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.

The thesis or dissertation topic must be approved by the relevant Departmental Postgraduate Committee prior to enrolment.

A student who has to complete 240 points for this degree and whose programme includes a thesis, research portfolio or dissertation needs, before enrolment for the thesis, research portfolio or dissertation, to obtain an average grade of at least B– in 90 points selected from the first 120 points passed in the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Science for all subjects except Forensic Science, for which courses passed will be reassigned to the Postgraduate Diploma in Forensic Science.

A student who has passed at least 105 points but fewer than 120 points of a 240 point degree and obtained an average grade of at least B– in 90 points may, with the approval of the relevant Head of Department, Director of School or equivalent, enrol in the thesis, research portfolio or dissertation, but must have completed 120 points for the coursework component of the degree within 12 months of initial enrolment in the thesis, research portfolio or dissertation. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Science for all subjects except Forensic Science, for which courses passed will be reassigned to the Postgraduate Diploma in Forensic Science.

The thesis, research portfolio or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Reassignment

A student who does not meet the requirements of this degree may apply to reassign courses passed for the Master of Science to the Postgraduate Diploma in Science for all subjects except Forensic Science, for which courses passed will be reassigned to the Postgraduate Diploma in Forensic Science.

Variations

In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

This degree may be awarded with Honours in accordance with the General Regulations – Master Degrees.

Commencement

These regulations came into force on 1 January 2010. The 2006 regulations for the Degree of Master of Science were thereby repealed.
Biological Sciences
Prerequisite: A BSc(Hons) in Biological Sciences, or a PGDipSci in Biological Sciences including BIOSCI 761, or an equivalent qualification as approved by the Director
Requirement:
Research Masters
• 120 points: BIOSCI 796 MSc Thesis in Biological Sciences

Biomedical Science
Prerequisite: A BSc(Hons) in Biomedical Science, or a PGDipSci in Biomedical Science, or an equivalent qualification as approved by the Board of Studies (Biomedical Science)
Requirement:
Research Masters
• 120 points: BIOMED 796 MSc Thesis in Biomedical Science

Biosecurity
Prerequisite: A PGDipSci in Biosecurity including BIOSCI 761 or ENVSCI 701, or an equivalent qualification as approved by the Director, School of Biological Sciences, or the Director, School of Environment
Requirement:
Research Masters
• 120 points: BIOSEC 796 Thesis in Biosecurity

Cardiac Rehabilitation
Prerequisite: A PGDipSci in Cardiac Rehabilitation or equivalent
Requirement:
Research Masters
• 120 points: SPORTSCI 798 MSc Thesis in Cardiac Rehabilitation

Chemistry
Prerequisite: A BSc(Hons) or PGDipSci in Chemistry including CHEM 795
Requirement:
Research Masters
• 120 points: CHEM 796 MSc Thesis in Chemistry

Computer Science
Prerequisite: A BSc(Hons) or PGDipSci in Computer Science
Requirement:
Research Masters
• 120 points: COMPSCI 796 MSc Thesis in Computer Science

Environmental Management
Prerequisite: A PGDipSci in Environmental Management
Requirement:
Research Masters
• 120 points: ENVMGT 796 MSc Thesis in Environmental Management

Environmental Science
Prerequisite: A PGDipSci in Environmental Science or equivalent including ENVSCI 701
Requirement:
Research Masters
• 120 points: ENVSCI 796 MSc Thesis in Environmental Science

Exercise Rehabilitation
Prerequisite: A BSc(Hons) in Sport and Exercise Science or a PGDipSci in Exercise Rehabilitation, including SPORTSCI 302 or equivalent
Requirement:
Research Masters
• 120 points: SPORTSCI 797 MSc Thesis in Exercise Rehabilitation

Food Science
Prerequisite: A BSc(Hons) or PGDipSci in Food Science, or equivalent
Requirement:
Research Masters
• 120 points: FOODSCI 796 MSc Thesis in Food Science

Forensic Science
Prerequisite: A Postgraduate Diploma in Forensic Science with an average of B– or higher or other relevant qualifications as approved by the Programme Director
Requirement:
Research Masters
• 120 points: FORENSIC 796 MSc Thesis in Forensic Science

Geography
Prerequisite: A BSc(Hons) or PGDipSci in Geography
Requirement:
Research Masters
• 120 points: GEOG 796 Masters Thesis in Geography

Geology
Prerequisite: A BSc(Hons) or PGDipSci in Geology
Requirement:
Research Masters
• 120 points: GEOLOGY 796 MSc Thesis in Geology

Geophysics
Prerequisite: A BSc(Hons) or PGDipSci in Geophysics
Requirement:
Research Masters
• 120 points: GEOPHYS 796 MSc Thesis in Geophysics

Health Psychology
Prerequisite: A PGDipSci in Health Psychology
Requirement:
Research Masters
• 120 points: HLTHPSYC 796 MSc Thesis in Health Psychology

Logic and Computation
Prerequisite: A BSc(Hons) or PGDipSci in Logic and Computation
Requirement:
Research Masters
• 120 points: LOGICCOMP 796 Thesis

Marine Science
Prerequisite: A PGDipSci in Marine Science or equivalent
Requirement:
Research Masters
• 120 points: MARINE 796 MSc Thesis in Marine Science

Mathematics
Prerequisite: A BSc(Hons) or PGDipSci in Mathematics
Requirement:
Research Masters
• 120 points: MATHS 796 Thesis in Mathematics
or
• 90 points: MATHS 798 Research Portfolio in Mathematics
• 30 points from MATHS 701–789, 792–797 or approved 700 level courses in related subjects with the approval of the Head of Department

Medical Statistics
Prerequisite: A PGDipSci in Medical Statistics and STATS 210
Requirement:
<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught Masters</td>
<td>• 45 points: STATS 732, 761 and 780</td>
<td>• 30 points from STATS 701–731, 740–787, BIOSCI 744, POPLHLTH 702, 707–709, 711</td>
</tr>
<tr>
<td></td>
<td>• 45 points: STATS 788 Dissertation in Medical Statistics</td>
<td>• 30 points from STATS 701–787, BIOSCI 744, POPLHLTH 702, 707–709, 711</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 45 points: STATS 790 Dissertation</td>
</tr>
<tr>
<td>Optometry</td>
<td>Prerequisite: A BOptom or a PGDipSci in Optometry</td>
<td>Research Masters • 120 points: OPTOM 796 MSc Thesis in Optometry</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>Prerequisite: A BSc(Hons) or PGDipSci in Pharmacology</td>
<td>Research Masters • 120 points: PHARMCO 796 MSc Thesis in Pharmacology</td>
</tr>
<tr>
<td>Physics</td>
<td>Prerequisite: A BSc(Hons) or PGDipSci in Physics</td>
<td>Research Masters • 120 points: PHYSICS 796 MSc Thesis in Physics</td>
</tr>
<tr>
<td>Polymers and Coatings Science</td>
<td>Prerequisite: A PGDipSci in Polymers and Coatings Science</td>
<td>Research Masters • 120 points: POLYMER 796 MSc Thesis in Polymers and Coatings Science</td>
</tr>
<tr>
<td>Applied Geology</td>
<td>Prerequisite: A major in Geology</td>
<td>Research Masters • 15 points: ENVSCI 701</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• at least 45 points from GEOG 746, GEOLOGY 701, 703, 705, 713, 754, 771, GEOPHYS 761–763</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• at least 30 points from approved courses within Part IV of the Bachelor of Engineering (Honours) Schedule or the Master of Engineering Studies Schedule</td>
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<td></td>
<td></td>
<td>• up to 15 points from 700 level courses as approved by the Programme Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: GEOLOGY 795 MSc Thesis in Applied Geology</td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td>Prerequisite: A major in Applied Mathematics, or equivalent as approved by the Head of Department</td>
<td>Research Masters • at least 60 points from MATHS 761, 762, 763, 764, 769, 770, PHYSICS 701, 707</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• up to 60 points from approved 700 level courses in Mathematics or related subjects with approval of the Head of Department</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: MATHS 795 MSc Thesis in Applied Mathematics</td>
</tr>
<tr>
<td>Psychology</td>
<td>Prerequisite: A BSc(Hons) or PGDipSci in Psychology and PSYCH 306, or equivalent as approved by the Head of Department</td>
<td>Research Masters • 120 points: PSYCH 796 Thesis in Psychology</td>
</tr>
<tr>
<td>Speech Science</td>
<td>Prerequisite: A PGDipSci in Speech Science, or equivalent as approved by the Chair of the Board of Studies</td>
<td>Research Masters • 120 points: SPCHSCI 796 MSc Thesis in Speech Science</td>
</tr>
<tr>
<td>Sport and Exercise Science</td>
<td>Prerequisite: A BSc(Hons) or PGDipSci in Sport and Exercise Science</td>
<td>Research Masters • 120 points: SPORTSCI 796 MSc Thesis in Sport and Exercise Science</td>
</tr>
<tr>
<td>Statistics</td>
<td>Prerequisite: A BSc(Hons) or PGDipSci in Statistics and STATS 210</td>
<td>Research Masters • 90 points: STATS 798 Masters Thesis in Statistics</td>
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<tr>
<td></td>
<td></td>
<td>• 30 points from STATS 701–787, BIOSCI 744</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Masters • 90 points from STATS 701–787, BIOSCI 744</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 30 points: STATS 790 Dissertation</td>
</tr>
<tr>
<td>Wine Science</td>
<td>Prerequisite: A PGDipSci in Wine Science</td>
<td>Research Masters • 120 points: WINESCI 796 MSc Thesis in Wine Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• up to 60 points from approved 700 level courses in Mathematics or related subjects with approval of the Head of Department</td>
</tr>
<tr>
<td>Bioinformatics</td>
<td>Prerequisite: A BSc with specialisation in Bioinformatics, or equivalent as approved by the Programme Director</td>
<td>Research Masters • 45 points: BIOSCI 743, 744, BIOINF 761</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 75 points from BIOSCI 733, 737, 745, 752, 755–758, COMPSCI 715, 720, 732, 760, 767, MATHS 764, STATS 720, 721, 730, 731, 732, 761, 783, 784, or related 700 level courses, from at least two departments as approved by the Programme Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: BIOINF 796 MSc Thesis in Bioinformatics</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Prerequisite: A major in Biological Sciences, or equivalent as approved by the Director</td>
<td>Research Masters • 15 points: BIOSCI 761</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• at least 75 points from BIOSCI 724–745, 749–759</td>
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<tr>
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<td></td>
<td>• up to 30 points from approved 700 level courses in a related subject</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: BIOSCI 796 MSc Thesis in Biological Sciences</td>
</tr>
</tbody>
</table>
Biomedical Science
Prerequisite: A specialisation in Biomedical Science, or equivalent as approved by the Board of Studies (Biomedical Science)
Requirement:
Research Masters
• at least 90 points from MEDSCI 703–723, 725–737, BIOSCI 729, 733, 736, 737, 738, 741, 742, 755–761, HLTHPSYC 716
• up to 30 points from other 700 level courses as approved by the Board of Studies (Biomedical Science)
• 120 points: BIOMED 796 MSc Thesis in Biomedical Science

Biosecurity
Prerequisite: An approved BSc or equivalent experience subject to approval by the Programme Director
Requirement:
Research Masters
• 15 points: BIOSCI 761 or ENVSCI 701
• 45 points: BIOSCI 747, 748, ENVSCI 733
• at least 30 points from, BIOSCI 724, 730, 735, 751, ENVMTG 743, 746, ENVSCI 716, 737
• up to 30 points from approved 700 level courses in the Faculty of Science
• 120 points: BIOSEC 796 Thesis in Biosecurity

Chemistry
Prerequisite: A major in Chemistry
Requirement:
Research Masters
• 15 points: CHEM 795
• at least 75 points from CHEM 710–780
• up to 30 points from 700 level courses in Chemistry or related subjects with approval of the Head of Department
• 120 points: CHEM 796 MSc Thesis in Chemistry

Computer Science
Prerequisite: A major in Computer Science
Requirement:
Research Masters
• at least 90 points from COMPSCI 701–780, 790
• up to 30 points from 700 level courses in a related subject with approval of the Head of Department
• 120 points: COMPSCI 796 MSc Thesis in Computer Science

Environmental Management
Prerequisite: An approved BSc, BE, BA, BPlan, BCom or equivalent degree
Requirement:
Research Masters
• 15 points: ENVSCI 701
• at least 60 points from ENVMTG 741–747
• up to 45 points from 700 level courses as approved by the Programme Coordinator
• 120 points: ENVMTG 796 MSc Thesis in Environmental Management

Environmental Science
Prerequisite: An approved BSc, or other equivalent degree
Requirement:
Research Masters
• 30 points: ENVSCI 701, 711
• at least 60 points from ENVSCI 702–704, 713–738, GEOG 745–749, 771, ENVMTG 742, 744, GEOLOGY 705, MARINE 703
• up to 30 points from 700 level courses as approved by the Programme Coordinator
• 120 points: ENVSCI 796 MSc Thesis in Environmental Science

Food Science
Prerequisite: A major in Food Science, or in Biological Sciences, or in Chemistry, or in other relevant areas as approved by the Programme Coordinator
Requirement:
Research Masters
• 60 points from: FOODSCI 703, 704, 707, 708
• 60 points from approved 700 level courses
• 120 points: FOODSCI 796 MSc Thesis in Food Science

Forensic Science
Prerequisite: An approved BSc or other equivalent degree as approved by the Programme Director
Requirement:
Research Masters
• 115 points from FORENSIC 701–704, 706, 707
• 15 points from 700 level courses as approved by the Programme Director
• 120 points: FORENSIC 796 MSc Thesis in Forensic Science

Geography
Prerequisite: A major in Geography with 45 points at Stage III Geography
Requirement:
Research Masters
• 15 points: ENVSCI 701
• at least 75 points from GEOG 711–779, ENVMTG 741, 743, 744, 746, ENVSCI 704, 713, 737, 738, GEOLOGY 705, 713
• up to 30 additional points from other 700 level courses in a related subject as approved by the Programme Coordinator
• 120 points: GEOG 796 Masters Thesis in Geography

Geology
Prerequisite: A major in Geology
Requirement:
Research Masters
• 15 points: ENVSCI 701
• at least 60 points from GEOLOGY 701–772, GEOPHYS 761–763
• up to 45 points from 700 level courses as approved by the Programme Coordinator
• 120 points: GEOLOGY 796 MSc Thesis in Geology

Geophysics
Prerequisite: A BSc with at least 45 points from GEOLOGY 361, GEOPHYS 330–333
Requirement:
Research Masters
• 15 points from PHYSICS 731, 732
• 105 points from 700 level courses in Applied Mathematics, Geology, Geophysics, Physics or other Science subjects, as approved by the Programme Coordinator
• 120 points: GEOPHYS 796 MSc Thesis in Geophysics
Health Psychology
Prerequisite: A major in Psychology, or equivalent
Requirement:
Research Masters
- 60 points: PSYCH 747, 748, HLTHPSYC 714, 715
- 60 points from 700 level courses in Behavioural Science, Health Psychology, Population Health, Psychiatry, Psychology, Sport and Exercise Science as approved by the Programme Coordinator
- 120 points: HLTHPSYC 796 MSc Thesis in Health Psychology

Logic and Computation
Prerequisite: A specialisation in Logic and Computation
Requirement:
Research Masters
- 15 points from COMPSCI 720, 750
- 15 points from PHIL 736–738
- 90 additional points from LOGICCOMP 701, 702, COMPSCI 720, 750, 760, 767, LINGUIST 721, 724, MATHS 713, 715, PHIL 736–738
- 120 points: LOGICCOMP 796 Thesis

Marine Science
Prerequisite: An approved BSc, BE, or equivalent degree
Requirement:
Research Masters
- 15 points: MARINE 701
- 15 points from BIOSCI 761, CHEM 795, ENVSCI 701
- 90 points from the following 700 level courses including at least two of the following subject areas: BIOSCI 724–727, ENVSCI 704, 714, ENVVGT 746, GEOG 746, 748, GEOLOGY 721, MARINE 702, 703, PHYSICS 731, 732, STATS 767, 775, or other courses approved by the Programme Coordinator
- 120 points: MARINE 796 MSc Thesis in Marine Science

Mathematics
Prerequisite: A major in Mathematics, including (either MATHS 320 or 328) and MATHS 332, or an equivalent
Note: Mathematics Education students may substitute MATHS 302 for one of these courses
Requirement:
Research Masters
- at least 75 points in 700 level Mathematics courses
- up to 45 points from approved 700 level courses in Mathematics or related subjects, with the approval of the Head of Department and either
- 120 points: MATHS 796 Thesis in Mathematics
- 90 points: MATHS 798 Research Portfolio in Mathematics
- 30 points from MATHS 701–789, 777, 792–797 or 700 level courses in related subjects as approved by the Head of Department

Medical Statistics
Prerequisite: A major in Statistics, or equivalent as approved by the Head of Department
Requirement:
Taught Masters
- 60 points: STATS 732, 761, 770 and 780
- 15 points from POPHLTH 708, 709
- at least 90 points from STATS 701–787, BIOSCI 744, POPHLTH 702, 707–709, 711
- up to 30 points from 700 level courses in Statistics or related subjects, as approved by the Head of Department
- 45 points: STATS 788 Dissertation in Medical Statistics

Optometry
Prerequisite: A BOptom, or an equivalent qualification approved by the Head of Department

Pharmacology
Prerequisite: A BSc including at least 45 points from MEDSCI 303–307
Requirement:
Research Masters
- at least 60 points from MEDSCI 701 or 702, 715–724
- up to 60 points from other 700 level courses as approved by the Head of Department
- 120 points: PHARMCOL 796 MSc Thesis in Pharmacology

Physics
Prerequisite: A major in Physics, or equivalent as approved by the Head of Department
Requirement:
Research Masters
- 75 points from PHYSICS 701–788 and either
- 45 additional points from PHYSICS 701–788, MATHS 761–763, GEOPHYS 761–780
- at least 15 additional points from PHYSICS 701–788, MATHS 761–763, GEOPHYS 761–780 and
- up to a 30 points from approved 700 level courses in related subjects as approved by the Head of Department
- 120 points: PHYSICS 796 MSc Thesis in Physics

Psychology
Prerequisite: A major in Psychology and PSYCH 306, or equivalent as approved by the Head of Department
Requirement:
Research Masters
- 120 points from PSYCH 701–762
- or
- 105 points from 701–762
- 15 points, subject to approval by the Head of Department, from approved 700 level courses in related subjects
- 120 points: PSYCH 796 Thesis in Psychology

Speech Science
Prerequisite: A BSc, or other qualification as approved by the Chair of the Board of Studies
Requirement:
Research Masters
- 60 points from SPCHSCI 711–713, 721, 722, 731–733, 743, 751, 752
- 60 points from other approved 700 level courses in Audiology, Computer Science, Engineering, Linguistics, Psychology, Physiology, Speech
Science
- 120 points: SPCHSCI 796 MSc Thesis in Speech Science

Sport and Exercise Science
Prerequisite: A major in Sport and Exercise Science, or equivalent
Research Masters
- 15 points: SPORTSCI 705
- at least 75 points from SPORTSCI 702–704, 706–714
- up to 30 points from other 700 level courses as approved by the Head of Department
- 120 points: SPORTSCI 796 MSc Thesis in Sport and Exercise Science

Statistics
Prerequisite: A major in Statistics, or equivalent as approved by the Head of Department
Requirement:
Research Masters
- 150 points from STATS 701–787, BIOSCI 744
- 90 points: STATS 798 Masters Thesis in Statistics

Taught Masters
- at least 180 points from STATS 701–787, BIOSCI 744
- up to 30 points from approved 700 level courses in related subjects as approved by the Head of Department
- 30 points: STATS 790 Masters Dissertation 1

Wine Science
Prerequisite: A BSc, or other relevant degree as approved by the Programme Director
Requirement:
Research Masters
- at least 75 points from WINESCI 701–707
- up to 45 points from approved 700 level courses in Biological Sciences, Chemical and Materials Engineering, Chemistry, Food Science or Geography as approved by the Programme Director
- 120 points: WINESCI 796 MSc Thesis in Wine Science

The Degree of Master of Speech Language Therapy Practice – MSLTPrac
The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for any Bachelors or Masters degree of this University other than a degree specialising in speech language therapy, or gained an equivalent qualification, provided that Senate or its representative is satisfied that the prior degree or other equivalent qualification is indicative of the ability to undertake advanced study in Speech Language Therapy Practice
   and
   b passed at least 75 points at Stage III or 700 level in approved subject areas (Education, Psychology, Linguistics, Health Sciences) and achieved in these an average grade of B– or higher.

2 On the recommendation of the Dean of Science, Senate or its representative may require a student with insufficient background in Psychology and Education to take additional courses as a condition of enrolment for Part I of this degree, as under Regulation 7c below.

3 Admission to the programme is at the discretion of Senate or its representative, on the recommendation of the Director of the programme.

Duration and Total Points Value
4 A student enrolled for this degree must:
   a pass courses with a total value of 240 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees.

5 The total enrolment for this degree must not exceed 280 points.

Structure and Content
6 Taught Masters
A student enrolled for this degree must pass courses to the value of 240 points from Parts I and II as listed in the Master of Speech Language Therapy Practice Schedule.

7 a A student may not enrol for Part II until Part I has been completed, unless special approval is given by the Dean of Science or representative.

b A student who has previously passed courses from another programme that are substantially similar to any one of the courses required under Regulation 6 above may, with the approval of the Dean of Science or representative, be required to take alternative 700 level courses from the subject Speech Science or other approved 700 level courses.

c Where a student is required to take additional courses as a condition of enrolment for Part I, under Regulation 2 above, those courses:
   (i) are to be taken for Certificates of Proficiency
   and
   (ii) are to be passed within 12 months of initial enrolment for this degree.
Practical and Clinical Requirements
8 A student is required to pass the clinical and practical requirements of the Speech Language Therapy Practice courses to the satisfaction of Senate or its representative.

Variations
9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Termination of Enrolment
10 a If the behaviour of a student in a clinical environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.

b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes, clinics and any teaching placement pending the outcome of the inquiry.

c A student whose enrolment is terminated under Regulation 10a may appeal that decision to the Council or its duly appointed delegate.

Honours
11 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

Commencement
12 These regulations came into force on 1 January 2006. The 2002 regulations for the Degree of Master of Speech Language Therapy Practice were thereby repealed.

<table>
<thead>
<tr>
<th>Master of Speech Language Therapy Practice (MSLTPPrac) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement: Taught Masters</td>
</tr>
<tr>
<td>Part I: 120 points: SPCHSCI 711–724</td>
</tr>
<tr>
<td>Part II: 120 points: SPCHSCI 731–745</td>
</tr>
</tbody>
</table>

Graduate Diploma in Science – GradDipSci

The regulations for this graduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:

   either

   a (i) completed the requirements for the Degree of Bachelor of Science

   or

   (ii) attained an equivalent level of professional practical experience as approved by Senate or its representative

   or

   (iii) completed the requirement for a professional qualification in Science, as approved by Senate or its representative

   and

   b (i) passed the prerequisites for the courses in the selected subject major or area of specialisation for the Graduate Diploma in Science

   or

   (ii) attained a level of competence equivalent to the prerequisites for the courses in the selected subject major or area of specialisation for the Graduate Diploma in Science as approved by Senate or its representative.

2 A student may, if Senate or its representative gives approval, enrol for this graduate diploma without having fulfilled the prerequisite requirements, provided that the relevant Head of Department, Director of School or Coordinator of the Programme may require any such student to enrol for any or all of the unfulfilled prerequisite courses in addition to the normal requirements of this programme.

3 A student who has not completed all the requirements for the Degree of Bachelor of Science but who has passed courses with a total value of at least 330 points for that degree, may, with the approval of the relevant Head of Department, Director of School or Coordinator of the Programme enrol for this graduate diploma. The remaining courses for the Bachelor of Science must be taken and passed.
within 12 months of initial enrolment for this graduate diploma. Should the requirements for the Bachelor of Science not be completed within these 12 months, enrolment for the Graduate Diploma in Science will be suspended until the requirements for the Bachelor’s degree are completed.

**Duration and Total Points Value**
4 A student enrolled for this graduate diploma must follow a programme equivalent of two full-time semesters and pass courses with a total value of 120 points.

**Structure and Content**
5 Of the 120 points required for this graduate diploma, a student must pass:
   a 120 points above Stage I, including at least 75 points above Stage II, selected from the Bachelor of Science, Bachelor of Science (Honours) or Master of Science Schedules, including:
      i) at least 45 points in a subject major as listed in the Bachelor of Science Schedule
      or
      ii) at least 45 points from one of the following Bachelor of Science specialisations: Electronics and Computing, Environmental Science, Geophysics, Marine Science.
6 A project or dissertation of up to 30 points may be included.
7 The programme for each student requires the approval of the relevant Head of Department, Director of School or equivalent prior to enrolment.

**Dissertation / Project**
8 a A dissertation or project, when included in this programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative on the recommendation of the relevant Head of Department.
   b The dissertation or project topic must be approved by the relevant Head of Department prior to enrolment.
   c The dissertation or project is to be completed and submitted in accordance with the General Regulations – Postgraduate Diplomas.

**Variations**
9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Award of Diploma**
10 The graduate diploma is awarded with an endorsement in the relevant subject major or specialisation.

**Commencement**
11 These regulations came into force on 1 January 2006. The 1996 regulations for the Graduate Diploma in Science were thereby repealed.

---

**Postgraduate Diploma in Applied Psychology – PGDipAppPsych**

*The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.*

**Admission**
1 In order to be admitted to this programme, a student needs to have completed the requirements for a Masters Degree in Psychology.

**Duration and Total Points Value**
2 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
3 The total enrolment for this postgraduate diploma must not exceed 160 points.

**Structure and Content**
4 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Applied Psychology Schedule.
5 The programme for each student requires the approval of the Head of Department of Psychology.
Variations
6 In exceptional circumstances Senate or its representative may approve a personal programme which
does not conform to these regulations.

Distinction
7 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General
Regulations – Postgraduate Diplomas.

Commencement
8 These regulations came into force on 1 January 2006. The 1996 regulations for the Postgraduate
Diploma in Applied Psychology were thereby repealed.

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**Postgraduate Diploma in Applied Psychology (PGDipAppPsych) Schedule**

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 60 points: PSYCH 651</td>
</tr>
<tr>
<td>• 60 points from PSYCH 701–763</td>
</tr>
</tbody>
</table>

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**Postgraduate Diploma in Forensic Science – PGDipForensic**

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and
regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a (i) completed the requirements for the Degree of Bachelor of Science
   or
   (ii) attained an equivalent degree qualification approved by Senate or its representative
   and
   b approval from the Programme Director.

Duration and Total Points Value
2 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
3 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
4 Of the 120 points required for this postgraduate diploma, a student must pass:
   a 105 points from courses listed in the Postgraduate Diploma in Forensic Science Schedule
   and
   b 15 points from courses listed in the Postgraduate Diploma in Science Schedule or 700 level
courses from other programmes as approved by Senate or its representative.

Variations
5 In exceptional circumstances Senate or its representatives may approve a personal programme which
does not conform to these regulations.

Distinction
6 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General
Regulations – Postgraduate Diplomas.

Commencement
7 These regulations came into force on 1 January 2006. The 1996 regulations for the Postgraduate
Diploma in Forensic Science were thereby repealed.

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**Postgraduate Diploma in Forensic Science (PGDipForensic) Schedule**

| Prerequisite: A Bachelors degree in science or other relevant areas as approved by the Programme Director |
| Requirement: |
| • 105 points from FORENSIC 701–704, 706, 707 |
| • 15 points from an approved 600 or 700 level course |
Postgraduate Diploma in Science – PGDipSci

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   a (i) completed the requirements for the Degree of Bachelor of Science
       or
       (ii) attained an equivalent qualification approved by Senate or its representative
       and
   b (i) passed the prerequisites for the courses in the selected subject for the Postgraduate Diploma in Science
       or
       (ii) attained a level of competence equivalent to the prerequisites for the courses in the selected subject for Postgraduate Diploma in Science as approved by Senate or its representative.

2 A student may, if Senate or its representative gives approval, enrol for this postgraduate diploma without having fulfilled all the prerequisite requirements, provided that the relevant Head of Department or Director of School may require any such student to enrol for any or all of the prerequisite courses not already passed in addition to the normal requirements of this programme.

3 A student who has not completed the requirements of the Degree of Bachelor of Science but who has passed courses with a total value of at least 345 points towards that degree may, with the approval of the relevant Head of Department or Director of School, enrol for this postgraduate diploma. The remaining courses for the Bachelor of Science must be taken and passed within 12 months of initial enrolment for this postgraduate diploma. Should the requirements for the Bachelor of Science not be completed within these 12 months, enrolment for the Postgraduate Diploma in Science will be suspended until the requirements for the Bachelors degree are completed.

Duration and Total Points Value
4 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

5 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
6 A student enrolled for this postgraduate diploma must pass 120 points in one of the subjects listed in the Postgraduate Diploma in Science Schedule.

7 A project or dissertation of up to 45 points from courses listed in the Postgraduate Diploma in Science Schedule may be included.

8 The programme for each student must be approved by the relevant Head of Department, Director of School or equivalent.

Project / Dissertation
9 a A project or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative on the recommendation of the Head of Department, Director of School or equivalent.

b The dissertation or project topic must be approved by the relevant Head of Department or Director of School prior to enrolment.

c The dissertation is to be completed and submitted in accordance with the General Regulations – Postgraduate Diplomas.

Variations
10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Distinction
11 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.
Commencement

12 These regulations came into force on 1 January 2006. The 1996 regulations for the Postgraduate Diploma in Science were thereby repealed.

<table>
<thead>
<tr>
<th>Postgraduate Diploma in Science (PGDipSci) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied Geology</strong></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> A major in Geology</td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>• 15 points: ENVSCI 701</td>
</tr>
<tr>
<td>• at least 45 points from GEOG 746, GEOLOGY 701, 703, 705, 713, 754, 771 GEOPHYS 761–763, 789</td>
</tr>
<tr>
<td>• at least 30 points from approved courses within Part IV of the Bachelor of Engineering (Honours) Schedule or the Master of Engineering Studies Schedule</td>
</tr>
<tr>
<td>• up to 15 points from 700 level courses as approved by the Programme Coordinator</td>
</tr>
</tbody>
</table>

| **Chemistry**                                      |
| **Prerequisite:** A major in Chemistry             |
| **Requirement:**                                   |
| • at least 90 points from CHEM 691, 710–780, 795 |
| • up to 30 points from 600 or 700 level courses in Chemistry or related subjects with approval of the Head of Department |
| **Note:** Students intending to study for a Master of Science in Chemistry must take CHEM 795 |

| **Computer Science**                               |
| **Prerequisite:** A major in Computer Science      |
| **Requirement:**                                   |
| • at least 90 points from COMPSCI 601, 602, 691, 701–780, 790 |
| • up to 45 points from 700 level courses as approved by the Programme Coordinator |

| **Environmental Management**                        |
| **Prerequisite:** An approved BSc, BE, BA, BPlan, BCom or equivalent degree |
| **Requirement:**                                    |
| • 15 points from ENVSCI 701                         |
| • at least 60 points from ENVMGT 741–747            |
| • up to 45 points from 700 level courses as approved by the Programme Coordinator |

| **Environmental Science**                           |
| **Prerequisite:** An approved BSc, or other equivalent degree |
| **Requirement:**                                    |
| • 30 points from ENVSCI 701                         |
| • at least 60 points from ENVSCI 702–704, 713–738, GEOG 745–749, 771, ENVMGT 742, 744, GEOLOGY 705 |
| • up to 30 points from 700 level courses as approved by the Programme Coordinator |

| **Exercise Rehabilitation**                         |
| **Prerequisite:** A major in Sport and Exercise Science, or equivalent |
| **Requirement:**                                    |
| • 105 points: SPORTSCI 703, 705, 706, 710, 712, 791 |
| • 15 points from other approved 600 or 700 level courses |

| **Geographic Information Science**                  |
| **Prerequisite:** An approved BSc, or equivalent degree |
| **Requirement:**                                    |
| • 15 points: ENVSCI 701                             |
| • at least 75 points from GEOG 759, 771–779, ENVSCI 704 |
| • up to 30 points from other approved 700 level courses |
**Geography**

**Prerequisite:** A major in Geography with 45 points in Stage III Geography

**Requirement:**
- 15 points: ENVSCI 701
- at least 75 points from GEOG 711–779, ENVMGT 741, 743, 744, 746, ENVSCI 704, 713, 737, 738, GEOLOGY 705, 713
- up to 30 further points from other 700 level courses in a related subject as approved by the Programme Coordinator

**Geology**

**Prerequisite:** A major in Geology

**Requirement:**
- 15 points: ENVSCI 701
- at least 60 points from GEOLOGY 701–772, GEOPHYS 761–763, 780
- up to 45 points from 700 level courses as approved by the Programme Coordinator

**Geophysics**

**Prerequisite:** A BSc with at least 45 points from GEOLOGY 361, GEOPHYS 330–333

**Requirement:**
- 15 points from PHYSICS 731, 732
- 105 points from approved 600 or 700 level courses in Applied Mathematics, Geology, Geophysics, Physics or other Science subjects as approved by the Programme Coordinator

**Health Psychology**

**Prerequisite:** A major in Psychology, or equivalent

**Requirement:**
- 60 points: PSYCH 747, 748, HLTHPSYC 714, 715
- 60 points from approved 600 or 700 level courses in Psychology, Health Psychology, Sport and Exercise Science, Psychiatry, Behavioural Science and Population Health

**Logic and Computation**

**Prerequisite:** A specialisation in Logic and Computation

**Requirement:**
- 15 points from COMPSCI 720, 750, 760, 767
- 15 points from PHIL 736–738
- 90 points from COMPSCI 720, 750, 760, 767, LINGUIST 721, 724, LOGICOMP 701–705, MATHS 713, 715, PHIL 736–738

**Marine Science**

**Prerequisite:** An approved BSc, BE, or equivalent degree

**Requirement:**
- 15 points: MARINE 701
- 15 points from BIOSCI 761, CHEM 795, ENVSCI 701
- 90 points from the following 700 level courses including at least two of the following subject areas: BIOSCI 724–727, ENVMGT 741, 714, ENVSCI 746, GEG 746, 748, GEOLOGY 721, MARINE 702, 703, PHYSICS 731, 732, STATS 767, 775, or other courses approved by the Programme Coordinator

**Mathematics**

**Prerequisite:** A major in Mathematics, including (either MATHS 320 or 328) and MATHS 332, or an equivalent

**Note:** Mathematics Education students may substitute MATHS 302 for one of these courses

**Requirement:**
- at least 75 points in 700 level Mathematics courses
- up to 45 points from approved 600 or 700 level courses in Mathematics or related subjects, with the approval of the Head of Department

**Medical Statistics**

**Prerequisite:** A major in Statistics, or equivalent as approved by the Head of Department

**Requirement:**
- 15 points: STATS 770
- 15 points from POPHLTH 708, 709
- at least 60 points from STATS 701–787, BIOSCI 744, POPHLTH 702, 707–709, 711
- up to 30 points from 600 or 700 level courses in Statistics or related subjects

**Optometry**

**Prerequisite:** A BOptom, or an equivalent qualification approved by the Head of Department

**Requirement:**
- 120 points from OPTOM 711–787
- or
- at least 90 points from OPTOM 711–787
- up to 30 further points, subject to approval by the Head of Department, from approved 600 or 700 level courses in a related subject

**Pharmacology**

**Prerequisite:** A BSc including at least 45 points from MEDSCI 303–307

**Requirement:**
- at least 60 points from MEDSCI 701 or 702, 715–723
- up to 60 points from other 600 or 700 level courses as approved by the Head of Department

**Physics**

**Prerequisite:** A major in Physics, or equivalent as approved by the Head of Department

**Requirement:**
- 75 points from PHYSICS 625–681, 691, 701–787, 788 and
- 45 additional points from PHYSICS 625–681, 691, 701–787, 788, MATHS 761–763, GEOPHYS 761–763, 780 and
- at least 15 additional points from PHYSICS 625–681, 691, 701–787, 788, MATHS 761–763, GEOPHYS 761–763, 780 and up to a further 30 points, subject to the approval of the Head of Department, from approved 600 and 700 level courses in related subjects

**Physiology**

**Prerequisite:** A BSc including at least 45 points from MEDSCI 308–313

**Requirement:**
- 30 points from MEDSCI 725, 733
- 90 additional points from MEDSCI 701–703, 717, 727–734

**Polymers and Coatings Science**

The PGDipSci in Polymers and Coatings Science was suspended in 2008. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.

**Prerequisite:** A major in Chemistry

**Requirement:**
- 75 points from POLYMER 692, 701, 702, 711 and
- 45 points from CHEM 710–780 or
- 30 points from CHEM 710–780 and a further 15 points, subject to approval by the Programme Director, from approved 600 and 700 level courses in related subjects
Psychology

**Prerequisite:** A major in Psychology, or equivalent  
**Requirement:**  
- 120 points from PSYCH 691, 701–762  
- or  
- 105 points from PSYCH 691, 701–762  
- 15 points, subject to approval by the Head of Department, from approved 600 or 700 level courses in related subjects

Speech Science

**Prerequisite:** A BSc, or other qualification as approved by the Chair of the Board of Studies  
**Requirement:**  
- 60 points from SPCHSCI 711–713, 721–723, 731–733, 735, 736, 743, 751–754  
- 60 points from other approved 600 or 700 level courses in Audiology, Computer Science, Engineering, Linguistics, Physiology, Psychology, Speech Science

Sport and Exercise Science

**Prerequisite:** A major in Sport and Exercise Science, or equivalent as approved by the Head of Department  
**Requirement:**  
- 15 points: SPORTSCI 705  
- at least 45 points from approved SPORTSCI 700 level courses

Statistics

**Prerequisite:** A major in Statistics, or equivalent as approved by the Head of Department  
**Requirement:**  
- 120 points from STATS 701–787, BIOSCI 744  
- or  
- at least 90 points from STATS 701–787, BIOSCI 744 and up to a further 30 points, subject to approval by the Head of Department, from approved 600 or 700 level courses in related subjects

Wine Science

**Prerequisite:** A BSc, or other relevant degree as approved by the Programme Director  
**Requirement:**  
- at least 75 points from WINESCI 701–707  
- up to 45 points from approved 600 and 700 level courses in Biological Sciences, Chemical and Materials Engineering, Chemistry, Food Science or Geography

Certificate in Science – CertSci

*The regulations for this certificate are to be read in conjunction with all other relevant statutes and regulations, including the Academic Statutes and Regulations.*

**Duration and Total Points Value**  
1. A student enrolled for this certificate must follow a programme equivalent to two semesters and pass Stage I courses to a total value of 120 points.  
2. This qualification must be completed within four semesters of initial enrolment.

**Structure and Content**  
3. Of the 120 points required for this certificate a student must pass:  
   a. at least 45 points from the Core Courses listed in the schedule for the Certificate in Science and  
   b. up to 75 points from the Elective Courses listed in the schedule for the Certificate in Science.

**Credit**  
4. All courses passed for this certificate may be credited to the Bachelor of Science.

**Variations**  
5. In exceptional circumstances Senate or its representatives may approve a personal course of study which does not conform to these regulations.

**Commencement**  
6. These regulations came into force on 1 January 2007.

### Certificate in Science (CertSci) Schedule

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 points: SCIGEN 101</td>
<td>up to 75 points from Stage I courses from the Schedule for the Bachelor of Science in the following subjects: Chemistry, Computer Science, Geography, Geology, Mathematics, Physics, Psychology, Statistics</td>
</tr>
<tr>
<td>at least 30 points from CHEM 150, COMPSCI 111, GEOG 101 or 102, GEOLOGY 104, MATHS 102, PHYSICS 102, PSYCH 108 or 109, STATS 101</td>
<td></td>
</tr>
</tbody>
</table>
The Degree of Doctor of Clinical Psychology – DClinPsy

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations, including the General Regulations for Named Doctorates and the Academic Statutes and Regulations.

Preamble
1 a Candidates for the Degree of Doctor of Clinical Psychology are required to pursue an approved programme of advanced study, research and clinical practice as enrolled students of the University.

b It is expected that this programme will normally be completed within three years of full-time candidature.

c The Degree of Doctor of Clinical Psychology is awarded for a formal and systematic exposition of a coherent programme of advanced research work and supervised practice, carried out over the period of registration for the degree, which in the opinion of the examiners and the Board of Graduate Studies satisfies all of the following criteria:

(i) that the research thesis is an original contribution to knowledge, and is of direct relevance to the field of clinical psychology

and

(ii) that the research components of the degree (thesis and clinical research projects) meet internationally recognised standards for such work

and

(iii) that the candidate has demonstrated both the knowledge of the relevant literature, in both research and clinical practice, and the ability to exercise analytical and professional judgement.

d All research is to be conducted in accordance with The University of Auckland Guidelines for the Conduct of Research.

e Doctor of Clinical Psychology theses may not exceed 60,000 words or 150 pages in total without the permission of the Board of Graduate Studies.

Eligibility
2 Candidates for the Degree of Doctor of Clinical Psychology are required to have:

a (i) completed the requirements for the award of a Bachelors Honours Postgraduate Degree in Psychology with at least B+ average at The University of Auckland

or

(ii) completed the requirements for the award of a Masters Degree in Psychology with at least a B+ average at The University of Auckland

or

(iii) completed the requirements for the award of a qualification that the Board of Graduate Studies considers to be equivalent to one of the prerequisite qualifications specified in Clauses a(i) and a(ii) of this regulation

and

b passed PSYCH 708, 718, 747, 788 or their equivalents with a B+ average or better

and

c demonstrated to a Selection Panel the ability and personal qualities necessary to pursue a doctoral level research-oriented clinical programme in the field of psychology.

d Every candidate for the Degree of Doctor of Clinical Psychology must have applied for admission and been admitted to The University of Auckland.

Duration and Total Points Value
3 a A student for this degree must follow a three-part programme consisting of three full-time years, and pass an approved programme with a total value of 360 points.

b Candidates must pass each part and must normally complete the requirements for this degree within three years from the date of registration, unless permitted to do otherwise by the Board of Graduate Studies under Regulation 8.

Registration
4 a The Board of Graduate Studies, on the recommendation of the Head of Psychology, is to determine whether the student may be registered and the date of registration.

b Conditions of registration will be determined according to Regulation 1 of the General Regulations for Named Doctorates.
Structure and Content
5  a  Of the 360 points required for this degree, a student must pass Parts I, II and III as listed in the Doctor of Clinical Psychology Schedule.

Note that PSYCH 897 and 899 are awarded only on completion of the whole course.

b  A student who fails any course or part of a course of the programme may be required to repeat that part or course or to sit a special examination before proceeding into the next part of the programme. A student who fails any part of the programme may be declined permission to enrol again in that part of the programme or, under Regulation 4e of the General Regulations for Named Doctorates, be declined permission to enrol in the programme as a whole.

Reviews of Progress
6  During the programme, reviews of progress and continuation of registration will be made in each year according to Regulation 2 of the General Regulations for Named Doctorates.

Enrolment and Fees
7  Enrolment and fees will be determined according to Regulation 3 of the General Regulations for Named Doctorates, except that Clause 3c applies only to the thesis component of the Doctor of Clinical Psychology.

Changes to the Conditions of Registration
8  Changes to supervision, extensions of time, and suspension or termination of registration will be made according to Regulation 4 of the General Regulations for Named Doctorates.

Submission
9  a  All candidates are initially required to submit three copies of the thesis to the Graduate Centre. The thesis should have a temporary binding and a statement to examiners as specified in the Guide to Theses and Dissertations.

b  All candidates are also required to submit with the thesis three copies of the Portfolio of Clinical Research.

c  One month prior to the expected date of submission, candidates should notify the Graduate Centre in writing of their intention to submit. If the candidate has reason to believe that any person would be unsuitable to serve as an examiner of the thesis on the grounds of conflict of interest, he or she may also submit at this time the name of this person and a statement in writing as to the nature of the conflict of interest to the Graduate Centre.

d  The thesis is to be accompanied by a statutory declaration, signed by the candidate, stating that the thesis is the candidate's own work and that neither the thesis nor any part of it has been submitted or accepted for any other degree or diploma.

e  The thesis is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration of the candidate.

Examination
10  a  The examination process will follow that of Regulation 9 of the Statute for the Degree of Doctor of Philosophy 2011 except that:

(i) examiners will be requested to examine the thesis according to the criteria of Clause 1(c) of these regulations, and to provide an assessment of the grades assigned to the Portfolio of Clinical Research

(ii) the Board of Graduate Studies will appoint one DClinPsy Advisor who will take the part of the Head of Department nominee, as described in the Statute for the Degree of Doctor of Philosophy 2011, for all Doctor of Clinical Psychology examinations, except where that person is a research supervisor of the student concerned in which case a different staff member will be appointed DClinPsy Advisor

(iii) candidates may be asked to make specified minor corrections to or resubmit all or part of the Portfolio of Clinical Research.

b  In the event that a candidate is asked to resubmit all or part of the Portfolio of Clinical Research the same process of examination will be followed for the resubmitted work.

Variations
11  In exceptional circumstances the Board of Graduate Studies may approve a personal programme which does not conform to these regulations.

Appeals
12  Appeals regarding the examination process or decisions of the Board of Graduate Studies must be made according to Regulation 5 of the General Regulations for Named Doctorates.
Dispute Resolution Procedures
13 Disputes are to be resolved according to the Policy for Resolution of Research Problems: Postgraduate Research Students.

Transitional Arrangements
14 a These regulations came into force on 1 January 2009. The 2006 regulations for the Degree of Doctor of Clinical Psychology were thereby repealed.

b For candidates initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this statute to ensure consistency with the provisions of the statute under which the candidate was enrolled where it is satisfied that the candidate would otherwise be at a disadvantage.

Doctor of Clinical Psychology (DClinPsy) Schedule

| Requirement: |  
| Part I |  
| • 30 points: PSYCH 801 Scientist-practitioner Model 1 | • 30 points: PSYCH 897 Portfolio of Clinical Research Part 2  
| • 15 points: PSYCH 897 Portfolio of Clinical Research Part 1 | • 60 points: PSYCH 899 Thesis Part 2  
| • 75 points: PSYCH 899 Thesis Part 1 | Part III  
| Part II |  
| • 30 points: PSYCH 802 Scientist-practitioner Model 2 | • 60 points: PSYCH 803 Internship  

Postgraduate Diploma in Clinical Psychology – PGDipClinPsych

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student must have completed the requirements for:

either

a a Masters Degree in Psychology

or

b an Honours Degree in Psychology and passed, or have been credited with a pass in one of PSYCH 708, 709, 718, 747 or their equivalents

or

c a Doctor of Philosophy in Psychology.

2 Admission to the programme for this postgraduate diploma is at the discretion of Senate or its representative, on the recommendation of the Head of Department of Psychology.

Duration and Total Points Value
3 a A student enrolled for this postgraduate diploma who has completed the requirement for a Masters Degree in Psychology which included a thesis, or a Doctor of Philosophy degree in Psychology, must follow a programme of the equivalent of four consecutive full-time semesters and pass courses with a total value of 240 points.

b Any other student enrolled for this postgraduate diploma must follow a programme of the equivalent of six consecutive full-time semesters and pass courses with a total value of 360 points.

Structure and Content
4 a A student who has completed the requirements for a Doctor of Philosophy in Psychology or a Masters Degree in Psychology which included a thesis must follow a programme of 240 points as listed in Option 1 in the Postgraduate Diploma in Clinical Psychology Schedule.

b Any other student enrolled for this postgraduate diploma must follow a programme of 360 points as listed in Option 2 in the Postgraduate Diploma in Clinical Psychology Schedule.

c A student who has not previously passed, or been credited with a pass in PSYCH 709, or PSYCH 718 and 747, will be required to take PSYCH 718 and 747 or their equivalents before taking Part III.

d A student enrolled for this postgraduate diploma has to carry out satisfactorily such practical or clinical work as the Head of Department of Psychology may require.

e A student has to pass both the written work and the practical or clinical work in order to pass each Part of the programme. However, a student who passes the practical or clinical work of Part III but fails the final examination may, at the discretion of the Head of Department of Psychology, be required to pass a special examination in order to meet the requirements of the programme. A student who fails any year of the programme may, at the discretion of the Dean following a
recommendation from the Head of Department of Psychology, be declined permission to enrol again in that year of the programme or in the programme as a whole.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
6 These regulations came into force on 1 January 2006. The 1996 regulations for the Postgraduate Diploma in Clinical Psychology were thereby repealed.

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Option 2 – 360 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1 – 240 points</td>
<td>Thesis: 120 points PSYCH 796</td>
</tr>
<tr>
<td>Part I: 60 points PSYCH 771</td>
<td>Part I: 60 points PSYCH 771</td>
</tr>
<tr>
<td>Part II: 60 points PSYCH 772</td>
<td>Part II: 60 points PSYCH 772</td>
</tr>
<tr>
<td>Part III: 120 points PSYCH 773</td>
<td>Part III: 120 points PSYCH 773</td>
</tr>
</tbody>
</table>
Regulations – Interfaculty Degrees and Diplomas

289  The Degree of Bachelor of Technology – BTech
291  The Degree of Master of Bioscience Enterprise – MBioEnt
292  The Degree of Master of Educational Management – MEdMgt
292  The Degree of Master of Engineering Management – MEMgt
292  The Degree of Master of Energy – MEnergy
293  The Degree of Master of Health Management – MHealthMgt
294  The Degree of Master of Operations Research – MOR
295  The Degree of Master of Professional Studies – MProfStuds
297  The Degree of Master of Science in Health Psychology – MSc
297  Postgraduate Diploma in Bioscience Enterprise – PGDipBioEnt
298  Postgraduate Diploma in Educational Management – PGDipEdMgt
298  Postgraduate Diploma in Operations Research – PGDipOR
299  Postgraduate Certificate in Academic Practice – PGCertAcadPrac
300  Certificate in Global Issues – CertGlobalIssues
300  The University of Auckland Tertiary Foundation Certificate
The Degree of Bachelor of Technology – BTech

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Duration and Total Points Value  
1. A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content  
2. Of the 480 points required for this degree, a student must pass:
   a. at least 450 points in one of the specialisations listed in the Bachelor of Technology Schedule.
   b. 30 points from courses offered in the General Education Schedule approved for this degree.

3. A student must pass consecutively each of Parts I, II, III and IV for one of the specialisations listed in the Bachelor of Technology Schedule.

4. A student who has failed to pass any Part in its entirety may, at the discretion of the Convener of the Bachelor of Technology Board of Studies, be allowed to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.

5. a. For each specialisation, a student must choose complementary courses as indicated in the Bachelor of Technology Schedule.
   b. Each student’s choice of complementary courses must be approved by the Bachelor of Technology Board of Studies.

General Education Exemptions  
6. a. A student is exempted from the requirement to pass courses offered in the General Education Schedule who has
      either
      (i) completed an undergraduate degree at a tertiary institution
      or
      (ii) commenced study for this degree at a tertiary institution before 1 January 2006
      or
      (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.

   b. A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses available for this degree.

   c. A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
      (i) 15 points from courses offered in the General Education Schedule
      and
      (ii) a further 15 points from courses available for this degree.

Practical Requirements  
7. a. A student enrolled in any course that includes both laboratory work and written work must pass both in order to pass the course as a whole.

   b. A student who passes the laboratory work but fails the written work may, with the permission of the relevant Head of Department, have the result for the laboratory work carried forward when the failed course is retaken.

Reassignment to Bachelor of Science  
8. A student who does not complete the specialisations for Biotechnology, Industrial Mathematics, Information Technology, Materials or Optoelectronics in the Bachelor of Technology degree may reassign to the Degree of Bachelor of Science any courses passed for Parts I and II. Courses passed for Parts III and IV may be reassigned only with the approval of the Dean of Faculty of Science.

Variations  
9. In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.
Honours

10 a This degree may be awarded with Honours where a student’s overall grade is sufficiently high. There are two classes of Honours: First Class Honours and Second Class Honours. Second Class Honours are awarded in either First Division or Second Division.

b In order to be considered for the award of Honours a student must complete the requirements for this degree:

either
(i) within eight semesters
or
(ii) within a shorter period determined by the Convener of the Bachelor of Technology Board of Studies if the student has been granted credit on admission
or
(iii) in exceptional circumstances approved by the Convener of the Bachelor of Technology Board of Studies, within not more than 10 semesters.

Commencement

11 These regulations came into force on 1 January 2006. The 2004 regulations for the Degree of Bachelor of Technology were thereby repealed.

Bachelor of Technology (BTech) Schedule

Specialisations available:

Biotechnology

- Part I
  - 120 points: BIOSCI 101, 106, 107, CHEM 110, ENGSCI 111, MEDSCI 142, PHYSICS 160, SCIGEN 201
- Part II
  - 105 points: BIOSCI 201–205, CHEMMAT 211, MGMT 211
  - 15 points from courses listed in the General Education Schedule approved for this degree
- Part III
  - 60 points: BIOSCI 350, 351, CHEMMAT 464, MGMT 303
  - 15 points from BIOSCI 347, 348, 352
  - 15 points from BIOSCI 354, MEDSCI 314
  - 15 points from BIOSCI 353, 340
  - 15 points from courses listed in the General Education Schedule approved for this degree
- Part IV
  - 90 points: BIOSCI 741, BTECH 430, 432, CHEMMAT 463
  - 15 points from BIOSCI 752, 755, 756, 758
  - 15 points from complementary courses

Information Technology

- Part I
  - 30 points: COMPSCI 101, 105
  - 30 points from MATHS 108–160
  - 30 points from STAT 101–108
  - 15 points from courses offered at this University
- Part II
  - 105 points from MATHS 208, COMPSCI 210–280, INFOSYS 220, 222, SCIGEN 201
  - 15 points from COMPSCI 215, INFOSYS 224
- Part III
  - 30 points: COMPSCI 314, 335
  - 75 points from Stage III Computer Science, INFOSYS 328, 329, 339, 341
  - 15 points from courses listed in the General Education Schedule approved for this degree
- Part IV
  - 45 points: BTECH 450
  - 30 points at 700 level Computer Science
  - 30 points at 700 level Computer Science or Information Systems
  - 15 points from 300 or 700 level Computer Science, INFOSYS 328, 329, 339, 341
  - 15 points from courses listed in the General Education Schedule approved for this degree

Medical Physics and Imaging Technology

- Part I
  - 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160
  - 15 points from courses offered at this University
  - 15 points from courses listed in the General Education Schedule approved for this degree
- Part II
  - 90 points: MEDSCI 205, 206, PHYSICS 130, 240, 280, ENGGEN 131
  - 15 points: MATHS 150 or 108
  - 15 points: MATHS 250 or 208
- Part III
  - 75 points: BIOMENG 241, MEDSCI 309, PHYSICS 231, 261, 340
  - 15 points: MATHS 150 or 108
  - 15 points: MATHS 250 or 208
- Part IV
  - 75 points: MEDSCI 703, 737, PHYSICS 326, 390, 780
  - 45 points: BTECH 490

Materials

The BTech in Materials was suspended in 2008. Students who have a current enrolment in this specialisation should contact their Faculty for advice regarding completion.

- Part I
  - 120 points: CHEM 110, 120, CHEMMAT 121, COMPSCI 101, PHYSICS 111, 150, 160, 210
- Part II
  - 45 points from courses offered at this University
  - 45 points from CHEM 220, 230, 240
  - 15 points from CHEMMAT 322, PHYSICS 231
- Part III
  - 15 points from courses listed in the General Education Schedule approved for this degree

Commencement

11 These regulations came into force on 1 January 2006. The 2004 regulations for the Degree of Bachelor of Technology were thereby repealed.
Optoelectronics

Part I
- 75 points: CHEM 120, ENGGEN 131, PHYSICS 120, 130, 150
- 15 points: MATHS 150 or 108
- 15 points: MATHS 250 or 208
- 15 points from courses listed in the General Education Schedule approved for this degree

Part II
- 105 points: COMPSYS 202, ELECTENG 210, PHYSICS 211, 231, 240, 251, 261
- 15 points from courses listed in the General Education Schedule approved for this degree

Part III
- 90 points: ELECTENG 209, 303, 307, PHYSICS 326, 340, 390
- 15 points: COMPSYS 302 or INFOSYS 224
- 15 points: PHYSICS 325 or ELECTENG 305

Part IV
- 105 points: BTECH 470, ELECTENG 412, PHYSICS 726, 727, SCIGEN 201
- 15 points from ELECTENG 426, PHYSICS 325, 350

The Degree of Master of Bioscience Enterprise – MBioEnt

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1. In order to be admitted to this programme, a student needs to have:
   a. completed the requirements for
      either
      (i) the Postgraduate Diploma in Bioscience Enterprise
      or
      (ii) any other equivalent qualification approved by Senate or its representative
      and
   b. attained a B+ average in at least 90 points taken for the Postgraduate Diploma in Bioscience Enterprise
      and
   c. approval from the Director of School, or equivalent.
2. A student who has not completed all the requirements of the Postgraduate Diploma in Bioscience Enterprise but who has:
   a. passed 105 points towards the Postgraduate Diploma in Bioscience Enterprise
   and
   b. met all other entry and prerequisite requirements may, with the approval of the Director of School or equivalent, enrol for this degree. The requirements for the Postgraduate Diploma in Bioscience Enterprise must be completed within 12 months of initial enrolment for the Master of Bioscience Enterprise. Should these requirements not be completed within these 12 months, enrolment for the Master of Bioscience Enterprise will be suspended until they have been completed.

Duration and Total Points Value
3. A student enrolled for this degree must:
   a. pass courses with a total value of 120 points
   and
   b. complete within the time limit specified in the General Regulations – Masters Degrees.
4. The total enrolment for this degree must not exceed 160 points.

Structure and Content
5. Of the 120 points required for this degree, a student must pass:
   Research Masters
   90 point Thesis and 30 points from courses listed in the Research Masters option in the Master of Bioscience Enterprise Schedule.
6. The programme for each student must be approved by the Director of School or equivalent before enrolment for this degree.

Thesis / Dissertation
7. A thesis or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
   a. The thesis or dissertation topic must be approved by the Programme Coordinator prior to enrolment.
   b. The thesis or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.
Variations
8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours
9 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement
10 These regulations came into force on 1 January 2006.

<table>
<thead>
<tr>
<th>Master of Bioscience Enterprise (MBioEnt) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Postgraduate Diploma in Bioscience Enterprise</td>
</tr>
<tr>
<td>Research Masters</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 90 points: SCIENT 794 Thesis</td>
</tr>
<tr>
<td>• 30 points: SCIENT 720, 722</td>
</tr>
</tbody>
</table>

The Degree of Master of Educational Management – MEdMgt
The Degree of Master of Educational Management was withdrawn in 2009. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.

The Degree of Master of Engineering Management – MEMgt
For detailed regulations refer to the Faculty of Engineering section of this Calendar.

The Degree of Master of Energy – MEnergy
The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have:
   either
   a completed the requirements for the Degree of Bachelor of Engineering or Degree of Bachelor of Engineering (Honours), with a B average or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
   or
   b completed the requirements for the Degree of Bachelor of Science (Honours) with a B average or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
   or
   c completed the requirements for the Degree of Bachelor of Science and the requirements for the Postgraduate Diploma in Science, both with a B average or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
   or
   d completed the requirements for the Degree of Bachelor of Commerce (Honours) with a B average or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
   or
   e completed the requirements for the Degree of Bachelor of Commerce and the requirements for the Postgraduate Diploma in Commerce, both with a B average or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
   or
   f completed the requirements for an approved Bachelors degree relevant to the study of Energy with a B average or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification and completed three years of relevant work experience
   or
   g completed the requirements for an equivalent four year study programme to an equivalent standard as approved by the Dean of Faculty of Engineering.

2 In exceptional circumstances Senate or its representative may approve admission of a student who has not met the above requirement, but who has attained an equivalent qualification or professional experience in the engineering, geotechnical, or business professions.
Duration and Total Points Value

A student enrolled for this degree must:

a. pass courses with a total value of 120 points
   and
b. complete within the time limit specified in the General Regulations – Masters Degrees.

Structure and Content

Of the 120 points required for this programme a student must pass either

a. Research Masters
   (i) a 90 point Thesis
   (ii) 30 points from courses listed in the Research Masters option in the Master of Energy Schedule
or
b. Taught Masters
   120 points from courses listed in the Taught Masters option in the Master of Energy Schedule.

The programme for each student must be approved by the Dean of Faculty of Engineering before enrolment for this degree.

Research Thesis

a. The thesis is to be carried out under the supervision of a supervisor appointed by Senate or its representative.

b. The thesis topic must be approved by the appropriate Academic Head prior to enrolment.

c. The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations

In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Honours

This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement

These regulations came into force on 1 January 2011.

Master of Energy (MEnergy) Schedule

<table>
<thead>
<tr>
<th>Research Masters</th>
<th>Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td>Requirement:</td>
</tr>
<tr>
<td>• 30 points: ENERGY 721, ENERGY 722</td>
<td>• 30 points: ENERGY 721, 722</td>
</tr>
<tr>
<td>• 90 points: ENERGY 787</td>
<td>• 45 points: ENERGY 785 or 786</td>
</tr>
<tr>
<td></td>
<td>• up to 45 points from courses above Stage IV listed in the Schedule for the Master of Engineering Studies</td>
</tr>
<tr>
<td></td>
<td>• up to 30 points from GEOTHERM 601, 602, 603 and 620</td>
</tr>
<tr>
<td></td>
<td>• up to 30 points of approved courses above Stage IV, other than projects and theses, offered at this University</td>
</tr>
</tbody>
</table>

The Degree of Master of Health Management – MHealthMgt

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

In order to be admitted to this programme, a student needs to have:

a. completed the requirements for any degree or diploma of a university which has been approved by Senate or its representative
   and
b. completed the requirements of the Postgraduate Diploma in Business in Health Management or the Postgraduate Diploma in Health Sciences in Health Informatics, or their equivalents, as approved by Senate or its representative, with an average grade of B or higher
   and
   c. at least three years of practical experience in the health sector.

Admission to this degree is at the discretion of Senate or its representative.
Duration and Total Points Value

3 A student enrolled for this degree must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Masters Degrees.

4 The total enrolment for this degree must not exceed 160 points.

Structure and Content

5 Taught Masters
   A student enrolled for this degree must pass courses with a total value of 120 points from one of the
   options listed in the Master of Health Management Schedule.

6 A student enrolled for this degree who has already passed any course the same as, or similar to, those
   required under Regulation 5, must substitute an alternative course as approved by the Director,
   Master of Health Management.

7 The programme for each student is to be decided in consultation with the Director, Master of Health
   Management and requires the approval of the Dean of Faculty of Business and Economics and the
   Dean of Faculty of Medical and Health Sciences prior to enrolment.

Dissertation

8 a The dissertation is to be carried out under the guidance of a supervisor appointed by Senate or
   its representative.

   b The dissertation topic must be approved by the Director, Master of Health Management prior to
   enrolment.

   c The dissertation is to embody the results obtained by the student in an investigation into an area
   of Health Management.

   d The dissertation is to be completed and submitted in accordance with the General Regulations
   – Masters Degrees.

Honours

9 This degree may be awarded with Honours as specified in the General Regulations – Masters
   Degrees.

Variations

10 In exceptional circumstances Senate or its representative may approve a personal programme which
   does not conform to these regulations.

Commencement

11 These regulations came into force on 1 January 2006. The 2000 regulations for the Degree of Master
   of Health Management were thereby repealed.

Master of Health Management (MHealthMgt) Schedule

<table>
<thead>
<tr>
<th>Taught Masters</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td>For students who have completed a Postgraduate Diploma in Business in Health Management, or its equivalent</td>
</tr>
<tr>
<td>Option 1</td>
<td>• 60 points from POPLHLTH 702 or 705, MANAGEMT 724, 725, HLTHINFO 723, 728, POPLHLTH 718, 729, 754, INFOSYS 740 or other approved 700 level courses in the Postgraduate Diploma in Business Schedule</td>
</tr>
<tr>
<td></td>
<td>• 60 points: HLTHMGT 791 Dissertation</td>
</tr>
<tr>
<td>Requirement:</td>
<td>For students who have completed a Postgraduate Diploma in Health Sciences in Health Informatics, or its equivalent</td>
</tr>
<tr>
<td>Option 2</td>
<td>• 60 points from POPLHLTH 702 or 705, INFOSYS 734, MANAGEMT 724, 725, HLTHINFO 723, 728, POPLHLTH 718, 729, 754</td>
</tr>
<tr>
<td></td>
<td>• 60 points: HLTHMGT 791 Dissertation</td>
</tr>
</tbody>
</table>

The Degree of Master of Operations Research – MOR

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations
including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   either
   a (i) completed the requirements for the Degree of Bachelor of Arts (Honours), Bachelor of Commerce (Honours), Bachelor of Engineering, Bachelor of Engineering (Honours) or Bachelor of Science (Honours)
and
(ii) passed the prerequisite courses:
   either
   ENGSCI 760 and 761
   or
   ENGSCI 460 and either ENGSCI 450 or 451
   and
(iii) achieved grades deemed satisfactory by the Dean of Faculty of Engineering

or
b completed the requirements for a Postgraduate Diploma in Operations Research at a level
deeemed satisfactory by the Dean of Faculty of Engineering

or
c (i) completed the requirements for an equivalent degree as approved by Senate or its representative
   and
(ii) demonstrated competency in the English language to the satisfaction of the Dean of
     Faculty of Engineering.

Duration and Total Points Value
2 A student enrolled for this degree must:
a pass a thesis with a total value of 120 points
   and
b complete within the time limit specified in the General Regulations – Masters Degrees.

Structure and Content
3 Research Masters
   A student enrolled for this degree must pass 120 points in ENGGEN 798 Master of Operations Research
   Thesis.

Thesis
4 a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
   b The thesis topic must be approved by the relevant Head of Department or Programme Coordinator prior to enrolment.
   c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which
does not conform to these regulations.

Honours
6 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement
7 These regulations came into force on 1 January 2006. The 1997 regulations for the Degree of Master
   of Operations Research were thereby repealed.

The Degree of Master of Professional Studies – MProfStuds

The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations
including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to have completed:
   either
   a the requirements for a four-year Bachelors degree
   or
   b the requirements for a Bachelors (Honours) degree
   or
   c the requirements for a Bachelors degree
   and
(i) to enrol in the Education specialisation, a professional qualification in Education equivalent to one year’s advanced study

.
**Education**

Requirement: Taught Masters
- 30 points from EDPROFST 750, 756, 757, 758, 769, 788, EDUC 774, 787
- 60 points: EDPROFST 793 Dissertation
- 30 points from courses relevant to the area of study from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 760, 791, EDPROFST 700–708, 710, 711, 714–757, 760–779, 782–788, EDPROFM 700, 701, EDUC 702–764, 774, 787, 791, MUSED 701, 702, 710, 711, 780 or other 700 level courses in another subject relevant to the area of study.

The approval of the Heads of all Departments in which a student applies to enrol is required.

**International Relations and Human Rights**

Requirement: Taught Masters
- 45 points: POLITICS 750, 755
- 75 points from DEVELOP 709, 710, ECON 741–743, 747, 771, 772, EDUC 715, INTBUS 706, LAWCOMM 762, LAENVIR 710, 711, LAWGENRL 702, LAWPHIL 708, 712, 718, 726, 732, 734, 736, PHIL 767, POLITICS 703, 705, 737, 743, 751, 754, 763, 768, 770, SOCIO 713

Note: If POLITICS 750 has been passed prior to enrolment for this degree another course may be substituted for it with the approval of the Programme Coordinator.

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**Duration and Total Points Value**

2 A student enrolled for this degree must:
   a  pass courses with a total value of 120 points
   b  complete within the time limit specified in the General Regulations – Masters Degrees.

3 The total enrolment for this degree must not exceed 160 points.

**Structure and Content**

4 Taught Masters
   A student enrolled for this degree must pass 120 points in one of the subjects listed in the Master of Professional Studies Schedule.

5 The programme for students enrolling in the International Relations and Human Rights, Language Teaching, and Translation specialisations requires the approval of the relevant Heads of Department and the Dean of Faculty of Arts. The programme for students enrolling in the Education specialisation requires the approval of the Dean of Faculty of Education.

**Variations**

6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

**Dissertation**

7 a  A dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
   b  The dissertation topic must be approved by the relevant Head of Department or Programme Coordinator prior to enrolment.
   c  The dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

**Honours**

8 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

**Commencement**

9 These regulations came into force on 1 January 2006. The 2002 regulations for the Degree of Master of Professional Studies were thereby repealed.

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### Master of Professional Studies (MProfStuds) Schedule

**Education**

<table>
<thead>
<tr>
<th>Requirement: Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 points from EDPROFST 750, 756, 757, 758, 769, 788, EDUC 774, 787</td>
</tr>
<tr>
<td>60 points: EDPROFST 793 Dissertation</td>
</tr>
<tr>
<td>30 points from courses relevant to the area of study from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 760, 791, EDPROFST 700–708, 710, 711, 714–757, 760–779, 782–788, EDPROFM 700, 701, EDUC 702–764, 774, 787, 791, MUSED 701, 702, 710, 711, 780 or other 700 level courses in another subject relevant to the area of study.</td>
</tr>
</tbody>
</table>

The approval of the Heads of all Departments in which a student applies to enrol is required.

**International Relations and Human Rights**

<table>
<thead>
<tr>
<th>Requirement: Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 points: POLITICS 750, 755</td>
</tr>
<tr>
<td>75 points from DEVELOP 709, 710, ECON 741–743, 747, 771, 772, EDUC 715, INTBUS 706, LAWCOMM 762, LAENVIR 710, 711, LAWGENRL 702, LAWPHIL 708, 712, 718, 726, 732, 734, 736, PHIL 767, POLITICS 703, 705, 737, 743, 751, 754, 763, 768, 770, SOCIO 713</td>
</tr>
</tbody>
</table>

Note: If POLITICS 750 has been passed prior to enrolment for this degree another course may be substituted for it with the approval of the Programme Coordinator.
The Degree of Master of Science in Health Psychology – MSc

Health Psychology is an interfaculty subject for the degree of Master of Science. For detailed regulations refer to the Faculty of Science section of this Calendar.

Postgraduate Diploma in Bioscience Enterprise – PGDipBioEnt

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1. In order to be admitted to this programme, a student needs to have:
   a (i) completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) or Bachelor of Science or Bachelor of Technology or Bachelor of Science (Honours)
   or
   (ii) attained an equivalent qualification approved by Senate or its representative
   and
   b (i) completed one of the relevant subject majors or specialisations as listed in the Postgraduate Diploma in Bioscience Enterprise Schedule
   or
   (ii) attained a level of competence equivalent to the prerequisites for the courses in the selected subject major or specialisation for Postgraduate Diploma in Bioscience Enterprise as approved by Senate or its representative.

2. A student may, if Senate or its representative gives approval, enrol for this postgraduate diploma without having fulfilled all the prerequisite requirements, provided that the Director of School may require any such student to enrol for any or all of the prerequisite courses not already passed in addition to the normal requirements of this programme.

3. a A student who has not completed the requirements of the Degree of Bachelor of Science but who has passed courses with a total value of at least 345 points towards that degree may, with the approval of the Director of School enrol for this postgraduate diploma. The remaining courses for the Bachelor of Science must be taken and passed within 12 months of initial enrolment for this postgraduate diploma. Should the requirements for the Bachelor of Science not be completed within these 12 months, enrolment for the Postgraduate Diploma in Bioscience Enterprise will be suspended until the requirements for the Bachelors degree are completed.
   or
   b A student who has not completed the requirements of the Degree of Bachelor of Engineering (Honours) or Bachelor of Technology, but who has passed courses with a total value of at least 465 points towards those degrees may, with the approval of the Director of School enrol for...
this postgraduate diploma. The remaining courses for the Bachelor of Engineering (Honours) or Bachelor of Technology must be taken and passed within 12 months of initial enrolment for this postgraduate diploma. Should the requirements for the Bachelor of Engineering (Honours) or Bachelor of Technology, not be completed within these 12 months, enrolment for the Postgraduate Diploma in Bioscience Enterprise will be suspended until the requirements for the Bachelors degree are completed.

Duration and Total Points Value

4 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
   and
   b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

5 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content

6 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Bioscience Enterprise Schedule.

7 The programme for each student must be approved by the Director of School or equivalent.

Variations

8 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Distinction

9 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.

Commencement

10 These regulations came into force on 1 January 2006.

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Postgraduate Diploma in Bioscience Enterprise (PGDipBioEnt) Schedule

Prerequisite:
A BSc or BSc(Hons) with a major or specialisation in Biological Sciences, Bioinformatics, Biomedical Science, Food Science, Medicinal Chemistry, Pharmacology or Physiology, or a BE in Biomedical Engineering; or a BPharm; or a BTech in Biotechnology

Requirement:
- 90 points: SCIENT 701–706
- 30 points from approved 700 level courses in Biological Sciences, Bioinformatics, Medical Science, Food Science or Bioscience Enterprise listed in the Postgraduate Diploma in Science Schedule, or courses from other approved programmes

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Postgraduate Diploma in Educational Management – PGDipEdMgt

The Postgraduate Diploma in Educational Management was withdrawn in 2009. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.

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Postgraduate Diploma in Operations Research – PGDipOR

The regulations for this postgraduate diploma are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme, a student needs to have:
   a completed the requirements for any Bachelors degree
   and
   (i) passed at least 75 points with an average grade of B or higher at Stage III or above in subjects approved by Senate or its representative
   and
   (ii) passed STATS 320 and ENGSCI 391 or equivalent courses with an average grade of B– or higher
   or
   b attained an equivalent level of practical experience in the operations research profession as approved by Senate or its representative.

Duration and Total Points Value

2 A student enrolled for this postgraduate diploma must:
   a pass courses with a total value of 120 points
and
b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

3 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content
4 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Operations Research Schedule.
5 The programme for each student must be approved by the Board of Studies for Operations Research or its representative prior to enrolment.

Variations
6 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Distinction
7 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Commencement
8 These regulations came into force on 1 January 2006.

Postgraduate Diploma in Operations Research (PGDipOR) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• at least 75 points from ENGSCI 760–763, 765, 766, 768, 769, STATS 723, 724, 726, 783</td>
</tr>
<tr>
<td>• up to 45 points from 700 level courses approved by the Head of Department</td>
</tr>
</tbody>
</table>

Postgraduate Certificate in Academic Practice – PGCertAcadPrac

The regulations for this postgraduate certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission
1 In order to be admitted to this programme, a student needs to:
a have completed the requirements for any degree approved by Senate or its representative
and
b be currently employed in the tertiary education sector and have significant teaching responsibilities and/or roles in supporting student learning.

Duration and Total Points Value
2 A student enrolled for this postgraduate certificate must:
a pass courses with a total value of 60 points
and
b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
3 The total enrolment for this postgraduate certificate must not exceed 80 points.

Structure and Content
4 A student enrolled in this postgraduate certificate must pass 60 points from the courses listed in the Postgraduate Certificate in Academic Practice Schedule.

Variations
5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
6 These regulations came into force on 1 January 2006.

Postgraduate Certificate in Academic Practice (PGCertAcadPrac) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 45 points: ACADPRAC 701, 702</td>
</tr>
<tr>
<td>• 15 points from ACADPRAC 703–706</td>
</tr>
</tbody>
</table>
Certificate in Global Issues – CertGlobalIssues

The Certificate in Global Issues was withdrawn in 2008. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.

The University of Auckland Tertiary Foundation Certificate

The regulations for this certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme a student needs to:
   a be a New Zealand citizen or permanent resident of New Zealand
   and
   b (i) have completed Year 12 at a New Zealand secondary school or its equivalent at least one
calendar year prior to applying for entry
   or
   (ii) in special circumstances be eligible for Special Admission to the University
   and
   c completed a satisfactory interview with the Coordinator of the Certificate.

Duration and Total Points Value

2 A student enrolled in the certificate must follow a programme of the equivalent of two full-time
semesters and pass courses to the value of 120 points. In exceptional circumstances part-time
enrolment may be approved.

Structure and Content

3 Of the 120 points required for this certificate, a student must pass:
   a at least 30 points, and up to 45 points, from the Core Courses listed in the Tertiary Foundation
Certificate Schedule
   and
   b up to 90 points from the Optional Courses listed in the Tertiary Foundation Certificate
Schedule.

4 Courses must be selected in consultation with the Coordinator of the Certificate.

Variations

5 In exceptional circumstances students who have a university entrance qualification may be
permitted to include one Stage I course in Semester Two, with the approval of the Coordinator of the
Certificate.

6 In exceptional circumstances Senate or its representative may approve a personal programme which
does not conform to these regulations.

Commencement

7 These regulations came into force on 1 January 2006. The 2004 regulations for The University of
Auckland Tertiary Foundation Certificate were thereby repealed.

Tertiary Foundation Certificate Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Optional Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td>• at least 15 points from MATHS 91F, 92F, 93F</td>
<td></td>
</tr>
<tr>
<td>and either</td>
<td></td>
</tr>
<tr>
<td>• at least 15 points from ENGLISH 91F, 92F</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>• 30 points: ESOL 91F, 92F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• up to 30 points from BIOSCI 91F, CHEM 91F, GEOG 91F, HISTORY 91F, PHYSICS 91F</td>
</tr>
<tr>
<td></td>
<td>and</td>
</tr>
<tr>
<td></td>
<td>• up to 60 points from BIOSCI 92F, CHEM 92F, ENGLISH 92F, GEOG 92F, HISTORY 92F, MATHS 92F, MATHS 94F, PHYSICS 92F</td>
</tr>
</tbody>
</table>
Regulations – Conjoint Degrees

Schedule of Requirements for Conjoint Degrees Combinations

- BA/BCom
- BA/BE(Hons)
- BA/BE(tchg)
- BA/BFA
- BA/BFA(Hons)
- BA/BHSc
- BA/BMSc
- BA/BProp
- BA/BSc
- BA/BTheol
- BA/LLB
- BA/LLB(Hons)
- BCom/BE(Hons)
- BCom/BHSc
- BCom/BMSc
- BCom/BProp
- BCom/BSc
- BCom/LLB
- BCom/LLB(Hons)
- BE(Hons)/BProp
- BE(Hons)/BSc
- BE(Hons)/LLB
- BE(Hons)/LLB(Hons)
- BEd(tchg)/BSc
- BHSc/BNurs
- BHSc/LLB
- BHSc/LLB(Hons)
- BMSc/BSc
- BNurs/BSc
- BProp/BSc
- BProp/LLB
- BProp/LLB(Hons)
- BSc/BTheol
- BSc/LLB
- BSc/LLB(Hons)
Conjoint Degrees

The regulations for these conjoint degrees combinations are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

General Provisions

1 A student whose academic record is of a sufficiently high standard may, with the permission of Senate or its representative, be admitted to conjoint enrolment in any of the following combinations of degrees:
   - BA/BCom
   - BA/BE(Hons)
   - BA/BEd(Tchg)
   - BA/BFA
   - BA/BFA(Hons)
   - BA/BHSc
   - BA/BBmus
   - BA/BProp
   - BA/BSc
   - BA/BTheol
   - BA/LLB
   - BA/LLB(Hons)
   - BCom/BE(Hons)
   - BCom/BHSc
   - BCom/BMus
   - BCom/BProp
   - BCom/BSc
   - BCom/BHSc
   - BCom/BMus
   - BCom/BProp
   - BCom/BSc
   - BCom/LLB

2 Except as otherwise specified in these regulations, each student’s programme is to be governed by the regulations for each of the component degrees.

3 Only when all the requirements for both component degrees have been satisfied may the two degrees be conferred upon the student.

Admission

4 Admission to a conjoint degrees combination may be at initial enrolment, or after the student has passed or been credited with not more than 270 points for either component degree, but the student must not have graduated in either of the component degrees.

5 a A student for a conjoint degrees combination must gain admission to each of the component degrees
   b achieve a standard equivalent to a Grade Point Equivalent (GPE) of at least 3.7, except for the Bachelor of Engineering (Honours) which requires a GPE of at least 5.5, in the last year of full-time study.

Continuation

6 In order to continue in a conjoint degrees combination, a student needs to achieve a Grade Point Average (GPA) of at least 3.5 each year, except for the Bachelor of Engineering (Honours) which requires a GPA of 4.0 each year.

Approval

7 As a condition of approval, Senate or its representative may require that a student include in a conjoint programme:
   a a specified major subject or specialisation
   b specified elective courses.

Duration and Total Points Requirements

8 The duration of a conjoint degrees combination is determined by the sum of the points required for each of the component degrees as set out in the Schedule of Requirements in these regulations.

General Education

9 a A student is exempted from the requirement to pass a course offered in the General Education Schedule who has:
   either
   (i) completed an undergraduate degree at a tertiary institution
or
(ii) commenced study for this degree at a tertiary institution before 1 January 2006

b A student who has been admitted to a component degree of a conjoint degree combination with credit from another tertiary institution of 120 points or more is exempted from the General Education requirement for that component degree.

c A student who has been exempted from the requirement to pass a course offered in the General Education Schedule for a degree component must substitute 15 points from courses available for that degree.

Suspension
10 A student may in any year totally suspend study for both component degrees of a conjoint degrees combination.

Additional Component Degrees/Diplomas
11 a If a student has satisfied the requirements of one (but not both) of the component degrees and would be eligible to have that degree conferred, the relevant Dean may approve the suspension of enrolment for the conjoint degree to allow the student to enrol for a relevant honours or Masters degree or diploma. In that case the total number of points passed must satisfy the regulations specified for that programme.

b With the approval of the relevant Deans, a student who suspends conjoint study to pursue a graduate programme may complete the conjoint degrees combination provided they have not graduated with the completed component degree in the meantime.

Graduation
12 A student must graduate in all components of the conjoint degrees combination in one or more ceremonies in the same graduation period.

Note: Graduation in one component of the conjoint degrees combination constitutes a discontinuation of the conjoint degrees.

Variations
13 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement
14 These regulations came into force on 1 January 2006. The 2004 regulations for the Conjoint Degrees were thereby repealed.

Schedule of Requirements for Conjoint Degrees Combinations

The following are the specific requirements for conjoint degrees combinations:

BA/BCom
15 a Of the 270 points required for the BA component of the BA/BCom combination, a student must pass:
   (i) at least 255 points from courses listed in the Bachelor of Arts Schedule, including:
      (a) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
      and
      (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
   and
   (ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 270 points required for the BCom component of the BA/BCom combination, a student must pass:
   (i) at least 255 points from courses listed in the Bachelor of Commerce Schedule, including:
      (a) (i) 90 points: ACCTG 101, BUSINESS 101, 102, COMLAW 101, INFOSYS 110, STATS 108
      (ii) 15 points: ECON 101 or 191
      and
      (b) at least 150 points
         (i) of which at least 135 points must be above Stage I, including at least 75 points above Stage II
the requirements for one or more majors as specified in the Bachelor of Commerce Schedule, of which at least 45 points must be at Stage III in each major
and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

c A student may substitute one or more other courses for one or more of the above courses listed in Regulation 15b(i) with the permission of Senate or its representative.

BA/BE(Hons)

16 a Of the 270 points required for the BA component of the BA/BE(Hons) combination, a student must pass:
   (i) at least 255 points from courses listed in the Bachelor of Arts Schedule, including:
       (a) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
       and
       (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
   and
   (ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 405 points required for the BE(Hons) component of the BA/BE(Hons) combination, a student must pass:
   (i) Part I: 90 points: CHEMMAT 121, ELECTENG 101, ENNGEN 115, 131, 140, 150, 199
   (ii) 15 points: ENNGEN 204
   (iii) 195 points from other courses listed for Parts II and III for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department.
   (iv) 105 points (including ENNGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department.

   Note: Students who have passed all courses and completed all other requirements for a BE(Hons) but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours standard will be awarded the degree of Bachelor of Engineering.

BA/BEd(Tchg)

Note: The regulations governing The Degree of Bachelor of Arts/Bachelor of Education (Teaching) are under review. Potential students should contact the Faculty of Education Student Centre for further advice.

BA/BFA

17 a Of the 270 points required for the BA component of the BA/BFA combination, a student must pass:
   (i) at least 255 points from courses listed in the Bachelor of Arts Schedule, including:
       (a) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
       and
       (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
   and
   (ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 405 points required for the BFA component of the BA/BFA combination, a student must pass:
   (i) Part I: 90 points FINEARTS 101–104
   (ii) Part II: 90 points: FINEARTS 201–204, 206
   (iii) Part III: 90 points: FINEARTS 302–305, 307
   (iv) Part IV: 120 points: FINEARTS 408, 409
   and
   (v) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

BA/BFA(Hons)

18 a Of the 270 points required for the BA component of the BA/BFA(Hons) combination, a student must pass:
   (i) at least 255 points from courses listed in the Bachelor of Arts Schedule, including:
       (a) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
and (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II and (ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 405 points required for the BFA(Hons) component of the BA/BFA(Hons) combination, a student must pass:
(i) Part I: 90 points FINEARTS 101–104
(ii) Part II: 90 points: FINEARTS 201–204, 206
(iii) Part III: 90 points: FINEARTS 302–305, 307
(iv) Part IV: 120 points: FINEARTS 790 and (v) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

BA/BHSc

19 a Of the 270 points required for the BA component of the BA/BHSc combination, a student must pass:
(i) at least 255 points from courses listed in the Bachelor of Arts Schedule, including:
(a) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major and (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II and (ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 270 points required for the BHSc component of the BA/BHSc combination, a student must pass:
(i) at least 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
(a) 150 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142, STATS 101
(b) 15 points from MAORIHTH 301, POPLHLTH 312, 313
(c) a further 30 points from MAORIHTH 301, POPLHLTH 305–307, 312–314, EDUC 342, 352
(d) 30 points from POPLHLTH 301–304, 311, SOCSCIPH 300
e) a further 30 points from POPLHLTH 203, 206–208, 212–214, SOCSCIPH 200, POPLHLTH 301–315 and (ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

BA/BMus

20 a Of the 270 points required for the BA component of the BA/BMus combination, a student must pass:
(i) at least 255 points from courses listed in the Bachelor of Arts Schedule, including:
(a) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major and (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II and (ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b The BA component of the conjoint BA/BMus combination is not to include more than 30 points from the subject Music.

c Of the 270 points required for the BMus component of the BA/BMus combination, a student must pass:
(i) at least 255 points from courses in one of the major subjects listed in the Bachelor of Music Schedule, including at least 150 points above Stage I, of which at least 75 points must be above Stage II and (ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.
BA/BProp

The BA/BProp was withdrawn in 2009. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.

BA/BSc

21 a Of the 270 points required for the BA component of the BA/BSc combination, a student must pass:
(i) at least 255 points from courses listed in the Bachelor of Arts Schedule, including:
   (a) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
   and
   (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
   and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 270 points required for the BSc component of the BA/BSc combination, a student must pass:
(i) at least 255 points in at least two subjects defined as majoring subjects or areas of specialisation listed in the Bachelor of Science Schedule, including:
   (a) the requirements for one or more majors or specialisations as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major or specialisation, and at least 45 points above Stage II in any second or subsequent major or specialisation
   and
   (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
   and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

BA/BTheol

22 a Of the 270 points required for the BA component of the BA/BTheol combination, a student must pass:
(i) at least 255 points from courses listed in the Bachelor of Arts Schedule, including:
   (a) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
   and
   (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
   and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 270 points required for the BTheol component of the BA/BTheol combination, a student must pass:
(i) 90 points: THEOLOGY 100, 103, 104, one Stage II BSTHEO, one Stage II CTHTHEO, one Stage II PTHEO course
(ii) the requirements for one or more majors as specified in the Bachelor of Theology Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
   and
   (iii) at least 150 points above Stage I, including at least 75 points above Stage II
   and
   (iv) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

BA/LLB

23 a Of the 270 points required for the BA component of the BA/LLB combination, a student must pass:
(i) at least 255 points from courses listed in the Bachelor of Arts Schedule, including:
   (a) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
   and
   (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
   and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.
b Of the 390 points required for the LLB component of this combination, a student must pass courses listed in the Bachelor of Laws Schedule as follows:

(i) 30 points: LAW 121G, 131
(ii) 120 points: LLB Part II
(iii) 120 points: LLB Part III
(iv) 120 points: LLB Part IV.

BA/LLB(Hons)
24  a Of the 270 points required for the BA component of the BA/LLB(Hons) combination, a student must pass:

(i) at least 255 points from courses listed in the Bachelor of Arts Schedule, including:
   (a) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
   and
   (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
   and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 450 points required for the LLB(Hons) component of the BA/LLB(Hons) combination, a student must pass courses listed in the Bachelor of Laws and Bachelor of Laws (Honours) Schedules as follows:

(i) 30 points: LAW121G, 131
(ii) 120 points: LLB Part II
(iii) 120 points: LLB Part III
(iv) 120 points: LLB Part IV
(v) 20 points from LAWHONS 701–779
(vi) 40 points: LAWHONS 789 Dissertation.

BCom/BE(Hons)
25  a Of the 270 points required for the BCom component of the BCom/BE(Hons) combination, a student must pass:

(i) at least 255 points from courses listed in the Bachelor of Commerce Schedule, including:
   (a) (i) 90 points: ACCTG 101, BUSINESS 101, 102, COMLAW 101, INFOSYS 110, STATS 108
   (ii) 15 points: ECON 101 or 191
   and
   (b) at least 150 points
      (i) of which at least 135 points must be above Stage I, including at least 75 points above Stage II
      and
      (ii) the requirements for one or more majors as specified in the Bachelor of Commerce Schedule, of which at least 45 points must be at Stage III in each major
   and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b A student may substitute one or more other courses for one or more of the above courses listed in Regulation 25a(i) with the permission of Senate or its representative.

c Of the 405 points required for the BE(Hons) component of the BCom/BE(Hons) combination, a student must pass:

(i) Part I: 90 points: CHEMMAT 121, ELECTENG 101, ENNGEN 115, 131, 140, 150, 199
(ii) 15 points: ENNGEN 204
(iii) 195 points from other courses listed for Parts II and III for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department.
(iv) 105 points (including ENNGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department.

Note: Students who have passed all courses and completed all other requirements for a BE(Hons) but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours standard will be awarded the degree of Bachelor of Engineering.

BCom/BHSc
26  a Of the 270 points required for the BCom component of the BCom/BHSc combination, a student must pass:

(i) at least 255 points from courses listed in the Bachelor of Commerce Schedule, including:
   (a) (i) 90 points: ACCTG 101, BUSINESS 101, 102, COMLAW 101, INFOSYS 110, STATS 108
(ii) 15 points: ECON 101 or 191

and

(b) at least 150 points

(i) of which at least 135 points must be above Stage I, including at least 75 points above Stage II

(ii) the requirements for one or more majors as specified in the Bachelor of Commerce Schedule, of which at least 45 points must be at Stage III in each major

and

(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b A student may substitute one or more other courses for one or more of the above courses listed in Regulation 26a(i) with the permission of Senate or its representative.

c Of the 270 points required for the BHSc component of the BCom/BHSc combination, a student must pass:

(i) at least 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:

(a) 135 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142

(b) 15 points from MAORIHTH 301, POPLHLTH 312, 313

(c) a further 30 points from MAORIHTH 301, POPLHLTH 305–307, 312–314, EDUC 342, 352, GEOG 305, HISTORY 367

(d) 30 points from POPLHLTH 301–304, 311, ANTHRO 324, SOCSCIIPH 300, SOCIOL 333

(e) a further 45 points from POPLHLTH 203, 206–208, 212–214, SOCSCIIPH 200, POPLHLTH 301–315

and

(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

BCom/BMus

27 a Of the 270 points required for the BCom component of the BCom/BMus combination, a student must pass:

(i) at least 255 points from courses listed in the Bachelor of Commerce Schedule, including:

(a) (i) 90 points: ACCTG 101, BUSINESS 101, 102, COMLAW 101, INFOSYS 110, STATS 108

(ii) 15 points: ECON 101 or 191

and

(b) at least 150 points

(i) of which at least 135 points must be above Stage I, including at least 75 points above Stage II

(ii) the requirements for one or more majors as specified in the Bachelor of Commerce Schedule, of which at least 45 points must be at Stage III in each major

and

(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b A student may substitute one or more other courses for one or more of the above courses listed in Regulation 27a(i) with the permission of Senate or its representative.

c Of the 270 points required for the BMus component of the BCom/BMus combination, a student must pass:

(i) at least 255 points from courses in one of the major subjects listed in the Bachelor of Music Schedule, including at least 150 points above Stage I, of which at least 75 points must be above Stage II

and

(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

BCom/BProp

28 a Of the 270 points required for the BCom component of the BCom/BProp combination, a student must pass:

(i) at least 255 points from courses listed in the Bachelor of Commerce Schedule, including:

(a) (i) 90 points: ACCTG 101, BUSINESS 101, 102, COMLAW 101, INFOSYS 110, STATS 108

(ii) 15 points: ECON 101 or 191

and
(b) at least 150 points
   (i) of which at least 135 points must be above Stage I, including at least 75 points
       above Stage II
   (ii) the requirements for one or more majors as specified in the Bachelor of Commerce
        Schedule, of which at least 45 points must be at Stage III in each major

   and

   (ii) 15 points from courses offered in the General Education Schedule approved for this
         conjoint degrees combination.

b A student may substitute one or more other courses for one or more of the above courses listed
   in Regulation 28a(i) with the permission of Senate or its representative.

c Of the 270 points required for the BProp component of the BCom/BProp combination, a student
   must pass:
   (i) 15 points: PROPERTY 102
       and
   (ii) 120 points from PROPERTY 211–281
       and
   (iii) 90 points from PROPERTY 311–384
       and
   (iv) 30 points from PROPERTY 311–384 or any other courses listed in the BCom schedule
       and
   (v) 15 points from courses offered in the General Education Schedule approved for this
       conjoint degrees combination.

BCom/BSc

29 a Of the 270 points required for the BCom component of the BCom/BSc combination, a student
   must pass:
   (i) at least 255 points from courses listed in the Bachelor of Commerce Schedule, including:
       (a) (i) 90 points: ACCTG 101, BUSINESS 101, 102, COMLAW 101, INFOSYS 110,
            STATS 108
           (ii) 15 points: ECON 101 or 191
       and
       (b) at least 150 points
           (i) of which at least 135 points must be above Stage I, including at least 75 points
               above Stage II
           (ii) the requirements for one or more majors as specified in the Bachelor of Commerce
                Schedule, of which at least 45 points must be at Stage III in each major
       and
       (ii) 15 points from courses offered in the General Education Schedule approved for this
            conjoint degrees combination.

b A student may substitute one or more other courses for one or more of the above courses listed
   in Regulation 29a(i) with the permission of Senate or its representative.

c Of the 270 points required for the BSc component of the BCom/BSc combination, a student
   must pass:
   (i) at least 255 points in at least two subjects defined as majoring subjects or areas of
       specialisation listed in the Bachelor of Science Schedule, including:
       (a) the requirements for one or more majors or specialisations as specified in the
           Bachelor of Science Schedule of which at least 60 points must be above Stage II for
           a single/first major or specialisation, and at least 45 points above Stage II in any
           second or subsequent major or specialisation
       and
       (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
       and
       (ii) 15 points from courses offered in the General Education Schedule approved for this
            conjoint degrees combination.

BCom/LLB

30 a Of the 270 points required for the BCom component of the BCom/LLB combination, a student
   must pass:
   (i) at least 255 points from courses listed in the Bachelor of Commerce Schedule, including:
       (a) (i) 75 points: ACCTG 101, BUSINESS 101, 102, INFOSYS 110, STATS 108
           (ii) 15 points: ECON 101 or 191
       and
       (b) at least 165 points

   and

   (b) at least 165 points
(i) of which at least 135 points must be above Stage I, including at least 75 points above Stage II
(ii) the requirements for one or more majors as specified in the Bachelor of Commerce Schedule, of which at least 45 points must be at Stage III in each major

and

(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b A student may substitute one or more other courses for one or more of the above courses listed in Regulation 30a(i) with the permission of Senate or its representative.

c A student may not include any of the courses in the subject Commercial Law.

d Of the 390 points required for the LLB component of this combination, a student must pass courses listed in the Bachelor of Laws Schedule as follows:
   (i) 30 points: LAW121G, 131
   (ii) 120 points: LLB Part II
   (iii) 120 points: LLB Part III
   (iv) 120 points: LLB Part IV.

BCom/LLB(Hons)
31 a Of the 270 points required for the BCom component of the BCom/LLB(Hons) combination, a student must pass:
   (i) at least 255 points from courses listed in the Bachelor of Commerce Schedule, including:
      (a) (i) 75 points: ACCTG 101, BUSINESS 101, 102, INFOSYS 110, STATS 108
      (ii) 15 points: ECON 101 or 191
      and
      (b) at least 165 points
         (i) of which at least 135 points must be above Stage I, including at least 75 points above Stage II
         (ii) the requirements for one or more majors as specified in the Bachelor of Commerce Schedule, of which at least 45 points must be at Stage III in each major
      and
      (ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b A student may substitute one or more other courses for one or more of the above courses listed in Regulation 31a(i) with the permission of Senate or its representative.

c A student may not include any of the courses in the subject Commercial Law.

d Of the 450 points required for the LLB(Hons) component of the BCom/LLB(Hons) combination, a student must pass courses listed in the Bachelor of Laws and Bachelor of Laws (Honours) Schedules as follows:
   (i) 30 points: LAW121G, 131
   (ii) 120 points: LLB Part II
   (iii) 120 points: LLB Part III
   (iv) 120 points: LLB Part IV
   (v) 20 points from LAWHONS 701–779
   (vi) 40 points LAWHONS 789 Dissertation.

BE(Hons)/BProp
32 a Of the 405 points required for the BE(Hons) component of the BE(Hons)/BProp combination, a student must pass:
   (i) Part I: – 90 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 131, 140, 150, 199
   (ii) 15 points: ENGGEN 204
   (iii) 195 points from other courses listed for Parts II and III for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department.
   (iv) 105 points (including ENGGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department.

Note: Students who have passed all courses and completed all other requirements for a BE(Hons) but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours standard will be awarded the degree of Bachelor of Engineering.

b Of the 270 points required for the BProp component of the BE(Hons)/BProp combination, a student must pass:
   (i) 165 points: PROPERTY 102, 211, 221, 231, 241, 251, 261, 271, 281, ECON 101 or 191, COMLAW 101

and
(ii) at least 90 points from PROPERTY 311–384
and
(iii) 15 points from courses offered in the General Education Schedule approved for this
conjoint degrees combination.

**BE(Hons)/BSc**

33 a Of the 405 points required for the BE(Hons) component of the BE(Hons)/BSc combination, a
student must pass:
(i) Part I – 90 points: CHEMMAT 121, ELECTENG 101, ENNGEN 115, 131, 140, 150, 199
(ii) 15 points: ENNGEN 204
(iii) 195 points from other courses listed for Parts II and III for the specialisation in the Bachelor
of Engineering (Honours) Schedule as approved by the relevant Head of Department.
(iv) 105 points (including ENNGEN 403) from Part IV for the specialisation in the Bachelor of
Engineering (Honours) Schedule as approved by the relevant Head of Department.

**Note:** Students who have passed all courses and completed all other requirements for a BE(Hons)
but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours
standard will be awarded the degree of Bachelor of Engineering.

b Of the 270 points required for the BSc component of the BE(Hons)/BSc combination, a student
must pass:
(i) at least 255 points in at least two subjects defined as majoring subjects or areas of
specialisation listed in the Bachelor of Science Schedule, including:
(a) the requirements for one or more majors or specialisations as specified in the
Bachelor of Science Schedule of which at least 60 points must be above Stage II for
a single/first major or specialisation, and at least 45 points above Stage II in any
second or subsequent major or specialisation
and
(b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
and
(ii) 15 points from courses offered in the General Education Schedule approved for this
conjoint degrees combination.

**BE(Hons)/LLB**

34 a Of the 405 points required for the BE(Hons) component of the BE(Hons)/LLB combination, a
student must pass:
(i) Part I – 90 points: CHEMMAT 121, ELECTENG 101, ENNGEN 115, 131, 140, 150, 199
(ii) 15 points: ENNGEN 204
(iii) 195 points from other courses listed for Parts II and III for the specialisation in the Bachelor
of Engineering (Honours) Schedule as approved by the relevant Head of Department.
(iv) 105 points (including ENNGEN 403) from Part IV for the specialisation in the Bachelor of
Engineering (Honours) Schedule as approved by the relevant Head of Department.

**Note:** Students who have passed all courses and completed all other requirements for a BE(Hons)
but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours
standard will be awarded the degree of Bachelor of Engineering.

b Of the 390 points required for the LLB component of this combination, a student must pass
courses listed in the Bachelor of Laws Schedule as follows:
(i) 30 points: LAW 121G, 131
(ii) 120 points: LLB Part II
(iii) 120 points: LLB Part III
(iv) 120 points: LLB Part IV.

**BE(Hons)/LLB(Hons)**

35 a Of the 405 points required for the BE(Hons) component of the BE(Hons)/LLB(Hons) combination, a
student must pass:
(i) Part I – 90 points: CHEMMAT 121, ELECTENG 101, ENNGEN 115, 131, 140, 150, 199
(ii) 15 points: ENNGEN 204
(iii) 195 points from other courses listed for Parts II and III for the specialisation in the Bachelor
of Engineering (Honours) Schedule as approved by the relevant Head of Department.
(iv) 105 points (including ENNGEN 403) from Part IV for the specialisation in the Bachelor of
Engineering (Honours) Schedule as approved by the relevant Head of Department.

**Note:** Students who have passed all courses and completed all other requirements for a BE(Hons)
but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours
standard will be awarded the degree of Bachelor of Engineering.

b Of the 450 points required for the LLB(Hons) component of the BE(Hons)/LLB(Hons)
combination, a student must pass courses listed in the Bachelor of Laws and Bachelor of Laws
(Honours) Schedules as follows:
(i) 30 points: LAW121G, 131
(ii) 120 points: LLB Part II
(iii) 120 points: LLB Part III
(iv) 120 points: LLB Part IV
(v) 20 points from LAWHONS 701–779
(vi) 40 points: LAWHONS 789 Dissertation.

**BEd(Tchg)/BSc**

Note: The regulations governing The Degree of Bachelor of Education (Teaching)/Bachelor of Science are under review. Potential students should contact the Faculty of Education Student Centre for further advice.

**BHSc/BNurs**

36  a  Of the 285 points required for the BHSc component of the BHSc/BNurs combination a student must pass:
(i) at least 270 points from courses listed in the Bachelor of Health Sciences Schedule, including:
   (a) 165 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142, BIOSCI 107, CHEM 110
   (b) 15 points from MAORIHTH 301, POPLHLTH 312, 313
   (c) a further 30 points from MAORIHTH 301, POPLHLTH 305–307, 312–314, EDUC 352, 342, GEOG 305, HISTORY 367
   (d) 30 points from POPLHLTH 301–304, 311, SOCSCIPH 300, SOCIOL 333
   (e) a further 30 points from POPLHLTH 203, 206-208, 212–214, SOCSCIPH 200, POPLHLTH 301–315
   and
(iii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 285 points required for the BNurs component of the BHSc/BNurs combination, a student must pass:
(i) 270 points: NURSING 105, 201, 202, 301, 302
   and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degree combination.

**BHSc/LLB**

37  a  Of the 270 points required for the BHSc component of the BHSc/LLB combination, a student must pass:
(i) at least 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
   (a) 150 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142, STATS 101
   (b) 15 points from MAORIHTH 301, POPLHLTH 312, 313
   (c) a further 30 points from MAORIHTH 301, POPLHLTH 305–307, 312–314, EDUC 352, 342, GEOG 305, HISTORY 367
   (d) 30 points from POPLHLTH 301–304, 311, ANTHRO 324, SOCSCIPH 300, SOCIOL 333
   (e) a further 30 points from POPLHLTH 203, 206-208, 212–214, SOCSCIPH 200, POPLHLTH 301–315
   and
(iii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 390 points required for the LLB component of this combination, a student must pass courses listed in the Bachelor of Laws Schedule as follows:
(i) 30 points: LAW 121G, 131
(ii) 120 points: LLB Part II
(iii) 120 points: LLB Part III
(iv) 120 points: LLB Part IV.

**BHSc/LLB(Hons)**

38  a  Of the 270 points required for the BHSc component of the BHSc/LLB(Hons) combination, a student must pass:
(i) at least 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
   (a) 150 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142, STATS 101
   (b) 15 points from MAORIHTH 301, POPLHLTH 312, 313

(c) a further 30 points from MAORIHHTH 301, POPLHLTH 305–307, 312–314, EDUC 352, 342, GEOG 305, HISTORY 367
(d) 30 points from POPLHLTH 301–304, 311, ANTHRO 324, SOCIOL 333, SOCSCHIP 300
(e) a further 30 points from POPLHLTH 203, 206–208, 212–214, SOCSCHIP 200, POPLHLTH 301–315

and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 450 points required for the LLB(Hons) component of the BHSc/LLB(Hons) combination, a student must pass courses listed in the Bachelor of Laws and Bachelor of Laws (Honours) Schedules as follows:
(i) 30 points: LAW121G, 131
(ii) 120 points: LLB Part II
(iii) 120 points: LLB Part III
(iv) 120 points: LLB Part IV
(v) 20 points from LAWHONS 701–779
(vi) 40 points: LAWHONS 789 Dissertation.

BMus/BSc 39

a Of the 270 points required for the BMus component of the BMus/BSc combination, a student must pass:
(i) at least 255 points from courses in one of the major subjects listed in the Bachelor of Music Schedule, including at least 150 points above Stage I, of which at least 75 points must be above Stage II

and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 270 points required for the BSc component of the BMus/BSc combination, a student must pass:
(i) at least 255 points in at least two subjects defined as majoring subjects or areas of specialisation listed in the Bachelor of Science Schedule, including:
(a) the requirements for one or more majors or specialisations as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major or specialisation, and at least 45 points above Stage II in any second or subsequent major or specialisation

and
(b) at least 150 points above Stage I, of which at least 75 points must be above Stage II

and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

BNurs/BSc 40

a Of the 300 points required for the BNurs component of the BNurs/BSc combination, a student must pass:
(i) 15 points: POPLHLTH 111

and
(ii) 30 points: NURSING 105

and
(iii) 120 points: NURSING 201, 202

and
(iv) 120 points: NURSING 301, 302

and
(v) 15 points from courses offered in the General Education Schedule approved for this conjoint degree combination.

b Of the 270 points required for the BSc component of the BNurs/BSc combination a student must pass:
(i) 60 points: BIOSCI 107, MEDSCI 142, PSYCH 108, CHEM 110

and
(ii) at least 195 points in at least two subjects defined as majoring subjects or areas of specialisation listed in the Bachelor of Science Schedule, including:
(a) the requirements for one or more majors or specialisations as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major or specialisation, and at least 45 points above Stage II in any second or subsequent major or specialisation
and
(b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
and
(iii) 15 points from courses offered in the General Education Schedule approved for this
conjoint degrees combination.

BProp/BSc
41 a Of the 270 points required for the BProp component of the BProp/BSc combination, a student
must pass:
(i) 165 points: PROPERTY 102, 211, 221, 231, 241, 251, 261, 271, 281, ECON 101 or 191, COMLAW 101
and
(ii) at least 90 points from PROPERTY 311–384
and
(iii) 15 points from courses offered in the General Education Schedule approved for this
conjoint degrees combination.

b Of the 270 points required for the BSc component of the BProp/BSc combination, a student
must pass:
(i) STATS 108
and
(ii) at least 240 points in at least two subjects defined as majoring subjects or areas of
specialisation listed in the Bachelor of Science Schedule, including:
(a) the requirements for one or more majors or specialisations as specified in the
Bachelor of Science Schedule of which at least 60 points must be above Stage II for
a single/first major or specialisation, and at least 45 points above Stage II in any
second or subsequent major or specialisation
and
(b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
and
(iii) 15 points from courses offered in the General Education Schedule approved for this
conjoint degrees combination.

BProp/LLB
42 a Of the 270 points required for the BProp component of the BProp/LLB combination, a student
must pass:
(i) 165 points: PROPERTY 102, 211, 221, 231, 241, 251, 261, 271, 281, ECON 101 or 191, STATS 108
and
(ii) at least 90 points from PROPERTY 311–384
and
(iii) 15 points from courses offered in the General Education Schedule approved for this
conjoint degrees combination.

b Of the 390 points required for the LLB component of this combination, a student must pass
courses listed in the Bachelor of Laws Schedule as follows:
(i) 30 points: LAW 121G, 131
(ii) 120 points: LLB Part II
(iii) 120 points: LLB Part III
(iv) 120 points: LLB Part IV.

BProp/LLB(Hons)
43 a Of the 270 points required for the BProp component of the BProp/LLB(Hons) combination, a
student must pass:
(i) 165 points: PROPERTY 102, 211, 221, 231, 241, 251, 261, 271, 281, ECON 101 or 191, STATS 108
and
(ii) at least 90 points from PROPERTY 311–384
and
(iii) 15 points from courses offered in the General Education Schedule approved for this
conjoint degrees combination.

b Of the 450 points required for the LLB(Hons) component of the BProp/LLB(Hons) combination,
a student must pass courses listed in the Bachelor of Laws and Bachelor of Laws (Honours)
Schedules as follows:
(i) 30 points: LAW121G, 131
(ii) 120 points: LLB Part II
(iii) 120 points: LLB Part III
(iv) 120 points: LLB Part IV
(v) 20 points from LAWHONS 701–779
(vi) 40 points: LAWHONS 789 Dissertation.

**BSc/BTheol**

44 a Of the 270 points required for the BSc component of the BSc/BTheol combination, a student must pass:
(i) at least 255 points in at least two subjects defined as majoring subjects or areas of specialisation listed in the Bachelor of Science Schedule, including:
   (a) the requirements for one or more majors or specialisations as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major or specialisation, and at least 45 points above Stage II in any second or subsequent major or specialisation
   and
   (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
   and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 270 points required for the BTheol component of the BSc/BTheol combination, a student must pass:
(i) 90 points: THEOLOGY 100, 103, 104, one Stage II BSTHEO, one Stage II CTHTHEO, one Stage II PTHEO course
(ii) the requirements for one or more majors as specified in the Bachelor of Theology Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
(iii) at least 150 points above Stage I, including at least 75 points above Stage II
   and
(iv) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

**BSc/LLB**

45 a Of the 270 points required for the BSc component of the BSc/LLB combination, a student must pass:
(i) at least 255 points in at least two subjects defined as majoring subjects or areas of specialisation listed in the Bachelor of Science Schedule, including:
   (a) the requirements for one or more majors or specialisations as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major or specialisation, and at least 45 points above Stage II in any second or subsequent major or specialisation
   and
   (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
   and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

b Of the 390 points required for the LLB component of the BSc/LLB combination, a student must pass courses listed in the Bachelor of Laws Schedule as follows:
(i) 30 points: LAW 121G, 131
(ii) 120 points: LLB Part II
(iii) 120 points: LLB Part III
(iv) 120 points: LLB Part IV.

**BSc/LLB(Hons)**

46 a Of the 270 points required for the BSc component of the BSc/LLB(Hons) combination, a student must pass:
(i) at least 255 points in at least two subjects defined as majoring subjects or areas of specialisation listed in the Bachelor of Science Schedule, including:
   (a) the requirements for one or more majors or specialisations as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major or specialisation, and at least 45 points above Stage II in any second or subsequent major or specialisation
   and
   (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
   and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.
b Of the 450 points required for the LLB(Hons) component of the BSc/LLB(Hons) combination, a student must pass courses listed in the Bachelor of Laws and Bachelor of Laws (Honours) Schedules as follows:
(i) 30 points: LAW121G, 131
(ii) 120 points: LLB Part II
(iii) 120 points: LLB Part III
(iv) 120 points: LLB Part IV
(v) 20 points from LAWHONS 701–779
(vi) 40 points: LAWHONS 789 Dissertation.
Regulations – Other Programmes

318 Certificate of Proficiency – COP
318 Transitional Certificate – TransCert

Foundation Studies

319 The Foundation Certificate in English for Academic Purposes – FCertEAP
319 New Start for Adults
320 The University of Auckland Certificate in Foundation Studies
321 English as a Second Language

Continuing Education – Te Ara Pukenga

321 Continuing Education – Te Ara Pukenga
REGULATIONS – OTHER PROGRAMMES

Certificate of Proficiency – COP

The regulations for this certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 Admission to the programme for this certificate is at the discretion of Senate or its representative.

Structure and Content

2 a Any course that is available for any programme may be taken for a Certificate of Proficiency provided that
   (i) approval is given by the Dean of the faculty in which the course is offered and
   (ii) any prerequisite, corequisite or other conditions are met or Senate or its representative has, in approving the enrolment, waived those requirements.

   b Provided any prerequisite, corequisite or other conditions for that diploma or degree are met, a course passed for a Certificate of Proficiency may, with the approval of Senate or its representative and in conformity with the Credit Regulations, be subsequently reassigned to:
   (i) an undergraduate diploma or degree
   (ii) a Taught Masters degree, a Postgraduate diploma or a Postgraduate certificate, as specified in Clause 9 of the Credit Regulations.

   c A course passed for a Certificate of Proficiency may not be reassigned to a Research Masters degree or a Bachelors Honours Postgraduate degree.

   d Where a course has already been credited to a programme a student may enrol again for that course, or for another course whose content is substantially similar, for a Certificate of Proficiency. Such a course, when passed for Certificate of Proficiency, may not be reassigned to any programme.

Commencement

3 These regulations came into force on 1 January 1996. The 1995 regulations for the Certificate of Proficiency were thereby repealed.

Transitional Certificate – TransCert

The regulations for this certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

1 In order to be admitted to this programme a student needs to have completed the requirements for a degree of this University or other degree approved by Senate or its representative in any particular case.

Structure and Content

2 The programme consists of such course or courses at undergraduate level in a subject or subjects as Senate or its representative may require or approve.

3 The purpose of this programme is to fulfil the requirements for entry to a specific graduate degree, graduate or postgraduate diploma approved by Senate or its representative.

4 To be eligible for the award of a Transitional Certificate a student has to enrol for the graduate qualification for which the prerequisites were met by taking this programme.

Variations

5 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.

Commencement

6 These regulations came into force on 1 January 1996. The 1995 regulations for the Transitional Certificate were thereby repealed.
FOUNDATION STUDIES

The Foundation Certificate in English for Academic Purposes – FCertEAP

The regulations for this certificate are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.

Admission

In order to be admitted to this programme, a student must:

a (i) be an international student permitted to study in New Zealand
   and
   (ii) have obtained an English language proficiency score of not less than 5.0 (Upper Intermediate) in the International English Language Testing System (IELTS), or its equivalent in another such English Language test recognised by The University of Auckland
   and
   (iii) (a) have received a conditional offer of admission to The University of Auckland or another tertiary education institution in New Zealand
        or
        (b) have obtained a recognised high school qualification in another country which entitles the student to qualify for ad eundem statum admission to a New Zealand university
   or
b (i) be a citizen or permanent resident of New Zealand
   and
   either
   (ii) (a) have obtained a recognised high school qualification in another country which entitles the student to qualify for ad eundem statum admission to a New Zealand university
        and
        (b) have obtained an English language proficiency score of not less than 5.0 (Upper Intermediate) in the International English Language Testing System (IELTS), or its equivalent in another such English Language test recognised by The University of Auckland
        or
        (iii) have completed year 13 in a New Zealand secondary school, but not met the standard for University Entrance.

Note: Students who gain admission to the programme under 1b(iii) and who successfully complete the certificate may apply for Discretionary Entrance to the University under the Admission Regulation 6b. The Certificate is not an alternative to fulfilment of the literacy requirement for entrance from a New Zealand secondary school, but will be taken into account in the consideration of applications for Discretionary Entrance.

Duration and Total Points Value

A student enrolled for this certificate has to follow an approved full-time programme of the equivalent of one semester and pass courses with a total value of 60 points.

Structure and Content

A student enrolled in this certificate must pass:

ENGLACP 20P Upper Intermediate Academic English
ENGLACP 30P Advanced Academic English

Variations

In exceptional circumstances the Academic Board or its representative may approve a personal programme which does not conform to these regulations.

Commencement

These regulations came into force on 1 January 2006. The 2004 regulations for the Foundation Certificate in English for Academic Purposes were thereby repealed.

New Start for Adults

New Start provides University preparation and bridging courses for anyone over the age of 20 who needs to gain skills and confidence to undertake University study. No previous academic qualifications are required. Students must be Australian or New Zealand citizens or permanent residents, and must have a good standard of English.
New Start for Business
A 12-week modular, part-time evening programme for adults, providing a comprehensive introduction to Mathematics, Accounting, and Economics. A grade of B+ or above achieved in Mathematics Preparation for University (compulsory) and Accounting or Economics guarantees adults entry into the Bachelor of Business and Information Management, Bachelor of Commerce and Bachelor of Property degrees. This course is offered on the City Campus only.

New Start General
A 13-week part-time, day or evening programme providing a comprehensive introduction to first-year degree study. All work is set and graded at The University of Auckland Stage I level.

New Start General includes study skills and more than 10 subject lectures (such as Political Studies, Sociology, Psychology, Philosophy), assignments with written feedback and a final exam. Students gain information on the structure of university degrees, and an insight into the standard of work expected. Educational guidance is an integral part of New Start and students are offered assistance in planning their ongoing programmes.

A B+ grade will guarantee students a place for degrees in the faculties of Arts, Education, Law, and Science.

New Start General is offered at four venues: The University of Auckland City Campus, Manukau Institute of Technology, West Auckland and Whangarei (Tai Tokerau Campus).

Introduction to Postgraduate Studies
A one-day workshop designed for those considering returning to university as a postgraduate student. The workshop will introduce participants to postgraduate study options and entry requirements. Postgraduate advisers will provide information on resources, career development and practical support during study.

Further Information
Further information can be obtained on New Start programmes from the New Start Office, Centre for Continuing Education, Level 6, 1-11 Short Street, Auckland.
Phone: +64 9 373 7599 ext 87831
Email: newstart@auckland.ac.nz
Website: www.auckland.ac.nz/uoa/fu-ns-new-start-programmes

The University of Auckland Certificate in Foundation Studies
The University of Auckland New Zealand Foundation Studies Programme is intended to prepare students whose first language is not English for admission to The University of Auckland in particular and to New Zealand universities in general. The programme will include courses in Accounting, Economics, Calculus, Statistics, Chemistry, Physics, English Language, Computer Skills and Study and Learning skills. Suitably qualified students who meet the minimum entrance requirements upon entry to the Programme may also include English Language Acquisition courses offered by The University of Auckland.

Admission
1 In order to be admitted to this programme a student needs to:
   a satisfy the Academic Board that they have completed secondary schooling to at least the equivalent of NCEA Level 2.
   b have a level of English language proficiency equivalent to a score of 5.0 in the International English Language Testing System (IELTS).

Duration
2 Students enrolled for this certificate have to follow an approved programme of at least one semester.

Structure and Content
3 a The programme consists of: English Language, Computer Skills, Study and Learning Skills, and at least four courses chosen from the following list of subjects:
Accounting
Economics
Calculus
Statistics
Chemistry
Physics
or other approved NCEA Level 3 subjects
and
(i) pass at least four of these courses
and
(ii) pass or have passed an IELTS examination at a level approved by the Academic Board with an overall score of at least 6.0 in the academic module.
b Students must complete all required class work and written examinations which will be similar in standard and content to NCEA Level 3.

c Each student’s personal programme must be approved by the Academic Board.

Admission to University

4 a Students who satisfactorily complete the Certificate in Foundation Studies will satisfy the minimum requirements for entry to the University.

b Students who complete up to 30 points in University courses may apply to have those points credited towards a degree or diploma at the University.

English as a Second Language

The Department of Applied Language Studies and Linguistics offers credit courses for International students and New Zealand residents whose first language is not English, and who are studying at The University of Auckland.

A range of courses is offered designed to improve academic English skills and increase proficiency in listening, speaking, reading and writing for academic purposes. In addition, most students can gain credit points for successfully passing these courses.

ESOL 100 develops skill in English grammar for academic reading and writing. ESOL 101 focuses on academic writing, and the skills needed for basic academic essays. ESOL 102 prepares students for listening and reading in academic contexts. At Stage II level, ESOL 200 develops students’ ability to make academic presentations and participate in seminar discussions. ESOL 211 focuses on academic seminars and discussions in detail. ESOL 201 is a more advanced writing course that develops skill in essay writing and writing using sources. ESOL 210 is an advanced academic writing course for students who need to write different kinds of research reports.

Further information may be obtained from the Department of Applied Language Studies and Linguistics, Faculty of Arts. Phone: +64 9 373 7599 ext 86588.

CONTINUING EDUCATION – TE ARA PUKENGA

The Centre for Continuing Education (CCE) offers lifelong learning opportunities to regional community and professional bodies by delivering courses, workshops and conferences that draw upon the expertise of The University of Auckland.

The Centre offers over 450 courses each year in a wide variety of subject areas. The courses are open to all adults and are taught in various formats including day and evening lectures, day and weekend seminars, and summer and winter workshops. University Lecture Courses also allow CCE students to join undergraduate students in selected courses.

The Conference Management service arranges and administers local, national and international conferences and seminars.

The Professional Development programme delivers high-impact, affordable courses that focus on growing participants’ business skills and expertise. The Centre also has the capability to develop specialised courses to suit the needs of a business.

International Short Courses offer groups of students from around the world the opportunity to take part in customised courses designed to provide a great learning experience in New Zealand. The English Language programme presents groups with a range of flexible English language courses that aim to meet their specific needs. There are study tour options for New Zealanders as well.

The New Start programme provides University preparation and bridging courses for those needing to gain skills and confidence before undertaking University study.

For further information phone 0800 UNICONTED (0800 864 266), or email conted@auckland.ac.nz. Website: www.cce.auckland.ac.nz
General Education

323  General Education Regulations and Schedules
323  General Education Schedules for Undergraduate Programmes
General Education Regulations

1. Students required to include General Education in their programme must pass 30 points of General Education courses unless indicated otherwise in the schedule.
2. A student may not take a General Education course in a subject in which they have previously passed a course, or are already enrolled or intend to enrol.
3. A student may not take both of their General Education courses in the same subject.
4. Language courses do not satisfy the General Education requirement for a student who has prior knowledge of the language (for example, as a native speaker, through formal or informal study, or through living with others who speak the language). Enrolment requires submission of a language competency form and a student with prior knowledge of the language may be declined enrolment or the enrolment may be deleted at the discretion of the Head of Department.
5. Some courses available for General Education are also available as part of regular degree requirements. The content and assessment for both occurrences of the course are the same. A student must enrol in the General Education offering of a course in order to meet the General Education requirements of their programme.
6. Additional restrictions are attached to some courses, depending on the programme and courses for which a student is enrolled.

Note: Some General Education courses have limits on the number of students who can enrol. Places in these courses will be allocated on a first-come-first-served basis.

General Education Schedules for Undergraduate Programmes

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degree</th>
<th>Schedules available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>Bachelor of Arts</td>
<td>A C D E F H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Theology</td>
<td>A C D E F H</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>Bachelor of Business and Information Management</td>
<td>A B D E G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Commerce</td>
<td>A B D E G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Property</td>
<td>A B D E G H</td>
</tr>
<tr>
<td>Creative Arts and Industries</td>
<td>Bachelor of Architectural Studies</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Dance Studies</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Fine Arts</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Fine Arts (Honours)</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Music</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Music Education</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Performing Arts</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Planning</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Visual Arts</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td>Education</td>
<td>Bachelor of Education (Teaching)</td>
<td>A C D E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Human Services</td>
<td>A C E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Physical Education</td>
<td>A C E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Social Work</td>
<td>A C E F G H</td>
</tr>
<tr>
<td></td>
<td>Diploma of Teaching (Early Childhood Education)</td>
<td>A C D E F G H</td>
</tr>
<tr>
<td>Engineering</td>
<td>Bachelor of Engineering (Honours)</td>
<td>A B C D G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Engineering Honours</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td>Law</td>
<td>Bachelor of Laws</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td>Faculty</td>
<td>Degree</td>
<td>Schedules available</td>
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<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Law</td>
<td>Bachelor of Laws (Honours)</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td>Medical and Health Sciences</td>
<td>Bachelor of Health Sciences</td>
<td>A B C E G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Medicine and Bachelor of Surgery</td>
<td>A B C G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Nursing</td>
<td>A B C E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Pharmacy</td>
<td>A B C F G H</td>
</tr>
<tr>
<td>Science</td>
<td>Bachelor of Optometry</td>
<td>A B C E F G H</td>
</tr>
<tr>
<td>Interfaculty</td>
<td>Bachelor of Technology</td>
<td>A B C D E G H</td>
</tr>
</tbody>
</table>

### Conjoint Degrees

<table>
<thead>
<tr>
<th>Conjoint Degrees</th>
<th>Schedules Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BCom</td>
<td>A D E G H</td>
</tr>
<tr>
<td>BA/BE(Hons)</td>
<td>A C D G H</td>
</tr>
<tr>
<td>BA/BEd(Tchg)</td>
<td>A C D E F H</td>
</tr>
<tr>
<td>BA/BFA</td>
<td>A C D E F G H</td>
</tr>
<tr>
<td>BA/BFA(Hons)</td>
<td>A C D E F G H</td>
</tr>
<tr>
<td>BA/BHSc</td>
<td>A C D E F G H</td>
</tr>
<tr>
<td>BA/BMus</td>
<td>A C D E F G H</td>
</tr>
<tr>
<td>BA/BProp</td>
<td>A D E G H</td>
</tr>
<tr>
<td>BA/BSc</td>
<td>A C D E F G H</td>
</tr>
<tr>
<td>BA/BTheol</td>
<td>A C D E F H</td>
</tr>
<tr>
<td>BA/LLB</td>
<td>A C D E F G H</td>
</tr>
<tr>
<td>BA/LLB(Hons)</td>
<td>A C D E F G H</td>
</tr>
<tr>
<td>BCom/BE(Hons)</td>
<td>A B D G H</td>
</tr>
<tr>
<td>BCom/BHSc</td>
<td>A B E G H</td>
</tr>
<tr>
<td>BCom/BMus</td>
<td>A B D E G H</td>
</tr>
<tr>
<td>BCom/BProp</td>
<td>A B D E G H</td>
</tr>
<tr>
<td>BCom/BSc</td>
<td>A B D E G H</td>
</tr>
<tr>
<td>BCom/LLB</td>
<td>A B D E G H</td>
</tr>
</tbody>
</table>

### Conjoint Degrees

<table>
<thead>
<tr>
<th>Conjoint Degrees</th>
<th>Schedules Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCom/LLB(Hons)</td>
<td>A B D E G H</td>
</tr>
<tr>
<td>BE(Hons)/BProp</td>
<td>A B D G H</td>
</tr>
<tr>
<td>BE(Hons)/BSc</td>
<td>A B C D G H</td>
</tr>
<tr>
<td>BE(Hons)/LLB</td>
<td>LAW 121G only</td>
</tr>
<tr>
<td>BE(Hons)/LLB(Hons)</td>
<td>LAW 121G only</td>
</tr>
<tr>
<td>BEd(Tchg)/BSc</td>
<td>A C D E F G H</td>
</tr>
<tr>
<td>BHSc/BNurs</td>
<td>A B C E G H</td>
</tr>
<tr>
<td>BHSc/LLB</td>
<td>A B C E G H</td>
</tr>
<tr>
<td>BMus/LLB(Hons)</td>
<td>A B C E G H</td>
</tr>
<tr>
<td>BNurs/BSc</td>
<td>A B C E F G H</td>
</tr>
<tr>
<td>BProp/BSc</td>
<td>A B D E G H</td>
</tr>
<tr>
<td>BProp/LLB</td>
<td>A B D E G H</td>
</tr>
<tr>
<td>BProp/LLB(Hons)</td>
<td>A B D E G H</td>
</tr>
<tr>
<td>BSc/BTheol</td>
<td>A C D E F G H</td>
</tr>
<tr>
<td>BSc/LLB</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td>BSc/LLB(Hons)</td>
<td>A B C D E F G H</td>
</tr>
</tbody>
</table>

### General Education Schedule A – Music, Art and Contemporary Issues

#### Anthropology

**ANTHRO 106G Issues and History in Popular Music**

*Note: Does not satisfy the General Education requirement for BMus (or BMus conjoints), BMusEd, BDanceSt or BPerfArts*

#### Architectural History, Theory and Criticism

**ARCHHTC 102G Modern Architecture and Urbanism**

*Note: Does not satisfy the General Education requirement for BAS*

#### Dance Studies

**DANCE 101G Introduction to Dance and Creative Processes**

*Note: Does not satisfy the General Education requirement for BDanceSt or BPerfArts*

**DANCE 200G Dance and Culture**

*Note: Does not satisfy the General Education requirement for BDanceSt or BPerfArts*

#### Fine Arts

**FINEARTS 210G Understanding Contemporary Visual Arts Practice**

*Note: Does not satisfy the General Education requirement for BFA or BFA(Hons) (or BFA and BFA(Hons) conjoints), BVA*

#### General Education

**GENED 101G Global Issues, Sustainable Futures**

#### Geography

**GEOG 103G Digital Worlds**

**GEOG 104G Cities and Urbanism**
### Law

**LAW 121G Law and Society**

*Note: Does not satisfy the General Education requirement for BProp or BProp conjoints with the exception of BProp/LLB and BProp/LLB(Hons) conjoints.*

### Music

**MUSIC 144G Turning-points in Western Music**

**MUSIC 149G New Zealand Music Studies**

*Note: Do not satisfy the General Education requirement for BMus (or BMus conjoints), BMusEd, BDanceSt or BPerfArts.*

### General Education Schedule B – Humanities and Social Sciences

#### Anthropology

**ANTHRO 104G Peoples and Cultures of the Pacific**

**ANTHRO 105G Question of Race and Racism**

#### Art History

**ARTHIST 115G Global Art Histories**

#### Asian Studies

**ASIAN 140G New Zealand and Asia**

#### Classical Studies

**CLASSICS 110G Classical Mythology through Tragedy**

#### Comparative Literature

**COMPLIT 100G Reading Comparatively: An Introduction**

#### Disability Studies

**DISABLTY 113G Making Disabilities: The Construction of Ideas**

#### Education

**EDUC 121G How People Learn**

**EDUC 122G Learning Sexualities**

#### English

**ENGLISH 241G Literature and Science**

#### European Languages and Literatures

**EUROPEAN 100G Thinking Europe**

### Film, Television and Media Studies

**FTVMS 110G Advertising and Society**

**FTVMS 215G Reading Contemporary Films**

### History

**HISTORY 103G Global History**

#### Linguistics

**LINGUIST 101G Language and Society**

#### Māori Studies

**MĀORI 130G Te Ao Māori: The Māori World**

#### Political Studies

**POLITICS 107G New Zealand Politics**

**POLITICS 140G Power, Order and Society in Europe**

#### Sociology

**SOCIOL 101G Understanding Aotearoa New Zealand**

**SOCIOL 220G Last Call: The Sociology of Death and Dying**

#### Theology

**THEOLOGY 101G The Bible in Popular Culture**

*Note: Does not satisfy the General Education requirement for BTheol (or BTheol conjoints).*

#### Youth Work

**YOUTHWRK 152G Understanding New Zealand Youth**

### General Education Schedule C – Business and Society

#### Accounting

**ACCTG 151G Financial Literacy**

#### Commercial Law

**COMLAW 151G The (Un)Lawful World: Law in Contemporary Life**

*Note: Does not satisfy the General Education requirement for LLB, LLB(Hons) (or LLB and LLB(Hons) conjoints).*

#### Economics

**ECON 151G Understanding the Global Economy**

#### International Business

**INTBUS 151G Firms across Frontiers: An Introduction to International Business**

#### Marketing

**MKTG 151G Essential Marketing**

#### Property

**PROPERTY 151G Property Market Dynamics**
### General Education Schedule D – Life Sciences

*Note: The courses in Schedule D do not satisfy the General Education requirement for students with a concurrent or prior enrolment in BIOSCI, ENVSCI, MEDSCI, MARINE, PHARMACY, PSYCH, or SPORTSCI. Students may only take one course from this Schedule.*

<table>
<thead>
<tr>
<th>Biological Sciences</th>
<th>Pharmacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOSCI 100G Antarctica: The Frozen Continent</td>
<td>PHARMACY 111G Drugs and Society</td>
</tr>
<tr>
<td>BIOSCI 104G New Zealand Ecology and Conservation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Science</th>
<th>Population Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVSCI 101G Environment, Science and Management</td>
<td>POPHLTH 103G Epidemics: Black Death to Bioterrorism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical Science</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDSCI 100G Human Mind and Body Relationships</td>
<td>PSYCH 109G Mind, Brain and Behaviour</td>
</tr>
<tr>
<td>MEDSCI 101G Environmental Threats to Human Health</td>
<td></td>
</tr>
</tbody>
</table>

### General Education Schedule E – Physical Sciences

*Note: The courses in Schedule E do not satisfy the General Education requirement for students with a concurrent or prior enrolment in CHEM, CHEMMAT, ENGGEN, GEOG, GEOLOGY, or PHYSICS. Students may only take one course from this Schedule.*

<table>
<thead>
<tr>
<th>Chemical and Materials Engineering</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEMMAT 100G Materials of the Modern World</td>
<td>GEOG 105G Natural Hazards in New Zealand</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chemistry</th>
<th>Geology</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 100G Molecules that Changed the World</td>
<td>GEOLOGY 205G New Zealand: Half a Billion Years on the Edge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engineering, General</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGGEN 100G Technological Choices for the New Millennium</td>
<td>PHYSICS 107G Planets, Stars and Galaxies</td>
</tr>
<tr>
<td></td>
<td>PHYSICS 108G Science and Technology of Sustainable Energy</td>
</tr>
</tbody>
</table>

### General Education Schedule F – Mathematical and Information Sciences

*Note: The courses in Schedule F do not satisfy the General Education requirement for students with a concurrent or prior enrolment in COMPSCI, ENGGEN, ENGSCI, INFOSYS, MATHS, PSYCH or STATS. Students may only take one course from this Schedule.*

<table>
<thead>
<tr>
<th>Computer Science</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPSCI 111G Mastering Cyberspace: Introduction to Practical Computing</td>
<td>STATS 101G Introduction to Statistics</td>
</tr>
<tr>
<td></td>
<td>STATS 150G Lies, Damned Lies, and Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHS 101G Mathematics in Society</td>
<td></td>
</tr>
<tr>
<td>MATHS 190G Great Ideas Shaping Our World</td>
<td></td>
</tr>
</tbody>
</table>

### General Education Schedule G – Communication

<table>
<thead>
<tr>
<th>Business</th>
<th>Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS 151G Communication in a Multicultural Society</td>
<td>PHIL 105G Critical Thinking</td>
</tr>
<tr>
<td>Note: Does not satisfy the General Education requirement for BBIM</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Science – General</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 121G Reading/Writing/Text</td>
<td>SCIGEN 101G Communicating for a Knowledge Society</td>
</tr>
</tbody>
</table>
General Education Schedule H – Languages

<table>
<thead>
<tr>
<th>Chinese</th>
<th>Cook Islands Maori</th>
<th>French</th>
<th>German</th>
<th>Italian</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHINESE 100G Beginning Modern Chinese 1</td>
<td>COOKIS 101G Conversational Cook Islands Maori</td>
<td>FRENCH 101G Introductory French Language 1</td>
<td>GERMAN 101G German Language Introductory 1</td>
<td>ITALIAN 106G Italian Language for Beginners 1</td>
<td>JAPANESE 130G Introduction to Japanese Language 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Korean</th>
<th>Māori Studies</th>
<th>Russian</th>
<th>Samoan</th>
<th>Spanish</th>
<th>Tongan</th>
</tr>
</thead>
<tbody>
<tr>
<td>KOREAN 110G Korean for Beginners 1</td>
<td>MĀORI 101G Introduction to Written Māori</td>
<td>RUSSIAN 100G Beginners’ Russian 1</td>
<td>SAMOAN 101G Samoan Language 1</td>
<td>SPANISH 104G Beginners’ Spanish 1</td>
<td>TONGAN 101G Tongan Language 1</td>
</tr>
</tbody>
</table>

Note: The courses in Schedule H do not satisfy the General Education requirement for students with a concurrent or prior enrolment in CHINESE, COOKIS, CROATIAN, FRENCH, GERMAN, ITALIAN, JAPANESE, KOREAN, MĀORI, POLISH, RUSSIAN, SAMOAN, SPANISH, or TONGAN. Students may only take one course from this Schedule.
Regulations – Doctor of Philosophy and Higher Degrees

329  Statute for the Degree of Doctor of Philosophy – PhD
340  The Degree of Doctor of Literature – LittD
340  The Degree of Doctor of Science – DSc
341  The Degree of Doctor of Laws – LLD
341  The Degree of Doctor of Engineering – DEng
342  Procedure for the Examination of Higher Degrees
In addition to the degree of Doctor of Philosophy, the University offers higher doctorates in Literature, Science, Laws, and Engineering. As at other universities, these are primarily designed for graduates of the University who have subsequently published original work that has over a period given them authoritative international standing in their field. The higher doctorate is thus to be seen as a recognition of real distinction in one of these areas of study. It will be awarded rarely and after rigorous examination of a substantial and significant corpus of material. Candidates intending to submit for examination of higher degrees are advised to obtain the notes Guidance for Candidates of Higher Degrees from the Graduate Centre, The University of Auckland, before submitting.

**REGULATIONS**

Statute for the Degree of Doctor of Philosophy – PhD

**Preamble**

1. a Candidates for the degree of Doctor of Philosophy are required to pursue an approved programme of advanced study and research as enrolled students of the University. The demands of PhD research require a significant commitment by candidates in terms of time and resources, and candidates are normally expected to be working full-time on their doctoral research.

b It is expected that this programme will usually be completed within three to four years of full-time candidature. Part-time candidature may also be permitted.

c Upon completion of an approved programme of research:
   (i) a candidate must submit a thesis that meets the requirements set out in Clause 1e
   or
   (ii) in the case of a candidate enrolled in a creative arts or design discipline, upon recommendation of the Academic Head and approval from the Board of Graduate Studies, the candidate may present a corpus of creative work for assessment with a written thesis, comprising an integrated whole, that meets the requirements set out in Clause 1e.

d In order for the PhD degree to be awarded, the candidate must satisfy the examiners in an oral examination and any other relevant examination that may be required on the subject of the thesis and on relevant matters in the field or fields to which the subject belongs.

e The PhD degree is awarded for a formal and systematic exposition of a coherent programme of advanced research work. The work is carried out over the period of enrolment for the Degree and, in the opinion of the examiners and the Board of Graduate Studies, satisfies all of the following criteria:
   (i) is an original contribution to knowledge or understanding in its field
   and
   (ii) meets internationally recognised standards for such work
   and
   (iii) demonstrates knowledge of the literature relevant to the subject and the field or fields to which the subject belongs, and the ability to exercise critical and analytical judgement of it
   and
   (iv) is satisfactory in its methodology, in the quality and coherence of its expression, and in its scholarly presentation and format.

f PhD theses may not, without the prior permission of the Board of Graduate Studies, exceed 100,000 words in total, or 60,000 words in total when accompanied by a corpus of creative work by a candidate enrolled in a creative arts or design discipline.

g Where a thesis includes published or unpublished research papers and/or case studies, these must have been conducted under supervision for this degree; the candidate must be the lead or sole author of each paper or case study and have written the text. The thesis must be presented in a consistent format, citation style and typeface. If the core of the thesis comprises submitted papers or work published during PhD enrolment, the candidate must provide a contextual framework and concluding discussion that will normally amount to 20,000–30,000 words. The range and focus of this material shall generally correspond with the introductory and concluding chapters of a thesis.

h All material which is not the original work of the author of the thesis must:
   (i) be fully and appropriately attributed
or
(ii) if a substantial part of another work, be reproduced only with the written permission of
the copyright owner of that other work.

i All research for the thesis is to be conducted in accordance with The University of Auckland
Guidelines for the Conduct of Research.

Eligibility
2 Candidates for the degree of Doctor of Philosophy are required to have:
a (i) completed the requirements for the award of a masters degree with First Class or Second
Class (Division I) Honours at The University of Auckland
or
(ii) completed the requirements for the award of a bachelors degree with First Class or Second
Class (Division I) Honours at The University of Auckland
or
(iii) completed all the taught course work requirements (if any) for a masters degree of The
University of Auckland at the equivalent of First Class or Second Class (Division I) Honours
level, and have made substantial progress towards completion of the masters research
thesis
or
(iv) completed the requirements for the award of a qualification that the Board of Graduate
Studies considers to be equivalent to a masters degree with First Class or Second Class (Division I) Honours or a bachelors degree with First Class or Second Class (Division I) Honours from The University of Auckland

and
b demonstrated an ability to pursue doctoral-level research

and
c if presenting a corpus of creative work for assessment, have demonstrated advanced training
or experience in a relevant creative practice, and, in their provisional year, have identified
their intention to present a corpus of creative work for final assessment and have received the
approval of the Board of Graduate Studies.

d In exceptional circumstances, the Board of Graduate Studies may consider for registration a
person whose qualifications do not meet the requirements of Clause 2a, if it is satisfied that the
person’s experience in research and the results of that experience are so outstanding that the
person is likely to have the ability to complete the degree successfully.

Admission
3 Admission Essential
Every candidate for the degree of Doctor of Philosophy must have applied for admission and been
admitted to The University of Auckland.

Registration
4 a Registration Essential
Every candidate for the degree of Doctor of Philosophy must be registered by the Board of
Graduate Studies.

b Provisional Registration
Registration is provisional for all candidates for the first 12 months of equivalent full-time study
following the Date of Registration as defined in Clause 4j of this Statute.

c Application for Registration
Application for registration must be made to the Head of Department, Division, School, Chair of
a Board of Studies or Director of the Research Centre or Institute (“the Head of Department”) in
the discipline in which the candidate is to be primarily registered.

d Part-time Registration
Candidates with compelling reasons may be permitted to register as part-time students if the
Board of Graduate Studies expects that the candidate will be able to complete the PhD within
the permitted time frame. A candidate must normally submit the thesis in not fewer than six
and not more than eight years if they have been registered as a part-time student for the whole
period of their registration.

e Non-resident Candidature
Where an intending candidate is not resident in Auckland, the Head of Department must provide
the Board of Graduate Studies with evidence that the candidate will be provided with research
resources and supervisory support at the location in which the research is to be carried out.

f Concurrent Registration
In exceptional cases a candidate may be permitted to enrol concurrently in a second degree in
order to complete that degree, provided it is not the qualifying degree for entry into the PhD programme.

g  **Role of the Head of Department**
The Head of Department will make a recommendation to the Faculty Associate Dean (Postgraduate) as to:
(i) whether the candidate:
   (a) meets the eligibility requirements
   and
   (b) has a preliminary thesis proposal capable of meeting the requirements of Clause 1e of this Statute
   and
   (c) has an appropriate set of goals for the provisional year of registration, agreed to by both the candidate and main supervisor
   and
if the Head of Department is of that opinion, then they will recommend:
(ii) whether their Department (in conjunction with any other Department where the field of study is interdisciplinary, or other university in the case of jointly awarded degrees) accepts the responsibility for:
   (a) making satisfactory supervision arrangements over the whole course of the PhD
   and
   (b) providing adequate research resources and facilities
   and
if the Head of Department is of that opinion, then they will nominate:
(iii) which other Departments will be involved if the field of study is interdisciplinary. In these cases, the Heads of any other Departments involved are required to endorse the recommendation
   and
(iv) suitably qualified supervisors and, where appropriate, advisers
   and
(v) in the case of a candidate in a Department of Languages and Literatures, or a candidate for whom joint registration with another university in a non-English speaking country is proposed, the language in which the thesis is to be submitted and examined.

h  **Role of the Associate Dean (Postgraduate)**
On receipt of the recommendation of the Head of Department, the Faculty Associate Dean (Postgraduate) will make a recommendation to the Board of Graduate Studies as to the matters set out in Clause 4g.

i  **Role of the Board of Graduate Studies**
On receipt of the recommendation of the Faculty Associate Dean (Postgraduate), the Board of Graduate Studies will decide whether or not to register the candidate and, if so, the conditions which will apply to the registration. The Board of Graduate Studies may call for any further information it considers relevant before making its decision.

j  **Date of Registration**
Registration takes effect on the date (the “Date of Registration”) approved by the Board of Graduate Studies. Where a candidate has already started supervised research on the PhD topic the Date of Registration may be backdated by not more than six months, except for a candidate transferring from a masters degree under Clause 2a(iii), when the Date of Registration may be backdated not earlier than the date on which the course work component (if any) of the masters degree was completed.

k  **Supervision**
The Board of Graduate Studies will appoint the supervisors for each candidate. The supervisors must be actively involved in research in the candidate’s general field, and must either hold a doctoral degree or be appropriately qualified and experienced. Persons who are themselves candidates for the degree of PhD may not be appointed as supervisors, although they may be appointed as advisers.

l  For each candidate the Board of Graduate Studies will appoint a suitably qualified main supervisor who takes overall responsibility for the supervision of the candidate and for assistance in the provision of research resources. The main supervisor must be a staff member of The University of Auckland.

m  In addition, the Board of Graduate Studies will appoint for each candidate:
   (i) at least one suitably qualified co-supervisor
   and/or
   (ii) an advisory committee or adviser/s.
Course Work
(i) The Board of Graduate Studies may require the candidate to undertake coursework that is considered to be necessary for the successful completion of the programme of research. Such coursework must be completed as part of the provisional registration requirements, will not normally exceed 60 points in total and should either be at the postgraduate level or, in special cases, at undergraduate level. Candidates must normally pass any such coursework at the grade of at least B+ or its equivalent or
(ii) The Board of Graduate Studies may require the candidate to include a structured coursework component into the candidate’s provisional year goals that is considered to be necessary for the successful completion of the programme of research. The structured coursework component will consist of designated courses that are compulsory within the provisional year. Candidates will be required to pass with a minimum B+ average across all courses, with no course lower than a B. The courses taken in the structured coursework component will not normally exceed 60 points in total and shall be at the postgraduate level.

Presentation in Te Reo Māori
Candidates wishing to present and defend a thesis in Māori must, before applying to the Head of Department to be registered, obtain the permission of the Pro Vice-Chancellor (Māori). When such permission is granted, the Pro Vice-Chancellor (Māori) will make a recommendation to the Board of Graduate Studies as to:
(i) whether the candidate has adequate fluency and literacy in te reo Māori in the subject area of the thesis and
(ii) the likelihood of being able to find appropriately qualified examiners for the thesis.

Reviews of Registration
5 a Provisional Goals
During provisional registration, a candidate must:
(i) achieve the goals prescribed by the Board of Graduate Studies at the commencement of the registration and
(ii) complete a full thesis proposal, including a provisional title, a schedule of research, an outline of the thesis structure and a statement of the resources required to complete the research. The thesis proposal should be submitted for approval to the appropriate postgraduate committee of the Department, Institute and/or Faculty in which the candidate is registered. The committee may accept the proposal, or indicate changes needed to the candidate and supervisor/s and request a resubmission, or it may decline the proposal. It will inform the Head of Department of its decision.

b Provisional Review
At the end of the provisional registration period, the candidate, the supervisor/s and the Head of Department are to submit a formal report to the Board of Graduate Studies on the progress of the candidate. The report should clearly state whether or not the progress of the candidate has been satisfactory, the goals laid down for the provisional year have been achieved and the candidate’s research proposal has been approved according to Clause 5a(ii). The report should include a recommendation that the candidate’s registration be:
(i) confirmed or
(ii) continued on a provisional basis for a period of three to six months or
(iii) discontinued and the candidate recommended for enrolment in another degree or
(iv) terminated.

c Where the recommendation is to confirm the candidate’s registration, the report to the Board of Graduate Studies must include a copy of the candidate’s full thesis proposal and provisional title.

d Annual Review of Registration
In each year of registration each candidate must pursue a programme of advanced study and research to the satisfaction of the Head of Department and the main supervisor. At the end of each year of registration following the provisional period, the main supervisor, the candidate and the Head of Department are to submit, through the Associate Dean (Postgraduate) of the Faculty, a joint report to the Board of Graduate Studies on the candidate’s progress. As part of this report the main supervisor and the Head of Department are to make one of the following recommendations:
(i) that the candidate’s registration be continued
or
(ii) that the candidate’s registration be continued subject to specified conditions
or
(iii) that the candidate’s registration be terminated.

e **Specified Conditions for Registration**
Where a recommendation is made under Clauses 5b(ii) or 5d(ii), the Head of Department will also recommend to the Board of Graduate Studies the specific goals and/or conditions to be met by the candidate and the time in which these are to be completed. At the end of this period the Head of Department and main supervisor will advise the Board of Graduate Studies whether or not these requirements have been met. Registration will terminate if the specified conditions have not been fulfilled to the satisfaction of the Board of Graduate Studies.

f **Recommendation to Terminate**
No decision to terminate registration may be made by the Board of Graduate Studies unless the candidate has been notified in writing and given reasonable opportunity to respond.

**Enrolment and Fees**

6 a **Enrolment**
Candidates for the PhD Degree must be enrolled and pay fees in each academic year for which they are registered. Candidates need not pay tuition fees for any period during which their registration is suspended under Clause 7g.

b On enrolment in each academic year every candidate must pay the fee prescribed for that academic year.

c **Refunds**
A candidate who submits a thesis or terminates their registration will receive a refund of one-twelfth of the tuition fee paid for each complete month of the period between the date of submission of the thesis or termination of registration and the end of the academic year for which fees have been paid.

d **Fees Other than Tuition Fees**
Unless otherwise exempted under the relevant regulations, all candidates must pay the prescribed Building Levy and Student Services fees and any other fees as may be prescribed from time to time. There is no refund of these fees.

e **Fees to be Paid before Thesis is Accepted**
No thesis will be accepted for examination unless outstanding fees have been paid for the academic year in which a candidate is registered.

f **Other Fees Payable**
Candidates who enrol for courses, other than those specified in their provisional year goals, must pay the fees prescribed for those courses on enrolment.

**Changes to the Conditions of Registration**

7 a The Head of Department may, after consultation with the candidate, make a written recommendation to the Board of Graduate Studies for changes in the conditions of registration for the candidate. The candidate may express his or her written views on the recommendation to the Board of Graduate Studies if he or she wishes. After considering a recommendation from the Head of Department, the Board of Graduate Studies may, after considering any submissions made by the candidate, change the conditions of registration for that candidate.

b In the case of a candidate enrolled in a creative arts or design discipline, permission to present a corpus of creative work for assessment with the written thesis as an integrated whole requires the recommendation of the Academic Head and approval from the Board of Graduate Studies. It is not expected that candidates will be granted permission to include a corpus of creative work after the provisional year review.

c **Absence from the University**
Where a resident candidate intends to be absent from the University in pursuit of their research for more than two months, supervisors are to submit for approval by the Board of Graduate Studies, through the Head of Department and before the candidate’s departure, suitable plans for the supervision of the candidate during their absence.

d **Changes in Supervision**
When necessary, the Head of Department is to recommend changes to the supervision of the candidate for approval by the Board of Graduate Studies. This will normally be required when a supervisor is granted leave, resigns or retires.
e **Change to Part-time or Full-time Registration**
Candidates may apply to change their registration from part-time to full-time and vice versa.

f **Extension of Time for Submission**
When the Board of Graduate Studies is satisfied that there is sufficient reason, it may extend a candidate’s submission date. Before approving an extension of submission time the Board of Graduate Studies will require the candidate, the supervisor/s and Head of Department to agree on the programme of supervision and schedule of research considered necessary for submission by the new date proposed.

g **Suspension of Registration**
Where a candidate is unable to continue with their research programme because of circumstances beyond their control, the Board of Graduate Studies may suspend their registration for a specified period of time. The following conditions apply:
(i) the length of time for which a candidate’s registration may be suspended will be in multiples of whole calendar months
(ii) the Board of Graduate Studies must be satisfied that any period of suspension will not adversely affect the viability of the candidate’s research
(iii) any period of suspension will be excluded from the calculation of the final submission date
(iv) while registration is suspended, a candidate is exempt from fees and enrolment, and is not entitled to any tuition or supervision, or to the use of any other research resources of the University.

h **Termination of Registration**
The Board of Graduate Studies may terminate the registration of any candidate who:
(i) fails to enrol for any academic year corresponding to a year of registration
or
(ii) fails to make payment of any Tuition fees related to the PhD registration
or
(iii) applies to cease being registered
or
(iv) has not made satisfactory progress while under provisional registration
or
(v) has received an unsatisfactory annual report
or
(vi) has not met any conditions specified under Clause 5e
or
(vii) has not submitted or re-submitted the thesis in time
or
(viii) has had the termination of their registration recommended by a decision of a Disputes Committee constituted pursuant to Clause 11 of this Statute
or
(ix) is prohibited under the Disciplinary Statute of the University from enrolling.

Before making a decision to terminate a candidate’s registration pursuant to this Clause or otherwise, the Board of Graduate Studies will allow the candidate a reasonable opportunity to respond.

**Submission**

8a **Copies of Thesis**
All candidates are initially required to submit three copies in temporary binding and one electronic copy in pdf format of the thesis to the Graduate Centre. Copies should have a statement to examiners as specified in the Guide to Theses and Dissertations.

b **Time for Submission**
Unless permitted to do otherwise by the Board of Graduate Studies under Clause 7f, a candidate must normally submit the thesis in not fewer than three and not more than four years from the Date of Registration if they are full-time students, or not fewer than six and not more than eight years in the case of candidates who have been registered as part-time students for the whole period of their registration. In the case of candidates who have been permitted to change between full-time and part-time registration, the submission times will be calculated on a pro rata basis.

c **Notification of Submission**
Three months prior to the expected date of submission, candidates should notify the Graduate Centre in writing of their intention to submit. If the candidate has reason to believe that any person would be unsuitable to serve as an examiner of the thesis on the grounds of conflict of
interest, he or she may also submit at this time the name of this person and a statement in writing as to the nature of the conflict of interest to the Graduate Centre.

d **Declaration as to Originality**
The thesis is to be accompanied by a statutory declaration, signed by the candidate, stating that the thesis is the candidate’s own work and that neither the thesis nor any part of it has been submitted or accepted for any other degree or diploma and that written permission has been obtained for any third-party copyright material reproduced in the thesis that represents a “substantial part” of the other work. The declaration should also state that the temporary-bound copies and electronic copy are identical.

e Where the thesis contains jointly authored research papers, case studies and/or any other work, published or unpublished, a Co-Authorship Form must be signed by the candidate and all the joint authors, stating the extent to which the jointly authored material is the candidate’s own work.

f **Language of Thesis**
The thesis is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration of the candidate.

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**Examination**

9 a **General Provisions**
The Head of Department and/or the Associate Dean (Postgraduate) of the Faculty may nominate another person to the Board of Graduate Studies to be authorised to act in his or her place in all of the provisions of this Clause 9. If either the Head of Department or the Associate Dean (Postgraduate) is a supervisor of the candidate, an alternate must be nominated and appointed.

b Neither the supervisors nor the candidate may communicate with the examiners regarding the examination at any stage of the examination process, except as specified in this Clause 9.

c **Nomination of Examiners**
On notification of submission or intent to submit under Clause 8c, the Head of Department will, on the advice of the supervisor/s, nominate at least two suitably qualified persons to the Board of Graduate Studies for selection as examiners. The nominees should each hold a doctoral degree, or have equivalent expertise and experience, and be expert in the field of study which is the subject of the thesis. At least one nominee should be from outside New Zealand. The examiners may not be staff members of the University or have been involved in either the thesis research or the preparation of the thesis.

d **Appointment of Examiners**
The Board of Graduate Studies will consider the nominations provided by the Head of Department and any submissions made by the candidate under the provisions of Clause 8c and will appoint two suitably qualified persons who are available to act as examiners. One examiner (the Oral Examiner) must be able to attend the oral examination and will normally be resident in New Zealand or Australia.

e **Appointment of Examination Committee**
The Board of Graduate Studies will also appoint an Examination Committee which will normally be composed of:
(i) the Head of Department

and

(ii) an Associate Dean (Postgraduate), who will Chair the Examination Committee

and

(iii) one other person (“the Head of Department Nominee”) nominated by the Head of Department. This person will have thorough knowledge of the general field of the thesis, but not necessarily of the thesis topic, and will normally be a staff member of the University.

No member of the Examination Committee may be a supervisor or have been involved in either the thesis research or the preparation of the thesis. The Associate Dean will normally be from the same Faculty as the candidate, but if that person is in the same Department as the candidate then an Associate Dean from another Faculty should be substituted.

f **Examiners’ Reports**
Each examiner will be provided with a copy of the thesis and, acting independently, is required to provide the Graduate Centre, within two months of receipt of the thesis, with a written report in English on the quality of the thesis according to the criteria outlined in Clause 1e. One copy of the thesis will be provided to the Examination Committee.
The examiners will include with their reports one of the following recommendations:

(i) to award the degree, subject to satisfactory performance at the oral examination.

The thesis can be passed without any further amendment or correction. Sometimes examiners may wish to include a list of suggested amendments for the candidate to use when publishing the material.

or

(ii) to award the degree after specified "minor corrections" have been made to the thesis and/or corpus of creative work, to the satisfaction of the Oral Examiner or nominee, who may be the Main Supervisor, by a specified date, and subject to satisfactory performance at the oral examination.

This recommendation can be made when the thesis has reached the required standard but for minor problems such as inconsistency in terminology, referencing problems, or typographical errors. When these are corrected, the thesis will meet the standard and then will be ready for permanent binding and placement in the Library.

or

(iii) (a) to award the degree after revisions have been made to the thesis and/or corpus of creative work, to the satisfaction of the Oral Examiner or nominee, who will be the Head of Department, by a specified date, and subject to satisfactory performance at the oral examination.

This recommendation is made when the Examiner concludes that the revisions required are not minor, but are substantive including re-analysis of data, or rewriting of chapters, or corrections of significant lapses in logic or coherence. When the Head of Department acts as the nominee of the Oral Examiner, the nature of the revisions must be such that he or she can certify that compliance has been achieved. In such cases, the Head of Department may discuss the revisions with the Head of Department Nominee on the Examination Committee and/or the Main Supervisor. These changes can normally be made within a 3-6 month period.

or

(b) to award the degree after revisions have been made to the thesis and/or corpus of creative work, to the satisfaction of the Examiner by a specified date, and subject to satisfactory performance at the oral examination.

This recommendation is made when the Examiner concludes that the revisions required are not minor, but are substantive including re-analysis of data, or rewriting of chapters, or corrections of significant lapses in logic or coherence. The nature of the revisions must be such that subject-specific knowledge is required and the Examiner wishes to see and approve the changes. These changes can normally be made within a 3-6 month period.

or

(iv) to permit the candidate to revise the thesis and/or corpus of creative work, and resubmit it for examination on one further occasion only.

This recommendation is made when the Examiner concludes that the thesis is not yet of PhD standard. It will require either further research, rewriting of specific sections, reconceptualisation, and/or reorganisation in order to reach the required PhD standard. The candidate will be permitted to resubmit, normally within a 12 month period.

or

(v) not to award the degree, but refer the thesis to the appropriate authority within the University for consideration of the award of another degree.

This recommendation is made when the Examiner is of the opinion that the thesis has substantive flaws incompatible with the requirements of a PhD.

or

(vi) not to award any degree.

As suppliers of evaluative material in terms of the Privacy Act 1993, all examiners will be informed that the information and reports they supply as such will be held in confidence to the candidate, supervisors and to persons involved in the formal examination process. Candidates' preparation for an oral examination or thesis revision should be assisted by knowing what the examiners have said about their thesis. Examiners' reports will normally be released initially to those involved in the examination process, other than the candidate. Part 1 of the report, the recommendation, will not be released to the candidate, but the examiners' evaluations (Part 2 of the report) will be released to the candidate by the Graduate Centre once the Board of Graduate Studies has approved the Examination Committee's recommendation. The candidate will not be informed of the names, or other identifying information, of their examiners, except that of the Oral Examiner, unless this is specifically agreed to by the individual examiner on the examiner's
Replacement of Examiners
If a report has not been received within two months, the Graduate Centre will send a reminder to the examiner and advise him or her that unless the report is received within two further months the appointment of the examiner will be terminated. If the report has not been received within two months of the date of the reminder, the Board of Graduate Studies may appoint a replacement examiner.

Consideration of Examiners’ Reports
Upon receipt of both of the examiners’ reports, the Graduate Centre will provide copies for consideration by the Examination Committee. The examiners’ reports will also be made available to the supervisor/s on a confidential basis. Supervisor/s may comment on the reports in writing to the Examination Committee on a confidential basis. The Examination Committee may also request clarification of issues raised in examiners’ reports from the examiners and, if necessary, from supervisors. If the recommendations of the examiners are in conflict and the Examination Committee considers that the conflict may be resolved, the Chair may invite the two examiners to consult and to provide a written report or reports on the outcome of their consultations.

Recommendation of the Examination Committee
The Examination Committee will then make a report to the Board of Graduate Studies which includes the nature and outcome of any communications with the examiners and/or supervisor/s made under Clause 9j and which recommends one of the following:

(i) to appoint one or more further independent Examiners to report on any areas of conflict
or
(ii) to proceed to the Oral Examination
or
(iii) to permit the candidate to revise the thesis and/or corpus of creative work, and resubmit it for examination on one further occasion only
or
(iv) to refer the thesis to the appropriate authority within the University for consideration of the award of another degree
or
(v) not to award the degree.

Further Examiners
In the event that the examiners’ reports are in serious conflict the Board of Graduate Studies may appoint further independent external examiners to report on any matters which it may specify. In this event the candidate will be kept informed, and Clauses 9f to 9i will apply for the reports of the further examiners.

Oral Examination
In the event that the Board of Graduate Studies accepts a recommendation to proceed to an oral examination, the following procedures will apply:

(i) The Head of Department will arrange this examination.
(ii) The Board of Graduate Studies, on the recommendation of the Head of Department, will appoint a person to act as an independent Chair of the oral examination. The Chair must be a member of the academic staff of the University, but will not normally be a member of a faculty in which the candidate is registered.
(iii) The examination must be attended by the candidate, the Oral Examiner, the Chair and the Head of Department Nominee on the Examination Committee.
(iv) Subject to Clause 9h above, the Graduate Centre will forward copies of the examiners’ reports to the supervisor/s and copies of Part 2 of the examiners’ reports to the candidate no fewer than five working days before the Oral Examination. The main supervisor may attend the oral examination, but will not act as an examiner and may only participate to the extent requested by the Chair.
(v) During the oral examination, the Oral Examiner and Head of Department Nominee will discuss with the candidate the subject of the thesis and relevant matters in the field or fields to which the subject belongs. The Oral Examiner will discuss with the candidate issues raised in the examiners’ reports and ask questions of the candidate on behalf of the other examiner. The Head of Department Nominee will ensure that the External Examiner’s comments and questions are discussed.

Recommendation of the Oral Examination
On completion of the oral examination, the Chair will provide a written report and
recommendation, endorsed by the Head of Department Nominee and the Oral Examiner, to the Board of Graduate Studies. The report will include one of the following recommendations:

- **either**
  - (i) to award the degree
  - or
  - (ii) to award the degree after specified "minor corrections" (see Clause 9g(ii)) have been made to the thesis and/or corpus of creative work, to the satisfaction of the Oral Examiner or nominee, who may be the Main Supervisor, and by a specified date
  - or
  - (iii) (a) to award the degree subject to revising part or parts of the thesis and/or corpus of creative work, to the satisfaction of the Oral Examiner or nominee, who will be the Head of Department, by a specified date
  - or
  - (b) to award the degree subject to revising part or parts of the thesis and/or corpus of creative work, to the satisfaction of the Examiner or Examiners by a specified date
  - or
  - (iv) to permit the candidate to revise the thesis and/or corpus of creative work, and resubmit it for examination on one further occasion only, but only if the candidate has not already been permitted to revise and resubmit under Clause 9k(iii)
  - or
  - (v) to refer the thesis to the appropriate authority within the University for consideration of the award of another degree
  - or
  - (vi) not to award the degree.

In the case of recommendations (iii) and (iv), the report must also state clearly the nature of the revisions recommended.

### When Revision and Resubmission are Permitted

In the event that the Board of Graduate Studies requires the candidate to revise the thesis and/or corpus of creative work, for resubmission, either prior to or following an oral examination, the following provisions apply:

- (i) If an oral examination has already been held, a copy of the report of the oral examination will be sent to the Examination Committee.
- (ii) The Examination Committee will agree on the date by which the thesis is to be resubmitted and the nature of the revisions recommended, and will convene a meeting with the candidate and supervisor/s to discuss these revisions. Both the revisions and the date are then to be reported in writing by the Chair of the Examination Committee to the Graduate Centre for approval by the Board of Graduate Studies and formal communication to the candidate. The date of resubmission may not be more than 12 months from the date of the oral examination or, in the case of a recommendation under Clause 9k(iii), not more than 12 months from the date the examiners' reports were forwarded to the Examination Committee by the Graduate Centre.
- (iii) The candidate is required to enrol and pay the prescribed tuition and research fees from the month in which the decision was made to the month in which the thesis is to be resubmitted. The registration of the candidate is to continue under the conditions applying at the first date of submission.
- (iv) If the thesis is not resubmitted by the prescribed date, the registration of the candidate will normally be terminated.
- (v) Upon resubmission, the revised thesis is to be examined as a whole by the same examiners in accordance with the provisions of this Clause, excepting that a further resubmission may not be recommended and that the Examination Committee may recommend that a second oral examination not be held. If one or both of the original examiners is unavailable to re-examine the thesis the Board of Graduate Studies will appoint alternative examiners.
- (vi) Upon receipt of both of the examiners' reports, the Graduate Centre will provide copies of the new examiners' reports, the original examiners' reports and the oral examination (if held) to the Examination Committee and to the supervisor/s on a confidential basis. The procedure followed by the Examination Committee will be that in Clause 9j. Following consideration of all examiners' reports the Examination Committee will make a report to the Board of Graduate Studies which includes the nature and outcome of any communications with the examiners and/or supervisor/s made under Clause 9j. In the case where an oral examination has not already been held the Examination Committee report must recommend that either an oral examination be held or the degree not be awarded. If an oral examination is to be held, the examiners' evaluations (Part 2 of the report) will be released to the candidate by the Graduate Centre once the Board of Graduate Studies has approved the Examination Committee's recommendation no fewer than five working days before the oral examination. In the case where an oral examination has previously been held the Examination Committee report must recommend one of the following:
(a) to proceed to a second oral examination (in which case Clause 9m(iv) applies)
or
(b) to award the degree
or
(c) to award the degree after specified “minor corrections” (see Clause 9g(iii)) have been made to the thesis and/or corpus of creative work to the satisfaction of the Oral Examiner or nominee, who may be the Main Supervisor, by a specified date
or
(d) to refer the thesis to the appropriate authority within the University for consideration of the award of another degree
or
(e) not to award the degree.

p Final Decision
After considering all of the reports of the examiners and the Examination Committee the Board of Graduate Studies will make the final decision as to the award of the degree.

q Copies for Deposit
(i) On successful completion of the examination, candidates will be required to deposit two hardbound copies of the thesis and one digital copy, corrected as may be required, with the Graduate Centre. The degree will not be conferred until the candidate has complied with this requirement.
(ii) When two hardbound copies and a digital copy of the PhD thesis are deposited, these must be accompanied by a statutory declaration signed by the candidate stating that the hardbound copies and the digital copy are the same.

r (i) The digital thesis deposited shall be formatted as specified in the Guidelines on Formatting and Submitting a Digital Thesis at The University of Auckland.
(ii) A thesis which is deposited in digital form will be accessible through the University’s digital repository, unless embargoed under Clause 24 of the Examination Regulations.

Appeals

10 As to Registration
a Candidates, Supervisors or Heads of Department may appeal against any decision of the Board of Graduate Studies made under Clauses 4, 5, 7 or 8 of this Statute, normally within three months of the making of the decision, on the grounds that:
   (i) relevant information which was not available to the Board of Graduate Studies at the time of its making the decision has since become available and/or
   (ii) the procedure adopted in arriving at the decision was unfair. The appeal must state clearly all grounds relied on by the appellant and all relevant documentation must be attached.

b Any appeal made under Clause 10a will be considered by the Chair of the Board of Graduate Studies, or their nominee, who may seek further information relating to the grounds of the appeal and shall notify the candidate of such information before making any decision. The Chair shall give a written decision outlining the reason(s) for the decision. A decision:
   (i) grounded on the lack of relevant information shall be final
   or
   (ii) grounded on procedural unfairness, may be further appealed within six months after the decision is made, to the Vice-Chancellor (or nominee) whose decision shall be final.

As to Examination

c If a PhD candidate believes that he or she has been significantly disadvantaged by the examination process, or by any part of the examination process, then a written appeal may be made to the Board of Graduate Studies, setting out the grounds of the appeal. All relevant documents relied upon must be submitted with the appeal.

d Any appeal as to examination process must be lodged within three months of the result of the examination being officially communicated to the candidate. The appeal document must state clearly all grounds relied on and include all relevant documents.

e In the case of appeals as to examination process:
   (i) The Chair of the Board of Graduate Studies will undertake a preliminary investigation and determine if there are grounds for the appeal to be taken to a further stage.
   (ii) If there are grounds for further consideration of an appeal, this will be undertaken by two members of the Board of Graduate Studies who have not been involved in the examination process who will make a recommendation to the Vice-Chancellor.
   (iii) The candidate will be provided with a copy of the recommendation to the Vice-Chancellor and will have the opportunity to respond to the recommendation.
   (iv) The decision of the Vice-Chancellor will be final and may involve a re-examination of the work.
Dispute Resolution Procedures
11 Disputes are to be resolved according to the Policy for Resolution of Research Problems: Postgraduate Research Students.

Transitional Arrangements
12 a This Statute came into force on 1 January 2011 and revoked the previous Statute for the Degree of Doctor of Philosophy.

b For candidates initially registered under a previous statute, the Board of Graduate Studies may agree to vary the application of the provisions of this Statute to ensure consistency with the provisions of the statute under which the candidate was enrolled, where it is satisfied that the candidate would otherwise be at a disadvantage.

The Degree of Doctor of Literature – LittD
1 Other than in exceptional circumstances, a candidate for the Degree of Doctor of Literature shall be a graduate of The University of Auckland, or of a university of New Zealand.

2 No candidate shall present himself or herself for the Degree of Doctor of Literature until at least eight years after graduation to his or her first degree.

3 The Degree of Doctor of Literature shall be awarded for an original contribution (or contributions) of special excellence to linguistics, literary, philosophical, social or historical knowledge.

4 The Degree shall be awarded only on work, whether sole or conjoint, published in book form or in scholarly journals in general circulation.

5 No work shall be considered for the Degree if the work, or major portion thereof, has previously formed the basis of an award of any degree or diploma in this or any other university.

6 A candidate shall make application in writing to be examined, and such application, accompanied by the fees prescribed in the Fees Regulations, shall be lodged with the Registrar together with:
   a three copies of the work to be examined
   and
   b a statutory declaration which shall:
   (i) state the extent to which the work is the candidate’s own, and (in the case of a conjoint work) identify as clearly as possible which parts are the candidate’s own
   and
   (ii) state what portion (if any) of the work submitted has been previously presented for a degree or diploma of The University of Auckland or any other university
   and
   (iii) declare that the work in substantially its present form has not been previously accepted for the award of a degree or diploma in this or any other university and is not being concurrently submitted for a degree or diploma in any other university.

7 The examination shall be carried out in accordance with the Procedure for the Examination of Higher Degrees, as determined by Council from time to time after considering any recommendations from Senate and published as a supplement to this Statute.

The Degree of Doctor of Science – DSc
1 Other than in exceptional circumstances, a candidate for the Degree of Doctor of Science shall be a graduate of The University of Auckland, or of a university of New Zealand.

2 No candidate shall present himself or herself for the Degree of Doctor of Science until at least eight years after graduation to his or her first degree.

3 The Degree of Doctor of Science shall be awarded for a original contribution (or contributions) of special excellence in some branch of pure or applied science.

4 The Degree shall be awarded only on work, whether sole or conjoint, published in book form or in scholarly journals in general circulation.

5 No work shall be considered for the Degree if the work, or a major portion thereof, has previously formed the basis of an award of any degree or diploma in this or any other university.

6 A candidate shall make application in writing to be examined, and such application, accompanied by the fees prescribed in the Fees Regulations, shall be lodged with the Registrar together with:
a three copies of the work to be examined
and
b a statutory declaration which shall:
   (i) state the extent to which the work is the candidate’s own, and (in the case of a conjoint
   work) identify as clearly as possible which parts are the candidate’s own
   and
   (ii) state what portion (if any) of the work submitted had been previously presented for a
degree or diploma of The University of Auckland or any other university
   and
   (iii) declare that the work in substantially its present form has not been previously accepted
for the award of a degree or diploma in this or any other university and is not being
concurrently submitted for a degree or diploma in any other university.

7 The examination shall be carried out in accordance with the Procedure for the Examination for Higher
Degrees, as determined by Council from time to time after considering any recommendations from
Senate and published as a supplement to this Statute.

The Degree of Doctor of Laws – LLD

1 Other than in exceptional circumstances, a candidate for the Degree of Doctor of Laws shall be a
graduate of The University of Auckland, or of a university of New Zealand.

2 No candidate shall present himself or herself for the Degree of Doctor of Laws until at least eight years
after graduation to his or her first degree.

3 The Degree of Doctor of Laws shall be awarded for an original contribution (or contributions) of
special excellence to the history, philosophy, exposition or criticism of law.

4 The Degree shall be awarded only on work, whether sole or conjoint, published in book form or in
scholarly journals in general circulation, but in addition to the published work the candidate may
submit unpublished work in support of the application.

5 No work shall be considered for the Degree if the work or a major portion of it has previously formed
the basis of an award of any degree or diploma in this or any other university.

6 Written application to be examined for the Degree, accompanied by the fees prescribed in the Fees
Regulations, shall be lodged with the Registrar together with:
   a three copies of the work to be examined
   and
   b a statutory declaration which shall:
      (i) state the extent to which the work is the candidate’s own, and (in the case of a conjoint
      work) identify as clearly as possible which parts are the candidate’s own
      and
      (ii) state what portion (if any) of work submitted has been previously presented for a degree
      or diploma of The University of Auckland or any other university
      and
      (iii) declare that the work in substantially its present form has not been previously accepted
for the award of a degree or diploma in this or any other university and is not being
concurrently submitted for a degree or diploma in any other university.

7 The examination shall be carried out in accordance with the Procedure for the Examination of Higher
Degrees, as determined by Council from time to time after considering any recommendations from
Senate and published as a supplement to this Statute.

The Degree of Doctor of Engineering – DEng

1 Other than in exceptional circumstances, a candidate for the Degree of Doctor of Engineering shall
be a graduate of The University of Auckland, or of a university of New Zealand.

2 No candidate shall present himself or herself for the Degree of Doctor of Engineering until at least
eight years after graduation to his or her first degree.

3 The Degree of Doctor of Engineering shall be awarded for an original contribution (or contributions)
of special excellence in some branch of engineering or technology.

4 The Degree shall be awarded only on work, whether sole or conjoint, published in book form or
in scholarly journals in general circulation or as designs and inventions; but in addition to the published work the candidate may submit unpublished work in support of the application.

5 No work shall be considered for the Degree if the work, or major portion thereof, has previously formed the basis of an award of any degree or diploma in this or any other university.

6 Written application to be examined for the Degree, accompanied by the fees prescribed in the Fees Regulations, shall be lodged with the Registrar together with:
   a three copies of the work to be examined
   and
   b a statutory declaration which shall:
      (i) state the extent to which the work is the candidate’s own, and (in the case of a conjoint work) identify as clearly as possible which parts are the candidate’s own
      and
      (ii) state what portion (if any) of work submitted has been previously presented for a degree or diploma of The University of Auckland or any other university
      and
      (iii) declare that the work in substantially its present form has not been previously accepted for the award of a degree or diploma in this or any other university and is not being concurrently submitted for a degree or diploma in any other university.

7 The examination shall be carried out in accordance with the Procedure for the Examination of Higher Degrees, as determined by Council from time to time after considering any recommendations from Senate and published as a supplement to this Statute.

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**Procedure for the Examination of Higher Degrees**

1 This procedure applies to the examination of the Degrees of Doctor of Literature, Doctor of Laws, Doctor of Science and Doctor of Engineering.

2 As soon as possible after an application to be examined has been lodged, Senate or its delegate shall appoint a subcommittee consisting of the Dean of the relevant Faculty (or nominee), one Professor from a Department appropriate to the application, and another Professor from the Faculty concerned to make recommendations as to not fewer than five persons in the field covered by the work, who are not members of staff of The University of Auckland, and who might be suitable as either the moderator or examiners for the work.

3 Senate or its delegate shall appoint a Moderator from the persons recommended by the subcommittee constituted under Regulation 2 who will:
   a consider the work and submit, through the Registrar, a preliminary report, which shall indicate whether, in his or her opinion, the examination should proceed and, if so,
      either
      b state which of the other persons recommended by the subcommittee are suitable examiners in the field covered by the work
      or
      c if other persons are more appropriate, provide their names to the Registrar.

4 Upon receipt of the report of the Moderator Senate shall decide whether to proceed with the examination. If Senate determines that the examination shall not proceed or that the Degree shall not be awarded (Regulation 8) the candidate may not lodge a further application to be examined for a higher degree until a period of five years or more has elapsed from the date of Senate’s decision. If the examination is not to proceed the candidate shall be entitled to a refund of one half of the fees paid.

5 a If the examination is to proceed Senate shall appoint two independent External Examiners of whom at least one shall be resident outside New Zealand, provided that Senate may in its discretion appoint an additional Examiner who may be a member of the teaching staff of The University of Auckland.
   b The contents of the Moderator’s report shall not be communicated to the Examiners.

6 The duties of each Examiner shall be:
   a to report independently on the quality of the work and its value as a significant contribution to learning
   and
   b to recommend whether or not the Degree shall be awarded. Where the recommendation is that the Degree shall not be awarded, the examiner may recommend that the candidate be permitted
to resubmit the work with further published work at a later date. A resubmission shall be accompanied by a further full examination fee.

7 All reports and other communications shall be sent to the Registrar who shall refer them to the Moderator.

8 The Moderator shall consider the reports of the Examiners and prepare a final report based upon them which, together with the reports of the Examiners, shall be placed before Senate and Senate shall determine whether or not the Degree shall be awarded.

9 Notwithstanding anything in Regulation 8 of these Regulations the Moderator shall, where only two examiners have been appointed and their recommendations are conflicting, submit to Senate the name of a further person qualified to act as an Examiner and in such case Senate shall appoint the person so named or some other suitable person to be an additional Examiner to furnish an independent report in accordance with the provisions of Regulation 6 of these Regulations, which shall be considered by Senate together with other reports.
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For further information please refer to the note on page 349.
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COURSE PRESCRIPTIONS

The Course Prescriptions contain approved University of Auckland courses. Before selecting courses from this Calendar, students and potential students are advised to ascertain which courses are expected to be offered in this Academic Year and in which semester they are scheduled by referring to the Class Search on Student Services Online, or by contacting the Student Information Centre in The ClockTower or relevant faculty student centre.

Where courses in the following Course Prescriptions are listed with an ‘A’ and a ‘B’ option, this means that, if they are offered, they will be taught over two semesters and students must enrol in both Part A and Part B in order to complete and, where successful, be credited with the course. Courses with no ‘A’ or ‘B’ designation are taught over one semester.

The Prescriptions are listed by faculty, in alpha-numeric order by subject title and should be read in conjunction with the relevant regulations.

Course Prescriptions Index

350 Faculty of Arts
470 Faculty of Business and Economics
501 Faculty of Creative Arts and Industries
529 Faculty of Education
580 Faculty of Engineering
605 Faculty of Law
617 Faculty of Medical and Health Sciences
646 Faculty of Science
699 General Education
Faculty of Arts

Ancient History

Stage I

ANCHIST 100 (15 Points)
Ancient Egyptian History
An introduction to the history and civilisation of ancient Egypt.

ANCHIST 102 (15 Points)
Ancient Greek History
An introduction to Greek history and civilisation from the Archaic period to the death of Alexander the Great.

ANCHIST 103 (15 Points)
Roman History
An introduction to the civilisation and history of Ancient Rome, with particular reference to the Republic and Early Empire.

Stage II

ANCHIST 200 (15 Points)
Egypt in Dynasty 18
The internal organisation and foreign policy of the Kings of Dynasty 18 c.1570-1320 BC. 
Prerequisite: ANCHIST 100
Restriction: ANCHIST 300

ANCHIST 202 (15 Points)
Greece and Persia
A study of the contacts and conflicts between Greece and Persia 560-323BC. 
Prerequisite: ANCHIST 102
Restriction: ANCHIST 302

ANCHIST 210 (15 Points)
Egyptian Language 1A
A study of the Egyptian language, hieroglyphic writing and selected documents up to Dynasty 18. 
Prerequisite: ANCHIST 100

ANCHIST 220 (15 Points)
Egyptian Language 1B
Further study of the Egyptian language, hieroglyphic writing and selected documents up to Dynasty 18. 
Prerequisite: ANCHIST 210

ANCHIST 222 (15 Points)
Ancient Greek Tyranny
A study of the lives and achievements of individual tyrants in order to establish the causes and effects of the phenomenon of tyranny, and an evaluation of Greek views of tyranny. 
Prerequisite: ANCHIST 102
Restriction: ANCHIST 322

ANCHIST 230 (15 Points)
Egypt in Dynasties 11-17
A study of the reunification of Egypt at the end of the First Intermediate Period, and of the Middle Kingdom - the collapse of Dynasty 12, loss of unity in Dynasty 13, the Hyksos rule, reunification at the start of Dynasty 18. 
Prerequisite: ANCHIST 100
Restriction: ANCHIST 330

ANCHIST 251 (15 Points)
Egypt and Greece: Icon and Narrative
A comparative study of key periods and developments in the art and archaeological remains of these two ancient cultures, from the Pre-dynastic Period (before 3200 BC) through to the Hellenistic period when the two cultures came together (subsequent to 323 BC). 
Prerequisite: 15 points at Stage I in Ancient History or Classical Studies, or ARTHIST 106
Restriction: ANCHIST 255

ANCHIST 252 (15 Points)
Egyptian Religion
A study of ancient Egyptian religion from the Early Dynastic period through to the end of the Late Period. 
The course will examine religious practice as well as religious thought, and will consider the patterns of belief throughout the ancient period of Egypt's history. 
Prerequisite: ANCHIST 100
Restriction: ANCHIST 352

ANCHIST 253 (15 Points)
Early Egypt
Covers the earliest periods of Egypt's development from the prehistoric period to the end of the Old Kingdom. 
This course focuses on the lead-up to state formation and the great Pyramid Age that followed. 
Prerequisite: ANCHIST 100
Restriction: ANCHIST 353

ANCHIST 254 (15 Points)
Early Rome
A study of the earliest development of ancient Rome using written sources but with special emphasis on archaeological evidence. 
Prerequisite: ANCHIST 103
Restriction: ANCHIST 354

ANCHIST 255 (15 Points)
The Later Roman Empire
A study of the Roman empire between the third and sixth centuries CE. Topics covered include the social, economic and political crises of the period, encounters and struggles between Romans and barbarians, the conflict between Paganism and Christianity, and the emergence of the barbarian kingdoms in the West and the Byzantine empire in the East. 
Prerequisite: ANCHIST 102 or 103
Restriction: ANCHIST 355

ANCHIST 256 (15 Points)
The Ancient World at War
Provides an in-depth analysis of the role of the military in ancient Egypt, Greece and Rome. 
The physical evidence of warfare as well as chronological development of warfare within each society will be discussed. An additional theme will be the intertwining of the social and cultural impact of warfare and the army upon these civilisations. 
Prerequisite: ANCHIST 100 or 102 or 103
Restriction: ANCHIST 356

ANCHIST 257 (15 Points)
Special Topic in Egyptian History
Prerequisite: ANCHIST 100
Restriction: ANCHIST 357

ANCHIST 258 (15 Points)
Fifth Century Athens
The social, economic, political, and ideological development of Athens and Athenian democracy in the fifth century BC; the course will consider both literary sources and archaeological material. 
Prerequisite: ANCHIST 102
Restriction: ANCHIST 358
ANCHIST 259
Special Topic in Roman History
Prerequisite: ANCHIST 103
Restriction: ANCHIST 359

ANCHIST 260
Roman Revolutions
Covers the history, politics, society and culture of Rome during the late Republic and early Imperial periods. Topics include the army, religion, family, sexuality, literature, art and the life of the provinces, set against the dramatic breakdown of old systems of government and their replacement with a new model of rule.
Prerequisite: ANCHIST 103
Restriction: ANCHIST 203, 213, 360

ANCHIST 261
Special Topic
Prerequisite: ANCHIST 100
Restriction: ANCHIST 361

ANCHIST 262
Special Topic
Prerequisite: ANCHIST 102
Restriction: ANCHIST 362

ANCHIST 263
Special Topic
Prerequisite: ANCHIST 103
Restriction: ANCHIST 363

Stage III

ANCHIST 300
Egypt in Dynasty 18
A study of the internal organisation and foreign policy of the kings of Dynasty 18 c.1570-1320BC.
Prerequisite: ANCHIST 100 and 15 points at Stage II in Ancient History
Restriction: ANCHIST 200

ANCHIST 302
Greece and Persia
A study of the contacts and conflicts between Greece and Persia 560-323BC.
Prerequisite: ANCHIST 102 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Greek
Restriction: ANCHIST 202

ANCHIST 310
Egyptian Language 2A
Hieroglyphic writing and a study of texts of Dynasty 18.
Prerequisite: ANCHIST 220

ANCHIST 314
Historians of Rome
A study of the Greek and Latin writers on Roman history in English translation; writers will include Livy, Sallust, Caesar and Tacitus.
Prerequisite: ANCHIST 103 and 15 points at Stage II in either Ancient History or Classical Studies, or 30 points at Stage II in Latin
Restriction: ANCHIST 753

ANCHIST 322
Ancient Greek Tyranny
A study of the lives and achievements of individual Greek tyrants in order to establish the causes and effects of the phenomenon of tyranny, and an evaluation of Greek views of tyranny.
Prerequisite: ANCHIST 102 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Greek
Restriction: ANCHIST 222

ANCHIST 324
Historians of Greece
A study of the Greek writers on Greek history in English translation; writers will include Herodotus, Thucydides and Xenophon.
Prerequisite: ANCHIST 102 and 15 points at Stage II in either Ancient History or Classical Studies, or 30 points at Stage II in Greek
Restriction: ANCHIST 752

ANCHIST 330
Egypt in Dynasties 11-17
A study of the reunification of Egypt at the end of the First Intermediate Period, and of the Middle Kingdom – the collapse of Dynasty 12, loss of unity in Dynasty 13, the Hyksos rule, reunification at the start of Dynasty 18.
Prerequisite: ANCHIST 100 and 15 points at Stage II in Ancient History
Restriction: ANCHIST 230

ANCHIST 340
Egyptian Language 2B
Hieroglyphic writing and study of texts of the Middle Kingdom.
Prerequisite: ANCHIST 220

ANCHIST 351
Egypt and Greece: Icon and Narrative
A comparative study of key periods and developments in the art and archaeological remains of these two ancient cultures, from the Pre dynastic Period (before 3200 BC) through to the Hellenistic period when the two cultures came together (subsequent to 323 BC).
Prerequisite: 15 points at Stage II in Ancient History or Classical Studies, or 30 points at Stage II in Greek
Restriction: ANCHIST 251

ANCHIST 352
Egyptian Religion
A study of ancient Egyptian religion from the Early Dynastic period through to the end of the Late Period. The course will examine religious practice as well as religious thought, and will consider the patterns of belief throughout the ancient period of Egypt’s history.
Prerequisite: ANCHIST 100 and 15 points at Stage II in Ancient History
Restriction: ANCHIST 252

ANCHIST 353
Early Egypt
Covers the earliest periods of Egypt’s development from the prehistoric period to the end of the Old Kingdom. This course focuses on the lead-up to state formation and the great Pyramid Age that followed.
Prerequisite: ANCHIST 100 and 15 points at Stage II in Ancient History
Restriction: ANCHIST 253

ANCHIST 354
Early Rome
A study of the earliest development of ancient Rome, using written sources but with special emphasis on archaeological evidence.
Prerequisite: ANCHIST 103 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Latin
Restriction: ANCHIST 254

ANCHIST 355
The Later Roman Empire
A study of the Roman Empire between the third and sixth centuries CE. Topics covered include the social, economic and political crises of the period, encounters
and struggles between Romans and barbarians, the conflict between Paganism and Christianity, and the emergence of the barbarian kingdoms in the West and the Byzantine empire in the East.

Prerequisite: ANCHIST 102 or 103 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Greek or Latin

Restriction: ANCHIST 255

ANCHIST 356 (15 Points)
The Ancient World at War
Provides an in-depth analysis of the role of the military in ancient Egypt, Greece and Rome. The physical evidence of warfare as well as chronological development of warfare within each society will be discussed. An additional theme will be the interweaving of the social and cultural impact of warfare and the army upon these civilisations.

Prerequisite: ANCHIST 100 or 102 or 103, and 15 points at Stage II in Ancient History, or 30 points at Stage II in Greek or Latin

Restriction: ANCHIST 256

ANCHIST 357 (15 Points)
Special Topic in Egyptian History
Prerequisite: ANCHIST 100 and 15 points at Stage II in Ancient History

Restriction: ANCHIST 257

ANCHIST 358 (15 Points)
Fifth Century Athens
The social, economic, political, and ideological development of Athens and Athenian democracy in the fifth century BC; the course will consider both literary sources and archaeological material.

Prerequisite: ANCHIST 102 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Greek or Latin

Restriction: ANCHIST 258

ANCHIST 359 (15 Points)
Special Topic in Roman History
Prerequisite: ANCHIST 103 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Latin

Restriction: ANCHIST 259

ANCHIST 360 (15 Points)
Roman Revolutions
Covers the history, politics, society and culture of Rome during the late Republic and early Imperial periods. Topics include the army, religion, family, sexuality, literature, art and the life of the provinces, set against the dramatic breakdown of old systems of government and their replacement with a new model of rule.

Prerequisite: ANCHIST 103 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Latin

Restriction: ANCHIST 260, 303, 313

ANCHIST 361 (15 Points)
Special Topic
Prerequisite: ANCHIST 100 and 15 points at Stage II in Ancient History

Restriction: ANCHIST 261

ANCHIST 362 (15 Points)
Special Topic
Prerequisite: ANCHIST 102 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Greek

Restriction: ANCHIST 262

ANCHIST 363 (15 Points)
Special Topic
Prerequisite: ANCHIST 103 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Latin

Restriction: ANCHIST 263

ANCHIST 377 (15 Points)
Ancient History Study Abroad
Study abroad on archaeological sites in Greece, Italy and the Mediterranean area.

Prerequisite: 30 points at Stage II in Ancient History and permission of the Head of Department

Restriction: CLASSICS 377

Postgraduate 700 Level Courses

ANCHIST 701 (15 Points)
Egyptian Civilisation Topic 1
A study of key periods or important themes in the development of ancient Egypt.

ANCHIST 702A (15 Points)
ANCHIST 702B (15 Points)
Greco-Roman Egypt
A study of Egypt from 331 BC, focusing on government, society and religion under the Ptolemies.

To complete this course students must enrol in ANCHIST 702 A and B

ANCHIST 703A (15 Points)
ANCHIST 703B (15 Points)
Roman Imperialism
A study of ideas which motivated and justified imperial expansion under the Roman Republic.

To complete this course students must enrol in ANCHIST 703 A and B

ANCHIST 704 (15 Points)
ANCHIST 704A (7.5 Points)
ANCHIST 704B (7.5 Points)
Egyptian Civilisation Topic 2
A study of key periods or important themes in the development of ancient Egypt.

To complete this course students must enrol in ANCHIST 704 A and B

ANCHIST 707A (15 Points)
ANCHIST 707B (15 Points)
Art and Propaganda in Egypt
A detailed study of the wall reliefs and accompanying inscriptions from Ancient Egypt, from Unification to the Ptolemaic period.

To complete this course students must enrol in ANCHIST 707 A and B

ANCHIST 708 (15 Points)
Topic in Greek Civilisation 1
A study of key periods or important themes in the development of ancient Greece.

ANCHIST 709 (15 Points)
Topic in Greek Civilisation 2
A study of key periods or important themes in the development of ancient Greece.

ANCHIST 711 (15 Points)
Topic in Roman Civilisation 1
A study of key periods or important themes in the development of ancient Rome.

ANCHIST 714 (15 Points)
Topic in Roman Civilisation 2
A study of key periods or important themes in the development of ancient Rome.

ANCHIST 715 (15 Points)
Athenian Revolutionaries
Studies the personalities who revolutionised Athenian politics, society and culture in the late fifth century
ANCIST 716  (15 Points)
Picturing Archaic Greece
Examines a wide range of visual images from the archaic period in Greece, with particular reference to vase painting, in an attempt to gain a deeper understanding of the time from the seventh into the early fifth century for which there is little textual documentation. Will be of value to those interested in the history of art, archaeology, and the history of ideas, as well as ancient history and classical studies.

ANCIST 717  (15 Points)
Special Topic

ANCIST 718  (15 Points)
Special Topic

ANCIST 719  (30 Points)

ANCIST 719A  (15 Points)

ANCIST 719B  (15 Points)
Special Study
To complete this course students must enrol in ANCHIST 719 A and B, or ANCHIST 719

ANCIST 721  (15 Points)
Special Topic
Study Abroad on archaeological sites in Egypt.
Prerequisite: Departmental permission
Restriction: ANCHIST 377

ANCIST 722  (30 Points)

ANCIST 722A  (15 Points)

ANCIST 722B  (15 Points)
A Topic in Spartan History
A study of a period of time or of selected topics in the history of Sparta 800-362 BC.
To complete this course students must enrol in ANCHIST 722 A and B, or ANCHIST 722

ANCIST 724  (30 Points)

ANCIST 724A  (15 Points)

ANCIST 724B  (15 Points)
Egyptian Language (Higher)
Passages in the original language will be set for translation, study and interpretation.
To complete this course students must enrol in ANCHIST 724 A and B, or ANCHIST 724

ANCIST 725  (15 Points)
Special Topic

ANCIST 731  (15 Points)
Hellenistic Civilisation
A study of important developments in the Mediterranean area in the time after the death of Alexander the Great.

ANCIST 734  (15 Points)
Topic in Late Antiquity
A study of key aspects of Late Antiquity.

ANCIST 735  (15 Points)
Topic in Ancient Religion
A study of selected belief systems and/or practices in the ancient Mediterranean world.

ANCIST 736  (15 Points)
Ancient Material Culture
A study of a selected category of material culture from the ancient Mediterranean world.

ANCIST 738  (15 Points)
Topic in Ancient Thought
A study of key developments in the history of ideas in the ancient Mediterranean world.

ANCIST 739  (15 Points)
Greek Language (Higher)
Passages in the original language will be set for translation, study and interpretation.

ANCIST 740  (15 Points)
(7.5 Points)
ANCIST 740B  (7.5 Points)
Egyptian Language Study
Passages in the Egyptian language relating to the thesis topic will be set for translation and explanation.
To complete this course students must enrol in ANCHIST 740 A and B, or ANCHIST 740

ANCIST 741  (15 Points)
(7.5 Points)
ANCIST 741B  (7.5 Points)
Latin Language (Higher)
Passages in the original language will be set for translation, study and interpretation.

ANCIST 742  (15 Points)
(7.5 Points)
ANCIST 742B  (7.5 Points)
Greek Language Study
Passages in the Greek language relating to the thesis topic will be set for translation and explanation.
To complete this course students must enrol in ANCHIST 742 A and B, or ANCHIST 742

ANCIST 743  (15 Points)
(7.5 Points)
ANCIST 743B  (7.5 Points)
Latin Language Study
Passages in the Latin language relating to the thesis topic will be set for translation and explanation.
To complete this course students must enrol in ANCHIST 743 A and B, or ANCHIST 743

ANCIST 744  (15 Points)
Internal Political History of the Ramesside Period
The historical and cultural background of Pharaonic Egypt during Dynasties 19-20 in which developments in kingship, religion (the Amun cult), and personal piety became the norms of society.
Restriction: ANCHIST 720

ANCIST 745  (15 Points)
External History of the Ramesside Period
A concentrated study of the socio-historical changes in Dynasties 19-20 with emphasis upon the new political and military stresses experienced in these Dynasties.
Restriction: ANCHIST 720

ANCIST 752  (30 Points)

ANCIST 752A  (15 Points)

ANCIST 752B  (15 Points)
Historians of Greece
A study of the Greek writers on Greek history. The authors will include Herodotus, Thucydides and Xenophon.
Restriction: ANCHIST 324
To complete this course students must enrol in ANCHIST 752 A and B, or ANCHIST 752
ANCHIST 753 (30 Points)
ANCHIST 753A (15 Points)
ANCHIST 753B (15 Points)

Historians of Rome
A study of the Greek and Latin writers on Roman history. The authors will include Livy, Sallust, Caesar and Tacitus.
Restriction: ANCHIST 314
To complete this course students must enrol in ANCHIST 753 A and B, or ANCHIST 753

ANCHIST 754 (30 Points)
ANCHIST 754A (15 Points)
ANCHIST 754B (15 Points)

Egypt: Research Essays 1
A study of key periods or important themes in the development of ancient Egypt.
To complete this course students must enrol in ANCHIST 754 A and B, or ANCHIST 754

ANCHIST 755 (30 Points)
Egypt: Research Essays 2
A study of key periods or important themes in the development of ancient Egypt.
Restriction: ANTHRO 355

ANCHIST 756 (30 Points)
ANCHIST 756A (15 Points)
ANCHIST 756B (15 Points)

Greece: Research Essays 1
A study of key periods or important themes in the development of ancient Greece.
To complete this course students must enrol in ANCHIST 756 A and B, or ANCHIST 756

ANCHIST 757 (30 Points)
ANCHIST 757A (15 Points)
ANCHIST 757B (15 Points)

Greece: Research Essays 2
A study of key periods or important themes in the development of ancient Greece.
To complete this course students must enrol in ANCHIST 757 A and B, or ANCHIST 757

ANCHIST 758 (30 Points)
ANCHIST 758A (15 Points)
ANCHIST 758B (15 Points)

Rome: Research Essays 1
A study of key periods or important themes in the development of ancient Rome.
To complete this course students must enrol in ANCHIST 758 A and B, or ANCHIST 758

ANCHIST 759 (30 Points)
ANCHIST 759A (15 Points)
ANCHIST 759B (15 Points)

Rome: Research Essays 2
A study of key periods or important themes in the development of ancient Rome.
To complete this course students must enrol in ANCHIST 759 A and B, or ANCHIST 759

ANCHIST 773 (15 Points)
Research Essay

ANCHIST 774 (15 Points)
ANCHIST 774A (7.5 Points)
ANCHIST 774B (7.5 Points)

Research Essays in Ancient History
Guided individual study leading to essays on subjects related to other courses taken by the student in Ancient History.

ANCHIST 775 (15 Points)

Special Topic

ANCHIST 780 (15 Points)
ANCHIST 780A (7.5 Points)
ANCHIST 780B (7.5 Points)

Special Topic

To complete this course students must enrol in ANCHIST 780 A and B, or ANCHIST 780

ANCHIST 790 (30 Points)
ANCHIST 790A (15 Points)
ANCHIST 790B (15 Points)

Dissertation

To complete this course students must enrol in ANCHIST 790 A and B, or ANCHIST 790

ANCHIST 792 (45 Points)
ANCHIST 792A (22.5 Points)
ANCHIST 792B (22.5 Points)

Dissertation

To complete this course students must enrol in ANCHIST 792 A and B, or ANCHIST 792

ANCHIST 793A (45 Points)
ANCHIST 793B (45 Points)

Thesis
Prerequisite: A BA(Hons) in Ancient History with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in ANCHIST 793 A and B

ANCHIST 796A (60 Points)
ANCHIST 796B (60 Points)

Thesis
Prerequisite: A BA(Hons) in Ancient History with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in ANCHIST 796 A and B

ANCHIST 797A (60 Points)
ANCHIST 797B (60 Points)

Research Portfolio
To complete this course students must enrol in ANCHIST 797 A and B

Anthropology

Stage I

ANTHRO 100 (15 Points)
Human Cultures: Introduction to Social Anthropology
Humans are social and cultural beings. This course provides an understanding of human lives. Basic concepts and approaches are covered.

ANTHRO 101 (15 Points)
World Archaeology
World archaeology from the emergence of culture to the first cities, including the Pacific region.

ANTHRO 102 (15 Points)
Introduction to Biological Anthropology
Who was Lucy and what is a hominid? What can studying monkeys and apes tell us about our evolutionary past? An introduction to the range of topics addressed and approaches used in the biological study of the human species. Topics covered include:
an introduction to evolutionary theory, the most recent evidence of the fossil remains of our ancestors, studies of primate evolution and behaviour, and understanding patterns of modern human variation.

**ANTHRO 103** (15 Points)

**Musics of the World**

A broad survey of the world's music cultures covering North and South America; Africa; Europe; South, East, and South-East Asia; and the Pacific. Special attention will be given to the musics of the Pacific Islands, New Zealand and Australia.

**ANTHRO 104** (15 Points)

**Peoples and Cultures of the Pacific**

A survey of the peoples of Pacific Islands through the perspectives of archaeology, biological anthropology, ethnomusicology, linguistics and social anthropology.

**ANTHRO 105** (15 Points)

**Question of Race and Racism**

International, cross-cultural and interdisciplinary perspectives question “race” and “racism.” Why does the concept have such social and political potency? What are the impacts of concepts of race and practices of racism and anti-racism on individuals, families, communities, nation-states and empires, and in Aotearoa New Zealand and the Pacific in particular?

**ANTHRO 106** (15 Points)

**ANTHRO 106G** (15 Points)

**Issues and History in Popular Music**

A survey of popular music styles, artists, sub-cultures and issues that explores facets such as genre, the music industry, music and politics, music videos, the sales process, race and identity, and gender theory. Core theory and writers in popular music studies are introduced and popular music is used to explore societal changes in class, ethnicity, gender, sexuality, youth, and global economic and cultural processes.  

**Stage II**

**ANTHRO 200** (15 Points)

**Archaeology: Understanding the Past**

An examination of current concepts in archaeological research and their place in the development of archaeological thought. How archaeology makes use of its methods and theories to understand the past. An introductory laboratory component. This course is essential for students who may wish to continue their study of Archaeology at Stage III.  

Prerequisite: ANTHRO 101 and ANTHRO 100 or 102 or 103 or 104, or 60 points passed

**ANTHRO 201** (15 Points)

**Human Evolution**

The study of human evolution, including recent advances in fossil, molecular, primate and ecological approaches.  

Prerequisite: ANTHRO 102 and ANTHRO 100 or 101 or 103 or 104, or 60 points passed

**ANTHRO 203** (15 Points)

**Theoretical Approaches to Society and Culture**

A survey of some of the key anthropological theories used to analyse human social life, discussed by reference to cross-cultural studies. Also considers current debates/issues within the discipline.  

Prerequisite: ANTHRO 100, and 101 or 102 or 103 or 104, or 60 points passed

**ANTHRO 204** (15 Points)

**Ethnography of Island Polynesia**

What is distinctive about Polynesian culture and society? How and why are Polynesian cultures alike? How are they different? In what ways are Fiji, Samoa, Tikopia, Tokelau and Tonga different or similar to other Oceanic cultures? Anthropological studies of these questions will be explored through indigenous Polynesian, anthropological and historical accounts.  

Prerequisite: ANTHRO 100 or 104, or 60 points passed

**ANTHRO 206** (15 Points)

**Origins of Civilisation**

The shift from a hunter-gatherer way of life to one based on village life and agriculture is foundational for the development of complex society. The course considers what socio-cultural changes were involved as Holocene societies developed in different parts of the world and how the relationship between humans and the environment changed.  

Prerequisite: ANTHRO 101 or 60 points passed  
Restriction: ANTHRO 322

**ANTHRO 207** (15 Points)

**Coming of the Māori**

An introduction to New Zealand’s archaeological history, from early Māori origins to the initial period of Western contact. Tropical Polynesian adaptations to New Zealand’s temperate climate, Māori’s rich material culture and arts, resource use and environmental change, development of classic Māori society, and the emerging field of historic archaeology are covered.  

Prerequisite: ANTHRO 101 or 30 points at Stage I in Museums and Cultural Heritage or 60 points passed

**ANTHRO 210** (15 Points)

**Ethnographies of the Contemporary Māori**

The history of ethnographic and other accounts of contemporary Māori society, examining the derivation of various social theories and their application to the Māori under changing political and economic circumstances in New Zealand since industrialisation.  

Prerequisite: ANTHRO 100 or MĀORI 130 or 60 points passed

**ANTHRO 211** (15 Points)

**Anthropological Perspectives on Gender**

Gender as a cultural construction has been a dynamic field of anthropological inquiry for the past three decades. How do various peoples exhibit and conceptualise gender differences? How have anthropologists studied them?  

Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104, or 60 points passed

**ANTHRO 215** (15 Points)

**Human Sexuality**

Human sexuality and sexual behaviour explored from a variety of perspectives within anthropology. Topics include: the evolution of sex, cross-cultural variation in sexual behaviour, sex and the brain, sex through the life course, and the impact of sexually transmitted diseases.  

Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104, or 30 points passed in Social Science for Public Health or 60 points passed
ANTHRO 216 (15 Points)
Race, Ethnicity and Identity in Popular Music
The reflection of identity explorations and negotiations in various mainstream popular musics, especially in regard to race and ethnicity. Musical styles, albums and artists from genres such as Punk, Hip Hop, Country and Soul will be explored, showing popular music’s usefulness as a tool for exploring and documenting social phenomena and power structures.
Restriction: ANTHRO 205

ANTHRO 217 (15 Points)
Rhythm, Blues and Rock
African-American popular music and culture from the mid-1930s through the early 1960s, including styles such as blues, R’n’B, and early Rock’n’Roll. Considers issues of racial and gendered representation, creativity, the popular music industry, the place of music in the development of “youth culture” and stylistic trends. Individual performers, recordings and performances, are also examined.
Prerequisite: ANTHRO 106 or 60 points passed
Restriction: POPMUS 206

ANTHRO 219 (15 Points)
Contemporary Perspectives on Music and Culture
Examines the multiple roles and meanings of music in human culture through consideration of specific musical instances and music-culture case studies. Views music as an independent creative art form and as a symbolic component of cultural expression, as well as a paradigm for cultural structures and behaviours. Considers the field of ethnomusicology from the perspectives of anthropology and musicology, among other disciplines.
Prerequisite: ANTHRO 103 or 106 or 60 points passed

ANTHRO 221 (15 Points)
European Prehistory: From Cave Art to the Celts
An overview of major developments in the prehistory of Europe, including the British Isles, from Paleolithic art to the Iron Age ending with the Vikings. Emphasis will be on significant, well-studied sites, archaeological treasures, population movements and interactions which help us to understand European heritage.
Prerequisite: ANTHRO 101 or 60 points passed

ANTHRO 222 (15 Points)
Human Biodiversity
The study of modern human biology focusing on variation and adaptability at the molecular, individual and population levels. Topics include: nutrition, growth and development, environmental effects on human biology and concepts of genetic variation including race.
Prerequisite: ANTHRO 102 or 30 points passed at Stage I in Social Science for Public Health or 60 points passed

ANTHRO 225 (15 Points)
Anthropology of Art and Performance
Explores art, material culture, music and performance within diverse socio-cultural contexts. Introduces analytic methods that can be used to deepen appreciation and understanding of different art forms, their aesthetic systems, and the ways that they are encoded with meaning.
Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 60 points passed
Restriction: ANTHRO 315

ANTHRO 232 (15 Points)
The Music of Japan
The study of the traditional narrative and dramatic music traditions in the context of their related theatre genres (Noh, Burakku, Kabuki etc). Attention will also be paid to associated lyric musical styles.
Prerequisite: ANTHRO 103 or 60 points passed
Restriction: ANTHRO 332

ANTHRO 233 (15 Points)
The Music of India
The study of selected musics from the Indian subcontinent, including traditional, religious, and street musics, classical vocal and instrumental styles and the popular musics of the commercial cinema and music industries.
Prerequisite: ANTHRO 103 or 60 points passed
Restriction: ANTHRO 333

ANTHRO 234 (15 Points)
Popular Musics of the Pacific
From hip hop to reggae to pop, this course explores Pacific popular music genre, artists and songs as well as relevant musical techniques, modes of distribution and processes of fusion and change. It probes the positions and possibilities of Pasifika pop musics by discussing critical questions about culture, authenticity, modernisation, consumerism, identity and musical (ex)change.
Prerequisite: ANTHRO 103, 104, MUSIC 145 or POPMUS 106, or 60 points passed

ANTHRO 238 (15 Points)
Musics of the Pacific
The study of traditional and popular musics in Oceania, with particular reference to Polynesia: Samoa, Tonga, Niue, Tokelau, Hawaii, Tahiti, Marquesas, Cook Islands and Aotearoa.
Prerequisite: ANTHRO 103 or 104 or 60 points passed
Restriction: ANTHRO 308

ANTHRO 239 (15 Points)
The Music of Aboriginal Australia
A survey of traditional and popular musics of Aboriginal Australia, with particular reference to Central Desert and North Australian regions.
Prerequisite: ANTHRO 103 or 60 points passed
Restriction: ANTHRO 344

ANTHRO 240 (15 Points)
Directed Studies in Anthropology
A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of anthropology under supervision of appropriate staff.
Prerequisite: Approval of Head of Department

ANTHRO 241 (15 Points)
Anthropology of the Body
Examines cultural and historical variations in how societies understand and experience the human body. The focus will be primarily on social, historical, and political-economic approaches. Topics such as labour, sport, health, illness, sexuality, gender, and religious ritual will be considered. Explores the cultural construction and social experience of the human body in a diverse range of settings.
Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed
Restriction: ANTHRO 354

ANTHRO 242 (15 Points)
Cross-cultural Economics
Examines ways in which people throughout the world make a living, organise their productive activities, obtain goods and services from others through exchange, and appropriate and consume objects. Covers division of
labour, similarities and differences between gifts and commodities, concepts of property, types of money and exchange, spheres of exchange, and connections between power and material conditions of life.

Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed
Restriction: ANTHRO 313

ANTHRO 243 (15 Points)
Special Topic
Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed

ANTHRO 244 (15 Points)
The Politics of Culture
A critical exploration of contemporary debates on and around the idea of 'culture'. Focuses particularly on controversies at the interface between anthropology and politics, from problems of cultural translation and the appropriation of culture, to the politicisation of culture, multiculturalism and the rise of the 'consumer culture'.
Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed
Restriction: ANTHRO 330

ANTHRO 245 (15 Points)
Special Topic: Evolutionary Anthropology Today
Humans have had, and continue to have, an important role in shaping their own evolution. This course explores the role of evolution in contemporary human societies focussing on how humans cope with modern societies and environments.
Prerequisite: ANTHRO 102 or 60 points passed

ANTHRO 246 (15 Points)
Tradition and History in New Zealand Archaeology
This course will examine Māori traditions and history as a guide to processes in the New Zealand archaeology. Case studies will include Māori canoe traditions, the expeditions of Hongi Hika and Te Rauparaha, and the Ngai Tahu settlement of the South island.
Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed
Restriction: ANTHRO 346

ANTHRO 247 (15 Points)
Anthropology Today: Debates in Culture
The primary aim is to provide students with an introduction to some of the more topical and controversial themes that social anthropologists are currently engaged with. Topics include: the culture of terrorism, anthropology and cyberculture, the anthropological study of prisons, race and racism, and the politics of representation.
Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed
Restriction: ANTHRO 331

ANTHRO 248 (15 Points)
Special Topic
Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed

ANTHRO 249 (15 Points)
Archaeology and Identity in Palestine/Israel
Examines the history of archaeology in Palestine/Israel, recent archaeological findings and how new interpretations are changing our understandings of the past and conflicts over the use of archaeology in contemporary identity politics.
Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed
Restriction: ANTHRO 359

ANTHRO 250 (15 Points)
Special Topic: World-view and Religion
Anthropological approaches to religion and world-view. Includes cross-cultural approaches to meaning, belief, religious experience, ritual and myth. Issues of religion, ideology, syncretism, symbolism in social conflict and change. Considers local and world religions.
Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed
Restriction: ANTHRO 319

ANTHRO 251 (15 Points)
Special Topic
Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed

ANTHRO 252 (15 Points)
Special Topic
Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed

ANTHRO 253 (15 Points)
Special Topic in Biological Anthropology
Prerequisite: ANTHRO 102 or 60 points passed
ANTHRO 308 (15 Points)
Advanced Studies in the Musics of the Pacific
The study of selected musics from Oceania, highlighting issues of indigenous systems, colonisation, nationalism, forms of authority and contemporary practice.
Prerequisite: ANTHRO 219 or 120 points passed
Restriction: ANTHRO 238

ANTHRO 309 (15 Points)
Quantitative Methods in Anthropology
Introduction to analytical approaches to anthropological data, providing professional skills of particular interest to students considering post-graduate work. Topics include: quantitative research design, basic statistical concepts and methods, use of the SPSS computer package and a brief introduction to GIS using MapInfo. This course assumes only a limited mathematical background.
Prerequisite: ANTHRO 200 or 201 or 203 or 120 points passed

ANTHRO 310 (15 Points)
Reading Ethnography
Ethnographic texts are the major outcome of research in social and cultural anthropology. This seminar-based course compares different ethnographies and approaches to ethnographic research and writing.
Prerequisite: ANTHRO 203 with a minimum B pass

ANTHRO 311 (15 Points)
New Zealand Archaeology
Case studies in the archaeology of New Zealand, from its beginnings to the present day.
Prerequisite: ANTHRO 200 or 120 points passed

ANTHRO 314 (15 Points)
Issues in New Zealand Ethnography
Discusses contemporary anthropological theory and ethnography in relation to topics such as: culture, community, identity, inequality, gender, multiculturalism and biculturalism in Aotearoa New Zealand.
Prerequisite: ANTHRO 203 or 120 points passed

ANTHRO 315 (15 Points)
Anthropology of Art and Performance
Explores art, material culture, music and performance within diverse socio-cultural contexts. Introduces analytic methods that can be used to deepen appreciation and understanding of different art forms, their aesthetic systems, and the ways that they are encoded with meaning.
Prerequisite: ANTHRO 201 or 203 or HERITAGE 200 or MUSEUMS 200 or 120 points passed
Restriction: ANTHRO 225

ANTHRO 316 (15 Points)
Biological Anthropology in the Pacific
Where did Pacific people come from? How did they adapt to their new environment? How did European contact affect their health and lives? What have been the impacts of urbanisation and westernisation? The current theory and methods of biological anthropology as applied to the Pacific are discussed.
Prerequisite: ANTHRO 201 or HLTHSOC 200 or SOCSCIPH 200 or 120 points passed

ANTHRO 317 (15 Points)
Field Methods in Archaeology
Participation in a field school involving an intensive introduction to all aspects of excavation and subsequent laboratory analysis and report preparation.
Prerequisite: ANTHRO 200 or 120 points passed
Restriction: ANTHRO 727

ANTHRO 318 (15 Points)
Approaches to Archaeological Science
An introduction to the application of scientific techniques in archaeology. Topics covered will include: site location, dating, sourcing archaeological material, investigation of artefact manufacture and use, and study of archaeological sediments. Coursework will include a series of practical laboratories.
Prerequisite: ANTHRO 200 or 120 points passed

ANTHRO 319 (15 Points)
World-view and Religion
Anthropological approaches to religion and world-view. Includes cross-cultural approaches to meaning, belief, religious experience, ritual and myth. Issues of religion, ideology, syncretism, symbolism in social conflict and change. Considers local and world religions.
Prerequisite: ANTHRO 203 or 120 points passed
Restriction: ANTHRO 250

ANTHRO 320 (15 Points)
Ethnographic Film and Photography
Explores the uses of photography and film in the production and dissemination of anthropological knowledge. A goal of this course is to increase students’ awareness of the choices that are made at all stages in the production of anthropological images. The course will also use ethnographic film and photography to consider issues of ethnographic representation more generally.
Prerequisite: ANTHRO 200 or 201 or 203 or 219 or 15 points from FTVMS 200–214, 216–19 or 120 points passed

ANTHRO 321 (15 Points)
Equality and Inequality
Examines conceptualisations, realities and consequences of equality and inequality cross-culturally. Considers whether there are egalitarian societies and whether inequality is inevitable. Covers types and systems of inequality such as slavery, gender inequality, caste and class, as well as differences between economic and political inequality, and between equality of opportunity and equal results.
Prerequisite: ANTHRO 200 or 201 or 203 or 120 points passed

ANTHRO 322 (15 Points)
Special Topic: Origins of Civilisation
The shift from a hunter-gatherer way of life to one based on village life and agriculture is foundational for the development of complex society. The course considers what socio-cultural changes were involved as Holocene societies developed in different parts of the world and how the relationship between humans and the environment changed.
Prerequisite: ANTHRO 200 or 201 or 203 or 120 points passed
Restriction: ANTHRO 206

ANTHRO 323 (15 Points)
Special Topic in Ethnomusicology
Prerequisite: ANTHRO 219 or 120 points passed

ANTHRO 324 (15 Points)
Medical Anthropology
Biological and social anthropological approaches to health, employing cross-cultural perspectives and critical analysis of health, illness and disease, health systems and health policy.
Prerequisite: ANTHRO 201 or 203 or HLTHSOC 200 or SOCSCIPH 200 or 120 points passed
How real are these differences? How are these cultural ideas and debates about racial and ethnic differences.

ANTHRO 336 (15 Points)
Race and Ethnicity
Ideas and debates about racial and ethnic differences. How real are these differences? How are these cultural constructions related to economic, political and ideological forces? What are the relationships between race, ethnicity and identity?
Prerequisite: ANTHRO 203 or 120 points passed

ANTHRO 337 (15 Points)
Birth, Death and Sex: Evolutionary Life History
How do biology and culture affect our reproduction? What factors underlie the patterns of death and ageing and how is personal survival balanced against future reproduction? Using evolutionary theory and demographic anthropology, critical questions about individual development, reproductive ecology, parental investment and population growth and decline are explored.
Prerequisite: ANTHRO 201 or 120 points passed

ANTHRO 339 (15 Points)
Anthropology and Development
Anthropology of development and anthropology in development: anthropological critiques of the notion of ‘development’: debates about anthropological praxis and ethics in development: case-based anthropological analyses of development interventions and methods and the applications of anthropological expertise.
Prerequisite: ANTHRO 203 or 120 points passed

ANTHRO 340 (15 Points)
Heritage Conservation in Aotearoa
Addresses the main principles of heritage conservation focusing on the rationale rather than treatment methods. Special emphasis is given to the fields of: conservation of place, archaeological, architectural, ethnographic and fine art conservation. Provides students with a cultural orientation to conservation where issues are examined through several contexts, including anthropological studies and conservation science.
Prerequisite: ANTHRO 100 and 101, and 200 or 201 or 203 or HERITAGE 200 or MUSEUMS 200, or 120 points passed

ANTHRO 342 (15 Points)
Special Topic in Anthropology
Prerequisite: ANTHRO 200, 201, 203 or 219 or 120 points passed

ANTHRO 343 (15 Points)
Global Interactions in Popular Music
Studies selected examples and genres within the range of musics labelled ‘world beat’ or ‘world musics’. Focuses on popular music fusions of distinct musical traditions with trans-national marketing practices and ‘mainstream’ popular music styles. Theorises these musical styles and trends in relation to constructions of local and global cultures, as well as questions of tradition and authenticity, commodification and control.
Prerequisite: ANTHRO 219 or 120 points passed

ANTHRO 344 (15 Points)
Advanced Studies in the Music of Aboriginal Australia
The study of selected musics from Aboriginal Australia, highlighting issues of indigenous systems, religious belief and practice, music and land rights, forms of authority, and contemporary practice.
Prerequisite: ANTHRO 219
Restriction: ANTHRO 239

ANTHRO 345 (15 Points)
Directed Studies in Anthropology
A directed reading and individual study course to prepare students in the methodologies in a selected
sub-discipline of Anthropology under supervision of appropriate staff.
Prerequisite: ANTHRO 200 or 201 or 219 or 203 and approval of Head of Department

ANTHRO 346 (15 Points)
Tradition and History in New Zealand Archaeology
This course will examine Māori traditions and history as a guide to processes in the New Zealand archaeology. Case studies will include Māori canoe traditions, the expeditions of Hoki Hika and Te Rauparaha, and the Ngai Tahu settlement of the South island.
Prerequisite: ANTHRO 200 or 201 or 203 or 120 points passed
Restriction: ANTHRO 246

ANTHRO 347 (15 Points)
Special Topic in Anthropology
Prerequisite: 30 points at Stage II in Anthropology including either ANTHRO 200 or 201

ANTHRO 348 (15 Points)
Perspectives on Human Growth
Adopts evolutionary and biocultural perspectives in examining patterns of human growth and maturation. Human developmental patterns are placed within an evolutionary framework using evidence from non-human primates and earlier hominid remains. Variability within and among human populations in growth and developmental timing is considered in terms of genetics interacting with physical, biotic and social factors.
Prerequisite: ANTHRO 201 or 120 points passed

ANTHRO 349 (15 Points)
Primate Behaviour, Ecology and Conservation
Primates are a diverse group of mammals, varying in diet, group sizes, range sizes, geographical distribution and abundances. Due to habitat destruction, one fourth of this diversity (26%) is in immediate danger of extinction. This course will explore the diversity of the order Primates and will examine patterns of abundance, distribution and diversity of living species, and the threats to their survival today.
Prerequisite: ANTHRO 200 or 201 or 120 points passed

ANTHRO 350 (15 Points)
Environmental Anthropology
An exploration of human-environmental relationships in a variety of cultural contexts. From an anthropological perspective, it considers how people imagine, explain, experience and interact with a range of different socio-cultural and physical environments, and how they encode and respond to meaning in their material surroundings. Key themes include cognition, the construction of worldviews, concepts of nature, cultural landscapes, environmental management, colonisation and development.
Prerequisite: ANTHRO 203 or 120 points passed

ANTHRO 351 (15 Points)
Special Topic
Prerequisite: 30 points at Stage II in Anthropology including ANTHRO 203

ANTHRO 352 (15 Points)
Special Topic in Biological Anthropology
Prerequisite: 30 points at Stage II in Anthropology including ANTHRO 201

ANTHRO 353 (15 Points)
Archaeology in Practice
Contemporary approaches to archaeological practice: materials, analysis and interpretation.
Prerequisite: 30 points at Stage II in Anthropology including ANTHRO 200

ANTHRO 354 (15 Points)
Anthropology of the Body
Examines cultural and historical variations in how societies understand and experience the human body. The focus will be primarily on social, historical, and political-economic approaches. Topics such as labour, sport, health, illness, sexuality, gender and religious ritual will be considered. Explores the cultural construction and social experience of the human body in a diverse range of settings.
Prerequisite: 30 points at Stage II in Anthropology including ANTHRO 203
Restriction: ANTHRO 241

ANTHRO 355 (15 Points)
Anthropology and Public Policy
Examines the way ‘policy’ has become an increasingly central organising principle in contemporary societies, shaping the way we live, act and think. Drawing on anthropological and sociological theories of power, governance and subjectivity, it explores how policy creates new categories of individuals such as ‘citizens’, ‘nationals’, ‘criminals’ and ‘deviants’, and the influence policy plays in the way individuals construct themselves as subjects.
Prerequisite: 30 points at Stage II in Anthropology including ANTHRO 203
Restriction: ANTHRO 755

ANTHRO 356 (15 Points)
Anthropology and Intellectual Property
Examines recent anthropological contributions to debates about intellectual property. These include concepts of ownership, the objectification and appropriation of indigenous knowledge, creativity, bioprospecting, the protection of intangible cultural property, and the effects of global flows of information on persons, privacy and the ownership of ideas.
Prerequisite: 30 points at Stage II in Anthropology including ANTHRO 203
Restriction: ANTHRO 756

ANTHRO 357 (15 Points)
Gender, Sexuality and Popular Music
Explores the ways in which gender and sexual identities are both reflected in and modified by mainstream popular music: from ‘girl power’ to boy bands; from outwardly gay and lesbian artists to the gay appropriation of heterosexual female divas; from the camp masculinity of heavy metal to lesbian rock and riot grrrls; from women-hating gangster rappers to powerful women in the recording industry.
Prerequisite: 135 points passed
Restriction: POPMUS 306

ANTHRO 358 (15 Points)
Gender and Colonialism in the Pacific
The transformation of gender relations in the Pacific from the inception of the European contact period and through the colonial process. Emphasis will be on the gendered nature of colonialism both in terms of how it framed the process, as well as how the experience was lived.
Prerequisite: Any 30 points at Stage II
Restriction: WOMEN 303

ANTHRO 359 (15 Points)
Archaeology and Identity in Palestine/Israel
Examines the history of archaeology in Palestine/Israel, recent archaeological findings and how new interpretations are changing our understandings of the past and conflicts over the use of archaeology in contemporary identity politics.
Prerequisite: ANTHRO 200 or 120 points passed
Restriction: ANTHRO 249
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For further information please refer to the note on page 349.
ANTHRO 733 (30 Points)
Research in Popular Music Culture
Advanced ethnomusicological theories and methodologies for the analysis of data that are obtained from mediated performance, archival sources, material culture and recorded music and image.
Prerequisite: 30 points from ANTHRO 308, 323, 332, 333, 343, 357

ANTHRO 735 (30 Points)
Special Topic in Anthropology

ANTHRO 736 (30 Points)

ANTHRO 736A (15 Points)

ANTHRO 736B (15 Points)
Special Studies in Anthropology
A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of Anthropology, under supervision of appropriate staff.
To complete this course students must enrol in ANTHRO 736 A and B, or ANTHRO 736

ANTHRO 738 (15 Points)
Special Topics in Anthropology

ANTHRO 739 (15 Points)

ANTHRO 739A (7.5 Points)

ANTHRO 739B (7.5 Points)
Special Studies in Anthropology
A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of Anthropology under supervision of appropriate staff.
To complete this course students must enrol in ANTHRO 739 A and B, or ANTHRO 739

ANTHRO 740 (15 Points)
Anthropology of Europe
Key issues and debates in the anthropology of Europe, from ethnic violence, nationalism and racism, to urban youth cultures and the European Union. The aim of the course is to provide close, critical reading and discussion of a number of recent ethnographies that deal with particular issues and controversies in modern European society.

ANTHRO 741 (15 Points)
Critiquing Development
A critical analysis of theories of development in the context of the broader conflicting relationships between culture and social change.
Restriction: ANTHRO 715

ANTHRO 742 (15 Points)
Contact and Colonialism
A seminar focused on critical understanding of the political, social and economic expansion of European countries around the world and its cultural consequences. Themes may include: cultural encounter, causes and effects of colonisation, interpretations of the other by colonisers and colonised, Creole cultures, slavery, race, resistance and accommodation, gender, demography, environmental impacts.
Restriction: ANTHRO 720

ANTHRO 743 (15 Points)
Violence and Pain
An examination of the social and cultural meanings of violence and the ways in which violence impinges on notions of personhood, the body and community. Central questions will include how experiences of violence are communicated, the limits of such communication, and their implications for understanding self, culture and human agency.

ANTHRO 744 (15 Points)
Special Topic: Anthropology and History
A critical examination of the characteristics, applications and interactions of different media in the production of the past: chant, genealogy, song, dance, textiles, carving, architecture, as well as written text.
Restriction: ANTHRO 720

ANTHRO 745 (15 Points)
Special Topic

ANTHRO 746 (15 Points)
Special Topic

ANTHRO 747 (15 Points)
Special Topic: Taonga and Identity in Museums
Key issues facing museums today are governance of indigenous collections and relationships with descendant communities. Cross-cultural in its analysis, the course will particularly focus on taonga as the vehicle for engaging in wider international debates concerning identity, repatriation, reciprocity, power, agency, research and exhibition of indigenous cultures by metropolitan museums.
Restriction: MUSEUMS 700

ANTHRO 748 (15 Points)
Human Osteology
A practical introduction to human osteology and the methods employed by bioanthropologists and forensic anthropologists including bone identification, assessment of population affinity, ageing, sexing, identification of disease and trauma, and chemical analysis.
Restriction: ANTHRO 730

ANTHRO 749 (15 Points)
Field Methods in Primatology
A practical introduction to the methods in field primatology. The first half of the course will consist of theoretical lectures on how to collect data in the field including behavioural data, habitat assessment such as floristics and phenology. The second half of the course will be devoted to data collecting and analysis at Auckland Zoo.
Restriction: ANTHRO 730

ANTHRO 750 (15 Points)
Anthropological Genetics
A theoretical and practical introduction to anthropological genetics and the methods employed by bioanthropologists including: introduction to basic laboratory procedures, DNA extraction, PCR amplification analyses of mitochondrial DNA variation, and scientific writing.
Restriction: ANTHRO 730

ANTHRO 753 (15 Points)
Practising Ethnographic Research Methods
Students learn observational, ethnographic and quantitative social anthropological research methods by designing and carrying out a small class research project. Ethical and methodological issues are introduced.
Restriction: ANTHRO 711, 734

ANTHRO 754 (15 Points)
Preparing Research Proposals
Methodology, epistemology, ethics, research design, advanced methods and research proposal preparation
within the disciplines of biological and social anthropology.

Restriction: ANTHRO 721, 782

ANTHRO 755 (15 Points)

Anthropology and Public Policy

Examines the way ‘policy’ has become an increasingly central organising principle in contemporary societies, shaping the way we live, act and think. Drawing on anthropological and sociological theories on power, governance and subjectivity, it explores how policy creates new categories of individuals such as ‘citizens’, ‘nationals’, ‘criminals’ and ‘deviants’, and the influence policy plays in the way individuals construct themselves as subjects.

Restriction: ANTHRO 355

ANTHRO 756 (15 Points)

Anthropology and Intellectual Property

Examines recent anthropological contributions to debates about intellectual property. These include concepts of ownership, the objectification and appropriation of indigenous knowledge, creativity, bioprospecting, the protection of intangible cultural property, and the effects of global flows of information on persons, privacy and the ownership of ideas.

Restriction: ANTHRO 356

ANTHRO 757 (15 Points)

Advanced Social Anthropology

Foundational and current works in social anthropological theory and practice.

Restriction: ANTHRO 731, 734

ANTHRO 758 (30 Points)

Special Topic in Archaeology

ANTHRO 780 (30 Points)

ANTHRO 780A (15 Points)

ANTHRO 780B (15 Points)

Dissertation

Restriction: ANTHRO 782

To complete this course students must enrol in ANTHRO 780 A and B, or ANTHRO 780

ANTHRO 782 (30 Points)

Research Project

Supervised development of research skills, including the ability to design a research proposal, to conduct research, analyse data and write a research report.

Restriction: ANTHRO 754, 780

ANTHRO 792 (45 Points)

ANTHRO 792A (22.5 Points)

ANTHRO 792B (22.5 Points)

Dissertation in Anthropology

A topic in one of the sub-disciplines of Anthropology to be selected in consultation with staff.

To complete this course students must enrol in ANTHRO 792 A and B, or ANTHRO 792

ANTHRO 796A (60 Points)

ANTHRO 796B (60 Points)

Thesis in Anthropology

Prerequisite: A BA(Hons) in Anthropology with an average of at least B+ for courses taken in the BA(Hons) degree or equivalent

To complete this course students must enrol in ANTHRO 796 A and B

ANTHRO 797A (60 Points)

ANTHRO 797B (60 Points)

Research Portfolio

Prerequisite: A BA(Hons) in Anthropology with an average of at least B for courses taken in the BA(Hons) degree or equivalent

To complete this course students must enrol in ANTHRO 797 A and B

Art History

Stage I

ARTHIST 106 (15 Points)

Images and Ideas: Art since Antiquity

A survey of periods that have provided the foundation of western art and architecture, together with in-depth case studies of artworks from different periods and places. As well as acquiring a broad knowledge of art in its social context, students develop skills in visual and iconographic analysis, essential to the study of art.

Restriction: ARTHIST 111

ARTHIST 107 (15 Points)

Art and the City: 1400-1700

An investigation of the social and cultural history of urbanisation between 1400 and 1700 as expressed in art and architecture. The areas of study will involve looking at art in the spheres of public buildings, religious institutions and private houses. The cities to be covered will include Florence, Bruges, Venice, Antwerp, Rome, Madrid and Amsterdam.

ARTHIST 109 (15 Points)

Modern Art and Modernity 1850-1970

Will explore the production and reception of modern art in the context of rapid social, political and technological change during the period from c.1850 to 1970. Modern art is interpreted broadly to include painting, sculpture, design, architecture, performance, photography and film. Issues such as the emergence of the avant garde, primitivism and abstraction will be studied.

Restriction: ARTHIST 104, 105

ARTHIST 112 (15 Points)

Themes in Art History

Examines emerging questions and topical issues in Art History in a chosen subject area.

ARTHIST 114G (15 Points)

Reading Images

Is seeing learned? Can an image be read in the same way as a text? Understanding images is central to everyday life. Visual literacy is fundamental to all disciplines. This course provides students with tools for making sense of various kinds of images and objects: photographs, advertisements, paintings, film, television, comics, cartoons, monuments, buildings, maps, landscape, digital and internet images.

ARTHIST 115 (15 Points)

ARTHIST 115G (15 Points)

Global Art Histories

A broad survey of visual art spanning from the early modern period to the contemporary. Students will be introduced to a range of art practices situated within a global context and will consider art works produced in Māori and Pacific cultures alongside Indian, Asian, Middle Eastern, European and American traditions.
Stage II

ARTHIST 201 (15 Points)
Art and Revolution 1750-1850
Topics in late eighteenth and early nineteenth-century painting, sculpture and architecture in Europe, particularly France and Britain. The impact of social and industrial revolution is examined, and developments in portraiture, landscape and history painting are explored. The major artists include Constable, Turner, Goya, Reynolds, Gainsborough, David, Ingres, Gericauld and Delacroix.
Prerequisite: Any 30 points at Stage I in Art History or EUROPEAN 100 and 15 points at Stage I in Art History
Restriction: ARTHIST 321

ARTHIST 202 (15 Points)
Crisis and Change: Mid-19th Century Art in France and Britain
Selected topics in British and French art, photography, art criticism and theory from the 1840s to the 1870s, a crucial period of change in art, with particular foci on Pre-Raphaelitism, leading figures such as Manet, Courbet, Daumier and Whistler, and influential women artists and photographers.
Prerequisite: 30 points at Stage I in Art History, or EUROPEAN 100 and 15 points at Stage I in Art History
Restriction: ARTHIST 302

ARTHIST 203 (15 Points)
Northern European Art 1400-1600
A survey of art in Northern Europe with the focus on developments primarily in painting and sculpture, and to a lesser extent in manuscript illumination and tapestry. Religious symbolism, approaches to landscape representation and portraiture are examined, as well as new genres such as still life and architectural painting. Artists studied include van Eyck, Campin, van der Goes, Hieronymus Bosch and Pieter Brueghel.
Prerequisite: Any 30 points at Stage I in Art History or EUROPEAN 100 and 15 points at Stage I in Art History
Restriction: ARTHIST 303

ARTHIST 204 (15 Points)
Contemporary Art and Theory
Examines some central concerns that have arisen in late modernist art, exploring the moves, intensifications and political implications of art in the post-1968 period: dematerialisation of the art object, site-specificity, the artist in a commodity culture, activism, questions of identity, notions of looking and spectatorship, interactivity, new media, contemporary censorship and debates about the place of the aesthetic.
Prerequisite: Any 30 points at Stage I in Art History or PTVMS 100 and 101
Restriction: ARTHIST 334

ARTHIST 209 (15 Points)
Auckland Architecture since 1840
Auckland architectural history since European settlement has been a history of the struggle between outside influences and the quest for a local architecture. Auckland buildings and urban developments will be studied against the wider architectural, political and social background of New Zealand, as well as developments in Europe, America and Australia. Will involve some visits to buildings near the university.
Prerequisite: 30 points at Stage I in Art History or Architectural Studies
Restriction: ARTHIST 108, 309

ARTHIST 210 (15 Points)
Modernism and Design
A study of the central role played by architecture and design within twentieth-century Modernism. Dealing with function, materials, decoration and Modernist theory, the course spans the period from Art Nouveau in the 1890s to World War II. The main focus will be on Europe and the United States, with some references to New Zealand.
Prerequisite: Any 30 points at Stage I in Art History or EUROPEAN 100 and 15 points at Stage I in Art History
Restriction: ARTHIST 310

ARTHIST 211 (15 Points)
Reading Landscape Art
European landscape art emerged in the seventeenth century, exploring aesthetic qualities associated with nature, but also representing social values. English gardens and paintings by such artists as Constable and Turner were signifiers of economic and political change in the eighteenth and nineteenth centuries, as were artworks in colonial New Zealand.
Prerequisite: Any 30 points at Stage I in Art History or EUROPEAN 100 and 15 points at Stage I in Art History
Restriction: ARTHIST 311

ARTHIST 212 (15 Points)
Neo-Gothic to Art Nouveau
Focuses on nineteenth-century British architecture and design. Topics include debates about style and history, relationships between form and function, uses of new technology and the role of ornament, and their relationships to man-made structures and to nature in the context of nineteenth-century social conditions and ideas.
Prerequisite: 30 points at Stage I in Art History or EUROPEAN 100 and 15 points at Stage I in Art History
Restriction: ARTHIST 312

ARTHIST 214 (15 Points)
Art and New Zealand: Pasts and Presents
The selection of topics from the late eighteenth century to the 1970s includes cross-cultural interactions and representations, landscape and art, questions of cultural identity and innovation, relationships with the art of Europe, America, Australia and Oceania, and tensions between the local and international. Painting, sculpture, carving, architecture, photography and other media are studied.
Prerequisite: 30 points at Stage I in Art History, or EUROPEAN 100 and 15 points at Stage I in Art History
Restriction: ARTHIST 110, 110G, 314

ARTHIST 215 (15 Points)
The Print in Northern Europe 1470-1600
Examines the emergence and development of the print as an independent art form in Northern Europe during the Renaissance, with a close study of the works of major artists.
Prerequisite: 30 points at Stage I in Art History, or EUROPEAN 100 and 15 points at Stage I in Art History
Restriction: ARTHIST 315

ARTHIST 217 (15 Points)
Contemporary Pacific Art
Focuses on work by contemporary Pacific artists, exploring the ways that they translate indigenous knowledge and urban experiences into gallery forms such as painting, installation, performance, film and video making. Themes such as migration and diaspora, language and memory, notions of homelands and return, and the creation of complex cultural identities will be explored.
Prerequisite: Any 30 points at Stage I in Art History, or PACIFIC 102 and 15 points at Stage I in Pacific Studies
Restriction: ARTHIST 317
ARTHIST 222 (15 Points)
Origins of Modern Sculpture
Explores the exploration from traditional to contemporary forms and themes in European and American sculpture. The focus is on artistic activity in Paris from 1900 to 1914 with consideration of definitions of sculpture, abstraction, processes, materials, influences and innovation. Major artists and topics include Picasso, Brancusi, Moore, Constructivism, Futurism, Paris as an art centre, and sculpture and gender.
Prerequisite: Any 30 points at Stage I in Art History
Restriction: ARTHIST 331

ARTHIST 223 (15 Points)
Contemporary Sculpture in New Zealand and Australia
An up-to-date look at current developments in sculpture in New Zealand and Australia, specifically in Auckland, Wellington, Sydney and Melbourne. Topics include urban revitalisation, cultural tourism and the rise of large scale sculpture as event and destination, focusing on Sculpture on the Gulf, Terry Stringer's sculpture park Zealandia, Connells Bay Sculpture Park on Waiheke Island and the Brick Bay Sculpture Trail.
Prerequisite: Any 30 points at Stage I in Art History
Restriction: ARTHIST 323

ARTHIST 224 (15 Points)
Power and Piety: the Baroque
The use of art to display, enhance, and justify political power and piety and to promote political and religious ideologies in the major power centres of seventeenth-century Europe in the Baroque period. Refers to the work of artists such as Caravaggio, Bernini, Velasquez, Rubens, Rembrandt, Van Dyck, Le Brun, Jones and Wren.
Prerequisite: Any 30 points at Stage I in Art History or EUROPEAN 100 and 15 points at Stage I in Art History
Restriction: ARTHIST 306, 324

ARTHIST 225 (15 Points)
Imaging the Renaissance
An examination of the society and culture of Europe between 1400 and 1700 as expressed in print and visual images. Topics include court and merchant culture, popular cultures, religious faith and the Reformation, festivals, literacy and the book, family and marriage, food, sexualities, witchcraft, death and disease.
Prerequisite: 30 points at Stage I in Art History or EUROPEAN 100 and 15 points at Stage I in Art History
Restriction: ARTHIST 325, HISTORY 337

ARTHIST 230 (15 Points)
Special Topic: Art Crime
Explores the growing trend of art crime through a focus on five primary areas: theft, fraud, smuggling, forgery, and vandalism. These will be examined within the context of international and New Zealand case studies, including the theft of the Mona Lisa in 1911, Nazi looting in World War II, and thefts during the Iraq War in 2003. Ways to curb such crime, particularly the development of art crime squads, will also be discussed.
Prerequisite: 30 points at Stage I in Art History
Restriction: ARTHIST 332

ARTHIST 231 (15 Points)
Framing the Viewer: 20th Century Art
The rise of Modernism saw the development of art which is reflexive, which draws attention to itself and the illusion of representation, making us reflect about what art is and how it affects the viewer. This course is designed to enable students to develop their own reflexivity and critical awareness through a study of the ‘classic’ movements of the twentieth century, such as Cubism, Expressionism, Dada, Surrealism, Abstract Expressionism, Op, Pop and Conceptual Art.
Prerequisite: 30 points at Stage I in Art History
Restriction: ARTHIST 331

ARTHIST 233 (15 Points)
Gender, Ethnicity and Visual Culture
Explores the intersection of gender and ethnicity with the visual arts. Emphasis will be on art forms and traditions in Aotearoa/New Zealand, the United States, Canada and Australia, with some reference to the Pacific, including photography, film, jewellery, tattoo and textiles.
Prerequisite: Any 30 points at Stage I in Art History
Restriction: ARTHIST 319, 333

ARTHIST 235 (15 Points)
Contemporary New Zealand Art
A focus on contemporary art practice in New Zealand from the 1970s to the present. It opens with the later modernist period, charting its influences and developments into post-object and post-modern practice. It also considers artists dealing with issues relating to feminism and gender and examines landscape and popular culture, perceived from indigenous, settler and migrant perspectives.
Prerequisite: Any 30 points at Stage I in Art History
Restriction: ARTHIST 103, 335

ARTHIST 236 (15 Points)
Artists and Patrons in Renaissance Italy
A journey into the motivations and inspirations behind the production of art in Renaissance Italy, this course examines the social, economic, religious and political relationships between patrons, artists and artworks c.1400-c.1520 in a variety of civic, religious, familial, artistic and spatial contexts. It ranges from Florence to Milan, the Medicis to the Sforzas, Duccio to Donatello, Leonardo to Michelangelo.
Prerequisite: 30 points at Stage I in Art History or EUROPEAN 100 and 15 points at Stage I in Art History
Restriction: ARTHIST 101, 336

ARTHIST 238 (15 Points)
Mana Taonga: Tradition and Innovation in Māori Art
Considers Māori visual art from arrival from the Pacific to the present day. Examines how artists critically negotiated current notions of identity in their work. Forms including moko, carving, weaving, architecture, film and contemporary art are explored through key ideas such as gender politics, patronage and repatriation. Artists examine include Raharuhi Rukupo, Te Kooti, Pine Taiapa, Lisa Reihana and Ralph Hotere.
Prerequisite: Any 30 points at Stage I in Art History or Māori Studies
Restriction: ARTHIST 102, 338

ARTHIST 244 (15 Points)
Dürer and his Sources and Influence
A detailed examination of the work and influence in painting and printmaking of the most important German Renaissance artist, Albrecht Dürer.
Prerequisite: 30 points at Stage I in Art History
Restriction: ARTHIST 304

ARTHIST 245 (15 Points)
Special Topic: Aspects of Contemporary Art
Provides an overview of the development of contemporary art over the past three decades and for further information please refer to the note on page 349.
introduces key theories that have influenced art or that were influenced by art practice. Instead of focusing on individual artists, groups, or genres, the course addresses relevant themes and issues relating to contemporary art, including popular culture, abstraction and the body.

Prerequisite: 30 points at Stage I in Art History
Restriction: ARTHIST 204, 334, 345

ARTHIST 246 (15 Points)
Special Topic

Stage III

ARTHIST 302 (15 Points)
Crisis and Change: Mid-19th Century Art in France and Britain
Selected topics in British and French art, photography, art criticism and theory from the 1840s to the 1870s, a crucial period of change in art, with particular foci on Pre-Raphaelitism, leading figures such as Manet, Courbet, Daumier and Whistler, and influential women artists and photographers.
Prerequisite: Any 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 202

ARTHIST 303 (15 Points)
Northern European Art 1400-1600
A survey of art in Northern Europe with the focus on developments primarily in painting and sculpture, and to a lesser extent in manuscript illumination and tapestry. Religious symbolism, approaches to landscape representation and portraiture are examined, as well as new genres such as still life and architectural painting. Artists studied include van Eyck, Campin, van der Goes, Hieronymus Bosch and Pieter Bruegel.
Prerequisite: 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 203

ARTHIST 304 (15 Points)
Dürer and his Sources and Influence
A detailed examination of Albrecht Dürer’s work and influence in painting and printmaking as the most important German Renaissance artist.
Prerequisite: Any 30 points at Stage II in Art History
Restriction: ARTHIST 244

ARTHIST 309 (15 Points)
Auckland Architecture since 1840
Auckland architectural history since European settlement has been a history of the struggle between outside influences and the quest for a local architecture. Auckland buildings and urban developments will be studied against the wider architectural, political and social background of New Zealand, as well as developments in Europe, America and Australia. Will involve some visits to buildings near the university.
Prerequisite: 30 points at Stage II in Art History or Architectural Studies
Restriction: ARTHIST 108, 209

ARTHIST 310 (15 Points)
Modernism and Design
A study of the central role played by architecture and design within twentieth-century Modernism. Dealing with function, materials, decoration and Modernist theory, the course spans the period from Art Nouveau in the 1890s to World War II. The main focus will be on Europe and the United States, with some references to New Zealand.
Prerequisite: Any 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 210

ARTHIST 311 (15 Points)
Reading Landscape Art
European landscape art emerged in the seventeenth century, exploring aesthetic qualities associated with nature, but also representing social values. English gardens and paintings by such artists as Constable and Turner were signifiers of economic and political change in the eighteenth and nineteenth centuries, as were artworks in colonial New Zealand.
Prerequisite: Any 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 211

ARTHIST 312 (15 Points)
Neo-Gothic to Art Nouveau
Focuses on nineteenth-century British architecture and design. Topics include debates about style and history, relationships between form and function, uses of new technology and the role of ornament, and their relationships to man-made structures and to nature in the context of nineteenth-century social conditions and ideas.
Prerequisite: 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 212

ARTHIST 314 (15 Points)
Art and New Zealand: Past and Present
The selection of topics from the late eighteenth century to the 1970s includes cross-cultural interactions and representations, landscape and art, questions of cultural identity and innovation, relationships with other media are studied.
Prerequisite: 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 110, 110G, 214

ARTHIST 315 (15 Points)
The Print in Northern Europe 1470-1600
Examines the emergence and development of the print as an independent art form in Northern Europe during the Renaissance, with a close study of the works of major artists.
Prerequisite: Any 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 215

ARTHIST 317 (15 Points)
Contemporary Pacific Art
Focuses on work by contemporary Pacific artists, exploring the ways that they translate indigenous knowledge and urban experiences into gallery forms such as painting, installation, performance, film and video making. Themes such as migration and diaspora, language and memory, notions of homelands and return, and the creation of complex cultural identities will be explored.
Prerequisite: 30 points at Stage II in Art History, or PACIFIC 201 and 15 points at Stage II in Pacific Studies, or HERITAGE 200 or MUSEUMS 200
Restriction: ARTHIST 217

ARTHIST 321 (15 Points)
Art and Revolution 1750-1850
Topics in late eighteenth and early nineteenth-century painting, sculpture and architecture in Europe, particularly France and Britain. The impact of social and industrial revolution is examined, and developments in portraiture, landscape and history painting are explored. The major artists include
Course Prescriptions

**ARTHIST 322**
**Origins of Modern Sculpture**
(15 Points)
Explores the transition from traditional to contemporary forms and themes in European and American sculpture. The focus is on artistic activity in Paris from 1900 to 1914 with consideration of definitions of sculpture, abstraction, processes, materials, influences and innovation. Major artists and topics include Picasso, Brancusi, Moore, Constructivism, Futurism, Paris as an art centre, and sculpture and gender.
Prerequisite: Any 30 points at Stage II in Art History
Restriction: ARTHIST 222

**ARTHIST 323**
**Contemporary Sculpture in New Zealand and Australia**
(15 Points)
An up-to-date look at current developments in sculpture in New Zealand and Australia, specifically in Auckland, Wellington, Sydney and Melbourne. Topics include urban revitalisation, cultural tourism and the rise of large scale sculpture as event and destination, focusing on Sculpture on the Gulf, Terry Stringer’s sculpture park Zealandia, Connells Bay Sculpture Park on Waiheke Island and the Brick Bay Sculpture Trail.
Prerequisite: Any 30 points at Stage II in Art History
Restriction: ARTHIST 223

**ARTHIST 324**
**Power and Piety: The Baroque**
(15 Points)
The use of art to display, enhance, and justify political power and piety, and to promote political and religious ideologies in the major power centres of seventeenth-century Europe in the Baroque period. Refers to the work of artists such as Caravaggio, Bernini, Velasquez, Rubens, Rembrandt, Van Dyck, Le Brun, Jones and Wren.
Prerequisite: Any 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 224, 306

**ARTHIST 325**
**Imaging the Renaissance**
(15 Points)
An examination of the society and culture of Europe between 1400 and 1700 as expressed in print and visual images. Topics include court and merchant culture, popular cultures, religious faith and the Reformations, festivals, literacy and the book, family and marriage, food, sexualities, witchcraft, death and disease.
Prerequisite: 30 points at Stage II in Art History or History, or EUROPEAN 100 and 15 points at Stage II in Art History or History
Restriction: ARTHIST 225, HISTORY 337

**ARTHIST 327**
**Art in Context: Study Abroad**
(15 Points)
Highlights the importance of studying original artworks in context. Contexts for artworks include the original setting, such as a palace, monastery, or town hall, to wider examinations of the socio-historical situations in which they were created. In addition, new museological contexts for artworks offer insight into the display and interpretation of visual culture.
Prerequisite: 30 points in Art History at Stage II and permission of Head of Department
Restriction: ARTHIST 727

**ARTHIST 330**
**Special Topic**
(15 Points)

**ARTHIST 331**
**Framing the Viewer: 20th Century Art**
(15 Points)
The rise of Modernism saw the development of art which is reflexive, which draws attention to itself and the illusion of representation, making us reflect about what art is and how it affects the viewer. This course is designed to enable students to develop their own reflexivity and critical awareness through a study of the ‘classic’ movements of the twentieth century, such as Cubism, Expressionism, Dada, Surrealism, Abstract Expressionism, Op, Pop and Conceptual Art.
Prerequisite: 30 points at Stage II in Art History
Restriction: ARTHIST 231

**ARTHIST 332**
**Art Crime**
(15 Points)
Explores the growing trend of art crime through a focus on five primary areas: theft, fraud, smuggling, forgery, and vandalism. These will be examined within the context of international and New Zealand case studies, including the theft of the Mona Lisa in 1911, Nazi looting in World War II, and thefts during the Iraq War in 2003. Ways to curb such crime, particularly the development of art crime squads, will also be discussed.
Prerequisite: 30 points at Stage II in Art History
Restriction: ARTHIST 230

**ARTHIST 333**
**Gender, Ethnicity and Visual Culture**
(15 Points)
Explores the intersection of gender and ethnicity with the visual arts. Emphasis will be on art forms and traditions in Aotearoa/New Zealand, the United States, Canada and Australia, with some reference to the Pacific, including photography, film, jewellery, tattoo and textiles.
Prerequisite: 30 points at Stage II in Art History
Restriction: ARTHIST 233, 319

**ARTHIST 334**
**Contemporary Art and Theory**
(15 Points)
Examines some central concerns that have arisen in late modernist art, exploring the moves, intensifications and political implications of art in the post-1968 period: dematerialisation of the art object, site-specificity, the artist in a commodity culture, activism, questions of identity, notions of looking and spectatorship, interactivity, new media, contemporary censorship and debates about the place of the aesthetic.
Prerequisite: 30 points at Stage II in Art History or FTVMS 200–214, 216–219
Restriction: ARTHIST 204

**ARTHIST 335**
**Contemporary New Zealand Art**
(15 Points)
A focus on contemporary art practice in New Zealand from the 1970s to the present. It opens with the later modernist period, charting its influences and developments into post-object and post-modern practice. It also considers artists dealing with issues relating to feminism and gender and examines landscape and popular culture, perceived from indigenous, settler and migrant perspectives.
Prerequisite: Any 30 points at Stage II in Art History
Restriction: ARTHIST 103, 235

**ARTHIST 336**
**Artists and Patrons in Renaissance Italy**
(15 Points)
A journey into the motivations and inspirations behind the production of art in Renaissance Italy, this course...
examines the social, economic, religious and political relationships between patrons, artists and artworks c.1400-c.1520 in a variety of civic, religious, familial, artistic and spatial contexts. It ranges from Florence to Milan, the Medics to the Sforzas, Duccio to Donatello, Leonardo to Michelangelo.

Prerequisite: 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 101, 236

ARTHIST 338 (15 Points)
Mana Taonga: Tradition and Innovation in Mäori Art
Considers Mäori visual art from arrival from the Pacific to the present day. Examines how artists critically negotiated current notions of identity in their work. Forms including moko, carving, weaving, architecture, film and contemporary art are explored through key ideas such as gender politics, patronage, and repatriation. Artists examined include Raharuhi Rukupo, Te Kooti, Pine Taiapa, Lisa Reihana and Ralph Hotere.
Prerequisite: Any 30 points at Stage II in Art History, or Mäori Studies
Restriction: ARTHIST 102, 238

ARTHIST 345 (15 Points)
Special Topic: Aspects of Contemporary Art
Provides an overview of the development of contemporary art over the past three decades and introduces key theories that have influenced art or that were influenced by art practice. Instead of focusing on individual artists, groups, or genres, the course addresses relevant themes and issues relating to contemporary art, including popular culture, abstraction and the body.
Prerequisite: 30 points at Stage II in Art History
Restriction: ARTHIST 204, 245, 334

ARTHIST 346 (15 Points)
Special Topic

Postgraduate 700 Level Courses

ARTHIST 703A (15 Points)
ARTHIST 703B (15 Points)
Cross-Cultural Representation
Discussions of cross-cultural interactions and representations in all visual media from the eighteenth century to the twenty-first century. The course mainly, though not exclusively, explores European imaginations of encounters with non-European people and places. The focuses are on travel, migration and creativity, and the uses, meanings and values of both colonial-period and post-colonial and contemporary art and photography in different socio-cultural contexts.
Restriction: ARTHIST 733
To complete this course students must enrol in ARTHIST 703 A and B

ARTHIST 706A (15 Points)
ARTHIST 706B (15 Points)
Contemporary Public Art: Politics and Process
Examines the politics and process around contemporary public art and monuments, predominantly sculpture. Topics include: the challenges of public space, patronage, issues of nationalism and cultural identity, memorialisation (for example, war and Holocaust memorials), and the urban environment. Issues and controversies around international case studies and local practice are studied in relation to work in Europe, North America, and Australasia.
Restriction: ARTHIST 717, 719
To complete this course students must enrol in ARTHIST 706 A and B

ARTHIST 715 (15 Points)
Special Topic: Museums and Politics of Culture
This interdisciplinary course investigates the presentation of culture in museums and art galleries, the strategies of public exhibitions, and the role of curators and institutions in identity formation and nationalism. Case studies are drawn from international practice as well as regional examples from New Zealand, Australia and the Pacific.
Restriction: ARTHIST 721

ARTHIST 718 (30 Points)
ARTHIST 718A (15 Points)
ARTHIST 718B (15 Points)
Museums: Past and Present
Art and other museums and art galleries as institutions from their beginnings to the present day. Examines the origins of the museum, Renaissance art collections and private museums, the emergence of the public museum, ideas about collecting and collections, recent and contemporary museums, innovation and change in museum practices and architecture.
To complete this course students must enrol in ARTHIST 718 A and B, or ARTHIST 718

ARTHIST 719 (15 Points)
Public Art: Issues and Controversy
A study of the politics and function of public art and monuments, predominantly sculpture. Topics include: the challenges of public space, issues of nationalism and cultural identity, memorialisation (for example war and Holocaust memorials), patronage and the urban environment, controversial works, and local practice in relation to international case studies. Public art in Europe, North America and Australia is examined.
Restriction: ARTHIST 706

ARTHIST 721A (15 Points)
ARTHIST 721B (15 Points)
Museums and the Politics of Culture
This interdisciplinary course investigates the presentation of culture in museums and art galleries, the strategies of public exhibitions, and the role of curators and institutions in identity formation and nationalism. Case studies are drawn from international practice as well as regional examples from New Zealand, Australia and the Pacific.
Restriction: ARTHIST 714, 715
To complete this course students must enrol in ARTHIST 721 A and B

ARTHIST 722 (30 Points)
ARTHIST 722A (15 Points)
ARTHIST 722B (15 Points)
Rembrandt
A broad range of critical approaches to the art and life of Rembrandt. The course is taught in seven modules: these comprise the socio-political milieu in which he worked, the historical documents of his life, the artworks he produced, the technical aspects of his work, the organisation of his studio and mechanics of the art market, the issue of authorship and the critical reception of his life and work.
To complete this course students must enrol in ARTHIST 722 A and B, or ARTHIST 722

ARTHIST 723 (30 Points)
ARTHIST 723A (15 Points)
ARTHIST 723B (15 Points)
Art, Concept and Practice
A study of the intersections of the visual arts and...
concepts from a variety of textual perspectives. Class discussions will focus on close analyses of predominantly contemporary art works, films, videos, and buildings in relation to philosophical, literary and art theoretical writings. The course may involve projects with Auckland art galleries, such as the University’s Gus Fisher Gallery, thus providing valuable experience in curatorial practice.

To complete this course students must enrol in ARTHIST 723 A and B, or ARTHIST 723

ARTHIST 724 (15 Points)
Special Topic

ARTHIST 725A (15 Points)
ARTHIST 725B (15 Points)
Concepts in Contemporary Art
Examine the cross-fertilisation of theory and praxis, philosophy and art, materialism and idealism in the arts. It will be taught in four thematic units – Body/Mind; Representation/Experience; Self/Other and Materialism/Conceptualism – testing how visual theory bridges the gap between these dual terms. Students will learn to apply a number of important critical theories to their understanding of art, and importantly, to fine-tune those theories through visual experience.
Restriction: ARTHIST 724, 729
To complete this course students must enrol in ARTHIST 725 A and B

ARTHIST 726 (15 Points)
Special Study
Directed study on a topic or topics approved by the Head of Department.

ARTHIST 727 (15 Points)
Art in Context: Study Abroad
Highlights the importance of studying original artworks in context. Contexts for artwork include the original setting, such as a palace, monastery, or town hall, to wider examinations of the socio-historical situations in which they were created. Moreover, new museological contexts or artworks offer insight into the display and interpretation of visual culture.
Restriction: ARTHIST 327

ARTHIST 729 (15 Points)
Art History Writing and Theory
Explores a range of different approaches to researching and writing about art by surveying the development of art history and theory from the medieval to the present, but focusing predominantly on the ideas and writings that have informed the discipline since the late nineteenth century.

ARTHIST 730 (30 Points)
ARTHIST 730A (15 Points)
ARTHIST 730B (15 Points)
Topics in Māori and Pacific Art and Visual Culture
Focuses on a range of Māori and Pacific art forms and aspects of visual culture exploring their affinities and differences. Themes include indigenous and migrant voices, memory and notions of belonging, popular culture and its interface with gallery practice and stereotypes and representation. Themes and issues are discussed alongside relevant Pacific writers and theorists, including Ngahuia Te Awekotuku, Albert Wendt and Epeli Hau‘ofa.
Restriction: ARTHIST 732
To complete this course students must enrol in ARTHIST 730 A and B, or ARTHIST 730

ARTHIST 731 (15 Points)
Postcolonial Theory and Visual Arts
Focuses on issues and implications of colonialism and its role in relation to the creation and expression of cultural identities. Classes revolve around close discussions of key readings and their implications in relation to contemporary art practice. There will be particular emphasis on the mediums of film, video, photography, multimedia and performance. Topics include border art, gender issues and counter-curating.
Restriction: ARTHIST 712

ARTHIST 732 (15 Points)
Special Topic: Topics in Pacific Art and Visual Culture
Focuses on a range of Pacific art forms and aspects of visual culture. Topics include indigenous and migrant voices, memory and notions of belonging, popular culture and its interface with gallery practice and stereotypes and representation. A range of art works and issues are discussed alongside relevant Pacific writers and theorists, including Ngahuia Te Awekotuku, Albert Wendt and Epeli Hau‘ofa.
Restriction: ARTHIST 730

ARTHIST 733 (15 Points)
Special Topic: Cross-cultural Representation
Discussions of cross-cultural interactions and representations in all visual media from the eighteenth century to the twenty-first century. The course mainly, though not exclusively, explores European imaginings of encounters with non-European people and places. The focuses are on travel, migration and creativity, and the uses, meanings and values of both colonial-period and post-colonial and contemporary art and photography in different socio-cultural contexts.
Restriction: ARTHIST 703

ARTHIST 734A (15 Points)
ARTHIST 734B (15 Points)
Special Topic
To complete this course students must enrol in ARTHIST 734 A and B

ARTHIST 790 (30 Points)
ARTHIST 790A (15 Points)
ARTHIST 790B (15 Points)
Dissertation
To complete this course students must enrol in ARTHIST 790 A and B, or ARTHIST 790

ARTHIST 792A (22.5 Points)
ARTHIST 792B (22.5 Points)
Dissertation
To complete this course students must enrol in ARTHIST 792 A and B

ARTHIST 793 (15 Points)
Research Essay
A 5000 word supervised research essay selected by the student and the Department’s Postgraduate Advisor or Head of the Department in consultation.

ARTHIST 794 (30 Points)
ARTHIST 794A (15 Points)
ARTHIST 794B (15 Points)
Research Project
To complete this course students must enrol in ARTHIST 794 A and B, or ARTHIST 794
ARTHIST 795A (60 Points)
ARTHIST 795B (60 Points)
Research Portfolio
Prerequisite: A BA(Hons) in Art History with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in ARTHIST 795 A and B

ARTHIST 796A (60 Points)
ARTHIST 796B (60 Points)
Thesis
Prerequisite: A BA(Hons) in Art History with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in ARTHIST 796 A and B

Arts – General

Diploma Courses

ARTSGEN 688A (15 Points)
ARTSGEN 688B (15 Points)
Dissertation
Essay, project or special directed study, involving work in one subject or interdisciplinary work involving one subject among others.
To complete this course students must enrol in ARTSGEN 688 A and B

ARTSGEN 690A (15 Points)
ARTSGEN 690B (15 Points)
Essay/Special Directed Study/Research Project
Essay, project or special directed study, involving work in the subject of the student’s Master’s degree or major of the student’s first degree or interdisciplinary work involving that subject and others.
To complete this course students must enrol in ARTSGEN 690 A and B

Postgraduate 700 Level Courses

ARTSGEN 740 (15 Points)
ARTSGEN 740A (7.5 Points)
ARTSGEN 740B (7.5 Points)
Research Essay
To complete this course students must enrol in ARTSGEN 740 A and B, or ARTSGEN 740

ARTSGEN 777 (15 Points)
Special Language Studies 1
Study at an approved overseas institution where the language of instruction is a language other than English. Supplementary study at The University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of achievement in the language concerned, together with any other work specified by the Head of Department or School.
Prerequisite: Approval of Head of Department or School for language subject concerned. A student must be enrolled for the BA(Hons) or MA, and for this course, before starting overseas study

ARTSGEN 778 (30 Points)
Special Language Studies 2
As for ARTSGEN 777. The overseas study, together with any other work required by the Head of Department or School, is to be equivalent in volume to a 30 point course.

Asian Studies

Stage I

ASIAN 100 (15 Points)
Images of Asia
An introduction to the history of China, Japan, Korea and South-East Asia, exploring historical conceptions and misconceptions.
Restriction: HISTORY 135

ASIAN 101 (15 Points)
Faith and Festival in Asia
A broad-based introduction to religious life in East and South-East Asia with special focus on ritual life and ceremony rather than canonical texts and theology. Religion at the personal, family, community and state level are all considered, with examples from ‘animism’, shamanism, Daoism, Buddhism, Shinto, Islam, Hinduism, Asian Christianity and their myriad combinations.

ASIAN 140 (15 Points)
New Zealand and Asia
Asia and its interrelationship with New Zealand, including Asia’s growing presence in New Zealand in all its manifestations, and the evolving political, social, economic, cultural, and strategic relations between this country and Asia. Topics will include historical and contemporary ties with Asia, Asian migration, literature, media and films. The course will focus especially on South-East and East Asia.
Stage II

ASIAN 200 (15 Points)
Asian Identities
Students explore the changing and contested nature of Asian identities through readings of seminal scholarly and theoretical texts on each theme, combined with analysis of the ways these themes are reflected in film, fiction and other popular cultural texts. The five themes (nationalism; violence and conflict; gender; minorities; and indigenous rights) and a concentration on post-1945 East and South-East Asia provide the focus.
Prerequisite: ASIAN 100

ASIAN 201 (15 Points)
Islam: An Introduction
A survey of Islamic belief, practice and thought. Introduces basic tenets of Islam in historical context, then looks at Islam and politics in the twentieth century, including imperialism, nationalist movements in Arab and Muslim states, Zionism and Islam, the impact of the Cold War on Islamist thinking and organisations. Reflections on "war on terror" discourse and media constructions of Islam are central.
Prerequisite: Any 30 points at Stage I

ASIAN 202 (15 Points)
Special Topic
Prerequisite: Any 30 points at Stage I in BA courses

ASIAN 203 (15 Points)
Special Topic
Prerequisite: Any 30 points at Stage I in BA courses

ASIAN 206 (15 Points)
Globalisation and East Asia
Explores the global transformation in its political, economic and social dimensions, and examines how East Asian countries respond to and interact with globalisation for their social and economic development.
Prerequisite: Any 45 points in BA or BCom courses
Restriction: KOREAN 240

ASIAN 207 (15 Points)
East Asian Film
In nations undergoing rapid social and political change, films are a means of charting the transformation of contemporary cultures and communities. Selected Chinese, Japanese and Korean films offer artistic sites where issues in the development of these nations are contested. Several films will be compared with their literary originals. Other films offer insight into social phenomena.
Prerequisite: 30 points from ASIAN 100, CHINESE 130, JAPANESE 150, KOREAN 120, or 30 points FTVMS 100 and 101, or 45 points at Stage I in BA courses
Restriction: CHINESE 124, 125, ASIAN 307

ASIAN 208 (15 Points)
Writing Systems in East Asian Cultures
The written form has always carried enormous cultural value in East Asia. This course examines the development of Chinese characters, their use in Korea and Japan, and the appearance of new scripts to supplement or replace them. It also examines the principles behind each script and the role they play in defining national identity. No previous knowledge of Asian languages is required.
Prerequisite: 45 points at Stage I in BA courses
Restriction: ASIAN 308

Stage III

ASIAN 302 (15 Points)
Asian Diasporas
The historical backgrounds, development and modern situations in Korean, Japanese and Chinese emigration are examined, particularly in respect of Korean migrants, through case studies of individual, group and host society experiences.
Prerequisite: Any 30 points at Stage II in BA courses

ASIAN 305 (15 Points)
Popular Culture in Asia
Provides critical analysis of different forms of popular culture in Asia, including cinema, television, advertising, fashion, magazines and comic books, and the internet to examine changing patterns of politics and culture in Asia.
Prerequisite: 30 points from ANTHRO 232, 233, ASIAN 200-208, FTVMS 205, 216, HISTORY 212, 213, 221, 222, 226, 246, 248, 249, JAPANESE 240, 270, KOREAN 230, PHIL 214, POLITICS 226
Restriction: KOREAN 340

ASIAN 306 (15 Points)
Gender, Asia, Text
The representation and construction of gender in social, cultural and literary texts throughout East Asia. These are examined comparatively in both socio-historical and contemporary contexts.
Prerequisite: 30 points from ANTHRO 232, 233, ASIAN 200-208, FTVMS 205, 216, HISTORY 212, 213, 221, 222, 226, 246, 248, 249, JAPANESE 240, 270, KOREAN 230, POLITICS 226, PHIL 214

ASIAN 307 (15 Points)
East Asian Film
In nations undergoing rapid social and political change, films are a means of charting the transformation of contemporary cultures and communities. Selected Chinese, Japanese and Korean films offer artistic sites where issues in the development of these nations are contested. Several films will be compared with their literary originals. Other films offer insight into social phenomena.
Prerequisite: 30 points from ANTHRO 232, 233, ASIAN 200-206, 208, FTVMS 202, 205, 216, HISTORY 212, 213, 221, 222, 226, 246, 248, 249, JAPANESE 240, 270, KOREAN 230, POLITICS 226, PHIL 214
Restriction: ASIAN 207

ASIAN 308 (15 Points)
Writing Systems in East Asian Cultures
The written form has always carried enormous cultural value in East Asia. This course examines the development of Chinese characters, their use in Korea and Japan, and the appearance of new scripts to supplement or replace them. It also examines the principles behind each script and the role they play in defining national identity. No previous knowledge of Asian languages is required.
Prerequisite: 30 points from ANTHRO 232, 233, ASIAN 200-207, FTVMS 205, 216, HISTORY 212, 213, 221, 222, 226, 246, 248, 249, JAPANESE 240, 270, KOREAN 230, POLITICS 226, PHIL 214
Restriction: ASIAN 208

Postgraduate 700 Level Courses

ASIAN 700 (15 Points)
Research Methods
Research methods in Asian Studies: an introduction to the theories and methods of research in history, literature and cultural studies in an Asian context.
including practical instruction in the skills involved in developing individual research projects.

**ASIAN 701**  
(30 Points)  
**ASIAN 701A**  
(15 Points)  
**ASIAN 701B**  
(15 Points)  
*East Asia: Civilisation, Tradition and Globalisation*  
An interdisciplinary study of East Asia through comparisons of historical, linguistic, sociological, literary and other approaches. Aims to equip students with critical analytical skills for area studies, with particular reference to East Asia. A required course for the BA(Hons) in Asian Studies.  
To complete this course students must enrol in ASIAN 701 A and B, or ASIAN 701

**ASIAN 710**  
(30 Points)  
**Translation Project**  
The translation of a text or texts, translator’s note and an extensive glossary of the terminology of the field.

**ASIAN 711**  
(30 Points)  
**Dissertation on Translation**  
Theoretical aspects of translation.

**ASIAN 712**  
(45 Points)  
**Dissertation on Translation**  
Theoretical aspects of translation.

**ASIAN 720**  
(30 Points)  
**Gender and Literature in Asia**  
Representations of women and men in the literature of Japan, China and Korea, with reference to their historical and social context, to exoticised stereotypes of feminine and masculine identities, and to assumptions which lead to an essentialist reading of texts. Texts in English.

**ASIAN 752**  
(15 Points)  
**A Course-linked Research Topic**  
A research topic related to another course in which the student is enrolled.

**ASIAN 753**  
(15 Points)  
**Special Topic**

**ASIAN 754**  
(30 Points)  
**Special Topic**

**ASIAN 755**  
(15 Points)  
**Directed Study**

**ASIAN 756**  
(30 Points)  
**Directed Study**

**ASIAN 757**  
(15 Points)  
**Research Essay**

**ASIAN 758**  
(30 Points)  
**Research Essay**

**ASIAN 758A**  
(15 Points)  
**Research Essay**

**ASIAN 758B**  
(15 Points)  
**Research Essay**  
To complete this course students must enrol in ASIAN 758 A and B, or ASIAN 758

**ASIAN 759**  
(45 Points)  
**Research Essay**

**ASIAN 780**  
(30 Points)  
**Research Essay**

**ASIAN 780A**  
(15 Points)  
**Research Essay**

**ASIAN 780B**  
(15 Points)  
**Research Essay**  
To complete this course students must enrol in ASIAN 780 A and B, or ASIAN 780

**ASIAN 792A**  
(22.5 Points)  
**ASIAN 792B**  
(22.5 Points)  
**Dissertation**  
To complete this course students must enrol in ASIAN 792 A and B

**ASIAN 793A**  
(45 Points)  
**ASIAN 793B**  
(45 Points)  
**Thesis**  
Prerequisite: A BA(Hons) in Asian Studies with at least Second Class Honours, First Division, or equivalent  
To complete this course students must enrol in ASIAN 793 A and B

**ASIAN 796A**  
(60 Points)  
**ASIAN 796B**  
(60 Points)  
**Thesis**  
Prerequisite: A BA(Hons) in Asian Studies with at least Second Class Honours, First Division, or equivalent  
To complete this course students must enrol in ASIAN 796 A and B

**ASIAN 797A**  
(60 Points)  
**ASIAN 797B**  
(60 Points)  
**Research Portfolio**  
To complete this course students must enrol in ASIAN 797 A and B

**Biblical Studies**

**Stage I**

**BSTHEO 135**  
(15 Points)  
**Introduction to Biblical Hebrew**  
Designed to give students a basic knowledge of Biblical Hebrew, enabling them to use dictionaries and commentaries, and read simple texts.

**BSTHEO 175**  
(15 Points)  
**Introduction to New Testament Greek**  
Designed to give students a basic knowledge of New Testament Greek, enabling them to use dictionaries and commentaries, and read simple texts. No prior knowledge of Greek is assumed.

**Stage II**

**BSTHEO 210**  
(15 Points)  
**Genesis**  
Examines major issues in Genesis. A variety of interpretative methods will be used to explore selected texts and their implications for contemporary society.  
Prerequisite: BSTHEO 110 or 111 or THEOLOGY 103  
Restriction: BSTHEO 202, 310

**BSTHEO 211**  
(15 Points)  
**Prophets: Voices of Protest and Hope**  
Explores the messages of protest and hope within the biblical prophetic literature. A variety of interpretative methods will be used to identify the theological and ethical dimensions of prophetic texts and relate them to contemporary society.  
Prerequisite: BSTHEO 110 or 111 or THEOLOGY 103  
Restriction: BSTHEO 203, 204, 303, 311, 314

**BSTHEO 212**  
(15 Points)  
**Biblical Wisdom and Psalms**  
An overview of Wisdom literature and the Psalms with attention directed to form, substance, and theology, and focusing on the biblical search for truth and meaning in this literature. Attention is paid to the theological and pastoral questions raised by Wisdom
writings and the Psalms in contemporary contexts and how these texts have informed New Testament worship and teaching.

**Prerequisite:** BSTHEO 110 or 111 or THEOLOGY 103  
**Restriction:** BSTHEO 207, 208, 306, 312

**BSTHEO 216**  
**Biblical Texts in Contexts**  
A critical study of the relationship of biblical texts to their historical, literary, social and cultural contexts, and how these illuminate contemporary contexts and interpretations. Students will be enabled to assess the significance of the biblical text in historical and contemporary situations, recognising the multi-faceted nature of all biblical interpretation.

**Prerequisite:** BSTHEO 110 or 111 or THEOLOGY 103  
**Restriction:** BSTHEO 201, 241, 316

**BSTHEO 220**  
**Gospel of Mark**  
An examination of the Gospel of Mark in the context of the first century Graeco-Roman world and its relationship to the other synoptic gospels. Key themes in recent scholarship on the Gospel will be identified and their significance for the contemporary context will be considered.

**Prerequisite:** BSTHEO 110 or 111 or THEOLOGY 103  
**Restriction:** BSTHEO 247, 320

**BSTHEO 221**  
**Johannine Literature**  
A study of selected texts from the Johannine literature and their place in the development of early Christianity, with a focus on the literary relationships among the Johannine writings. An examination of themes and issues identified by contemporary scholarship, with reference to their relevance to the contemporary context will be undertaken. This course may also be available in flexible mode.

**Prerequisite:** BSTHEO 110 or 111 or THEOLOGY 103  
**Restriction:** BSTHEO 244, 321, 343, 349

**BSTHEO 222**  
**Paul’s Letters**  
A consideration of one or more of the Pauline letters in the context of first century letters and letter writing generally. An examination of the possible context/s of the selected texts will be accompanied by a study of key themes identified by recent scholarship.

**Prerequisite:** BSTHEO 110 or 111 or THEOLOGY 103  
**Restriction:** BSTHEO 249, 251, 253, 322, 347

**BSTHEO 223**  
**Gospel of Matthew**  
An examination of the Gospel of Matthew in the context of the first century Graeco-Roman world. Key themes in recent scholarship on the Gospel will be identified and their significance for the contemporary context will be considered.

**Prerequisite:** BSTHEO 110 or 111 or THEOLOGY 103  
**Restriction:** BSTHEO 243, 323

**BSTHEO 225**  
**Biblical Hebrew**  
Consolidates knowledge of Biblical Hebrew gained in the introductory course and develops ability to translate selected texts from the Hebrew Bible.

**Prerequisite:** BSTHEO 135

**BSTHEO 275**  
**New Testament Greek**  
Consolidates knowledge of New Testament Greek gained in the introductory course and develops ability to translate selected texts from the Greek New Testament.

**Prerequisite:** BSTHEO 175

**Stage III**

**BSTHEO 310**  
**Genesis**  
Examines major issues in Genesis. A variety of interpretative methods will be used to explore selected texts and their implications for contemporary society.

**Prerequisite:** Any 30 points at Stage II in Biblical Studies  
**Restriction:** BSTHEO 202, 210

**BSTHEO 311**  
**Prophets: Voices of Protest and Hope**  
Explores the messages of protest and hope within the biblical prophetic literature. A variety of interpretative methods will be used to identify the theological and ethical dimensions of prophetic texts and relate them to contemporary society.

**Prerequisite:** Any 30 points at Stage II in Biblical Studies  
**Restriction:** BSTHEO 203, 204, 211, 303, 314

**BSTHEO 312**  
**Biblical Wisdom and Psalms**  
An overview of Wisdom literature and the Psalms with attention directed to form, substance, and theology, and focusing on the biblical search for truth and meaning in this literature. Attention is paid to the theological and pastoral questions raised by Wisdom writings and the Psalms in contemporary contexts and how these texts have informed New Testament worship and teaching.

**Prerequisite:** Any 30 points at Stage II in Biblical Studies  
**Restriction:** BSTHEO 207, 208, 212, 306

**BSTHEO 316**  
**Biblical Texts in Contexts**  
A critical study of the relationship of biblical texts to their historical, literary, social and cultural contexts, and how these illuminate contemporary contexts and interpretations. Students will be enabled to assess the significance of the biblical text in historical and contemporary situations, recognising the multi-faceted nature of all biblical interpretation.

**Prerequisite:** Any 30 points at Stage II in Biblical Studies  
**Restriction:** BSTHEO 201, 216, 241

**BSTHEO 320**  
**Gospel of Mark**  
An examination of the Gospel of Mark in the context of the first century Graeco-Roman world and its relationship to the other synoptic gospels. Key themes in recent scholarship on the Gospel will be identified and their significance for the contemporary context will be considered.

**Prerequisite:** Any 30 points at Stage II in Biblical Studies  
**Restriction:** BSTHEO 220, 247

**BSTHEO 321**  
**Johannine Literature**  
A study of selected texts from the Johannine literature and their place in the development of early Christianity, with a focus on the literary relationships among the Johannine writings. Critical examination of themes and issues identified by contemporary scholarship, with reference to their relevance to the contemporary context. This course may also be available in flexible mode.

**Prerequisite:** Any 30 points at Stage II in Biblical Studies  
**Restriction:** BSTHEO 221, 244, 343, 349
BSTHEO 322 (15 Points)
Paul’s Letters
A consideration of one or more of the Pauline letters in the context of first century letters and letter writing generally. An examination of the possible context/s of the selected texts will be accompanied by a study of key themes identified by recent scholarship.
Prerequisite: Any 30 points at Stage II in Biblical Studies
Restriction: BSTHEO 222, 249, 251, 253, 347

BSTHEO 323 (15 Points)
Gospel of Matthew
An examination of the Gospel of Matthew in the context of the first century Graeco-Roman world. Key themes in recent scholarship on the Gospel will be identified and their significance for the contemporary context will be considered.
Prerequisite: BSTHEO 110 or 111 or THEOLOGY 103
Restriction: BSTHEO 223, 243

BSTHEO 330 (15 Points)
Bible Lands: Study Abroad
A study of biblical texts in their contexts of inception with particular attention to the history, geography and archaeology of the lands of the Middle East in which the texts originated. This will include visits to archaeological sites and to museums enabling material culture to be included in the interpretation of texts.
Prerequisite: Any 30 points at Stage II in Biblical Studies and permission of the Head of School

Postgraduate 700 Level Courses

BSTHEO 712 (15 Points)
Historical Jesus Studies
The history of the study of the historical Jesus with particular attention paid to issues of method and to key figures who have contributed to this study.

BSTHEO 713 (15 Points)
Healing in Biblical Literature
By way of a focused study of healing in the biblical narratives, this course develops facility in the use of advanced research methods in biblical studies.

BSTHEO 714 (15 Points)
Special Topic

BSTHEO 715 (15 Points)
Creation in the Bible
An exploration of images of God as Creator and creation themes occurring throughout the Bible.

BSTHEO 716 (15 Points)
Emergence of Christianity and Rabbinic Judaism
Explores the emergence of two of the world’s major religions from the same cultural and religious setting and their interrelationship. Topics may include: Jesus the Jew, the Pharisees, Rabbinic texts, and the Parting of the Ways.

BSTHEO 720 (15 Points)
Biblical Studies through Biblical Lands: Study Abroad
Encounter with biblical lands, their geography and sites uncovered by archaeologists, inform the interpretation of biblical texts. Travel through a selection of lands in which biblical texts originated [Egypt, Israel, Jordan, Syria, Turkey, Greece] will be accompanied by historical, geographical, socio-cultural and archaeological studies of biblical texts.

BSTHEO 721 (15 Points)
Special Topic

BSTHEO 780A (15 Points)
BSTHEO 780B (15 Points)
Dissertation
A supervised dissertation for BTheol(Hons) students designed to help them to engage with a research question in the area of Biblical Studies.
To complete this course students must enrol in BSTHEO 780 A and B

BSTHEO 789 (15 Points)
Research Essay
A supervised research essay designed to help Postgraduate Diploma students engage with a research question in the area of Biblical Studies.

BSTHEO 796A (60 Points)
BSTHEO 796B (60 Points)
Thesis
The thesis of approximately 35,000 words should embody the results obtained by the candidate in an investigation relating to some branch of the subject.
To complete this course students must enrol in BSTHEO 796 A and B

Chinese

Stage I

CHINESE 100 (15 Points)
CHINESE 100G (15 Points)
Beginning Modern Chinese 1
Designed to provide basic written and spoken skills in modern standard Chinese (Mandarin, Putonghua) for beginners.
Restriction: CHINESE 110, 210, 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

CHINESE 101 (15 Points)
Beginning Modern Chinese 2
Intended to enable students to recognise and write approximately 400 Chinese characters and to converse in basic language.
Prerequisite: CHINESE 100
Restriction: CHINESE 110, 210, 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

CHINESE 110 (15 Points)
Chinese for Heritage Speakers
Aims to help heritage speakers of Mandarin Chinese who have oral and listening skills, but limited reading and writing skills, to develop literacy competence. Covers character recognition and writing, dictionary use and the romanisation skills needed for computer use.
Restriction: CHINESE 100, 101, 200, 201, 300, 301, 304, 305. May not be taken if a more advanced language acquisition course in this subject has previously been passed

CHINESE 130 (15 Points)
Rethinking China
An introduction to the artistic, literary, historical and philosophical heritage of China, allowing students to engage with stimulating texts from historical times to the modern period. Taught in English.
Stage II

CHINESE 200 (15 Points)
Intermediate Modern Chinese 1
CHINESE 200 and 201 are continuations of CHINESE 100 and 101. Emphasis is placed on the further development of skills in grammar, vocabulary, comprehension and sentence construction. Texts used include both semi-authentic and authentic materials that provide an insight into contemporary Chinese society.
Prerequisite: CHINESE 101
Restriction: CHINESE 210, 211, 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

CHINESE 201 (15 Points)
Intermediate Modern Chinese 2
A continuation of CHINESE 200.
Prerequisite: CHINESE 200
Restriction: CHINESE 210, 211, 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

CHINESE 210 (15 Points)
Chinese for Business
Designed for students to develop their communicative competence in Chinese in business situations. Emphasis will be placed on commonly used commercial terms, phrases, sentence patterns and cultural background. General language skills in listening, speaking, reading and writing (related to business situations) will be taught throughout the course. This course is intended for native speakers of Chinese.
Prerequisite: School approval required
Restriction: CHINESE 200, 201, 300, 301, 304, 305. May not be taken if a more advanced language acquisition course in this subject has previously been passed

CHINESE 213 (15 Points)
Special Topic
Prerequisite: CHINESE 101 or 110 or 130

CHINESE 277 (15 Points)
Chinese Study Abroad 2A
Refer to the entry for Language Study Abroad.
Prerequisite: School approval required

CHINESE 278 (15 Points)
Chinese Study Abroad 2B
Refer to the entry for Language Study Abroad.
Prerequisite: School approval required

Stage III

CHINESE 300 (15 Points)
Advanced Modern Chinese 1
Builds on previous study of Chinese with an emphasis on developing independent skills to operate confidently in a Chinese-speaking environment. Aims to improve language skills, particularly in the productive skills of speaking and writing, as well as increasing sensitivity to context.
Prerequisite: CHINESE 201 and 15 points from ASIAN 207, 208, HISTORY 213, 222
Restriction: CHINESE 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

CHINESE 301 (15 Points)
Advanced Modern Chinese 2
A continuation of CHINESE 300.
Prerequisite: CHINESE 300 or 377
Restriction: CHINESE 310

CHINESE 304 (15 Points)
Classical Chinese 1
Introduces a basic knowledge of classical Chinese language with selective readings from representative works of the pre-Qin period (before 221 BC). The emphasis will be on the differences and similarities between modern Chinese and classical Chinese in terms of vocabulary and grammar.
Prerequisite: CHINESE 200, 201 and 15 points from ASIAN 207, 208, HISTORY 213, 222
Restriction: 130.302, CHINESE 210, 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

CHINESE 305 (15 Points)
Classical Chinese 2
A continuation of CHINESE 304. Reading passages include further extensions of previously learnt functional words, as well as the introduction of additional vocabulary items and grammatical usage. Students are required to be able to render each passage into grammatically and lexically appropriate modern Chinese.
Prerequisite: CHINESE 304
Restriction: 130.302, CHINESE 210, 311

CHINESE 313 (15 Points)
Special Topic
Prerequisite: 30 points at Stage II in Chinese

CHINESE 325 (15 Points)
Contemporary Chinese Literature
A critical analysis of a range of fictional texts from twentieth century China and the Chinese diaspora which explores the construction and subversion of the literary canon. All texts are in English.
Prerequisite: At least 45 points at Stage II in Chinese, or 30 points at Stage II in Asian Studies, or COMPLIT 100
Restriction: CHINESE 222

CHINESE 377 (15 Points)
Chinese Study Abroad 3A
Refer to the entry for Language Study Abroad.
Prerequisite: School approval required

CHINESE 378 (15 Points)
Chinese Study Abroad 3B
Refer to the entry for Language Study Abroad.
Prerequisite: CHINESE 377 and School approval required

Postgraduate 700 Level Courses

CHINESE 707 (15 Points)
Teaching Chinese as a Foreign Language 1
An overview and analysis of theories and research in the teaching of Chinese as a foreign language and its practice world-wide. Includes language analysis from a pedagogical perspective, the evaluation and development of TCFL teaching materials and Chinese language curriculum design and development.
Prerequisite: CHINESE 301 or its equivalent

CHINESE 708 (15 Points)
Teaching Chinese as a Foreign Language 2
Applies TCFL theory to the practice of teaching Chinese phonetics, vocabulary, grammar and Chinese characters, as well as conversational, reading and compositional skills. Includes contrastive analysis in the TCFL classroom. May include classroom observation and supervised teaching practice in TCFL classes.
Prerequisite: CHINESE 301 or equivalent
CHINESE 724 (30 Points)
Chinese Film and Popular Culture
Chinese feature films and other popular cultural phenomena (eg, music, television, fashion, the internet) provide a medium for understanding a society undergoing rapid change. The emphasis is on contemporary developments, including youth cultures from the 1960s to the present day. No knowledge of Chinese language required.

CHINESE 725 (30 Points)
Advanced Translation Practice
Practical training in translation from English to Chinese and Chinese to English. Text categories include general, commercial, legal, and technical materials.

To complete this course students must enrol in CHINESE 725 A and B, or CHINESE 725

CHINESE 727 (30 Points)
Chinese New Zealanders
Examines both recent immigration trends and the historical development of the New Zealand Chinese and other Asian communities. Special attention will be paid to the impact on New Zealand’s demographic profile, social and economic implications and race relations issues, and contemporary transnationalism in its historical context. Will also examine settlement and integration issues, and the tension between globalisation and New Zealand nationalism.

CHINESE 729A (15 Points)
CHINESE 729B (15 Points)
Special Topic
To complete this course students must enrol in CHINESE 729 A and B

CHINESE 730 (15 Points)
CHINESE 730A (7.5 Points)
CHINESE 730B (7.5 Points)
Directed Study
To complete this course students must enrol in CHINESE 730 A and B, or CHINESE 730

CHINESE 731 (45 Points)
Research Essay

CHINESE 732 (30 Points)
Directed Study

CHINESE 733 (15 Points)
Advanced Chinese 1
Emphasis will be on advancing the oral and written skills through original Chinese source materials from various fields.
Prerequisite: CHINESE 301 or CHINESE 378 or equivalent
Restriction: CHINESE 700

CHINESE 734 (15 Points)
Advanced Chinese 2
A continuation of CHINESE 733.
Prerequisite: CHINESE 733 or equivalent
Restriction: CHINESE 700

CHINESE 735 (15 Points)
Introduction to Chinese Linguistics
The phonology, written system, dialectology, semantics, morphology, syntax and rhetoric of Chinese; and an introduction to the terminology and methodology used in Chinese linguistics research. The focus will be on the development of students’ skills in critically appraising existing works and carrying out their own individual research projects.
Restriction: CHINESE 717

CHINESE 736 (30 Points)
Chinese Phonology and Dialects
Examines the systematic phonological relationship among contemporary Chinese dialects, as well as between modern Chinese and the language spoken 1,400 years ago. Some attention will also be given to lexical and syntactic features that distinguish different dialect groups, or are representative of a particular region of China, irrespective of dialect classification.
Restriction: CHINESE 717

CHINESE 737 (15 Points)
Research Essay

CHINESE 738 (15 Points)
Chinese Semantics and Grammar
Chinese is often described as a language where meaning (semantics) is more important than structure (grammar). This course will examine such claims by comparing structure-based and meaning-based descriptions of Chinese. A guided research project will focus on the interaction between vocabulary and grammar in actual usage and will explore the possibility of integrating these two approaches.
Restriction: CHINESE 726

CHINESE 780A (15 Points)
CHINESE 780B (15 Points)
Dissertation
To complete this course students must enrol in CHINESE 780 A and B

CHINESE 782 (30 Points)
Research Essay

CHINESE 792A (22.5 Points)
CHINESE 792B (22.5 Points)
Dissertation
To complete this course students must enrol in CHINESE 792 A and B

CHINESE 793A (45 Points)
CHINESE 793B (45 Points)
Thesis
Prerequisite: A BA(Hons) in Chinese with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in CHINESE 793 A and B

CHINESE 796A (60 Points)
CHINESE 796B (60 Points)
Thesis
Prerequisite: A BA(Hons) in Chinese with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in CHINESE 796 A and B

CHINESE 797A (60 Points)
CHINESE 797B (60 Points)
Research Portfolio
To complete this course students must enrol in CHINESE 797 A and B
Christian Thought and History

Stage II

CTHTHEO 223 (15 Points)
Christian Understandings of God
An exploration of Christian understandings of God in light of contemporary, historical and cultural perspectives. Biblical and other Christian sources will be studied and analysed. Christian understandings of God as triune will be explored and their significance for today examined. This course may also be available in flexible mode.
Prerequisite: CTHTHEO 110, or THEOLOGY 100
Restriction: CTHTHEO 307, 308, 323

CTHTHEO 224 (15 Points)
Being Human
An examination of Christian understandings of humanity, focusing on topics such as: human beings as ‘image of God’, understandings of soul and body, the significance of community for human existence, sexuality and gender, grace and sin, death, human destiny in the light of resurrection.
Prerequisite: CTHTHEO 110 or THEOLOGY 100
Restriction: CTHTHEO 312, 324

CTHTHEO 225 (15 Points)
Jesus the Christ
A theological study of Jesus Christ and of salvation. Biblical, historical and contemporary understandings will be explored with attention to historical and cultural contexts.
Prerequisite: CTHTHEO 110 or THEOLOGY 100
Restriction: CTHTHEO 203, 325

CTHTHEO 226 (15 Points)
The Christian Community
An examination of the theology of the Christian community or church and its mission, ministry and worship in light of its diverse traditions, structures and self-understandings.
Prerequisite: CTHTHEO 110 or THEOLOGY 100
Restriction: CTHTHEO 202, 326

CTHTHEO 227 (15 Points)
Exploring Sacraments: Signs of Life
An exploration of sacraments in the life and theology of the Christian community with particular reference to Catholic understandings. Baptism, Eucharist and other sacraments will be studied with attention to their biblical roots, historical development and contemporary issues.
Prerequisite: CTHTHEO 110 or THEOLOGY 100
Restriction: CTHTHEO 204

CTHTHEO 228 (15 Points)
The First Christian Centuries
The church in history to 500 CE exploring topics such as: early Christian writings, issues of authority within the church, asceticism and the monastic movement, church-state relationships, theological controversies, worship and sacraments, social and ethical questions, the role of women, the interrelationship of church and culture.
Prerequisite: CTHTHEO 142 or THEOLOGY 104
Restriction: CTHTHEO 145, 352

CTHTHEO 229 (15 Points)
Christianity in the South Pacific
The history of missionary impact on the South Pacific (excluding New Zealand) with particular attention to the interaction of Christianity, individuals and cultures and the emergence of indigenous responses.
Prerequisite: CTHTHEO 142 or THEOLOGY 104
Restriction: CTHTHEO 248, 349, 353

CTHTHEO 254 (15 Points)
Continuity and Change: Topics in Medieval and Reformation Church History
Selected topics in Medieval and Reformation church history from 500 to 1600 CE, such as: the emergence of Christendom; medieval spirituality and monasticism; the challenge of Islam; the Renaissance: the Protestant and Catholic Reformations.
Prerequisite: CTHTHEO 142 or THEOLOGY 104
Restriction: CTHTHEO 250, 251, 348, 351, 354

CTHTHEO 255 (15 Points)
The Church in Revolutionary Times: Post-Reformation to the Present
A study of the history of the church from 1600 CE focusing on issues such as: church and society in seventeenth century England, missionary expansion, the Evangelical revivals, relationship between church and state, the challenge of modernity, revivalism and fundamentalism, ecumenism, secularisation, and post-Vatican II Catholicism.
Prerequisite: CTHTHEO 142 or THEOLOGY 104
Restriction: CTHTHEO 251, 351, 355

Stage III

CTHTHEO 323 (15 Points)
Christian Understandings of God
An examination of the theology of the Christian community or church and its mission, ministry and worship in light of its diverse traditions, structures and self-understandings. This course may also be available in flexible mode.
Prerequisite: 15 points from CTHTHEO 224, 225, 226 or 227, plus an additional 15 points at Stage II in Christian Thought and History
Restriction: CTHTHEO 223, 307, 308

CTHTHEO 324 (15 Points)
Being Human
An examination of Christian understandings of humanity, focusing on topics such as: human beings as ‘image of God’, understandings of soul and body, the significance of community for human existence, sexuality and gender, grace and sin, death, and human destiny in the light of resurrection.
Prerequisite: 15 points from CTHTHEO 223, 225, 226 or 227, plus an additional 15 points at Stage II in Christian Thought and History
Restriction: CTHTHEO 223, 307, 308

CTHTHEO 325 (15 Points)
Jesus the Christ
A theological study of Jesus Christ and of salvation. Biblical, historical and contemporary understandings will be explored with attention to historical and cultural contexts.
Prerequisite: 15 points from CTHTHEO 223, 224, 225, 226 or 227, plus an additional 15 points at Stage II in Christian Thought and History
Restriction: CTHTHEO 224, 312

CTHTHEO 326 (15 Points)
The Christian Community
An examination of the theology of the Christian community or church and its mission, ministry and worship in light of its diverse traditions, structures and self-understandings.
Prerequisite: 15 points from CTHTHEO 223, 224, 225, or
227 plus an additional 15 points from Stage II in Christian Thought and History
Restriction: CTHTHEO 202, 226

CTHTHEO 352
The First Christian Centuries
The church in history to 500 CE exploring topics such as: early Christian writings, issues of authority within the church, asceticism and the monastic movement, church-state relationships, theological controversies, worship and sacraments, social and ethical questions, the role of women, the interrelationship of church and culture.
Prerequisite: 15 points from CTHTHEO 253, 254 or 255, plus an additional 15 points at Stage II in Christian Thought and History
Restriction: CTHTHEO 145, 252

CTHTHEO 353
Christianity in the South Pacific
The history of missionary impact on the South Pacific (excluding New Zealand) with particular attention to the interaction of Christianity, individuals and cultures and the emergence of indigenous responses.
Prerequisite: 15 points from CTHTHEO 252, 254 or 255, plus an additional 15 points at Stage II in Christian Thought and History
Restriction: CTHTHEO 248, 253, 349

CTHTHEO 354
Continuity and Change: Topics in Medieval and Reformation Church History
Selected topics in Medieval and Reformation church history from 500 to 1600 CE, such as: the emergence of Christendom; medieval spirituality and monasticism; the challenge of Islam; the Renaissance; the Protestant and Catholic Reformations.
Prerequisite: 15 points from CTHTHEO 252, 253, or 255, plus an additional 15 points at Stage II in Christian Thought and History
Restriction: CTHTHEO 250, 251, 254, 348, 351

CTHTHEO 355
The Church in Revolutionary Times: Post-Reformation to the Present
A study of the history of the church from 1600 CE focusing on issues such as: church and society in seventeenth century England, missionary expansion, the Evangelical revivals, relationship between church and state, the challenge of modernity, revivalism and fundamentalism, ecumenism, secularisation, and post-Vatican II Catholicism.
Prerequisite: 15 points from CTHTHEO 252, 253, or 254, plus an additional 15 points at Stage II in Christian Thought and History
Restriction: CTHTHEO 251, 255, 351

Postgraduate 700 Level Courses

CTHTHEO 710
Contemporary Issues
A theological engagement with current issues in society requiring advanced use of theological methodology and sources, and a critical investigation of contemporary theological debates.

CTHTHEO 711
Special Topic in Theology
An advanced study of one of the following: a theological theme, theology of a particular place or historical period, theology of particular theologian(s).

CTHTHEO 712
A Major Theologian in Context
A close study of one major theologian, past or present, in the intellectual context of their day. Through the study of selected writings of the theologian, their theological method and commitments will be analysed and their contribution to theology evaluated.

CTHTHEO 721
Church and Society in Twentieth Century New Zealand
A study of issues involving the interactions of church and society in New Zealand set within their historical contexts. Particular attention will be paid to the church’s role either in leading and critiquing society or in mirroring society.

CTHTHEO 722
Special Topic

CTHTHEO 723
The Reformation in Context
A study of works by the major Reformation theologians, as well as some lesser known writers of this period. Particular attention is paid to the relationship between the theology of the Reformation period and its intellectual, political and cultural contexts.

CTHTHEO 780A
Dissertation
A supervised dissertation for BTheol(Hons) students designed to help them to engage with a research question in the area of Christian Thought and History.
To complete this course students must enrol in CTHTHEO 780 A and B

CTHTHEO 789
Research Essay
A supervised research essay designed to help Postgraduate Diploma students engage with a research question in the area of Christian Thought and History.

CTHTHEO 796A
Thesis
The thesis of approximately 35,000 words should embody the results obtained by the candidate in an investigation relating to some branch of the subject.
To complete this course students must enrol in CTHTHEO 796 A and B

Classical Studies

Stage I

CLASSICS 110
(15 Points)
CLASSICS 110G
(15 Points)
Classical Mythology through Tragedy
A study of the mythology of ancient Greece and Rome through the works of tragic playwrights such as Aeschylus, Sophocles, Euripides and Seneca.

CLASSICS 120
(15 Points)
Philosophy of Ancient Greece and Rome
An introduction to the philosophic thought of Greece and its development into Roman times.

CLASSICS 130
(15 Points)
Love and Death in Greek and Roman Literature
A study of selected literary texts from ancient Greece
and Rome that deal with two themes that continue to be relevant today.

CLASSICS 140 (15 Points)
Classical Mythology in Epic
A study of the treatment of mythology in ancient Greek and Roman epic poetry.

Stage II

CLASSICS 210 (15 Points)
Greek and Roman Epic Poetry
A study of the beginnings of European epic poetry: especially in Homer and Virgil.
Prerequisite: 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101
Restriction: CLASSICS 310

CLASSICS 215 (15 Points)
Special Topic
Prerequisite: 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101
Restriction: CLASSICS 315

CLASSICS 216 (15 Points)
Special Topic
Prerequisite: 15 points at Stage I in Classical Studies
Restriction: CLASSICS 316

CLASSICS 217 (15 Points)
Special Topic
Prerequisite: 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101
Restriction: CLASSICS 317

CLASSICS 220 (15 Points)
Greek and Roman Comedy
A study of the comedies of Aristophanes and Menander, Plautus and Terence.
Prerequisite: 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101
Restriction: CLASSICS 320

CLASSICS 230 (15 Points)
The Novel in Greece and Rome
A study of Greek and Roman prose fiction with emphasis on origins, conventions, techniques and influence: Petronius, Longus, Apuleius and others.
Prerequisite: 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101
Restriction: CLASSICS 330

CLASSICS 240 (15 Points)
Dialogues of Plato
An interpretative study with attention to the literary form, dramatic and rhetorical features and dialectical method, with their implications for our understanding of the arguments, concepts and positions presented. Dialogues to be read involve topics such as: ethics, the soul, love, education, knowledge, politics, reason and persuasion, the theory of forms and the nature of the cosmos.
Prerequisite: 15 points at Stage I in Classical Studies, or GREEK 101, or ANCHIST 102 and 15 points at Stage I in Philosophy, or 30 points at Stage I in Philosophy, or EUROPEAN 100 and ANCHIST 102
Restriction: CLASSICS 340

CLASSICS 250 (15 Points)
Socrates, Plato and the Pythagoreans
A study of the main figures in the Platonic and Pythagorean traditions in ancient philosophy. Particular attention will be paid to: the influences of Socrates and the original Pythagorean school on Plato, Plato’s own conception of philosophy and the subsequent emergence of neo-Pythagoreanism and neo-Platonism.
Prerequisite: 15 points at Stage I in Classical Studies, or GREEK 101, or ANCHIST 102 and 15 points at Stage I in Philosophy, or 30 points at Stage I in Philosophy, or EUROPEAN 100 and ANCHIST 102
Restriction: CLASSICS 350

CLASSICS 260 (15 Points)
Humanity, Nature and Knowledge in Ancient Philosophy
A study of Aristotle and the Hellenistic philosophical schools, focusing on the conception of human nature in Aristotle’s ethical and political works, and the alternatives presented by Stoicism, Epicureanism and Scepticism.
Prerequisite: 15 points at Stage I in Classical Studies, or GREEK 101, or ANCHIST 102 and 15 points at Stage I in Philosophy, or 30 points at Stage I in Philosophy, or EUROPEAN 100 and ANCHIST 102
Restriction: CLASSICS 360

CLASSICS 270 (15 Points)
Art and Society in Ancient Greece
A study of the art and architecture of the ancient Greeks. Emphasis will be placed on the role of the visual arts as vehicles for the expression of social values and political and imperial ideas.
Prerequisite: 15 points at Stage I in Classical Studies, or ANCHIST 102 or 103 or ARTHIST 101, 106, 111
Restriction: CLASSICS 370

CLASSICS 280 (15 Points)
Art and Society in Ancient Rome
A study of the art and architecture of the ancient Romans. Emphasis will be placed on the role of the visual arts as vehicles for the expression of social values and political and imperial ideas.
Prerequisite: 15 points at Stage I in Classical Studies, or ANCHIST 102 or 103 or ARTHIST 101, 106, 111
Restriction: CLASSICS 380

CLASSICS 285 (15 Points)
Greek Tragedy
Tragedy as a concept, a means of interpreting events, and a literary genre, is central to the ancient Greeks’ way of constructing their world. Through a close reading of a selection of ancient dramas, this course will explore the nature and interpretation of tragedy with particular reference to Aristotle’s Poetics.
Prerequisite: 15 points at Stage I in Classical Studies
Restriction: CLASSICS 385

Stage III

CLASSICS 310 (15 Points)
Greek and Roman Epic Poetry
A study of the beginnings of European epic poetry especially in Homer and Virgil.
Prerequisite: 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek or Latin
Restriction: CLASSICS 210

CLASSICS 315 (15 Points)
Special Topic
Prerequisite: 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History
Restriction: CLASSICS 215

CLASSICS 316 (15 Points)
Special Topic
Prerequisite: 15 points at Stage I in Classical Studies or
ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History
Restriction: CLASSICS 216

CLASSICS 317
(15 Points)
Special Topic
Prerequisite: 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History
Restriction: CLASSICS 217

CLASSICS 320
(15 Points)
Greek and Roman Comedy
A study of the comedies of Aristophanes and Menander, Plautus and Terence.
Prerequisite: 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek or Latin
Restriction: CLASSICS 220

CLASSICS 330
(15 Points)
The Novel in Greece and Rome
A study of Greek and Roman prose fiction with emphasis on origins, conventions, techniques and influence: Petronius, Longus, Apuleius and others.
Prerequisite: 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek or Latin
Restriction: CLASSICS 230

CLASSICS 340
(15 Points)
Dialogues of Plato
An interpretative study with attention to the literary form, dramatic and rhetorical features and dialectical method, with their implications for our understanding of the arguments, concepts and positions presented. Dialogues to be read include topics such as: ethics, the soul, love, education, knowledge, politics, reason and persuasion, the theory of forms, and the nature of the cosmos.
Prerequisite: 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek or Latin
Restriction: CLASSICS 240

CLASSICS 350
(15 Points)
Socrates, Plato and the Pythagoreans
A study of the main figures in the Platonic and Pythagorean traditions in ancient philosophy. Particular attention will be paid to the influences of Socrates and the original Pythagorean school on Plato. Plato's own conception of philosophy, and the subsequent emergence of neo-Pythagoreanism and neo-Platonism.
Prerequisite: 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek or Latin
Restriction: CLASSICS 250

CLASSICS 360
(15 Points)
Humanity, Nature and Knowledge in Ancient Philosophy
A study of Aristotle and the Hellenistic philosophical schools, focusing on the conception of human nature in Aristotle's ethical and political works, and the alternatives presented by Stoicism, Epicureanism and Scepticism.
Prerequisite: 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek or Latin
Restriction: CLASSICS 260

CLASSICS 370
(15 Points)
Art and Society in Ancient Greece
A study of the art and architecture of the ancient Greeks. Emphasis will be placed on the role of the visual arts as vehicles for the expression of social values and political and imperial ideas.
Prerequisite: 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek
Restriction: CLASSICS 270

CLASSICS 377
(15 Points)
Classical Studies Study Abroad
Study abroad on archaeological sites in Greece, Italy and the Mediterranean area.
Prerequisite: 30 points at Stage II in Classical Studies and permission of the Head of Department
Restriction: ANCHIST 377

CLASSICS 380
(15 Points)
Art and Society in Ancient Rome
A study of the art and architecture of the ancient Romans. Emphasis will be placed on the role of the visual arts as vehicles for the expression of social values and political and imperial ideas.
Prerequisite: 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Latin
Restriction: CLASSICS 280

CLASSICS 385
(15 Points)
Greek Tragedy
Tragedy as a concept, a means of interpreting events, and a literary genre, is central to the ancient Greeks' way of constructing their world. Through a close reading of a selection of ancient dramas, this course will explore the nature and interpretation of tragedy with particular reference to Aristotle's Poetics.
Prerequisite: 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek
Restriction: CLASSICS 285

Comparative Literature

Stage I

COMPLIT 100
(15 Points)
COMPLIT 100G
(15 Points)
Reading Comparatively: An Introduction
Through the study of an anthology of short fiction, poetry, myth and drama from every part of the world, introduces strategies for reading literature across national and cultural boundaries. All texts are in English.

Stage II

COMPLIT 200
(15 Points)
Narrative: Theory and Practice
Myths, oral tales, histories, feature films, diaries, strip cartoons, news reports, evidence in court, as well as novels and short stories, are all forms of narrative. Narrative seems to be a fundamental instrument used in all cultures to make the flow of experience comprehensible. Introduces theoretical tools for studying narrative, and applies them to a variety of texts from many cultures. All texts are in English.
Prerequisite: Any 60 points passed
COMPLIT 202 (15 Points)
Interpreting Folktales
An introduction to the study and interpretation of folktales. Tales from many cultures will be examined. Contrasting theories on the origins and meaning of folktales will be explored.
Prerequisite: Any 60 points passed

COMPLIT 203 (15 Points)
Special Topic
Prerequisite: Any 60 points passed

COMPLIT 204 (15 Points)
Travelling Tragedy
A study of the mutations that tragedy has undergone from its origins as a theatrical form in ancient Greece to its contemporary manifestations around the world in drama, fiction and film.
Prerequisite: Any 60 points passed
Restriction: COMPLIT 300

COMPLIT 206 (15 Points)
When East Meets West
Western readers have encountered the literatures of East and South Asia, and Asian readers have encountered Western literature, in a variety of political and cultural contexts, including: colonial expansion, spiritual inquiry, modernisation, warfare, migration, and globalisation. A selection of works from East and West, which have played a key role in these encounters, especially in the modern period, will be studied.
Prerequisite: Any 60 points passed
Restriction: COMPLIT 302

Stage III

COMPLIT 300 (15 Points)
Travelling Tragedy
A study of the mutations that tragedy has undergone from its origins as a theatrical form in ancient Greece to its contemporary manifestations around the world in drama, fiction and film.
Prerequisite: 30 points at Stage II
Restriction: COMPLIT 204

COMPLIT 302 (15 Points)
When East Meets West
Western readers have encountered the literatures of East and South Asia, and Asian readers have encountered Western literature, in a variety of political and cultural contexts, including: colonial expansion, spiritual inquiry, modernisation, warfare, migration, and globalisation. A selection of works from East and West, which have played a key role in these encounters, especially in the modern period, will be studied.
Prerequisite: Any 30 points at Stage II
Restriction: COMPLIT 206

Postgraduate 700 Level Courses

COMPLIT 701 (30 Points)
Telling and Retelling
Most storytelling involves the reworking of existing stories. Exploration of the processes involved in retelling, including: oral transmission, rewriting in a different period or culture, and adaptation from written form to cinematic or sung form. Poses questions about the psychological and social functions of retelling. Examples taken from Europe, Asia and the Pacific.

COMPLIT 702 (30 Points)
Rethinking Autobiography
A presentation of the lively debates on autobiography currently underway: theorisations of the self and the writing and construction of the self; women’s autobiography; postcolonial autobiography; illustrated in a wide variety of autobiographical texts (including letters, diaries, memoirs, confessions, poetry, short stories, novels and video) from ancient and modern Europe, Asia and the Pacific.

COMPLIT 703 (30 Points)
COMPLIT 703A (15 Points)
COMPLIT 703B (15 Points)
Rethinking Literary Translation
Literary translation has come to be theorised as a dynamic and problematic process, central to comparative literature and shedding light on cross-cultural encounter, and colonisation and the post-colonial. Alongside such theoretical considerations students will undertake a practical translation project between languages in which they have expertise.
To complete this course students must enrol in COMPLIT 703 A and B, or COMPLIT 703

COMPLIT 704 (15 Points)
Special Topic

COMPLIT 705 (15 Points)
Reading Across Cultures
An advanced level review of approaches to the study of literature across cultures. Includes feminist perspectives, marxist, new historicist and post-colonial approaches, literature and translation, interdisciplinary approaches to literature. Tests the potential and limits of current theories of literature in the study of literature from many cultures and periods.
Restriction: COMPLIT 700

COMPLIT 706 (30 Points)
Narrative and Metaphor
Narrative and metaphor are used in the theory and practice of disciplines as diverse as: law and literature, medicine and management studies, psychology and philosophy. To what extent are practitioners empowered or trapped by the metaphors and narrative patterns characteristic of each discipline? What are the implications of shifting metaphor or narrative?

COMPLIT 707 (30 Points)
Special Topic: Urban Imaginaries
An exploration of the distinctiveness of the urban and the tradition of its influence in literature and film; the course will also examine how cities have related to their own histories in view of constant migration and accelerated change.

COMPLIT 708 (30 Points)
Special Topic

COMPLIT 709 (30 Points)
COMPLIT 709A (15 Points)
COMPLIT 709B (15 Points)
Dissertation
To complete this course students must enrol in COMPLIT 709 A and B, or COMPLIT 709

COMPLIT 712 (45 Points)
COMPLIT 712A (22.5 Points)
COMPLIT 712B (22.5 Points)
Dissertation
To complete this course students must enrol in COMPLIT 712 A and B, or COMPLIT 712

For further information please refer to the note on page 349.
COMPLIT 793A (45 Points)  
COMPLIT 793B (45 Points)  
Thesis  
To complete this course students must enrol in COMPLIT 793 A and B  

COMPLIT 797A (60 Points)  
COMPLIT 797B (60 Points)  
Research Portfolio  
To complete this course students must enrol in COMPLIT 797 A and B  

Cook Islands Maori  

Stage I  
COOKIS 101 (15 Points)  
COOKIS 101G (15 Points)  
Conversational Cook Islands Maori  
Gives students a grounding in conversational Cook Islands Maori language, allowing them to develop basic skills in listening and speaking. Intended for students with no previous knowledge of the language, and those with limited fluency.  
Restriction: COOKIS 102. May not be taken if a more advanced language acquisition course in this subject has previously been passed  

Stage II  
COOKIS 201 (15 Points)  
Cook Islands Maori Language 2  
Further consolidates skills in listening, speaking, reading and writing in Cook Islands Maori. Students will also deepen their experience and knowledge of Cook Islands Maori culture through their participation in a dramatised re-enactment of a Cook Islands myth or legend, with its accompanying chants and songs.  
Prerequisite: COOKIS 101 or 102  
Restriction: COOKIS 202. May not be taken if a more advanced language acquisition course in this subject has previously been passed  

COOKIS 204 (15 Points)  
Special Topic  

Stage III  
COOKIS 301 (15 Points)  
Cook Islands Maori Language 3  
Students will develop their language skills to an advanced level, through examining, discussing and analysing, in Cook Islands Maori, selected oral and written texts in various genres, as a model for their own compositions. They will also study traditional oratory as a means of further expressing the richness of Cook Islands culture and history.  
Prerequisite: COOKIS 201 or 202  
Restriction: COOKIS 302  

COOKIS 303 (15 Points)  
Special Topic  

Creative Writing  

Postgraduate 700 Level Courses  
CREWRIT 797A (60 Points)  
CREWRIT 797B (60 Points)  
Creative Writing  
Students will pursue a supervised project in writing a novel, poetry or short story collection, cross-genre/multimedia work, non-fiction or other approved project. The project will be developed in the context of group seminars, readings in literature and writing theory, and studio discussions of student writing, as well as by mentor assistance and evaluation.  
Prerequisite: Admission to the Degree of Master of Creative Writing  
Restriction: ENGLISH 763  
To complete this course students must enrol in CREWRIT 797 A and B  

Criminology  

Stage II  
CRIM 201 (15 Points)  
Debates in Criminology  
Presents analysis of criminal behaviour, crime control and community safety. Attention is paid to criminal offending, response and regulation. Examples are drawn from New Zealand and overseas.  
Prerequisite: 30 points from MAORI 130, PHIL 103, POLITICS 109, SOCIOL 100, 101, 103  

CRIM 202 (15 Points)  
Contemporary Issues in Punishment  
The focus is on contemporary issues in punishment, considering both its purposes and effectiveness. The course explores a range of perspectives drawing on longstanding criminological, sociological and philosophical literatures.  
Prerequisite: 30 points from MAORI 130, PHIL 103, POLITICS 109, SOCIOL 100, 101, 103  

Stage III  
CRIM 301 (15 Points)  
Issues in Criminal Justice  
Discusses the workings of the criminal justice system and explores and contextualises classical and emergent approaches to criminal justice, including their legal underpinnings. Practical and theoretical issues will be considered using a case study approach. Emphasis is given to the developing synthesis of criminal and social justice.  
Prerequisite: CRIM 201 or 202  

CRIM 302 (15 Points)  
Criminology: The Indigenous and the Global  
Are we all equal before the law? Or, are groups treated differently by the criminal justice system? This course examines, with particular emphasis on indigenous peoples in New Zealand, Australia and Canada, the impact of differential practices on inequalities and collective efforts to achieve social change. Concepts of restorative justice are central to this course.  
Prerequisite: CRIM 201 or 202  

Postgraduate 700 Level Courses  
CRIM 700 (30 Points)  
Research in Criminology  
Examines the methods of research frequently employed in the field of criminology, and the various epistemological and ethical questions that arise in criminological research, and the connection between theory and research and quantitative and qualitative analytic strategies. Students will complete a research project under supervision.
CRIM 701
Criminological Theory
An examination of classical and contemporary theories of crime, including sociological, psychological, medical, rational-choice and critical perspectives on criminology. Attention will be given to the construction of theory as it is informed by social science research; to the social, cultural and political contexts in which these theories have emerged; and to the influence of theories in criminal justice policies.

CRIM 702
Advanced Issues in Penology
A survey of issues in penology, describing and interpreting specific penal reform strategies in terms of their historical, social, political and economic context. An appreciation of the main themes within penology will allow a greater understanding of the role that punishment regimes play in society and specifically in the criminal justice system.

CRIM 703
Contemporary Criminology
An examination of critical approaches to the study of crime and crime control. Attention will be given to understanding how these approaches critically assess social problems surrounding crime and crime control strategies; the political, social and historical development of varying critical perspectives; and the ways in which such approaches may lead to changes in criminal justice policies and practices.

CRIM 796A
Thesis
Prerequisite: A BAI(Hons) in Criminology with at least a B+ average
To complete this course students must enrol in CRIM 796 A and B

CRIM 796B
Research Portfolio
To complete this course students must enrol in CRIM 797 A and B

Croatian
Stage I
CROATIAN 100
Beginners’ Croatian 1
Written and oral use of Croatian for students without previous knowledge of the language; tested in the following ways: comprehension, composition, translation, linguistic explanation, dictation, reading, basic conversation.
Restriction: 290.111. May not be taken if a more advanced language acquisition course in this subject has previously been passed

CROATIAN 101
Beginners’ Croatian 2
Written and oral use of Croatian for students who have passed CROATIAN 100 or have some prior knowledge of the language; tested in the following ways: composition, translation, linguistic explanation, reading, conversation.
Prerequisite: 290.111 or CROATIAN 100 or Departmental approval required

Development Studies
Postgraduate 700 Level Courses
DEVELOP 701
Development Praxis
Focuses on the practice of development and its relation to theory. General topics include aid modalities, participatory development and social and environmental discourses and practices, and in those contexts the project cycle, programme management tools, monitoring and evaluation and impact assessment.

DEVELOP 702
Gender and Development
Considers a range of topics focusing on the centrality of gender to development and developing nations. Topics include: social status, politics, education, health, fertility, gendered economies, micro-credit systems and familial resource allocation.

DEVELOP 703
Directed Study
Supervised study on a topic or topics approved by the Director.
To complete this course students must enrol in DEVELOP 703 A and B, or DEVELOP 703

DEVELOP 705
Special Topic: Contemporary Issues in Gender and Development
Interrogates selected contemporary themes in gender and development. It builds on and complements DEVELOP 702 by focusing on the dynamics of topical issues in gender and development. In doing so it provides students with the critical tools of analysis necessary in research projects.
Prerequisite: DEVELOP 702
To complete this course students must enrol in DEVELOP 705 A and B, or DEVELOP 705

DEVELOP 706
Internship in Development
Involves students in the operation of a development organisation, enables them to put into practice development theory and methods, provides experience of researching and writing a report or proposal to be used by the organisation, and assists them to reflect on the process in the light of development and other social science research literature.
Prerequisite: DEVELOP 701 and approval of Director of Development Studies
To complete this course students must enrol in DEVELOP 706 A and B, or DEVELOP 706

DEVELOP 708
Special Topic: Topics in the Economics of Development
With special reference to South and South East Asia, this course is in a workshop format. Emphasis is placed on individual research on topics within development economics, including migration, remittances and diasporas as well as the impact of microfinance within South and South East Asia. It is anticipated that there will be six to seven workshops during the semester.
DEVELOP 709 (15 Points)
Early Theories of International Development
Critical examination of the historical development of theories and issues since 1945, emphasising the dominance of economic growth as a development target and the early contesting of this dominance.
Restriction: DEVELOP 700

DEVELOP 710 (15 Points)
Contemporary Theories of International Development
Consideration of contemporary development issues and strategies, including globalisation, gender, environment, human rights and current thinking.
Restriction: DEVELOP 700

DEVELOP 711 (30 Points)
Special Topic

DEVELOP 712 (15 Points)
Special Topic: Preparing Research Proposals
Students design a research proposal in Development Studies as preparation for the MA thesis. The course introduces concepts of research design, methodology and methods (qualitative and quantitative) within the context of global development. The focus is on asking the right questions, choosing methodologies, planning a time sensitive research project, and considering research into development policy and practice.

DEVELOP 713 (15 Points)
Special Topic

DEVELOP 714 (15 Points)
Special Topic: Emerging Practices in International Development
In recent years, a number of new practices have emerged in the field of development, among them microfinance, the deployment of information and communication technologies (ICTs), Public Private Partnerships (PPPs), the participation of multinational corporations and social entrepreneurship. This course examines the changed landscape of development, the reasons for these changes as well as their impacts.

DEVELOP 780 (30 Points)
DEVELOP 780A (15 Points)
DEVELOP 780B (15 Points)
Dissertation
To complete this course students must enrol in DEVELOP 780 A and B, or DEVELOP 780

DEVELOP 792 (45 Points)
DEVELOP 792A (22.5 Points)
DEVELOP 792B (22.5 Points)
Dissertation
To complete this course students must enrol in DEVELOP 792 A and B, or DEVELOP 792

DEVELOP 794A (45 Points)
DEVELOP 794B (45 Points)
Thesis
Prerequisite: A BA(Hons) in Development Studies with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in DEVELOP 794 A and B

DEVELOP 796A (60 Points)
DEVELOP 796B (60 Points)
Thesis
Prerequisite: A BA(Hons) in Development Studies with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in DEVELOP 796 A and B

Stage II

DRAMA 203 (15 Points)
New Zealand and Pacific Drama
An overview of the development of modern and contemporary drama, theatre and playwriting in New Zealand. Topics include: experimental theatre, feminist drama and Māori drama. Some plays by Pacific writers will be considered.
Prerequisite: Any 60 points passed
Restriction: DRAMA 303

DRAMA 204A (15 Points)
DRAMA 204B (15 Points)
History and Performance
Integrates a survey of Western theatre history with a public production of a significant play from that history. The play will be given a public season under the direction of a professional director. In addition students will be required to undertake theatrical projects and take part in practical exercises on texts.
Prerequisite: Any 60 points passed and English Department approval required
Restriction: THEATRE 201, 202, 203, 204
To complete this course students must enrol in DRAMA 204 A and B

DRAMA 205 (15 Points)
Special Topic
Prerequisite: Any 60 points passed

Stage III

DRAMA 301 (15 Points)
Drama: Topics and Themes
Building on the principles and practical skills from DRAMA 204, the course will focus more narrowly on topics of theatrical practice and dramatic representation. Classes involve theatrical workshops and collaborative projects.
Prerequisite: DRAMA 204 and English Department approval
Restriction: THEATRE 301

DRAMA 302 (15 Points)
Performance Skills
Classes in stage acting, improvisation, movement, voice and character, taught by professional tutors. Students will present a solo or duo short performance.
Prerequisite: 30 points at Stage II and English Department approval
Restriction: DRAMA 719

DRAMA 303 (15 Points)
New Zealand and Pacific Drama
An overview of the development of modern and contemporary drama, theatre and playwriting in New Zealand. Topics include: experimental theatre, feminist drama and Māori drama. Some plays by Pacific writers will be considered.
Prerequisite: 30 points at Stage II
Restriction: DRAMA 203

DRAMA 305 (15 Points)
Special Topic
Prerequisite: 30 points at Stage II
Postgraduate 700 Level Courses

DRAMA 701 (30 Points)
DRAMA 701A (15 Points)
DRAMA 701B (15 Points)

Theories of Drama
Addresses theatre and drama's nature and origins. Introduces semiotic analysis. Considers issues such as actor, text, author, audience, space, time, social context and occasion, performance, ritual, theatricality, gender, genre, types of dramas (seasonal, everyday) and specific theatres (Renaissance, Restoration). The ideas and work of a range of modern theorists will be taught.
To complete this course students must enrol in DRAMA 701 A and B, or DRAMA 701

DRAMA 708 (30 Points)
Special Topic: Modern British and Irish Drama: History, Memory and Psychoanalysis
Examines British and Irish dramatic texts using psychoanalytic approaches to explore ideas of loss, memory, trauma, sexuality, power, identity, hatred, violence, guilt and emotion. This course also seeks to study why theatre presents an exemplary location to explore the ideas of psychoanalysis. Alongside seminar discussions, practical seminars will examine character psychology in relation to physical environment and movement.

DRAMA 709 (45 Points)
DRAMA 709A (22.5 Points)
DRAMA 709B (22.5 Points)
Studio
A practical, explorative theatre or drama project, with written reflection, nominated by the student or a small group of students. Projects must be approved and supervised.
To complete this course students must enrol in DRAMA 709 A and B, or DRAMA 709

DRAMA 710 (30 Points)
Semester One Production
Students participate in a full-scale, public production of a full-length play. As far as possible all roles from acting to lighting to design to stage-management to front of house etc will be taken by students enrolled in the course. Direction will be by teaching staff or guest director.
Restriction: DRAMA 703

DRAMA 711 (30 Points)
Semester Two Production
Students participate in a full-scale public production of a full-length play. As far as possible all roles from acting to lighting to design to stage-management to front of house etc will be taken by students enrolled in the course. Direction will be by teaching staff or guest director.
Restriction: DRAMA 703

DRAMA 712 (15 Points)
Directing Exercises
A number of established texts that present different challenges will be studied and students will carry out practical exercises on these texts in workshop style classes.
Restriction: DRAMA 704

DRAMA 713 (30 Points)
Directing Project
Each student will carry out a project in directing either a short play or an excerpt from a play. No project will be longer than half an hour.
Restriction: DRAMA 704

DRAMA 716 (15 Points)
Directed Study in Playwriting
A study of playwriting or workshop or dramaturgy or a short writing project, either original or adaptation.

DRAMA 717A (30 Points)
DRAMA 717B (30 Points)
Long Play
The writing of a complete play for live performance between one hour and two hours in length.
Restriction: DRAMA 705, 715
To complete this course students must enrol in DRAMA 717 A and B

DRAMA 718 (30 Points)
Playwriting
A series of exercises in the basic building blocks of dramatic writing, incorporating guest visits from practising and established dramatists.
Restriction: DRAMA 705, DRAMA 714

DRAMA 719 (15 Points)
Performance Skills
Classes in stage acting, improvisation, movement, voice and character. Students will present a solo performance and a short study in performance training theory.
Restriction: DRAMA 302, 702

DRAMA 720 (30 Points)
DRAMA 720A (15 Points)
DRAMA 720B (15 Points)
Advanced Playwriting
Develops skills in playwriting with each student working under supervision.
To complete this course students must enrol in DRAMA 720 A and B, or DRAMA 720

DRAMA 721 (15 Points)
Directed Study in Drama 1

DRAMA 722 (15 Points)
Directed Study in Drama 2

DRAMA 725 (15 Points)
Special Topic in Drama

DRAMA 730 (30 Points)
DRAMA 730A (15 Points)
DRAMA 730B (15 Points)
Studio/Project in Practical Drama
Students may undertake a supervised practical project in drama of a limited scale, either as an individual or in a small group.
Restriction: THEATRE 710
To complete this course students must enrol in DRAMA 730 A and B, or DRAMA 730

DRAMA 770A (30 Points)
DRAMA 770B (30 Points)
Studio/Project in Drama
Substantial individual and group project(s), including some public presentation of project work.
To complete this course students must enrol in DRAMA 770 A and B
DRAMA 790A (15 Points)
DRAMA 790B (15 Points)
Dissertation in Drama
To complete this course students must enrol in DRAMA 790 A and B

DRAMA 793A (45 Points)
DRAMA 793B (45 Points)
Thesis
To complete this course students must enrol in DRAMA 793 A and B

DRAMA 796A (60 Points)
DRAMA 796B (60 Points)
Thesis
To complete this course students must enrol in DRAMA 796 A and B

DRAMA 797A (60 Points)
DRAMA 797B (60 Points)
Research Portfolio
To complete this course students must enrol in DRAMA 797 A and B

Employment Relations and Organisation Studies
For the list of courses please refer to the Bachelor of Arts, Bachelor of Arts (Honours) and Master of Arts Schedules. Prescriptions are listed under their respective subject codes.

English

Foundation Courses

ENGLISH 91F (15 Points)
Foundation English 1
Written and spoken English, and the study of New Zealand English as one variety among many will be developed through the study of literature. Short stories and novels by New Zealand and other authors will be studied. Work by Albert Wendt, Patricia Grace, Maurice Gee, Fiona Kidman, Witi Ihimaera and Janet Frame will be offered as well as work by writers from other countries around the world.
Restriction: ENGLISH 91W

ENGLISH 92F (15 Points)
Foundation English 2
New Zealand and other poets will introduce students to poetry. Students will learn how to unpack language and discover the essence of what a poet wishes to express. Students are encouraged to view a production together before producing a scene from a play. Two films are reviewed for filming technique and the film as literature is considered.
Restriction: ENGLISH 92W

Stage I

ENGLISH 100 (15 Points)
Early Texts: Pilgrims to Players
An introduction to the pleasures of early literature through study of works by the foremost writers of the medieval to Renaissance period, especially works by Chaucer and Shakespeare. Explores relations both between works and between writers of a past age and readers of the present.

ENGLISH 101 (15 Points)
Literature and the Contemporary
Investigates the responses to our world that literature makes possible through an exploration of such themes as love, war, memory, terror, God, myth, murder, dreams in contemporary novels, poetry, drama and fiction on film.

ENGLISH 107 (15 Points)
Fundamental Questions: Desire
The significance of the idea of desire is at the forefront of recent critical thought. What is desire? How does the idea of desire have currency in our creative texts; how does it function in familiar genres such as poetry, prose, drama and film? Critical thinking about desire provides a unifying device for the texts and resources studied.

ENGLISH 109 (15 Points)
Drama on Stage and Screen
An introduction to conventions of dramatic practice and to the dimension of performance, both on stage and screen. Discussion of performance will extend to broader issues such as self-representation and gender. The texts studied will represent different types of dramatic styles, primarily from the twentieth century, and will include some pairings of play texts and screen productions.

ENGLISH 111 (15 Points)
Literature From Sonnets to Comics
An introduction to masterpieces of literature from Shakespeare to the present, to a wide range of genres, and to literary terms, contexts, theory and approaches.

ENGLISH 112 (15 Points)
Global Literatures: Contested Spaces
Covers central issues in international postcolonial, settler and indigenous writing by examining a small selection of texts from the late nineteenth century (Kipling and Stevenson) and a larger selection of contemporary texts from several geographically diverse regions: India, the Pacific, Africa, the Caribbean, Canada, Ireland, New Zealand and the United States.

ENGLISH 121 (15 Points)

Stage II

ENGLISH 200 (15 Points)
Middle English: Chaucer and Romance
An introduction to medieval narrative centred on the tales of Geoffrey Chaucer, the greatest English poet of the fourteenth century and one of the finest narrative poets in the language. Along with the Chaucer tales, we study a number of contemporary short romances, mostly anonymous, that display the narrative possibilities of the genre, the typical interest in adventure and passion, as well as the textual practices employed by poets in a manuscript or performance culture.
Prerequisite: Any 30 points at Stage I in English
Restriction: ENGLISH 359
ENGLISH 203 (15 Points)

English Language to 1900

Introduction to the history of the English language from its origins to 1900, with an emphasis on the development of sound changes, grammar, words and meanings in sociocultural and historical contexts.

Prerequisite: 30 points in English and/or Linguistics

ENGLISH 205 (15 Points)

Women's Texts of Experience

Explores a variety of ways in which women create texts or stories based on the experience of their lives, and how these 'stories' help them reflect upon that experience. A range of poetry, fiction, theoretical writing, film, visual art, photography, and music from different cultures is studied.

Prerequisite: Any 30 points in BA courses or Certificate in Women's Studies

Restriction: WOMEN 205

ENGLISH 210 (15 Points)

Age of Shakespeare: Poetry

A study of one of the greatest periods of English poetry, beginning with the sonnets of Shakespeare and ending with the splendour of Milton's *Paradise Lost*. Included are the sonnets of Spenser and Sidney, Donne's profane and religious poetry, Herbert's intricate and Marvell's witty verse and finally the poetry of Katherine Philips and Aphra Behn.

Prerequisite: Any 30 points at Stage I in English

ENGLISH 213 (15 Points)

Age of Shakespeare: Tragedy

An introduction to the golden age of English theatre, involving detailed study of a selection of tragedies by Shakespeare and his contemporaries. The theatrical emphasis of the course is intended to help students respond to the plays as theatrical artefacts and not merely as literary texts.

Prerequisite: Any 30 points at Stage I in English

Restriction: ENGLISH 353

ENGLISH 219 (15 Points)

Nineteenth Century Literature

Considers a range of literature from the nineteenth century – poetry, fiction and drama – as regards its treatment of growing up in the period. Issues covered include the recognition of childhood as a special state, the establishment of an individual's gender and sexual identity and the opportunities and constraints afforded by the changing social hierarchy and religious belief systems.

Prerequisite: Any 30 points at Stage I in English

Restriction: ENGLISH 205

ENGLISH 220 (15 Points)

Novels Since 1900

A study of fiction. The prescribed works vary widely in their country of origin, formal elements and themes. Some are recognised as classics, while others show the new directions taken by the writers of their time. The texts are given detailed consideration as well as being placed within social and critical contexts.

Prerequisite: Any 30 points at Stage I in English

Restriction: ENGLISH 356

ENGLISH 221 (15 Points)

New Zealand Literature

Offers an historical survey of major writers and key issues in New Zealand literature. Students will not only read some of the best writing our country has to offer but will develop, through the literature studied, a richly detailed overview of New Zealand experience from the period of first contact until now.

Prerequisite: Any 30 points at Stage I in English

Restriction: ENGLISH 355

ENGLISH 222 (15 Points)

Modern Poetry

Demonstrates how writers undertook to rethink the creative text and how their efforts to define 'the contemporary' mark a vital shift in Western cultural practice. Studies twentieth-century poetry at a time of immense social upheaval and experimentation in which definitions of art, culture and 'the human' shifted as familiar values were contested.

Prerequisite: Any 30 points at Stage I in English

ENGLISH 230 (15 Points)

Critical Theory and English Studies

Introduces the concerns and methods of contemporary criticism through an examination of a number of key concepts central to the study of literature, film and other media. The history of these concepts is explored, as are the theoretical issues they raise and the reading strategies they permit. Emphasises theory as an activity that enriches our reading and writing.

Prerequisite: 30 points at Stage I in English, or FTVMS 100 and 101, or ENGLISH 121 or ENGRWRIT 101 and 15 points at Stage II in Writing Studies

ENGLISH 240 (15 Points)

Children's Literature: Words and Pictures

Introduces critical reading of the twentieth century's achievements in combining verbal text and visual image in children's literature. Texts studied cover a range of reading ages, offering opportunities to compare local and overseas texts. Attention is especially drawn to the socialisation of the child through reading and to the interpretation of visual materials.

Prerequisite: Any 30 points at Stage I in English

ENGLISH 241 (15 Points)

Literature and Science

Explores the relations between literature and science past and present, including science fiction, science in fiction, creativity and criticism in science and in literature, narrative and metaphor as ways of understanding in science and in literature, literature about science, science writing (science as literature), science on literature and science and literature on human nature.

Prerequisite: 90 points passed

ENGLISH 241G (15 Points)

Literature and Science

Explores the relations between literature and science past and present, including science fiction, science in fiction, creativity and criticism in science and in literature, narrative and metaphor as ways of understanding in science and in literature, literature about science, science writing (science as literature), science on literature and science and literature on human nature.

Prerequisite: Any 30 points at Stage I in English

ENGLISH 242 (15 Points)

Creative Writing: Introduction

Introduces ways of writing and thinking about poetry, short prose fiction, multimedia and drama and screenplay. Lectures on genres and creative composition are combined with smaller tutorials that give students time to practice the techniques and engage the ideas they are learning.

Prerequisite: 45 points passed

Restriction: ENGLISH 255

ENGLISH 252 (15 Points)

Tolkien and his Worlds

Study of the *Lord of the Rings* with particular reference to Tolkien’s use of Celtic, Germanic and Christian myths; an introduction to some of the most formative and influential mythologies of European culture.

Prerequisite: 60 points passed
ENGLISH 257 (15 Points)  Writing and Culture
Students use selected materials of public and popular culture to practise and develop skills in creative thinking, critical analysis, argument and writing with reference to issues of public concern in the domain of global culture.
Prerequisite: 30 points including ENGLISH 121 or ENGWRIT 101, or any 30 points in English, or any 45 points
Restriction: ENGLISH 363

ENGLISH 258 (15 Points)  Writing Theory and Practice
Focuses on theories of literacy and written discourse in personal, public, educational and professional contexts and examines these theories through case studies and critical analysis. Students explore rhetoric and argument by writing for different audiences and media in different genres, including critical analysis, narrative and mixed media.
Prerequisite: 30 points including ENGLISH 121 or ENGWRIT 101, or any 30 points in English, or Departmental approval

ENGLISH 260 (15 Points)  Studies in American Literature
Focus varies from year to year but will include major authors and central themes in the literature of the United States of America. Key issues discussed may include the influence of Puritanism and the Frontier, the legacy of slavery, immigration and the city, modernism, attitudes towards nature and gender.
Prerequisite: 30 points at Stage I in English
Restriction: ENGLISH 357

ENGLISH 261 (15 Points)  Special Topic
Prerequisite: 45 points passed

ENGLISH 262 (15 Points)  Special Topic
Prerequisite: 30 points at Stage I in English

ENGLISH 263 (15 Points)  Writing Selves
Extends student skills in critical reading and composition while critically exploring changing concepts of the self. Considers the nationalist and historicising functions traditionally assigned to biographies and autobiographies, issues of authorship, genre, form, and convention, sexual and gender politics in life writing, and the controversial borderline between fiction and autobiography.
Prerequisite: 30 points including ENGLISH 121 or ENGWRIT 101, or any 30 points in English, or any 45 points passed
Restriction: ENGLISH 354

ENGLISH 264 (15 Points)  Middle English Popular Literature
Studies popular works in lyric, dramatic and narrative genres. Lyrics are often amorous, sometimes political, frequently devotional; narrative includes comic tale, fable, romance and outlaw tale; drama comprises the major theatrical traditions of morality and biblical history cycle plays. Covers texts written for religious purposes, as well as secular, but socially embedded and often with pleasure among their aims.
Prerequisite: 30 points at Stage I in English
Restriction: ENGLISH 302

ENGLISH 265 (15 Points)  Shakespeare: Comedies and Tragicomedies
A study of selected comedies and tragicomedies of Shakespeare and his contemporaries. Works of Shakespeare may include the romantic comedies of his first decade and a half as a playwright, the so-called 'problem plays', the darker comedies of his middle years, and the tragicomedies of his final years, sometimes called 'romances'. The nature of comedy and its relationship to tragedy is also explored.
Prerequisite: Any 30 points at Stage I in English
Restriction: ENGLISH 310

ENGLISH 266 (15 Points)  Reinventing Ireland
Combines historical and theoretical frameworks to explore recent reinventions of Ireland and Irishness through a range of novels, plays, short stories and poetry. Focuses on the retrospective negotiations of Irish history and identity that characterise Irish literature of the 1990s and 2000s and the treatment of contemporary Ireland in Irish literature since 2000.
Prerequisite: 30 points at Stage I in English
Restriction: ENGLISH 361

ENGLISH 267 (15 Points)  Hollywood: The Book
Considers the effect of cinema on the literary imagination. Commencing with early cinema’s influence on modernist writing and the thematic centrality of Hollywood novels in the American literary tradition, this course will introduce students to a wide range of Hollywood literatures including pulp fictions and the literature of celebrity scandal, recent literary experiments in cinematic forms and the Hollywood counter-tradition of filmic representations of writing.
Prerequisite: 30 points at Stage I in English
Restriction: ENGLISH 362

ENGLISH 268 (15 Points)  Special Topic in Writing Studies
Prerequisite: 30 points at Stage I in English or Writing Studies

Stage III

ENGLISH 302 (15 Points)  Middle English Popular Literature
Studies popular works in lyric, dramatic and narrative genres. Lyrics are often amorous, sometimes political, frequently devotional; narrative includes comic tale, fable, romance and outlaw tale; drama comprises the major theatrical traditions of morality and biblical history cycle plays. Covers texts written for religious purposes, as well as secular, but socially embedded and often with pleasure among their aims.
Prerequisite: 30 points at Stage II in English
Restriction: ENGLISH 264, 768

ENGLISH 308 (15 Points)  The Novel, the Native and the New
An inquiry into the genre and nature of the ‘novel’ in the eighteenth century, focusing on new worlds opened up by science and travel, commerce and the book industry, women’s writing and the developing public sphere, cultural contact and colonialism. The novel is considered both a problem of the modern and a means of negotiating unprecedented phenomena.
Prerequisite: 30 points at Stage II in English

ENGLISH 310 (15 Points)  Shakespeare: Comedies and Tragicomedies
A study of selected comedies and tragicomedies of Shakespeare and his contemporaries. Works of Shakespeare may include the romantic comedies of his first decade and a half as a playwright, the so-called ‘problem plays’, the darker comedies of his
middle years, and the tragicomedies of his final years, sometimes called ‘romances’. The nature of comedy and its relationship to tragedy is also explored.

Prerequisite: 30 points at Stage II in English

Restriction: ENGLISH 265

**ENGLISH 314** (15 Points)

Major Works: 16th and 17th Centuries

Examines selected works of poetry and prose by male and female authors of the sixteenth and seventeenth centuries. The texts are given detailed consideration as well as being placed within social and critical contexts.

Prerequisite: 30 points at Stage II in English

**ENGLISH 320** (15 Points)

Victorian Literature

Focuses on Victorian narrative practices. One module, concentrating on novels by Dickens, Thackeray and James, examines them in the context of the Victorian reading public and publishing practices. The other module deals with the narrative possibilities open to and deployed by women writers and features novels by Charlotte Brontë, George Eliot and Olive Schreiner.

Prerequisite: 30 points at Stage II in English

**ENGLISH 321** (15 Points)

Theory and the Gothic

Advances the understanding of contemporary theory and cultural studies through the study of a selection of classic Gothic writing from the nineteenth century and films from the twentieth, together with influential psychoanalytical, new historical and queer studies treatments of Gothic material.

Prerequisite: 30 points at Stage II in English, or FTVMS 200 or 204 and 15 points at Stage II in Film, Television and Media Studies

**ENGLISH 323** (15 Points)

Contemporary Poetry

An introduction to the work of a dozen influential poets, this course emphasises new developments. The focus is on the still controversial \( L=A=N=G=U=A=G=E \) poetry that emerged in the late 1970s and developments concurrent with it. This shift is seen against a background of changes in technology, politics and in popular and intellectual culture.

Prerequisite: 30 points at Stage II in English

**ENGLISH 332** (15 Points)

Contemporary Drama

A study of drama since the 1970s. Addressing the plays primarily as theatre texts, it emphasises the theatrical strategies and conventions deployed in the texts, some of which self-consciously celebrate theatricality. Teaching combines lectures, discussions, play-readings and viewing theatrical videos.

Prerequisite: 30 points at Stage II in English or Drama

**ENGLISH 336** (15 Points)

Victorian Poetry

A study of a range of Victorian poets, ranging from canonical figures to women poets who have received sustained critical attention only in recent years. Focal points of the course are the religious and spiritual issues raised by social change, the discourse of love and sexuality and the practice of the dramatic monologue.

Prerequisite: 30 points at Stage II in English

**ENGLISH 340** (15 Points)

Arthurian Literature

The Arthurian story, from its first passage into French in the twelfth century. The English writings are studied in comparison with their French sources and counterparts (in translation).

Prerequisite: 30 points at Stage II in English or FRENCH 200

Restriction: ENGLISH 738, 746

**ENGLISH 341** (15 Points)

Middle English: Major Works

Works studied include poems of the Alliterative Revival (such as Sir Gawain and the Green Knight and Piers Plowman).

Prerequisite: 15 points from ENGLISH 200, 302, 338, 339, or 340

Restriction: ENGLISH 701, 747

**ENGLISH 343** (15 Points)

Writing Poetry

Students will be guided through poetry and poetics and the writing of poetry. As part of the course requirement, they will submit a portfolio of poems.

Prerequisite: 60 points passed and English Department approval required

Restriction: ENGLISH 328

Note: Enrolment limited to 35 students

**ENGLISH 344** (15 Points)

Writing the Short Story

Conceived as a writing workshop, this course guides students through the theory and practice of writing the short story. It involves one lecture per week and a two-hour workshop taken by professional writers. Workshops focus on teaching students the skills that will help them in writing their own short stories.

Prerequisite: 60 points passed and English Department approval required

Restriction: ENGLISH 328

Note: Enrolment limited to 35 students

**ENGLISH 345** (15 Points)

Adolescent Fiction

Adolescence is a problematic category and a peculiarly modern one: necessarily, the same holds true for adolescent fiction. The aim of this course is to examine this phase of development that is neither childhood nor adulthood but lies between, and recent literary and filmic responses to the characteristic interests and demands of readers at this stage of their lives. Course reading will include film and television, as well as written texts.

Prerequisite: 30 points at Stage II in English

**ENGLISH 346** (15 Points)

African and Caribbean Literature

The Caribbean, by virtue of its geography and history, embraces cultural elements of Africa, India, Europe and North America. The focus, however, will primarily be on Caribbean and African societies in order to address a range of issues connected to these variously hybrid cultures: slavery, black identity and sexuality, nation/narration, home and location/dislocation.

Prerequisite: 30 points at Stage II

**ENGLISH 347** (15 Points)

Poetry Off the Page

The most recent technologies for performing and preserving poetry are in the process of coalescing with the oral roots of the art form. This shift in transmission and retrieval and its implications for reading communities is examined in three areas: poetry reading (live performance and audiovisual record); the poetry archive (physical and electronic); and digital poetry (virtual communities, real readers).

Prerequisite: Any 30 points in English
ENGLISH 350 (15 Points)
From Rhetorics to Writing
Explores writing through discussion of theories of language use, especially issues raised by theorists of rhetoric and composition: cognitive process theory, discourse analysis, language as a social semiotic, literary studies, race and gender, writing for new technologies. The course centres on writing theory but there is a practical dimension: students investigate their present writing practices and consider possible future challenges.
Prerequisite: 30 points at Stage II in English, or Departmental approval
Restriction: ENGLISH 758

ENGLISH 351 (15 Points)
Special Topic
Prerequisite: 30 points at Stage II in English

ENGLISH 352 (15 Points)
Love and its Literature
A study of the state of being in love as it is represented in literature. The course ranges widely in history and world cultures to consider the kinds of writing generated by the experience of love and the modes of reading such writing encourages. The role of the literature of love in sustaining the complex enjoyment love causes will be considered.
Prerequisite: 30 points at Stage II in English

ENGLISH 353 (15 Points)
Age of Shakespeare: Tragedy
An introduction to the golden age of English theatre, involving detailed study of a selection of tragedies by Shakespeare and his contemporaries. The theatrical emphasis of the course is intended to help students respond to the plays as theatrical artefacts and not merely as literary texts.
Prerequisite: 30 points at Stage II in English
Restriction: ENGLISH 213

ENGLISH 354 (15 Points)
Writing Selves
Extends student skills in critical reading and composition while critically exploring changing concepts of the self. Considers the nationalist and historicising functions traditionally assigned to biographies and autobiographies, issues of authorship, genre, form, and convention, sexual and gender politics in life writing, and the controversial borderline between fiction and auto/biography.
Prerequisite: 30 points at Stage II in English or Writing Studies
Restriction: ENGLISH 263

ENGLISH 355 (15 Points)
New Zealand Literature
Offers an historical survey of major writers and key issues in New Zealand literature. Students will not only read some of the best writing our country has to offer but will develop, through the literature studied, a richly detailed overview of New Zealand experience from the period of first contact until now.
Prerequisite: 30 points at Stage II in English
Restriction: ENGLISH 221

ENGLISH 356 (15 Points)
Novels since 1900
A study of fiction. The prescribed works vary widely in their country of origin, formal elements and themes. Some are recognised as classics, while others show the new directions taken by the writers of the time. The texts are given detailed consideration as well as being placed within social and critical contexts.
Prerequisite: 30 points at Stage II in English
Restriction: ENGLISH 220

ENGLISH 357 (15 Points)
Studies in American Literature
Focus varies from year to year but will include major authors and central themes in the literature of the United States of America. Key issues discussed may include the influence of Puritanism and the Frontier, the legacy of slavery, immigration and the city, modernism, attitudes towards nature and gender.
Prerequisite: 30 points at Stage II in English
Restriction: ENGLISH 260

ENGLISH 358 (15 Points)
Pacific Literature in English
Pasifika literature (defined as Māori and New Zealand-based Pacific writing in English) is characterised by multiple crossings of cultural, social, political, gendered and geographical borders. Contemporary texts in English across three genres (poetry, short story, drama) will be examined in light of recent theories of indigenous writing, diaspora and identity.
Prerequisite: 30 points at Stage II in English, or 15 points at Stage II in English and WOMEN 205 or PACIFIC 201

ENGLISH 359 (15 Points)
Middle English: Chaucer and Romance
An introduction to medieval narrative centred on the tales of Geoffrey Chaucer, the greatest English poet of the fourteenth century and one of the finest narrative poets in the language. Along with the Chaucer tales, we study a number of contemporary short romances, mostly anonymous, that display the narrative possibilities of the genre, the typical interest in adventure and passion, as well as the textual practices employed by poets in a manuscript or performance culture.
Prerequisite: 30 points at Stage II in English
Restriction: ENGLISH 200

ENGLISH 360 (15 Points)
Special Topic
Prerequisite: 30 points at Stage II in English

ENGLISH 361 (15 Points)
Reinventing Ireland
Combines historical and theoretical frameworks to explore recent reinventions of Ireland and Irishness through a range of novels, plays, short stories and poetry. Focuses on the retrospective negotiations of Irish history and identity that characterise Irish literature of the 1990s and 2000s and the treatment of contemporary Ireland in Irish literature since 2000.
Prerequisite: 30 points at Stage II in English
Restriction: ENGLISH 266

ENGLISH 362 (15 Points)
Hollywood: The Book
Considers the effect of cinema on the literary imagination. Commencing with early cinema’s influence on modernist writing and the thematic centrality of Hollywood novels in the American literary tradition, this course will introduce students to a wide range of Hollywood literatures including pulp fictions and the literature of celebrity scandal, recent literary experiments in cinematic forms and the Hollywood counter-tradition of filmic representations of writing.
Prerequisite: 30 points at Stage II in English
Restriction: ENGLISH 267
To complete this course students must enrol in ENGLISH 706 A and B or ENGLISH 706.

ENGLISH 707 Writing World War II

Takes the terror wrought by bombing as its theme with particular focus on the literature of the Second World War and the Cold War that followed it. Also addresses contemporary literary reimaginings of the Second World War, which incorporate elements of military, architectural and postcolonial history, and asks what these later versions imply about the war’s historicity.

ENGLISH 708 Post-Theory

After the theory wars and the global dissemination of the work of acknowledged theory ‘masters’, this course asks: “What does theory matter now?” Taking as given the legacy of literary and cultural theory, the course considers the variety of theoretical writing, its objects and concerns, which may be characterised as post-theory.

ENGLISH 710 Interpreting Janet Frame

An exploration of the fiction of renowned writer Janet Frame. Using interpretative theory and reader-response strategies, the course addresses the challenge of developing enabling critical contexts for Frame’s novels. Conversely, Frame’s novels are used as a means of exploring the reading process and the dynamics involved in the act of interpretation.

Restriction: ENGLISH 717.

ENGLISH 711 Shakespeare from Stage to Page, 1590-1640

Studies the development of the theatre in the half-century encompassing Shakespeare’s career and after, and its relation to the print industry of the same period. Treats authors and writing, acting, company structure, audiences, censorship, book production, publication and readership. Involves extensive use of primary and rare materials.

Restriction: ENGLISH 342, 754, 765.

ENGLISH 713 Research Essays

A number of essays are written with guidance from a supervisor, focusing on a field, author, genre or period of literature.

To complete this course students must enrol in ENGLISH 713 A and B or ENGLISH 713.

ENGLISH 720 Pacific Poetry in English

A critical engagement with poetry written in English by the peoples of Oceania (Polynesia, Melanesia, Micronesia). Pacific aesthetics and epistemologies evident in orature and art, in addition to post-colonial...
and women of colour feminist theories, will be used in the construction of culturally insightful frameworks to better appreciate this dynamic literature that spans from the 1970s to the present day. Restriction: ENGLISH 717

ENGLISH 725 (15 Points)
Writing, Literacy, Poetics
Study of textualities, reading and writing as situated language, and literary study in relation to wider literacies and media. What does ‘deep reading’ promise? Can one be ‘fully literate’? Readings in literacy and literary theory, performativity, and deformance.

ENGLISH 726 (15 Points)
Topics in Modern Poetics
The theories of writing produced by modern and contemporary writers have important implications for reading and writing about their work. Recent topics in theory, developments in the other arts and changing concepts of the activity or practice of writing itself are also examined and new methods of interpretation explored.

ENGLISH 727 (30 Points)
Melville and Conrad
A comparative study of Melville and Conrad, in relation to the interest each has for understandings of colonialism and globalisation, to the literature of the sea, to the psychological novel, and to modern literary form. Restriction: ENGLISH 715, 761, 762

ENGLISH 728 (15 Points)
The Poetics of Pleasure
Pleasure moves across time like a rumour through our sense of what texts might involve. It can be heard in Horace’s ‘dulce,’ Sidney’s ‘delight,’ Wordsworth’s ‘bliss’ and Barthes’s ‘jouissance.’ The New Zealand secondary school curriculum insists that pleasure is mandatory to the experience of studying English. This course will track the partiality of texts to a poetics of pleasure and its own partiality to a textual erotics.

ENGLISH 730A (15 Points)
ENGLISH 730B (15 Points)
Nineteenth Century Women Novelists
An examination of both ‘canonical’ and lesser-known nineteenth century women novelists, mainly from Britain. They are studied primarily in two contexts: the nineteenth century debate on the ‘Woman Question’ and contemporary feminist criticism. To complete this course students must enrol in ENGLISH 730 A and B

ENGLISH 731 (30 Points)
Jane Austen and Charlotte Brontë
A comparative study of two significant women novelists of the nineteenth century, exploring the similarities and differences among their works, as well as giving attention to their critical and popular reception history and their ‘afterlife’ in print and on screen. Restriction: ENGLISH 752

ENGLISH 732A (15 Points)
ENGLISH 732B (15 Points)
Popular Fiction: Mystery, Romance and Fantasy
Popular Fiction offers an opportunity to extend critical study of literature to the mass of texts customarily denied academic approval. A key element is the reader’s pleasure. Does pleasure make a difference in what is, admittedly, a critical study of several varieties of modern popular fiction, especially children’s literature, romance and crime fiction (both in print and on television). Reading of texts will be supported by discussion of a range of theoretical issues. To complete this course students must enrol in ENGLISH 732 A and B

ENGLISH 736 (30 Points)
ENGLISH 736A (15 Points)
ENGLISH 736B (15 Points)
Pacific Literature
A study of the literatures of the Pacific, especially literature in English by indigenous writers, and how that is related to other New Literatures in English. To complete this course students must enrol in ENGLISH 736 A and B, or ENGLISH 736

ENGLISH 746 (15 Points)
Arthurian Literature
The Arthurian story, from its first passage into French in the twelfth century. The English writings are studied in comparison with their French sources and counterparts (in translation). Restriction: ENGLISH 340

ENGLISH 747 (15 Points)
Middle English Literature: Major Works
Works studied include poems of the Alliterative Revival (such as Sir Gawain and the Green Knight and Piers Plowman). Prerequisite: 15 points from ENGLISH 200, 202, 264, 302, 338, 339, 340, 359 Restriciton: ENGLISH 341

ENGLISH 748 (15 Points)
Medieval and Early Modern Women
The cultural construction of femininity in deep chronological perspective. A study of the representation and sometimes self-representation, of individual figures or types of mythographic, legendary and historical significance, as, for example, Medea, Mary Magdalene or virgin martyrs. The central concern is with written representation but appropriate comparisons will be made with the visual arts and historical actuality. Prerequisite: 15 points from ENGLISH 302, 338, 339, 340, 341, or Departmental approval

ENGLISH 749 (15 Points)
Chaucer Studies
A major Chaucerian text or text grouping is considered in its wider literary and cultural context, including sources, analogues and comparable writings from Continental Europe. Prerequisite: 15 points from ENGLISH 200, 202, 264, 302, 338, 339, 340, 341, 359, or Departmental approval

ENGLISH 750A (15 Points)
ENGLISH 750B (15 Points)
Oral Tales and English Fictions
Introduces a selection of novels and other literary forms from the past 200 years which retell traditional and oral narratives. Each text is read in conjunction with earlier stories, thus exposing students to narratives central in the development of English fiction. Readings in narrative theory and in the theory, practice and history of folktale studies are also provided. To complete this course students must enrol in ENGLISH 750 A and B

ENGLISH 751A (15 Points)
ENGLISH 751B (15 Points)
Special Topic
To complete this course students must enrol in ENGLISH 751 A and B
ENGLISH 756 (15 Points)
Special Topic: Narrative: From Epic to Novel
An introduction to the advanced study of narrative, through texts – Homer’s *Odyssey*, Shakespeare’s *Hamlet* (and its sources), Tolstoy’s *Anna Karenina*, and Joyce’s *Ulysses* – from four eras, countries and modes: epic, drama (and saga), classic and modern novel. Evolutionary and cognitive approaches to fiction will offer a special methodological focus.

Restriction: ENGLISH 766

ENGLISH 757 (15 Points)
Studies in New Zealand Poetry
A study of New Zealand poetry, especially of the post-war period, and the issues of nationalism, regionalism, modernism etc with which poets of that era were concerned.

ENGLISH 758 (15 Points)
Advanced Studies in Rhetoric and Composition
An investigation of writing practice, taking up situated, instrumental and political aspects central to rhetorical theory throughout history from Aristotle and Cicero to Bakhtin, Habermas, Burke, Anzaldua and Gates. Considers issues that have served to focus the work of commentators and theorists, including cognitive process theory, language as social semiotic, gender and literacy studies, and writing for new technologies.

ENGLISH 759 (15 Points)
Aphra Behn and the Canon
A study of selected plays, prose fictions and poems by Behn in relation to both the emerging canon of early modern English literature and to contemporary debates about canonicity within feminism and cultural studies.

Restriction: ENGLISH 737

ENGLISH 760 (15 Points)
Milton and Poetic Authority
Milton is the poet who has been most significant in the establishment of the familiar canon of English poetry so his achievement raises questions about the greatness of poetry written in one set of historical circumstances for an audience that the poem itself participates in constructing. In this context the course covers a range of Milton’s works but concentrates on *Paradise Lost*.

ENGLISH 769 (30 Points)
ENGLISH 769A (15 Points)
ENGLISH 769B (15 Points)
Special Topic
To complete this course students must enrol in ENGLISH 769 A and B, or ENGLISH 769

ENGLISH 770 (15 Points)
Research Essays
Essays on a particular author, genre or theme.

ENGLISH 771 (15 Points)
Sexual Story: Narrative, Memoir, Theory
Uses literary and narrative theory to interrogate sexual stories. Critical themes include: desire and narrative, sexual knowledge and the literary closet, marriage and adultery, sexual origins and outcomes, retrospective identities. Though interdisciplinary in scope, seminars focus on literary texts and the representational double binds through which sexual stories take shape.

Restriction: WOMEN 704

ENGLISH 773 (15 Points)
Special Topic in Early Literature

ENGLISH 774 (15 Points)
Theatre on Screen
Examines a range of mainstream and arthouse films which treat the processes of theatrical performance and dramatic composition. These films create commercial and aesthetic appeal by engaging the thin dividing line between reality and drama. Topics include: theatricality and politics; the business of theatre; gender and sexuality; adaptation.

ENGLISH 775 (15 Points)
Special Topic

ENGLISH 776 (15 Points)
Special Topic in Poetry

ENGLISH 777 (15 Points)
Special Topic in Writing Studies

ENGLISH 778 (30 Points)
Special Topic

ENGLISH 779 (30 Points)
Special Topic in Early Literature

ENGLISH 780 (30 Points)
Dissertation

ENGLISH 781 (30 Points)
Research Project
Directed research. This course is compulsory for BA(Hons) students in English who are not preparing a dissertation.

ENGLISH 792 (45 Points)
ENGLISH 792A (22.5 Points)
ENGLISH 792B (22.5 Points)
Dissertation
To complete this course students must enrol in ENGLISH 792 A and B, or ENGLISH 792

ENGLISH 793A (45 Points)
ENGLISH 793B (45 Points)
Thesis
Prerequisite: A BA(Hons) in English with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in ENGLISH 793 A and B

ENGLISH 796A (60 Points)
ENGLISH 796B (60 Points)
Thesis
Prerequisite: A BA(Hons) in English with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in ENGLISH 796 A and B

ENGLISH 797A (60 Points)
ENGLISH 797B (60 Points)
Research Portfolio
Prerequisite: A BA(Hons) in English with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in ENGLISH 797 A and B
English as a Second Language

Foundation Courses

ESOL 91F (15 Points)
Academic Literacy 1
This foundation course is designed to develop students' language and study skills necessary for academic study across all disciplines. The course integrates reading and writing skills. The skills required for reading comprehension and note-taking, summary writing, essay planning, drafting and editing essays form the core elements. In addition, the course focuses on strategies for developing vocabulary, and key aspects of grammar. Restriction: ESOL 10W

ESOL 92F (15 Points)
Academic Literacy 2
Designed to further students' language and study skills for academic study. The reading and writing skills introduced in ESOL 91F are developed to a higher level of competence with further development of vocabulary and grammar. Restriction: ESOL 20W

Stage I

ESOL 100 (15 Points)
Forms in Academic English
Focuses on developing an understanding of academic reading and writing, including sentence and paragraph structure and academic vocabulary, and aims to develop strategies for employing these for effective reading and writing of academic texts. Develops an understanding of broad principles and practices of academic discourse at university level. Restriction: May not be taken if ESOL 201 or ESOL 210 has previously been passed. This course is available only for students of non-English speaking backgrounds

ESOL 101 (15 Points)
Academic English Writing
Teaches students the skills necessary to write essays of exposition and argument for university purposes. It includes brainstorming, writing an outline, structuring an essay, integrating quotations, summaries and referencing. Restriction: May not be taken if ESOL 201 or ESOL 210 has previously been passed. This course is available only for students of non-English speaking backgrounds

ESOL 102 (15 Points)
Academic English Listening and Reading
Focus is on the listening, reading, note-taking and summary writing skills, and strategies needed for academic study at tertiary level. Restriction: This course is available only for students of non-English speaking backgrounds

ESOL 201 (15 Points)
Advanced Academic Written English
Develops skills required for academic writing at advanced undergraduate level. Writing and editing skills are emphasised, as well as the conventions of key academic text types. Language features studied include register, style, cohesion, and logical connections between information and arguments. Covers expository and evaluative essays and empirical research reports. Prerequisite: ESOL 101 or Departmental approval required Restriction: This course is available only for students of non-English speaking backgrounds

ESOL 200 (15 Points)
Writing Research Reports
Aims to develop skills needed for writing research and laboratory reports. It covers key stages in writing a standard report and the language patterns associated with each of these stages. Course components include writing a research proposal as well as the literature review, methodology, results and discussion sections of a report, dissertation or thesis. Prerequisite: ESOL 101 or Departmental approval required Restriction: This course is available only for students of non-English speaking backgrounds

ESOL 202 (15 Points)
Practical English Phonology
Introduces key concepts of the phonological systems of English. Develops an understanding of how these function in the pronunciation of English, through learning to transcribe from oral texts with the use of models of native English text to develop English pronunciation. Restriction: This course is available only for students of non-English speaking backgrounds

ESOL 210 (15 Points)
Special Topic
Prerequisite: This course is available only for students of non-English speaking backgrounds

Stage II

ESOL 211 (15 Points)
Advanced Academic Seminar Discussion and Argumentation
Aims to develop students' ability to participate actively in tutorial and seminar discussions. Students learn the skills and strategies required to run a discussion. They learn how to intervene to clarify information, express their views and develop lengthy arguments and explanations when contributing to discussions. Prerequisite: ESOL 101 or ESOL 102 or Departmental approval required Restriction: ESOL 200. This course is available only for students of non-English speaking backgrounds

ESOL 212 (15 Points)
Advanced Academic Spoken English
Aims to develop students' ability to participate actively in presentations and discussions for academic purposes by the explanation of information and ideas, the planning and presentation of short talks and seminars, an awareness of the language strategies that speakers use in academic contexts, and greater fluency in planned and spontaneous speaking. Prerequisite: ESOL 101 or 102 or Departmental approval required Restriction: 180.100, ESOL 211. This course is available only for students of non-English speaking backgrounds

English for Academic Purposes

ENGLACP 20P (25 Points)
Upper Intermediate Academic English
Extensive reading of academic texts; writing different types of essays and reports, summary reviews; developing editing and referencing skills, understanding and avoiding plagiarism; oral presentations and group discussion skills and strategies, including pronunciation; developing and consolidating academic vocabulary and grammar of written discourse; monitoring and evaluating own learning; mastery of using electronic and print media learning and reference resources; understanding different English accents.
ENGLACP 30P
Advanced Academic English
Extensive and intensive reading of extended academic texts: developing skills of analysing, synthesising and critical commentary; writing longer essays and reports (1000 words); integrating and referencing source material; proof-reading and editing; avoiding plagiarism; oral seminar presentations; listening and note-taking from lectures in a subject of choice; orientation to student support and learning resources at The University of Auckland.
Prerequisite: ENGLACP 20P

Stage II
EUROPEAN 200
Screening Europe
Europe’s rich and distinctive film tradition provides an opportunity to examine issues of contemporary Europe and its individual nations. This course examines the sources, complexities and resonances of a number of European films and the ways in which they refer, directly or obliquely, to historical, social and political issues around the concept of Europe. The films shown will all be subtitled.
Prerequisite: Any 30 points passed in BA courses
Restriction: EUROPEAN 300

EUROPEAN 203
Jewish Culture and Identity in Europe
An examination of the impact of Jewish culture and identity in Europe from the Middle Ages to modern times through an exploration of issues of identity and assimilation presented in representative literary texts, art and film by and about European Jews from critical periods.
Prerequisite: Any 30 points passed
Restriction: EUROPEAN 303

EUROPEAN 206
Special Topic: European Integration: Critical Perspectives
A cross-disciplinary course taught from a range of critical perspectives. Issues addressed include: European identity; EU enlargement; globalisation; immigration; citizenship; the political form of the European Union; European foreign and security policy; European constitution; nationalism and national cultures. The course asks, what is ‘European integration’ and how is it changing the fabric of contemporary Europe?
Prerequisite: Any 30 points passed at Stage I
Restriction: EUROPEAN 302

EUROPEAN 207
European Drama: Greatest Hits
Considers important themes and stylistic innovations in European drama through the study of a selection of great plays and playwrights from a number of European countries.
Prerequisite: Any 30 points passed in BA courses
Restriction: EUROPEAN 307

EUROPEAN 211
Collective Memory in Europe
A study of Europe’s experience with war, occupation and totalitarian regimes in the twentieth century, as recorded in memoirs and depicted in fiction and film from several nations of Europe.
Prerequisite: Any 30 points passed in BA courses
Restriction: 194.111, EUROPEAN 310

EUROPEAN 221
Images of the European City
Examines the city as driving force, focus and subject in European culture. Considers visual and verbal images in literary texts, painting, architecture and film that depict the changing life of some European cities at key moments from the Middle Ages to the present. The selection of cities studied will vary from year to year.
Prerequisite: Any 30 points passed in BA courses

Stage III
EUROPEAN 300
Screening Europe
Europe’s rich and distinctive film tradition provides an
opportunity to examine issues of contemporary Europe and its individual nations. This course examines the sources, complexities and resonances of a number of European films and the ways in which they refer, directly or obliquely, to historical, social and political issues around the concept of Europe. The films shown will all be subtitled.

Pre requisite: Any 30 points at Stage II
Restriction: EUROPEAN 200

EUROPEAN 302
Special Topic: European Integration: Critical Perspectives
A cross-disciplinary course taught from a range of critical perspectives. Issues addressed include European identity; EU enlargement; globalisation; immigration; citizenship; the political form of the European Union; European foreign and security policy; European constitution; nationalism and national cultures. The course asks, what is 'European integration' and how is it changing the fabric of contemporary Europe?

Pre requisite: Any 30 points at Stage II
Restriction: EUROPEAN 206

EUROPEAN 303
Jewish Culture and Identity in Europe
An examination of the impact of Jewish culture and identity in Europe from the Middle Ages to modern times through an exploration of issues of identity and assimilation presented in representative literary texts, art and film by and about European Jews from critical periods.

Pre requisite: Any 30 points at Stage II in BA courses
Restriction: EUROPEAN 203

EUROPEAN 304
Special Topic
Pre requisite: Any 30 points at Stage II in BA courses

EUROPEAN 307
European Drama: Greatest Hits
Considers important themes and stylistic innovations in European drama through the study of a selection of great plays and playwrights from a number of European countries.

Pre requisite: Any 30 points at Stage II in BA courses
Restriction: EUROPEAN 207

EUROPEAN 310
Collective Memory in Europe
A study of Europe's experience with war, occupation and totalitarian regimes in the twentieth century, as recorded in memoirs and depicted in fiction and film from several nations of Europe.

Pre requisite: Any 30 points at Stage II
Restriction: EUROPEAN 211

EUROPEAN 321
Images of the European City
Examines the city as driving force, focus and subject in European culture. Considers visual and verbal images in literary texts, painting, architecture and film that depict the changing life of some European cities at key moments from the Middle Ages to the present. The selection of cities studied will vary from year to year.

Pre requisite: Any 30 points at Stage II in BA courses
Restriction: EUROPEAN 221

Postgraduate 700 Level Courses

EUROPEAN 701
Special Topic

EUROPEAN 702
Special Topic

Film, Television and Media Studies

Stage I

FTVMS 100
Media Studies
An introduction to the study of communication media in terms of the interplay between economics, politics, technology and culture. An examination of media industries, media texts and media audiences. The media examined include: film, recorded sound, radio, television and the Internet. The course introduces students to the basic concepts and analytical tools of media studies.

(15 Points)

FTVMS 101
Film Studies
An introduction to the feature film, and the main traditions of film criticism. A series of significant films, from 1915 to the present, are explored in detail. The aim is to develop an historical perspective, an awareness of film-making as an art and an interest in the relationship between films and society. Including debates about race, gender, censorship.

(15 Points)

FTVMS 110
Advertising and Society
A critical examination of advertising and advertisements focusing on the role advertising plays in consumer culture. Advertisements from a diverse range of media are studied in order to analyse how advertisements construct and disseminate meaning. The course investigates how advertising engages with the logic of wider cultural and global transformations with consideration given to both consumer and industry perspectives.

(15 Points)

Stage II

FTVMS 201
TV Studio Production: The Interview
An introduction to the technical skills required to produce the interview, a core television form, as well as providing a critical framework within which to access and critique industry practice. Combines formal lectures and practical exercises in exploring the function and construction of the interview, interspersed with presentations from a variety of industry practitioners.

Pre requisite: FTVMS 100 and 101

(15 Points)

FTVMS 202
Hollywood and its Others
An investigation of Hollywood with a particular focus on its industrial, aesthetic and cultural aspects. Students will gain a historical understanding of classical Hollywood cinema, which will serve as the basis for comparison to other national cinemas and/or American independent productions of recent decades.

Pre requisite: FTVMS 100 and 101
Restriction: FTVMS 307

(15 Points)

FTVMS 203
Techno-culture and New Media
Theory and analysis of media technologies. An introduction to the major debates about technology, multimedia and the digital age. Examines the academic
and popular discourse on techno-culture in modernity, focusing on the exchange of bodies and commodities as bits, bytes and loops within transnational capitalism, and the increasingly mediated ‘technologisation’ of everyday life.

**Prerequisite:** FTVMS 100 and 101
**Restriction:** FTVMS 314

**FTVMS 204 (15 Points)**
**Media Analysis**
In workshops and lectures, students will develop and practice the skills required to analyse, contextualise, and critique media texts. Students will develop a range of discursive strategies for analysing various media forms, including print text, visual images, film, television, soundtrack, and the internet.

**Prerequisite:** FTVMS 100 and 101

**FTVMS 205 (15 Points)**
**Screening Hong Kong**
An examination of the cinema of Hong Kong through some of its major genres (e.g. martial chivalry, kung fu, action, romance, comedy, fantasy, ghost, melodrama). Aims to develop both an appreciation of filmic styles and an understanding of post-1980s changes in Hong Kong’s film industry and their relation to Hong Kong society.

**Prerequisite:** Either FTVMS 100 and 101, or ASIAN 100 and 15 further points in Asian Studies
**Restriction:** FTVMS 308

**FTVMS 207 (15 Points)**
**Media and the Information Society**
Examines claims that as a result of the expansion of media technologies and mediated social relationships we have witnessed the emergence of information societies. Investigates whether such societies are indicative of decisive changes in the organisation of political, economic and social life and in the conception of individual identity. Emphasis is thus upon interpreting this wider pattern of social relations and processes rather than upon the cultural expression of such changes in popular film, television and internet texts.

**Prerequisite:** FTVMS 100 and 101, or 30 points at Stage I in Political Studies
**Restriction:** FTVMS 312

**FTVMS 208 (15 Points)**
**New Zealand Film since the Mid-1980s**
Traces a history of filmmaking in Aotearoa New Zealand from the mid-1980s to the present day. Topics include the country’s (post)colonial connections with Britain and the US; the struggle to create a bicultural nation; gender and sexuality; the film industry’s relationship with Hollywood and the production of ‘blockbusters’; fourth cinema; and digital filmmaking.

**Prerequisite:** FTVMS 100 and 101
**Restriction:** FTVMS 300

**FTVMS 209 (15 Points)**
**The South Seas on Screen**
Examines the ambivalences surrounding European perceptions of the South Pacific and their translation into popular media culture. In addition to European representations of the Pacific, the course explores how these images and discourses have influenced films and video produced by Pacific peoples themselves.

**Prerequisite:** FTVMS 100 and 101
**Restriction:** FTVMS 322

**FTVMS 210 (15 Points)**
**Race, Indigeneity and the Media**
Considers the media in relation to racial and ethnic identities. The course examines how dominant media represent minority cultural groups in terms of their perceived difference. We discuss postcolonialism and indigeneity in international contexts, with a focus on Māori engagement with media, and ‘Pakehaness’ as an ethnic identity. The course draws on critical race theory and whiteness studies.

**Prerequisite:** FTVMS 100 and 101, or 30 points from MĀORI 101, 103, 130
**Restriction:** FTVMS 325

**FTVMS 211 (15 Points)**
**Watching Television**
An introduction to television studies. Explores the historical development and distinctive aesthetic style of television; examines television’s role in the production of individual, national and global identities; and interrogates television’s negotiation of social meanings in the context of everyday life. Specific topics include domestic context; audience reception and negotiation; fandom and celebrity; the regulation of childhood; commodity culture and tabloid television.

**Prerequisite:** FTVMS 100 and 101
**Restriction:** FTVMS 309

**FTVMS 212 (15 Points)**
**Special Topic: Video Games: Theory and Culture**
A study of video games as a new media form situated in the broader context of media theory and history. Considers video gaming as an industry, as a leisure activity, and as a site of aesthetic and narrative innovation. The course examines what makes video games a distinctive media form.

**Prerequisite:** FTVMS 100 and 101
**Restriction:** FTVMS 328

**FTVMS 213 (15 Points)**
**Special Topic**
**Prerequisite:** FTVMS 100 and 101

**FTVMS 214 (15 Points)**
**Early New Zealand Film to the Mid-1980s**
A history of filmmaking in Aotearoa New Zealand from the beginning of the twentieth century until the mid-1980s. A variety of films are studied in terms of their historical, aesthetic, social and industry-related aspects.

**Prerequisite:** FTVMS 100, 101
**Restriction:** FTVMS 306

**FTVMS 215 (15 Points)**
**FTVMS 215G (15 Points)**
**Reading Contemporary Films**
Considers ways of analysing and interpreting contemporary films. The aim is to develop students’ skills of close reading through the analysis of a range of contemporary films that represent a number of narrative and cinematic styles, both ‘mainstream’ and ‘alternative’.

**Prerequisite:** 90 points passed
**Restriction:** FTVMS 112

**FTVMS 216 (15 Points)**
**Bollywood and Beyond**
Examines the aesthetics and politics of cinema and other media cultures of India and South Asian diasporas. Issues addressed include: colonialism and post-colonial discourse, nationalisms, gender, sexuality.
urbanisation, religious movements, multiculturalism and globalisation.

Prerequisite: Either FTVMS 100 and 101, or ASIAN 100 and 15 further points in Asian Studies

Restriction: FTVMS 302

FTVMS 218

Popular Music on Screen

Examines popular music in film, television, video, the Internet and other audiovisual media. Considers the relationship between sound and vision. Analyses the musical, documentary, narrative feature film, concert film, music video, television commercial and other forms. Looks at visual cultures of jazz, pop, rock, R & B, hip hop, electronic dance music and other music styles.

Prerequisite: FTVMS 100 and 101

Restriction: FTVMS 323

FTVMS 219

Memory and Media

Explores the relationship between memory and the ways in which it is experienced, represented and embodied through media technologies. Students will examine how film, television and new media have depicted processes of memory and forgetting, and the extent to which these media forms themselves serve as a type of surrogate memory.

Prerequisite: FTVMS 100, 101

Restriction: FTVMS 326

FTVMS 220

Mockumentary and Docu-Genres

Considers the development of mockumentary and fakery in relation to documentary genres. Introduces students to basic concepts related to documentary realism and then explores a range of film and television examples that refer to, subvert, and problematise notions of visible evidence and factuality.

Prerequisite: FTVMS 100, 101

Restriction: FTVMS 316

FTVMS 221

Action Films

Critically investigates three major action genres: Western, swordplay/martial arts and war/military movies. Introduces students to major action aesthetics within a historical perspective.

Prerequisite: FTVMS 100, 101

Restriction: FTVMS 315

FTVMS 222

Special Topic

Prerequisite: FTVMS 100, 101

Stage III

FTVMS 300

New Zealand Film since the Mid-1980s

Traces a history of filmmaking in Aotearoa New Zealand from the mid-1980s to the present day. Topics include the country’s (post)colonial connections with Britain and the US; the struggle to create a bicultural nation; gender and sexuality; the film industry’s relationship with Hollywood and the production of ‘blockbusters’; fourth cinema; and digital filmmaking.

Prerequisite: 30 points from FTVMS 200-214, 216-222

Restriction: FTVMS 208

FTVMS 301

Film and Video Production

An introduction to the main aspects of film and video production, from scripting to editing. Students will explore traditional and alternative film and video forms. Despite the emphasis on practical skills, the course has a strong theoretical component and should not be regarded as purely vocational training.

Prerequisite: 30 points from FTVMS 200-214, 216-222

FTVMS 302

Bollywood and Beyond

Examines the aesthetics and politics of cinema and other media cultures of India and South Asian diasporas. Issues addressed include: colonialism and post-colonial discourse, nationalisms, gender, sexuality, urbanisation, religious movements, multiculturalism and globalisation.

Prerequisite: 30 points from FTVMS 200-214, 216-222

Restriction: FTVMS 216

FTVMS 303

Film and Broadcast Writing

A study of the skills involved in script writing for film, television and radio. The course is not narrowly vocational but seeks to build a general understanding of the principles, forms and structures of script-writing and narrative strategies for drama. Students will be required to analyse film and television scripts from the writer’s perspective as well as write their own short scripts.

Prerequisite: 30 points from FTVMS 200-214, 216-222

Restriction: FTVMS 304

FTVMS 306

Early New Zealand Film to the Mid-1980s

A history of filmmaking in Aotearoa New Zealand from the beginning of the twentieth century until the mid-1980s. A variety of films are studied in terms of their historical, aesthetic, social and industry-related aspects.

Prerequisite: 30 points from FTVMS 200-214, 216-222

Restriction: FTVMS 214

FTVMS 307

Hollywood and its Others

An investigation of Hollywood with a particular focus on its industrial, aesthetic and cultural aspects. Students will gain a historical understanding of classical Hollywood cinema, which will serve as the basis for comparison to other national cinemas and/or American independent productions of recent decades.

Prerequisite: 30 points from FTVMS 200-214, 216-222

Restriction: FTVMS 202

FTVMS 308

Screening Hong Kong

An examination of the cinema of Hong Kong through some of its major genres (eg martial chivalry, kung fu, action, romance, comedy, fantasy, ghost, melodrama). Aims to develop both an appreciation of filmic styles and an understanding of post-1980s changes in Hong Kong’s film industry and their relation to Hong Kong society.

Prerequisite: 30 points from FTVMS 200-214, 216-222

Restriction: FTVMS 205

FTVMS 309

Watching Television

An introduction to television studies. Explores the historical development and distinctive aesthetic style of television; examines television’s role in the production of individual, national and global identities; and interrogates television’s negotiation of social meanings in the context of everyday life. Specific topics include domestic context; audience reception and negotiation;
fandom and celebrity; the regulation of childhood; commodity culture and tabloid television.

Prerequisite: 30 points from FTVMS 200–214, 216–222
Restriction: FTVMS 211

FTVMS 311
Lights! Camera! Action! TV Drama Studio
Students will produce short dramas, drawing on the language of narrative that they have learnt in the prerequisite courses. As well as developing technical skills, they will be required to critique and analyse the short dramatic film as a genre.
Prerequisite: 30 points from FTVMS 200–214, 216–222
Restriction: FTVMS 305

FTVMS 312
Media and the Information Society
Examines claims that as a result of the expansion of media technologies and mediated social relationships we have witnessed the emergence of information societies. Investigates whether such societies are indicative of decisive changes in the organisation of political, economic and social life and in the conception of individual identity. Emphasis is thus upon interpreting this wider pattern of social relations and processes rather than upon the cultural expression of such changes in popular film, television and internet texts.
Prerequisite: 30 points from FTVMS 200–214, 216–222 or 30 points at Stage II in Political Studies
Restriction: FTVMS 207

FTVMS 313
Sites of Contest: Media, Sport and Culture
An examination of the increasingly close and contested relationship between sport and the media, analysing the media institutions that are producing sport; the way sport is represented in media texts; and the role of the media audience. Through critical analysis of sport on screen (including soccer, netball, rugby, yachting and cricket) the course considers issues of local, national and global culture.
Prerequisite: 30 points from FTVMS 200–214, 216–222

FTVMS 314
Techno-culture and New Media
Theory and analysis of media technologies. Considers the major debates about technology, multimedia and the digital age. Examines the academic and popular discourse on techno-culture in modernity, focusing on the exchange of bodies and commodities as bits, bytes and loops within transnational capitalism, and the increasingly mediated ‘technologisation’ of everyday life.
Prerequisite: 30 points from FTVMS 200–214, 216–222
Restriction: FTVMS 203

FTVMS 315
Action Films
Critically investigates three major action genres: Western, swordplay/martial arts and war/military movies. Introduces students to major action aesthetics within a historical perspective.
Prerequisite: 30 points from FTVMS 200–214, 216–222
Restriction: FTVMS 221

FTVMS 316
Mockumentary and Docu-Genres
Considers the development of mockumentary and fakery in relation to documentary genres. Introduces students to basic concepts related to documentary realism and then explores a range of film and television examples that refer to, subvert, and problematize notions of visible evidence and factuality.
Prerequisite: 30 points from FTVMS 200–214, 216–222
Restriction: FTVMS 220

FTVMS 322
The South Seas on Screen
Examines the ambivalences surrounding European perceptions of the South Pacific and their translation into popular media culture. In addition to European representations of the Pacific, the course explores how these images and discourses have influenced films and video produced by Pacific peoples themselves.
Prerequisite: 30 points from FTVMS 200–214, 216–222
Restriction: FTVMS 209

FTVMS 323
Popular Music on Screen
Examines popular music in film, television, video, the Internet and other audiovisual media. Considers the relationship between sound and vision. Analyses the musical, documentary, narrative feature film, concert film, music video, television commercial and other forms. Looks at visual cultures of jazz, pop, rock, R & B, hip hop, electronic dance music and other music styles.
Prerequisite: 30 points from FTVMS 200–214, 216–222
Restriction: FTVMS 218

FTVMS 324
Special Topic
Prerequisite: 30 points from FTVMS 200–214, 216–222

FTVMS 325
Race, Indigeneity and the Media
Considers the media in relation to racial and ethnic identities. The course examines how dominant media represent minority cultural groups in terms of their perceived difference. We discuss postcolonialism and indigeneity in international contexts, with a focus on Māori engagement with media, and ‘Pakehaness’ as an ethnic identity. The course draws on critical race theory and whiteness studies.
Prerequisite: 30 points from FTVMS 200–214, 216–222
Restriction: FTVMS 210

FTVMS 326
Memory and Media
Explores the relationship between memory and the ways in which it is experienced, represented and embodied through media technologies. Students will examine how film, television and new media have depicted processes of memory and forgetting, and the extent to which these media forms themselves serve as a type of surrogate memory.
Prerequisite: 30 points from FTVMS 200–214, 216–222
Restriction: FTVMS 219

FTVMS 327
Special Topic
Prerequisite: 30 points from FTVMS 200–214, 216–222

FTVMS 328
Special Topic: Video Games: Theory and Culture
A study of video games as a new media form situated in the broader context of media theory and history. Considers video gaming as an industry, as a leisure activity, and as a site of aesthetic and narrative innovation. The course examines what makes video games a distinctive media form.
Prerequisite: 30 points from FTVMS 200–214, 216–222
Restriction: FTVMS 212

For further information please refer to the note on page 349.
FTVMS 329 (15 Points)
Special Topic
Prerequisite: 30 points from FTVMS 200–214, 216–222

Postgraduate 700 Level Courses

FTVMS 701 (30 Points)
New Zealand Media Industries
Identifies and critically examines current issues and debates within the film, television and other media industries in New Zealand.
Restriction: FTVMS 710

FTVMS 704 (30 Points)
Documentary: The Real Returns
A theoretical and historical study of the documentary, focusing on significant works in the canon. The syllabus includes topics such as reality and representation; documentary modes and forms of address; ethnographies and cultural difference; documentary, politics and human rights.
Restriction: FTVMS 722

FTVMS 707 (30 Points)
New Waves
Examines a range of New Wave movements in world cinema from three aspects: context, aesthetics, reception, and in terms of three interrelated issues: social critique, avant-garde style and the rejuvenation of national or semi-national cinemas. The course has a strong international perspective, covering New Wave movements in Europe and East Asia.
Restriction: FTVMS 731

FTVMS 708 (30 Points)
Reality TV
Addresses the explosive television phenomenon called ‘Reality TV’, which broadly includes all programmes that train cameras on non-actors placed in artificial situations that simulate ‘real life’. It begins with the American roots of the genre, moves on to the more recent spate of European programmes and, finally, to New Zealand reality programming.
Restriction: FTVMS 732

FTVMS 709 (30 Points)
Seeing Sex
An historically framed investigation of the representational conventions that visualise sex acts across a range of contemporary visual technologies – photography, cinema, television and the internet. Examines such issues as pornography and censorship, the history of sexuality, the representation of sexual subcultures, the eroticisation of the gaze and the ethics of looking, the function of orgasm for cultural definitions of sex and the visual iconography of safe sex videos.
Restriction: FTVMS 733

FTVMS 711 (30 Points)
Feminist Film Theory
Examines the long and rich tradition of feminist film theory and provides students with an understanding of its concerns. Topics will include the Anglo-American feminist film theorists of the 1970s and 1980s, close examination of Hollywood films which have inspired feminist debate, as well as recent film reconstructions of gender and sexuality.
Restriction: FTVMS 735

FTVMS 712 (30 Points)
Digital Media
Combines practical and theoretical approaches to the study of computer-based media. Key concepts including hypertext, multimedia, interface and interactivity will be explored in practical multimedia workshops and through theoretical analysis of contemporary debates around new media cultures.
Restriction: FTVMS 737

FTVMS 713 (30 Points)
Media, Sound and Music
Theoretical, critical and cultural studies of sound and music as mediated phenomena. Includes analysis of technologies such as gramophone recordings, radio, film, television, cassettes, video and digital files. Topics include: music and technology; recorded sound and everyday life; the political economy of music; the politics of the popular; authorship and creativity; texts, genres and aesthetics; sonic identities and geographies.
Restriction: FTVMS 730, 738

FTVMS 715 (30 Points)
Visualising Difference
Critically examines the representation of racial and ethnic difference in cinema and broadcast television. This course explores and discusses how difference has been conceptualised in colonial, post-colonial, and multicultural frameworks using examples from the USA, Canada, Australia, and New Zealand.

FTVMS 716 (30 Points)
Love in/Loving the Cinema
Critically examines the theme of love in the cinema. Looks at why the love story has been such a staple of movie narratives and what films can teach us about love. Also explores the nature of the love of cinema itself, cinephilia.

FTVMS 717 (30 Points)
Special Topic

FTVMS 718 (30 Points)
Special Topic

FTVMS 719 (30 Points)
Special Topic

FTVMS 720 (30 Points)
Special Topic

FTVMS 726 (30 Points)
Research Projects

FTVMS 727 (15 Points)
Special Topic

FTVMS 781 (30 Points)
Research Project
Directed research on an assigned topic. Following an introduction to the key issues in conducting such sustained research, students will develop their project through workshops, discussions and group supervisory sessions. This is a required course for all BA(Hons) students in Film, Television and Media Studies.

FTVMS 792 (45 Points)

FTVMS 792A (22.5 Points)

FTVMS 792B (22.5 Points)
Dissertation
To complete this course students must enrol in FTVMS 792 A and B, or FTVMS 792

FTVMS 793 (60 Points)

FTVMS 793A (30 Points)

FTVMS 793B (30 Points)
Dissertation
To complete this course students must enrol in FTVMS 793 A and B, or FTVMS 793
FTVMS 796A (60 Points)
FTVMS 796B (60 Points)

Thesis
Prerequisite: A BA(Hons) in Film, Television and Media Studies with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in FTVMS 796A and B

FTVMS 797A (60 Points)
FTVMS 797B (60 Points)

Research Portfolio
Prerequisite: A BA(Hons) in Film, Television and Media Studies with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in FTVMS 797A and B

French

Stage I

FRENCH 101 (15 Points)
FRENCH 101G (15 Points)

Introductory French Language 1
This is a four-skill language course (reading, writing, speaking, listening), teaching vocabulary and structure using up-to-date methodology and multimedia materials, for beginners or near beginners. Students who have achieved 12-16 credits in Level 2 NCEA French should enrol in FRENCH 102. FRENCH 101 does not count towards a major in French.
Restriction: FRENCH 151, 161. May not be taken if a more advanced language acquisition course in this subject has previously been passed

FRENCH 102 (15 Points)
Introductory French Language 2
This is a four-skill language course, using the same methodology as FRENCH 101. It is designed for students who have achieved 12-16 credits in Level 2 NCEA French, or who have passed FRENCH 101, 151 or 161. It is not available to students who qualify for FRENCH 203 or 204.
Prerequisite: 15 points from FRENCH 101, 151, 161, or Departmental approval
Restriction: FRENCH 152, 162. May not be taken if a more advanced language acquisition course in this subject has previously been passed

FRENCH 161 (15 Points)
Introductory French Language 1 – Distance Learning
This is a four-skill language course (reading, writing, speaking, listening), teaching vocabulary and structure using up-to-date methodology and multimedia materials, for beginners or near beginners. Students who have achieved 12-16 credits in Level 2 NCEA French should enrol in FRENCH 162. Prospective students must have access to email and a CD-Rom drive. FRENCH 161 does not count towards a major in French.
Restriction: FRENCH 101, 151. May not be taken if a more advanced language acquisition course in this subject has previously been passed

FRENCH 162 (15 Points)
Introductory French Language 2 – Distance Learning
This is a four-skill language course, for students who have achieved 12-16 credits in Level 2 NCEA French, or who have passed FRENCH 101, 151 or 161. It is not available to students who qualify for FRENCH 203 or 204. Prospective students must have access to email and a CD-Rom drive.
Prerequisite: 15 points from FRENCH 101, 151, 161, or Departmental approval
Restriction: FRENCH 102, 152. May not be taken if a more advanced language acquisition course in this subject has previously been passed

Stage II

FRENCH 203 (15 Points)
Intermediate French Language 1
This is a four-skill language course, using the same methodology and text as FRENCH 101 and 102. It is designed for students with 12-16 credits in Level 3 NCEA French, or who have passed FRENCH 102, 152 or 162. It is not available to students who qualify for entry into FRENCH 204.
Prerequisite: 15 points from FRENCH 102, 152, 162, or Departmental approval
Restriction: FRENCH 100, 103, 113. May not be taken if a more advanced language acquisition course in this subject has previously been passed

FRENCH 204 (15 Points)
Intermediate French Language 2
Topic-based oral and written expression, aural and written comprehension in French, covering a wide range of personal and professional situations. This course is designed for students with 18-24 credits in Level 3 NCEA French, or who have passed FRENCH 113 or 203. Particularly advanced students may be considered for direct entry into FRENCH 304.
Prerequisite: FRENCH 113, 203, or Departmental approval
Restriction: FRENCH 100, 103, 201. May not be taken if a more advanced language acquisition course in this subject has previously been passed

FRENCH 214 (15 Points)
French Linguistics
A presentation, in French, of key aspects of French linguistics relevant to the study and teaching of French as a foreign language, including phonetics, phonology, morphology and syntax. The course assumes no prior specialist knowledge of this field.
Prerequisite: 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304
Restriction: FRENCH 314

FRENCH 218 (15 Points)
History of the French Language
An introduction to French linguistics, the history of French and regional variation in French. The course is taught in French.
Prerequisite: 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304

FRENCH 229 (15 Points)
The French-speaking World
A study of culture in texts and films from France, North Africa, Africa, Canada, the Caribbean and the Pacific.
Prerequisite: 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304
Restriction: FRENCH 329

FRENCH 230 (15 Points)
French for Business
An essentially communicative French course designed to allow students to function in both oral and written French commercial activities. Topics covered will include: correspondence, report writing, form
filling, the reading of contracts, and interacting and negotiating with clients. Class work and tutorials will be complemented by audiovisual and language laboratory materials, as well as by hypermedia and other computer materials. Note: FRENCH 230 does not count towards a major in French.

FRENCH 231 (15 Points)
Introduction to Modern France
An introduction to society and culture in modern France. Topics include: religion and religious conflict, monarchy and court culture, the ‘Age of Revolutions’, urban culture and class relations, France during the World Wars, and legacies of decolonisation and immigration in present-day French culture. The course is taught in French.
Prerequisite: 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304
Restriction: FRENCH 313

FRENCH 239 (15 Points)
France on Screen: From Lumière to Godard
An introduction to the major artistic and historical developments in French film, particularly as it relates to French culture, politics, history and society, from the birth of cinema up to and including the New Wave. The course also introduces some analytical tools for the appreciation of film: film grammar and basic aspects of film theory.
Prerequisite: FTVMS 100 and 101, or 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304
Restriction: FRENCH 339, 739

FRENCH 241 (15 Points)
Reading French Literature
Introducing students to a variety of critical approaches, this course aims to provide a basic literary framework through the analysis of selected texts representing a range of genres and periods. Taught in French.
Prerequisite: 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304

FRENCH 269 (15 Points)
French Language and Culture in Film and Literature
A linguistic and cultural course taught entirely in French and designed to enhance students’ aural, oral and written proficiency through the study of a series of recent films and literary texts that also shed light on important aspects of twentieth-century France.
Prerequisite: 15 points from FRENCH 100, 103, 200, 201, 202, 204, 269, 304
Restriction: FRENCH 204 or 304
Restriction: FRENCH 129

FRENCH 277 (15 Points)
French Study Abroad 2A
Formal language study in an approved overseas institution where the language of instruction is French.
Prerequisite: Permission of Head of Department

FRENCH 278 (15 Points)
French Study Abroad 2B
Formal language study in an approved overseas institution where the language of instruction is French.
Prerequisite: FRENCH 277 and permission of Head of Department

FRENCH 279 (15 Points)
Special Topic
Prerequisite: 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304

Stage III

FRENCH 304 (15 Points)
Advanced French Language 1
Strengthens students’ command of reading, writing, speaking and listening in French. Organised thematically and uses both textual and audiovisual material to introduce students to a range of communicative registers.
Prerequisite: FRENCH 100, 103, 201 or 204
Restriction: FRENCH 200, 202. May not be taken if a more advanced language acquisition course in this subject has previously been passed

FRENCH 305 (15 Points)
Advanced French Language 2
Further extends students’ French language skills through textual and audio-visual material, enabling them to attain a high level of oral and written proficiency.
Prerequisite: FRENCH 200, 202 or 304
Restriction: FRENCH 300, 301

FRENCH 306 (15 Points)
Medieval French Language and Culture: Love and Laughter in the Middle Ages
The main focus will be on language and literature, placing works in their historical and cultural contexts.
Prerequisite: FRENCH 200, 202 or 304
Restriction: FRENCH 706

FRENCH 313 (15 Points)
Introduction to Modern France
An introduction to society and culture in modern France. Topics include: religion and religious conflict, monarchy and court culture, the ‘Age of Revolutions’, urban culture and class relations, France during the World Wars, and legacies of decolonisation and immigration in present-day French culture. The course is taught in French.
Prerequisite: FRENCH 200, 203 or 304
Restriction: FRENCH 231

FRENCH 314 (15 Points)
French Linguistics
A presentation, in French, of key aspects of French linguistics relevant to the study and teaching of French as a foreign language, including phonetics, phonology, morphology and syntax. The course assumes no prior specialist knowledge of this field. Taught in French.
Prerequisite: FRENCH 200, 202 or 304
Restriction: FRENCH 214

FRENCH 320 (15 Points)
French Translation Practice
A course for students wishing to develop skills in translation and to increase their proficiency in using French in a professional or business environment.
Prerequisite: FRENCH 200, 202 or 304
Restriction: FRENCH 720

FRENCH 322 (15 Points)
Linguistic Study Abroad
A research project on a linguistics subject conducted in a French speaking country.
Prerequisite: FRENCH 200, 202, 300, or 304 and permission of Head of Department
The Medieval Study of Human Nature.

The evolving medieval French romance with particular emphasis on *Roman de la Rose* as the quintessential medieval study of human nature.

Special Topic: Specialized French Translation 1

Theoretical approaches to translation will be taught through the study of specific authentic texts. Students will use both theoretical and practical knowledge to analyse and produce professional quality translations in a specialised field. Fields covered will be chosen from: literary translation, indigenous Francophone texts, sub-titling for film and television, marketing and advertising, technical and legal or other highly specialised texts.

Special Topic: Specialized French Translation 2

Theoretical approaches to translation will be taught through the study of specific authentic texts. Students will use both theoretical and practical knowledge to analyse and produce professional quality translations in a specialised field. Fields covered will be chosen from: literary translation, indigenous Francophone texts, sub-titling for film and television, marketing and advertising, technical and legal or other highly specialised texts.

Special Topic: Theory and Text

Survey of the most important twentieth-century French literary critics and critical movements.
FRENCH 717 (30 Points)
Advanced French Linguistics
An advanced analysis of the French language, drawing on both theoretical and applied linguistic models, from such fields as phonetics, phonology, morphology and syntax, with particular reference to their relevance for the study and/or teaching of French.

FRENCH 720 (30 Points)
FRENCH 720A (15 Points)
FRENCH 720B (15 Points)
Advanced French Translation
A study of translation theory and intensive practice in the translation of a variety of texts.
Restriction: FRENCH 320
To complete this course students must enrol in FRENCH 720 A and B, or FRENCH 720

FRENCH 723 (30 Points)
FRENCH 723A (15 Points)
FRENCH 723B (15 Points)
20th Century Theatre
Trends in French theatre from 1900 to the 1990s. Students will be expected to read widely in the broader field of French theatre. Prescribed texts will be analysed against the general background of the developments in twentieth century theatre.
To complete this course students must enrol in FRENCH 723 A and B, or FRENCH 723

FRENCH 724 (30 Points)
Writing the Self: Autobiography from Montaigne to Duras
An investigation of the nature of autobiography from writers such as Rousseau, Sand, Gide, and Colette who constitute the French tradition, to the ‘new autobiographies’ of the 1980s and 1990s in France. The focus of the course will be on the contemporary period.

FRENCH 725 (30 Points)
FRENCH 725A (15 Points)
FRENCH 725B (15 Points)
Special Topic
To complete this course students must enrol in FRENCH 725 A and B, or FRENCH 725

FRENCH 727 (30 Points)
Special Topic

FRENCH 728 (30 Points)
Special Topic

FRENCH 729 (30 Points)
Gender and Culture: Perspectives from the French-speaking World
Restriction: FRENCH 329

FRENCH 741 (30 Points)
Panorama of the French Novel
A study of the changing forms of the novel from the representations of the seventeenth century court in Madame de Lafayette’s La Princesse de Clèves to the twentieth century experiments of the French ‘new novelists’.
Restriction: FRENCH 341

FRENCH 749 (30 Points)
French Cinema Since The New Wave
An examination of major developments in French cinema since 1965, with a particular focus on the 1990s. Presupposes a good working knowledge of film grammar, for example, shot analysis, mise en scène, editing techniques.
Restriction: FRENCH 349

FRENCH 750 (15 Points)
FRENCH 750A (7.5 Points)
FRENCH 750B (7.5 Points)
Special Study
Supervised research on a topic or topics approved by the Head of Department.
To complete this course students must enrol in FRENCH 750 A and B, or FRENCH 750

FRENCH 777 (15 Points)
Study Abroad
Formal study in an approved overseas university where the language of instruction is French. Supplementary study at The University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Head of French. Enrolment requires the approval of the Head of French.

FRENCH 778 (15 Points)
Study Abroad
Formal study in an approved overseas university where the language of instruction is French. Supplementary study at The University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Head of French. Enrolment requires the approval of the Head of French.

FRENCH 792 (45 Points)
FRENCH 792A (22.5 Points)
FRENCH 792B (22.5 Points)
Dissertation
To complete this course students must enrol in FRENCH 792 A and B, or FRENCH 792

FRENCH 792 (45 Points)
FRENCH 792A (22.5 Points)
FRENCH 792B (22.5 Points)
Dissertation
To complete this course students must enrol in FRENCH 792 A and B, or FRENCH 792
FRENCH 793A (45 Points)
FRENCH 793B (45 Points)
Thesis
Prerequisite: A BA(Hons) in French with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in FRENCH 793 A and B

FRENCH 796A (60 Points)
FRENCH 796B (60 Points)
Thesis
Prerequisite: A BA(Hons) in French with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in FRENCH 796 A and B

FRENCH 797A (60 Points)
FRENCH 797B (60 Points)
Research Portfolio
Prerequisite: A BA(Hons) in French with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in FRENCH 797 A and B

GERMAN

Stage I

GERMAN 101 (15 Points)
GERMAN 101G (15 Points)
German Language Introductory 1
Written and oral use of German for students with no previous knowledge of the language or with fewer than 16 credits in NCEA Level 2 German.
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

GERMAN 102 (15 Points)
German Language Introductory 2
Written and oral use of German. Assumes that students have passed GERMAN 101 or have at least 16 credits in NCEA Level 2 German.
Prerequisite: GERMAN 101 or Departmental approval required
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

GERMAN 130 (15 Points)
Germany on Screen: Modern German Cultural History through Film
An introduction to modern German cinema from the 1950s to the present, particularly as it relates to the cultural, historical and social development of modern Germany.
Restriction: GERMAN 120

Stage II

GERMAN 200 (15 Points)
German Language Intermediate 1
Written and oral use of German. Assumes that students have passed GERMAN 102 or have achieved in all standards entered for German NCEA Level 3 or gained grade average 50 or above, or have acquired language competence through a stay or exchange in a German-speaking country.
Prerequisite: GERMAN 102 or Departmental approval required
Restriction: GERMAN 104. May not be taken if a more advanced language acquisition course in this subject has previously been passed

GERMAN 201 (15 Points)
German Language Intermediate 2
Written and oral use of German.
Prerequisite: GERMAN 104 or 200
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

GERMAN 203 (15 Points)
German in Business
The study of German business texts and similar material, with the emphasis on reading comprehension.
Prerequisite: GERMAN 201
Restriction: GERMAN 103

GERMAN 210 (15 Points)
20th Century German Literature
Literary criticism of aspects of twentieth century drama, prose and/or poetry.
Prerequisite: GERMAN 104 or 200 and 15 points from GERMAN 110, 120, 130

GERMAN 211 (15 Points)
Contemporary Literature
Literary criticism of selected works of contemporary German literature.
Prerequisite: GERMAN 104 or 200 and 15 points from GERMAN 110, 120, 130

GERMAN 212 (15 Points)
Special Study in German
A topic arranged and approved by the Head of Department.
Prerequisite: Departmental approval required

GERMAN 213 (15 Points)
Special Study in German
A topic arranged and approved by the Head of Department.
Prerequisite: Departmental approval required

GERMAN 230 (15 Points)
German Cinema from Murnau to Riefenstahl
A close analysis of a number of films from the Weimar Republic and the Third Reich seen against the political and social upheavals of the time.
Prerequisite: Any 30 points passed in BA courses
Restriction: GERMAN 120

GERMAN 277 (15 Points)
German Study Abroad 2A
Course taken at an approved academic institution abroad.
Prerequisite: Departmental approval required

GERMAN 278 (15 Points)
German Study Abroad 2B
Course taken at an approved academic institution abroad.
Prerequisite: GERMAN 277 and Departmental approval required

GERMAN 290 (15 Points)
Special Topic

GERMAN 291 (15 Points)
The German Connection with New Zealand
A study of the German connection with New Zealand, with special reference to the arts and sciences, German-speaking settlements in the nineteenth century, and German and Austrian refugees in the twentieth century.
Prerequisite: GERMAN 104 or 200
Restriction: GERMAN 391

Stage III

GERMAN 301 (15 Points)
German Language Advanced 1
Written and oral use of German.
Prerequisite: GERMAN 201
Restriction: May not be taken if a more advanced language
acquisition course in this subject has previously been passed

GERMAN 302 (15 Points)  
German Language Advanced 2  
Written and oral use of German. Particularly for students intending to take Kleines Deutsches Sprachdiplom.  
Prerequisite: GERMAN 301

GERMAN 303 (15 Points)  
Special Topic: Schreiben nach der Wende  
A study of post-1990 German literary texts as well as their social and political environment. Topics may include: literary responses to a newly developing national identity, literary reconstructions of life in the GDR, literary representations of a united Germany by immigrants, Jewish identity in a united Germany.  
Prerequisite: GERMAN 201

GERMAN 305 (15 Points)  
Translation  
The theory, practice and critical evaluation of translation, principally of texts translated from German into English. Not intended for students enrolled in the Postgraduate Diploma in Translation Studies.  
Prerequisite: GERMAN 301  
Restriction: 205.705

GERMAN 310 (15 Points)  
Classicism, Romanticism, Realism  
Literary criticism of selected major works of German literature of the eighteenth and nineteenth centuries.  
Prerequisite: GERMAN 210 or 211, and 201

GERMAN 311 (15 Points)  
Modern German Classics  
Literary criticism of selected major works of modern German literature.  
Prerequisite: GERMAN 210 or 211, and 201

GERMAN 377 (15 Points)  
German Study Abroad 3A  
Course taken at an approved academic institution abroad.  
Prerequisite: Departmental approval required

GERMAN 378 (15 Points)  
German Study Abroad 3B  
Course taken at an approved academic institution abroad.  
Prerequisite: GERMAN 377 and Departmental approval required

GERMAN 390 (15 Points)  
Sprachpraktikum  
The Sprachpraktikum will introduce methodologies and methods for teaching German language acquisition.  
Prerequisite: GERMAN 301

GERMAN 391 (15 Points)  
The German Connection with New Zealand  
A study of the German connection with New Zealand, with special reference to the arts and sciences, German-speaking settlements in the nineteenth century, and German and Austrian refugees in the twentieth century.  
Prerequisite: GERMAN 201  
Restriction: GERMAN 291

GERMAN 392 (15 Points)  
Special Topic  
Prerequisite: GERMAN 201

GERMAN 393 (15 Points)  
Special Topic: Karl Wolfskehl’s Späte Dichtungen  
An examination of Karl Wolfskehl’s poems from Die Stimme spricht (1934/1947) and the cycle Hiob oder Die Vier Spiegel (1944/1950), which will also look at Wolfskehl’s friendships with New Zealand writers such as Frank Sargeson, R.A.K. Fairburn and Denis Glover, giving a unique insight into the Auckland literary scene in the 1940s.  
Prerequisite: GERMAN 201  
Restriction: GERMAN 728

GERMAN 394 (15 Points)  
Special Topic  
Prerequisite: GERMAN 201

Postgraduate 700 Level Courses

GERMAN 701A (15 Points)  
GERMAN 701B (15 Points)  
Language Acquisition  
An advanced study of oral and written use of German, including its use in literature and the media; composition, conversation, comprehension, translation and oral presentation.  
Prerequisite: GERMAN 301  
To complete this course students must enrol in GERMAN 701A and B

GERMAN 702 (15 Points)  
Language Acquisition (GDS)  
An advanced study of oral and written use of German which specifically prepares students for participation in the exam for Deutsches Sprachdiplom offered by the Goethe Institute in conjunction with the University of Munich.  
Prerequisite: GERMAN 701

GERMAN 711 (15 Points)  
The Age of Goethe  
A study of selected works covering aspects of the Enlightenment, Classicism and Romanticism.

GERMAN 714 (15 Points)  
Post-War German Prose  
A literary analysis of prose works by prominent post-War German authors.

GERMAN 715 (15 Points)  
20th Century German Poetry  
A study of German poetry in the twentieth century.

GERMAN 716 (15 Points)  
Literature and Film  
A study of novels and their adaptations into films by, or with the collaboration of, their authors.

GERMAN 717 (15 Points)  
20th Century Women Writers  
A study of key works, major trends and topics in modern German writing by women.

GERMAN 720 (15 Points)  
Special Topic: Fontane  
A close reading analysis of Theodor Fontane’s novels with special reference to two of the following: Schach von Wuthenow, Irrungen, Wirlungen, Effi Briest, Frau Jenny Treibel, Der Stechlin.

GERMAN 721 (15 Points)  
Special Topic in Germanic Studies  
An academic topic arranged and approved by the Head of Department.  
Restriction: GERMAN 391
GERMAN 722 (15 Points)  
*Goethe: Faust*  
An in-depth study of Goethe’s drama *Faust*.  

GERMAN 724 (15 Points)  
*The Contemporary Novel*  
A literary analysis of representative contemporary German novels.  

GERMAN 725 (15 Points)  
*Fontane: Effi Briest as Novel and Film*  
An in-depth comparative analysis of Fontane’s novel *Effi Briest* and the five film versions by Grundgens, Jugert, Luderer, Fassbinder and Huntgeburth.  

GERMAN 726 (15 Points)  
*Thomas Mann: The Early Works*  
A study of the background to and a textual analysis of selected early works by Thomas Mann.  

GERMAN 727 (15 Points)  
*Thomas Mann: The Later Works*  
A study of the background to and a textual analysis of selected later works by Thomas Mann.  

GERMAN 728 (15 Points)  
*Special Topic: Karl Wolfskehl’s ‘Späte Dichtungen’*  
An examination of Karl Wolfskehl’s poems from *Die Stimme spricht* (1934/1947) and the cycle *Hiob oder Die Vier Spiegel* (1944/1950), which will also look at Wolfskehl’s friendships with New Zealand writers such as Frank Sargeson, R.A.K. Fairburn and Denis Glover, giving a unique insight into the Auckland literary scene in the 1940s.  
*Restriction: GERMAN 393*  

GERMAN 729 (15 Points)  
*Special Topic in Germanic Studies*  
An academic topic arranged and approved by the Head of Department.  

GERMAN 735 (15 Points)  
*Special Topic in German Linguistics*  
An academic topic arranged and approved by the Head of Department.  

GERMAN 740 (30 Points)  

GERMAN 740A (15 Points)  

GERMAN 740B (15 Points)  
*Advanced German Translation Practice*  
The focus is on further developing the translator’s competence. The materials students will translate will be a wide variety of texts which one could actually expect to be translated into English and German with a specific user in mind. Emphasis is on longer texts which may require subject knowledge and terminology research.  
*Restriction: GERMAN 305*  
To complete this course students must enrol in GERMAN 740 A and B, or GERMAN 740  

GERMAN 741 (30 Points)  

GERMAN 741A (15 Points)  

GERMAN 741B (15 Points)  
*German Translation Project*  
Having learned to translate a wide variety of text categories, registers and genres, the student will focus on one major translation project. The project will include: client involvement to establish a brief, research, documentation, production and reflection.  
*Prerequisite: GERMAN 740*  
To complete this course students must enrol in GERMAN 741 A and B, or GERMAN 741  

GERMAN 777 (15 Points)  
*Study Abroad*  
Formal study in an approved overseas university where the language of instruction is German. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Head of German. Enrolment requires the approval of the Head of German.  

GERMAN 778 (15 Points)  
*Study Abroad*  
Formal study in an approved overseas university where the language of instruction is German. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Head of German. Enrolment requires the approval of the Head of German.  

GERMAN 780 (30 Points)  

GERMAN 780A (15 Points)  

GERMAN 780B (15 Points)  
*Dissertation*  
To complete this course students must enrol in GERMAN 780 A and B, or GERMAN 780  

GERMAN 792 (45 Points)  

GERMAN 792A (22.5 Points)  

GERMAN 792B (22.5 Points)  
*Dissertation*  
A dissertation with a suggested maximum of 15,000 words.  
To complete this course students must enrol in GERMAN 792 A and B, or GERMAN 792  

GERMAN 793A (45 Points)  

GERMAN 793B (45 Points)  
*Thesis*  
*Prerequisite: A BA(Hons) in German with at least Second Class Honours, First Division, or equivalent*  
To complete this course students must enrol in GERMAN 793 A and B  

GERMAN 796A (60 Points)  

GERMAN 796B (60 Points)  
*Thesis*  
*Prerequisite: A BA(Hons) in German with at least Second Class Honours, First Division, or equivalent*  
To complete this course students must enrol in GERMAN 796 A and B  

GERMAN 797A (60 Points)  

GERMAN 797B (60 Points)  
*Research Portfolio*  
*Prerequisite: A BA(Hons) in German with at least Second Class Honours, First Division, or equivalent*  
To complete this course students must enrol in GERMAN 797 A and B  

**Greek**  

**Stage I**  

GREEK 100 (15 Points)  
*Introduction to Ancient Greek Language 1*  
A beginner’s course in the grammar and vocabulary of Ancient Greek.  
*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*
GREEK 101 (15 Points)
Introduction to Ancient Greek Language 2
An advancing beginner's course in the grammar and vocabulary of Ancient Greek.
Prerequisite: GREEK 100 or Departmental approval required
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

Stage II

GREEK 200 (15 Points)
Ancient Greek Language Acquisition: Intermediate
The analysis and description of Ancient Greek grammar, practice in the translation of Ancient Greek to and from English, vocabulary acquisition.
Prerequisite: GREEK 101
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

GREEK 201 (15 Points)
Ancient Greek Literary Texts 2A
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.
Prerequisite: GREEK 101

GREEK 202 (15 Points)
Ancient Greek Literary Texts 2B
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.
Prerequisite: GREEK 101

GREEK 203 (15 Points)
Ancient Greek Literary Texts 2C
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.
Prerequisite: GREEK 101

GREEK 204 (15 Points)
Ancient Greek Literary Texts 2D
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.
Prerequisite: GREEK 101

Stage III

GREEK 300 (15 Points)
Advanced Language Study Part 1
A study of the structure and use of the ancient Greek language including the use of non-Attic Greek.
Prerequisite: GREEK 200 and either GREEK 201 or 202

GREEK 301 (15 Points)
Ancient Greek Literary Texts 3A
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.
Prerequisite: GREEK 200 and either GREEK 201 or 202

GREEK 302 (15 Points)
Ancient Greek Literary Texts 3B
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation

GREEK 305 (15 Points)
Special Topic

GREEK 310 (15 Points)
Advanced Language Study Part 2
An advanced analytical study of Greek; translation.
Prerequisite: GREEK 200, and either GREEK 201 or 202

Postgraduate 700 Level Courses

GREEK 702 (30 Points)
GREEK 702A (15 Points)
GREEK 702B (15 Points)
Greek Poetry 1
Entire works or selected passages of Greek poetry will be set for translation and explanation.
To complete this course students must enrol in GREEK 702 A and B, or GREEK 702

GREEK 703A (15 Points)
GREEK 703B (15 Points)
Greek Prose Authors 1
Entire works or selected passages of Greek prose will be set for translation and explanation.
To complete this course students must enrol in GREEK 703 A and B

GREEK 705A (15 Points)
GREEK 705B (15 Points)
Special Topic
To complete this course students must enrol in GREEK 705 A and B

GREEK 706 (15 Points)
Research Essays in Greek
Directed research on subjects related to other courses taken by the student in Greek.

GREEK 707 Selected Greek Texts 1
Selected texts will be set for translation and explanation.

GREEK 708 Selected Greek Texts 2
Selected texts will be set for translation and explanation.

GREEK 709 (30 Points)
Special Topic

GREEK 710 (15 Points)
Greek Language Study 1
A study of the Greek language involving any or all of the following: translation into Greek, grammatical, syntactical and stylistic analysis of passages of Greek prose and/or verse.
Restriction: GREEK 701

GREEK 711 (15 Points)
Greek Language Study 2
A study of the Greek language involving any or all of the following: translation into Greek, grammatical, syntactical and stylistic analysis of passages of Greek prose and/or verse.
Restriction: GREEK 701
GREEK 712A (15 Points)  
GREEK 712B (15 Points)  
Greek Poetry 2  
Entire works or selected passages of Greek poetry will be set for translation and explanation.  
To complete this course students must enrol in GREEK 712 A and B

GREEK 713A (15 Points)  
GREEK 713B (15 Points)  
Greek Prose Authors 2  
Entire works or selected passages of Greek prose will be set for translation and explanation.  
To complete this course students must enrol in GREEK 713 A and B

GREEK 714 (15 Points)  
Unprepared Translation 1  
Passages of Greek will be set for translation into English.  
Restriction: GREEK 700

GREEK 715 (15 Points)  
Unprepared Translation 2  
Passages of Greek will be set for translation into English.  
Restriction: GREEK 700

GREEK 716 (15 Points)  
Special Topic

GREEK 717 (15 Points)  
Special Topic

GREEK 718 (15 Points)  
Special Topic

GREEK 720 (15 Points)  
Research Essay

GREEK 790A (15 Points)  
GREK 790B (15 Points)  
Dissertation  
To complete this course students must enrol in GREEK 790 A and B

GREEK 792 (45 Points)  
GREK 792A (22.5 Points)  
GREK 792B (22.5 Points)  
Dissertation  
To complete this course students must enrol in GREEK 792 A and B, or GREEK 792

GREEK 794A (45 Points)  
GREK 794B (45 Points)  
Thesis  
Prerequisite: A BA(Hons) in Greek with at least Second Class Honours, First Division, or equivalent  
To complete this course students must enrol in GREEK 794 A and B

GREEK 796A (60 Points)  
GREK 796B (60 Points)  
Thesis  
Prerequisite: A BA(Hons) in Greek with at least Second Class Honours, First Division, or equivalent  
To complete this course students must enrol in GREEK 796 A and B

GREEK 797A (60 Points)  
GREK 797B (60 Points)  
Research Portfolio  
To complete this course students must enrol in GREEK 797 A and B

**History**

**Foundation Courses**

**HISTORY 91F** (15 Points)  
Foundation History 1  
Survey of New Zealand history primarily since 1769, with particular emphasis on the interaction between the European world and the indigenous tribes. Skills training in reading for meaning, critical analysis, essay writing and computer word processing.  
Restriction: HISTORY 91W

**HISTORY 92F** (15 Points)  
Foundation History 2  
Survey of New Zealand social history from 1870 to the end of World War II. Themes and topics include Māori strategies of survival, Vogel, the Liberals, women, work and the labour movement, war, the Depression and the first Labour Government. Refinement of skills introduced in HISTORY 91F, especially researching a topic and the formulation and presentation of balanced and substantiated argument.  
Restriction: HISTORY 92W

**Stage I**

**HISTORY 102** (15 Points)  
Sexual Histories: Western Sexualities from Medieval to Modern Times  
The shifting meanings, languages and practices of hetero- and homosexualities using examples from the USA and Europe. Topics include: origins and development in early Christian ideologies, images of the body, gender, reproduction and marriage in sexuality, homosexual identities, Victorian ideologies and behaviour, changing discourses of pornography, the modern privileging of sex and the impact of AIDS.

**HISTORY 103** (15 Points)  
**HISTORY 103G** (15 Points)  
Global History  
It is only since the fifteenth century that a truly global dimension to history can be identified. This course examines key determinants that have bound the fate of peoples together including the emergence of world trade networks, the growth of world religions, the spread of epidemic diseases, the formation of empires, and the migration of peoples across continents.

**HISTORY 104** (15 Points)  
Pacific History: An Introduction  
A survey of the history of the Pacific Islands from 1800 to the present. Includes responses, adaptations and transformations within the islands, and will focus on their interaction with the wider world.

**HISTORY 106** (15 Points)  
Europe Transformed: Pre-modern to the Present  
A broadly chronological introduction to Europe since the late Middle Ages (c. 1450 CE) that also offers a thematic approach to the study of European history. Topics include the rise of the modern state, the history of ‘everyday life’ and gender relations, the nature of popular culture(s), the impact of revolutions (political, social and intellectual) and the rise and decline of European imperialism.  
Restriction: HISTORY 109, 110
HISTORY 107 (15 Points)
Rethinking New Zealand History
A wide-ranging introduction to New Zealand's past. Emphasising the contested and contestable turning points that define its history. A broad range of nineteenth and twentieth century topics will be canvassed using insights drawn from political, economic, social and cultural history.
Restriction: HISTORY 122, 123

HISTORY 108 (15 Points)
USA History: Colonial – Present
Examines the major themes and events in the history of the United States from the colonial period to the present. It focuses on the making and remaking of American identity, the promises and paradoxes of American freedom, struggles for justice, and the sources and implications of US power in global perspective.
Restriction: HISTORY 105

HISTORY 111 (15 Points)
Racial Histories
Explores the historical construction of 'race' in New Zealand and abroad, asking how claims and assumptions about 'racial' difference among different peoples have structured systems of inequality, past and present. Topics include changing understandings of race and ethnicity, culture and identity, politics and policy in the context of colonial expansion, immigration, urbanisation, economic/labour systems and citizenship struggles after 1600.

HISTORY 125 (15 Points)
War, Peace and Society
A thematic introduction to the history of warfare and its impact on societies in a global setting; a broad overview with a focus on particular case studies.

HISTORY 189 (10 Points)
Topics in History
Selected topics in History designed as a short credit course for exchange students coming to New Zealand. This course is only available to inbound exchange students.
Prerequisite: Permission of Head of Department

Stage II

HISTORY 206 (15 Points)
Making Sex: Modern Histories of Sex
The terms heterosexual, homosexual, bisexual, sadist, masochist – indeed sexuality itself – all date from the nineteenth century, the era of sexology. Using examples from the USA and Europe, this course explores the formation of modern sexualities in the period from the nineteenth century onwards, with particular focus on the construction of homosexual and heterosexual identities and the modern privileging of sex.
Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130
Restriction: HISTORY 306

HISTORY 207 (15 Points)
History of Modern Germany
Some historians describe the history of modern Germany as a Sonderweg (special path), distinctively German, uniquely devastating and decidedly controversial. This course analyses whether this conceptualisation is appropriate in the context of European history from 1848 to today. Themes include: revolution, unification and partition; the Kaisserreich in war and peace; Weimar democracy; Nazi Germany; and the Cold War.
Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130
Restriction: HISTORY 235, 307

HISTORY 208 (15 Points)
African-American Freedom Struggles: USA 1900-2000
An examination of the experience of African Americans during the ‘long civil rights movement’ of the twentieth century, emphasising the depth and breadth of Black oppositional spirit and activity, the achievements, and remaining challenges.
Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130
Restriction: HISTORY 308

HISTORY 210 (15 Points)
Health, Medicine and Society
Examines the rise of modern Western medicine since 1850 and its impact on public health, with a particular emphasis on Britain and its colonies.
Prerequisite: 30 points at Stage I in History or Social Science for Public Health, or any 60 points passed, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130
Restriction: HISTORY 367

HISTORY 211 (15 Points)
Darwin's England
Examines the political, social, and intellectual transformations of the Victorian era. Particular attention is given to religious beliefs and institutions, and to the changing position of science in Victorian culture.
Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130
Restriction: HISTORY 311, 361

HISTORY 213 (15 Points)
Mao Zedong, Revolution and China
The background to the career of Mao Zedong, the development of his power within the Chinese Communist Party, the entrenchment of Mao Zedong thought as Party orthodoxy, the issue of 'Maoism' and Mao’s activities in the People's Republic, including his role in the Cultural Revolution.
Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130, or CHINESE 130 and ASIAN 100
Restriction: HISTORY 313

HISTORY 214 (15 Points)
Early Modern England: A Social and Cultural History
An investigation of the domains of belief and behaviour in the everyday lives of the rural and urban communities of England, 1550-1750. Topics include social and gender divisions, family and community, sexualities, orality, literacy and print, religion, witchcraft, death and disease, the role of ritual, order and the law, and concepts of race.
Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130
Restriction: HISTORY 215, 314, 336, 337

HISTORY 216 (15 Points)
New Zealand Social History: Whanau, Family, Sex
An introduction to the social history of Māori and Pakeha New Zealanders focussing on family relations and sexuality. Topics include Māori and Pakeha families in the colonial era, changing nineteenth and twentieth century courtship practices and family
structures, state interventions in family life, attitudes to contraception, abortion, pornography and pleasure. Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130
Restriction: HISTORY 218, 316

HISTORY 217
Nazi Germany and Its Legacies (15 Points)
An in-depth look into a period of history that has simultaneously fascinated and horrified generations of people around the world. Topics include: the origins of Nazism, Adolf Hitler and the rise of the NSDAP, life in Nazi Germany in peace and war, Hitler’s foreign policy, the Second World War, the Holocaust and its myriad legacies in history and popular culture. Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130
Restriction: HISTORY 317

HISTORY 219
Medieval Mentalities, Western Europe c.1100-1500 (15 Points)
An introduction to the social, cultural and economic history of the high and later Middle Ages, with a thematic emphasis on the history of mentalities. Topics include: social and economic structures and their change over time, power and authority, learning, religion, family, the Black Death and popular devotionalism. Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130, or 30 points from ANCHIST 100, 102, 103
Restriction: HISTORY 319

HISTORY 222
Late Imperial China (15 Points)
The social, political and economic structure of the final period of the Chinese empire, and the practice of imperial government under the native (Ming) and foreign (Qing) rulers, between 1368 and c. 1830. China’s relations with the outside world and the development of its cultural heritage. Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from ASIAN 100, MĀORI 130, CHINESE 130
Restriction: HISTORY 322

HISTORY 223
Settler Societies (15 Points)
Explores the formation, development and cultural construction of European settler societies and their interactions with non-European peoples. It attempts trans-national understandings of issues in economic, social, cultural and ethnic history, and examines the relationships of settler societies with empire, post-colonialism, and globalisation. Anglophone societies are emphasised, but Spanish, Portuguese, French, Dutch and Russian settler societies are also considered. Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130
Restriction: HISTORY 323

HISTORY 224
Old Regime and Revolution: France, 1750-1815 (15 Points)
The French Revolution is recognised as a founding event of modern history. Revolutionaries reinvented political liberty, civic equality, democratic suffrage, human rights; but also reinvented gender discrimination, political terror, ideological war, dictatorship. We explore this through readings and discussions that examine the origins of the Revolution, the collapse of the monarchy, the experiment of mass democracy, and the Revolution’s disputed legacies. Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130
Restriction: HISTORY 324

HISTORY 227
Waitangi: Treaty to Tribunal (15 Points)
A history of the Treaty of Waitangi and the Waitangi Tribunal. The course explores changing understandings of the Treaty and its role in New Zealand society and history since 1840. The establishment of the Waitangi Tribunal in 1975, the development of its work, and the historical and contemporary claims brought before it will also be studied. Prerequisite: 30 points at Stage I in History or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130 or 15 points at Stage I in Māori Studies and MĀORI 130 or 15 points at Stage I in History and 15 points at Stage I in Political Studies or 30 points at Stage I in Political Studies
Restriction: 216.351, HISTORY 327

HISTORY 228
Who Built America?: Working People’s History of the USA (15 Points)
A survey of the USA since the Early Republic from ‘the bottom up’. Challenging traditional narratives, it examines the experiences of working people and how they have shaped (and been shaped by) politics, culture, and economic development. Themes include matters of class, gender, and race; slavery; industrialisation and deindustrialisation; labour conflict and organisation; culture and community; and politics and state. Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130
Restriction: HISTORY 328

HISTORY 230
Exploration of the Pacific (15 Points)
European exploration of the Pacific and theories on the origin and migrations of Polynesians, including Māori voyages to New Zealand. Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from ASIAN 100, PACIFIC 100, 101, 105, MĀORI 130
Restriction: HISTORY 330

HISTORY 231
Latin America in World History (15 Points)
Explores the interplay between regional and global history. The first part periods Latin American history into eras, in order to assess the evolution of this region’s engagement with outside influences. The second part selects themes where Latin American experiences can be viewed as paradigms of broader global phenomena. The third focuses on Latin America’s engagement with other ‘worlds’. Prerequisite: 30 points at Stage I in History, or SPANISH 103, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130
Restriction: HISTORY 331

HISTORY 233
Australian History Since 1788 (15 Points)
A survey of the history of Australia from European occupation to the present. It focuses on the lives and experiences of ordinary Australians, as well as providing an overview of the major political and economic developments across two centuries. Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130
Restriction: HISTORY 333
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTORY 241</td>
<td>Making Sense of the Sixties: the USA 1954-1973</td>
<td>Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130</td>
<td>Restriction: HISTORY 315, 351</td>
</tr>
<tr>
<td>HISTORY 242</td>
<td>Early Modern Japan 1600-1688</td>
<td>Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130</td>
<td>Restriction: HISTORY 354</td>
</tr>
<tr>
<td>HISTORY 243</td>
<td>Body and Blood: Religious Cultures and Conflicts c. 50-1650</td>
<td>Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130</td>
<td>Restriction: HISTORY 356</td>
</tr>
<tr>
<td>HISTORY 244</td>
<td>Special Topic</td>
<td>Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130</td>
<td>Restriction: HISTORY 354</td>
</tr>
<tr>
<td>HISTORY 245</td>
<td>Anglo-Dutch Early Modernity</td>
<td>Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130</td>
<td>Restriction: HISTORY 345</td>
</tr>
<tr>
<td>HISTORY 248</td>
<td>America's Wars in Asia</td>
<td>Prerequisite: 30 points at Stage I in History or Asian Studies, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130</td>
<td>Restriction: HISTORY 348</td>
</tr>
<tr>
<td>HISTORY 251</td>
<td>Pacific History: Culture Contact to About 1900</td>
<td>Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130</td>
<td>Restriction: HISTORY 357</td>
</tr>
<tr>
<td>HISTORY 252</td>
<td>Science, Religion and Politics: Historical Case Studies</td>
<td>Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130</td>
<td>Restriction: HISTORY 354</td>
</tr>
<tr>
<td>HISTORY 253</td>
<td>Barbarians: Antiquity to Vikings</td>
<td>Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130</td>
<td>Restriction: HISTORY 240, 353</td>
</tr>
<tr>
<td>HISTORY 254</td>
<td>19th Century Māori Commerce</td>
<td>Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130</td>
<td>Restriction: HISTORY 355</td>
</tr>
<tr>
<td>HISTORY 255</td>
<td>Making Modern America 1877-1920</td>
<td>Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130</td>
<td>Restriction: HISTORY 357</td>
</tr>
<tr>
<td>HISTORY 258</td>
<td>Special Topic</td>
<td>Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130</td>
<td>Restriction: HISTORY 358</td>
</tr>
</tbody>
</table>
HISTORY 259 (15 Points)
Special Topic

HISTORY 260 (15 Points)
The Māori 20th Century
Wide-ranging study of Māori in the twentieth century exploring a variety of topics and themes including: studies and sources of Māori history; Māori and the state; war, work, church and leisure; resistance, protest and advocacy; rural and urban communities; organisations and leadership; mana wahine; and race relations in New Zealand.
Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130
Restriction: HISTORY 360

HISTORY 262 (15 Points)
Special Topic

HISTORY 264 (15 Points)
Hollywood’s America: History Through Film
Examination of Hollywood feature film as cultural artefacts of twentieth-century USA using techniques of historical analysis and film criticism.
Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130
Restriction: HISTORY 364

HISTORY 265 (15 Points)
Ireland since 1798
Surveys the history of Ireland from the United Irish rising of 1798. Topics include: the passing of the Act of the Union, the Great Famine, the Irish economy in the nineteenth and twentieth centuries, emigration from Ireland, nationalism in Ireland and the emergence of an independent Irish state.
Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130
Restriction: HISTORY 365

Stage III

HISTORY 300 (15 Points)
Major Problems in Historical Method
A course designed to help students majoring in History engage with some of the challenges of the discipline as currently practised. Topics include: post-structuralism and history, gender and history, the nature of historical memory and the impact of non-Western perspectives on the discipline.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

HISTORY 306 (15 Points)
Making Sex: Modern Histories of Sex
The terms heterosexual, homosexual, bisexual, sadist, masochist – indeed sexuality itself – all date from the nineteenth century, the era of sexology. Using examples from the USA and Europe, this course explores the formation of modern sexualities in the period from the nineteenth century onwards, with particular focus on the construction of homosexual and heterosexual identities and the modern privileging of sex.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 206

HISTORY 307 (15 Points)
History of Modern Germany
Some historians describe the history of modern Germany as a Sonderweg (special path), distinctively German, uniquely devastating and decidedly controversial. This course analyses whether this conceptualisation is appropriate in the context of European history from 1848 to today. Themes include: revolution, unification and partition; the Kaisserreich in war and peace; Weimar democracy; Nazi Germany; and the Cold War.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 207, 225

HISTORY 308 (15 Points)
African-American Freedom Struggles: USA 1900-2000
An examination of the experience of African Americans during the ‘long civil rights movement’ of the twentieth century, emphasising the depth and breadth of Black oppositional spirit and activity, the achievements, and remaining challenges. Attention will also be given to the ‘long civil rights movement’ in historiography and popular memory.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 208

HISTORY 311 (15 Points)
Darwin’s England
Examines the political, social, and intellectual transformations of the Victorian era. Particular attention is given to religious beliefs and institutions, and to the changing position of science in Victorian culture. Students will be guided through the writing of a research essay.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 211, 361

HISTORY 313 (15 Points)
Mao Zedong, Revolution and China
The background to the career of Mao Zedong, the development of his power within the Chinese Communist Party, the entrenchment of Mao Zedong thought as Party orthodoxy, the issue of ‘Maoism’ and Mao’s activities in the People’s Republic, including his role in the Cultural Revolution.
Prerequisite: 30 points at Stage II in History, or HISTORY 222 and CHINESE 201, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 213

HISTORY 314 (15 Points)
Early Modern England: A Social and Cultural History
An investigation of the domains of belief and behaviour in the everyday lives of the rural and urban communities of England, 1550-1750. Topics include social and gender divisions, family and community, sexualities, orality, literacy and print, religion, witchcraft, death and disease, the role of ritual, order and the law, and concepts of race.
Prerequisite: 30 points at Stage II in History, or at Stage II in History and ARTHIST 225
Restriction: HISTORY 214, 215, 336, 337

HISTORY 316 (15 Points)
New Zealand Social History: Whanau, Family, Sex
An in-depth examination of the social history of Māori and Pakeha New Zealanders through the lens of family relations and sexuality. Topics include Māori and Pakeha families in the colonial era, changing nineteenth and twentieth century courtship practices and family structures, state interventions in family life, attitudes to contraception, abortion, pornography and pleasure.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 216, 218
HISTORY 317  (15 Points)
Nazi Germany and its Legacies
An in-depth look into a period of history that has simultaneously fascinated and horrified generations of people around the world. Topics include: the origins of Nazism, Adolf Hitler and the rise of the NSDAP, life in Nazi Germany in peace and war, Hitler’s foreign policy, the Second World War, the Holocaust and its myriad legacies in history and popular culture.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and either EUROPEAN 100 or ARTHIST 225
Restriction: HISTORY 217

HISTORY 319  (15 Points)
Medieval Mentalities, Western Europe c.1100-1500
An in-depth analysis of the social, cultural and economic history of the high and later Middle Ages, with a thematic emphasis on the history of mentalities. Topics include: social and economic structures and their change over time, power and authority, learning, religion, family, the Black Death and popular dissent.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 219

HISTORY 322  (15 Points)
Late Imperial China
The social, political and economic structure of the final period of the Chinese empire, and the practice of imperial government under the native (Ming) and foreign (Qing) rulers, between 1368 and c. 1830. China’s relations with the outside world and the development of its cultural heritage.
Prerequisite: 30 points at Stage II in History, or 15 points in History and either CHINESE 201 or ARTHIST 225
Restriction: HISTORY 222

HISTORY 323  (15 Points)
Settler Societies
Explores the formation, development and cultural construction of European settler societies and their interactions with non-European peoples. It attempts trans-national understandings of issues in economic, social, cultural and ethnic history, and examines the relationships of settler societies with empire, post-colonialism, and globalisation. Anglophone societies feature large, but Spanish, Portuguese, French, Dutch and Russian settler societies are also considered.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 223

HISTORY 324  (15 Points)
Old Regime and Revolution in France c.1750-1815
The French Revolution is recognised as a founding event of modern history. Revolutionaries reinvented political liberty, civic equality, democratic suffrage, human rights but also reinvented gender discrimination, political terror, ideological war, dictatorship. We explore this through readings and discussions that examine the origins of the Revolution, the collapse of the monarchy, the experiment of mass democracy, and the Revolution’s disputed legacies.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and either EUROPEAN 100 or ARTHIST 225
Restriction: HISTORY 224

HISTORY 327  (15 Points)
Waitangi: Treaty to Tribunal
A history of the Treaty of Waitangi and the Waitangi Tribunal. The course explores changing understandings of the Treaty and its role in New Zealand society and history since 1840. The establishment of the Waitangi Tribunal in 1975, the development of its work, and the historical and contemporary claims brought before it will also be studied.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and 15 points from ARTHIST 225, CRIM 201, 202
Restriction: HISTORY 227

HISTORY 328  (15 Points)
Who Built America?: Working People’s History of the USA
A survey of the USA since the Early Republic from ‘the bottom up’. Challenging traditional narratives, it examines the experiences of working people and how they have shaped (and been shaped by) politics, culture, and economic development. Themes include matters of class, gender, and race; slavery; industrialisation and deindustrialisation; labour conflict and organisation; culture and community; and politics and state.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 228

HISTORY 330  (15 Points)
Exploration of the Pacific
European exploration of the Pacific and theories on the origin and migration of Polynesians, including Māori voyages to New Zealand.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225 or PACIFIC 201
Restriction: HISTORY 230

HISTORY 333  (15 Points)
Australian History Since 1788
A survey of the history of Australia from European occupation to the present. It focuses on the lives and experiences of ordinary Australians, as well as providing an overview of the major political and economic developments across two centuries.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 233

HISTORY 341  (15 Points)
Making Sense of the Sixties: USA 1954-1973
An examination of the social, cultural and political history of the US in the ‘long sixties’, analysing the interplay of radicalism, liberalism and conservatism in this pivotal decade and giving attention to the sixties in historiography and popular memory.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 241

HISTORY 342  (15 Points)
Early Modern Japan 1600-1868
Explores the social, economic, and political tensions within Early Modern Japan, with an emphasis on the dynamics of the social status system. Topics include the political landscape, the outlawing of Christianity, urban and rural cultures, anti-foreignism and relations with the West, and the nineteenth-century crisis that pushed Japan towards a new modernity.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 242

HISTORY 345  (15 Points)
Anglo-Dutch Early Modernity
Examines the creation and entanglement of these two neighbouring European states between 1550 and 1750. Assesses the contribution made by their interaction—in relation to geography, economy, culture, religion,
politics, ideology and empire – to a transition to modernity of global importance. 

Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 245

HISTORY 348
America’s Wars in Asia
(15 Points)
An examination of the troubled relationship between Asia and the USA, in the context of wider historical developments. The course and causes of many of these conflicts have long been forgotten or are purposefully disregarded by most Americans, yet for many of the peoples of Eastern Asia they proved decisive moments in the birth of their nationhood.
Prerequisite: 30 points at Stage II in History or Asian Studies, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 248

HISTORY 349
Special Topic
(15 Points)
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

HISTORY 351
Pacific History: Culture Contact to about 1900
(15 Points)
The relations between Pacific Islanders and Europeans (explorers, travellers and missionaries) up to the colonial period.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225 or PACIFIC 201
Restriction: HISTORY 251, 315

HISTORY 352
Snapshots: New Zealand Cultural History
(15 Points)
An in-depth examination of the cultural history of nineteenth and twentieth century New Zealand, considering, among other topics, the history of exploration and travel, the iconography of the nation, public and private commemorations and celebrations, the history of the body and the commercialisation of leisure.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 252

HISTORY 353
Science, Religion and Politics: Historical Case Studies
(15 Points)
Surveys developments in science associated with the names of Copernicus, Paracelsus, and Galileo (in the sixteenth and seventeenth centuries) and Cuvier, Lyell, Chambers and Darwin (in the nineteenth century). Particular attention is paid to the interactions of scientific theory with theology and religious belief, with magic and alchemy, and with political theory. Includes discussion of major historiographical issues in history of science.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 240, 253

HISTORY 354
Barbarians: Antiquity to Vikings
(15 Points)
Examines barbarians in Europe from antiquity to the early middle ages. Considers the origins and function of the concept of the barbarian and modern approaches to writing their history, including archaeology. Texts to be studied include Tacitus, Gregory of Tours, Bede and the Icelandic Sagas.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225 or 150 points passed, including 15 points at Stage II in Ancient History or Classical Studies
Restriction: HISTORY 254

HISTORY 355
19th Century Māori Commerce
(15 Points)
Explores Māori economic history from pre-European contact to the mid-nineteenth century with an emphasis on food production and shipping. Introduces comparative material from other indigenous societies to contrast communal systems with individualist ones and reveals how the adoption of new products, technology, and the breakdown of tribal bonds impacted on the Māori economy and society more generally.
Prerequisite: 30 points at Stage II in History or 15 points at Stage II in History and MĀORI 230 or ARTHIST 225
Restriction: HISTORY 255

HISTORY 356
Body and Blood: Religious Cultures and Conflicts c.50-1650
(15 Points)
An in-depth analysis of Christianity, Islam and Judaism in the late antique and medieval periods and the conflicts which shaped them. It examines the roots of Christian and Muslim religious thinking, their interaction with Jewish and Pagan traditions, the Crusades, anti-Semitism, heresy, schisms within Christianity and the Reformation.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 243

HISTORY 357
Making Modern America 1877-1920
(15 Points)
A survey of the United States from the end of Reconstruction through the First World War that evaluates the role of ordinary people as well as influential figures. Themes include industrialisation; labour conflict and organisation; segregation; reform; literary and intellectual movements; popular culture; imperialism; politics and the state; and the environment.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 257

HISTORY 358
Special Topic
(15 Points)
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

HISTORY 359
Special Topic
(15 Points)

HISTORY 360
The Māori 20th Century
(15 Points)
Wide ranging study of Māori in the twentieth century exploring a variety of topics and themes including: studies and sources of Māori history; Māori and the state; war, work, church and leisure; resistance, protest and advocacy; rural and urban communities; organisations and leadership; mana wahine; and race relations in New Zealand.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and MĀORI 230 or ARTHIST 225
Restriction: HISTORY 260

HISTORY 362
Special Topic
(15 Points)

HISTORY 364
Hollywood’s America: History through Film
(15 Points)
Examination of Hollywood feature film as cultural artefacts of twentieth-century USA using techniques of historical analysis and film criticism.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225, or 30 points from PTMS 200-214, 216-219
Restriction: HISTORY 264
HISTORY 365 (15 Points)
Ireland Since 1798
Surveys the history of Ireland from the United Irish rising of 1798. Topics include: the passing of the Act of the Union, the Great Famine, the Irish economy in the nineteenth and twentieth centuries, emigration from Ireland, nationalism in Ireland and the emergence of an independent Irish state.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and either EUROPEAN 100 or ARTHIST 225
Restriction: HISTORY 265

HISTORY 367 (15 Points)
Health, Medicine and Society
Examines the rise of modern Western medicine since 1850 and its impact on public health, with a particular emphasis on Britain and its colonies.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 210

Postgraduate 700 Level Courses

HISTORY 701 (30 Points)
HISTORY 701A (15 Points)
HISTORY 701B (15 Points)
Political Development of the Pacific Islands
An examination of political and related social change in the Pacific Islands from annexation to decolonisation from about 1870.
To complete this course students must enrol in HISTORY 701 A and B, or HISTORY 701

HISTORY 703 (30 Points)
Past Worlds
Investigates the ways in which different 'worlds' (or ways of being) in the past can be explored, and the implications for writing history, especially when these worlds entangle. It also examines the ways in which landscapes, structures, objects, images and texts cast light upon (or obscure) past lives, and ways of living, especially in the Pacific.

HISTORY 705 (30 Points)
HISTORY 705A (15 Points)
HISTORY 705B (15 Points)
Writing New Zealand
A study of the writing of New Zealand history from nineteenth century accounts through to more recent, revisionist undertakings. Considers general and overview histories, as well as key texts and the debates generated by such works. Students will have an opportunity to undertake research on a topic of their own choosing.
To complete this course students must enrol in HISTORY 705 A and B, or HISTORY 705

HISTORY 706A (15 Points)
HISTORY 706B (15 Points)
Topics in European Cultural History
An historical introduction to the relationship between ideologies, cultural practices, social structures and political institutions in Europe. Topics include: the political history of manners and court culture; public opinion and print culture; gender and consumerism; the history of the senses and the human body.
To complete this course students must enrol in HISTORY 706 A and B

HISTORY 709A (15 Points)
HISTORY 709B (15 Points)
Science and Society: Comparative Studies 1840-1950
Examines the history of science and technology in New Zealand in comparative perspective. It pays particular attention to topics where science, popular knowledge and entertainment overlap, such as: travel literature; museums, zoos and botanical gardens; anthropological and ethnological writing and display; the interaction of professional scientists with gentlemanly amateurs in scientific societies.
Restriction: MUSEUMS 710
To complete this course students must enrol in HISTORY 709 A and B

HISTORY 711 (30 Points)
HISTORY 711A (15 Points)
HISTORY 711B (15 Points)
Texts and Contexts
Takes a broad view of the histories of culture and of communication. It links aspects of the history of ideas (historical, political, religious, scientific, legal, cultural) to the modes of their transmission (objects, performances, languages, spoken, manuscript and printed texts). It relates a wide variety of texts to the historical circumstances of their generation and reception.
Restriction: MUSEUMS 710
To complete this course students must enrol in HISTORY 711 A and B, or HISTORY 711

HISTORY 712 (30 Points)
HISTORY 712A (15 Points)
HISTORY 712B (15 Points)
Oral Approaches, Māori Pasts
Considers current debates about oral histories and oral history practice. Uses Māori histories as case studies, noting their emphasis on oral sources and the issues of subjectivity that arise. Offers a mix of practical historical research and analytical skills. Topics include: the nature of and problems with oral and other sources, balancing textual and oral sources, community-based historical narratives.
To complete this course students must enrol in HISTORY 712 A and B, or HISTORY 712

HISTORY 715 (30 Points)
HISTORY 715A (15 Points)
HISTORY 715B (15 Points)
Topics in Modern European History
An exploration of some of the major developments and debates in the history of modern Europe from the nineteenth century on. The course considers important themes in the social, cultural and political history of European society.
To complete this course students must enrol in HISTORY 715 A and B, or HISTORY 715

HISTORY 720 (30 Points)
HISTORY 720A (15 Points)
HISTORY 720B (15 Points)
China's Struggle for Modernity: The Republican Era
A study of the political, economic, social and cultural history of China in the period from the abdication of the Qing dynasty in 1912 to the creation of the People's Republic in 1949.
To complete this course students must enrol in HISTORY 720 A and B, or HISTORY 720

Restriction: MUSEUMS 710
HISTORY 721A (15 Points)
HISTORY 721B (15 Points)
Special Topic
To complete this course students must enrol in HISTORY 721 A and B

HISTORY 725A (15 Points)
HISTORY 725B (15 Points)
Health, Medicine and Society
Health and medicine within the context of the society of which they are part, with a special emphasis on New Zealand from 1840 to the present day. Various public health topics will be investigated including mental health, infant health and maternity, sexually transmitted diseases, tuberculosis, and the politics of health care.
Restriction: HISTORY 702
To complete this course students must enrol in HISTORY 725 A and B

HISTORY 734A (15 Points)
HISTORY 734B (15 Points)
Topics in United States History
An exploration of recent and innovative work in the United States' social and cultural history, the course examines the lives of ordinary Americans with special attention to values, cultural practices and daily activities. Topics include: class formation, race and gender relations, social and political movements, as well as work, consumption and leisure.
To complete this course students must enrol in HISTORY 734 A and B

HISTORY 735A (15 Points)
HISTORY 735B (15 Points)
Special Topic
To complete this course students must enrol in HISTORY 735 A and B

HISTORY 736A (15 Points)
HISTORY 736B (15 Points)
Medieval Women, c.1100-1500
A study of the history and historiography of medieval women, this course considers what medieval women's history consists of, how it can or should be written, and why it is worth writing.
To complete this course students must enrol in HISTORY 736 A and B

HISTORY 737A (15 Points)
HISTORY 737B (15 Points)
Rethinking History
An examination of some key readings dealing with contemporary trends and theoretical issues in history writing. The focus will be on what has been termed 'history as text and discourse'. The aim is to provide a self-reflexive approach to historians' representations of the past.
Restriction: HISTORY 710
To complete this course students must enrol in HISTORY 737 A and B

HISTORY 742A (15 Points)
HISTORY 742B (15 Points)
Special Topic
To complete this course students must enrol in HISTORY 742 A and B

HISTORY 760 (30 Points)
HISTORY 760A (15 Points)
HISTORY 760B (15 Points)
Special Study
Individual research, normally related to one of the courses HISTORY 706 to HISTORY 736, selected in consultation with one or more staff members and approved by the Head of Department.
To complete this course students must enrol in HISTORY 760 A and B, or HISTORY 760

HISTORY 761 (30 Points)
HISTORY 761A (15 Points)
HISTORY 761B (15 Points)
Dissertation
To complete this course students must enrol in HISTORY 761 A and B, or HISTORY 761

HISTORY 780 (30 Points)
HISTORY 780A (15 Points)
HISTORY 780B (15 Points)
Dissertation
To complete this course students must enrol in HISTORY 780 A and B, or HISTORY 780

HISTORY 792A (22.5 Points)
HISTORY 792B (22.5 Points)
Dissertation
To complete this course students must enrol in HISTORY 792 A and B

HISTORY 796A (60 Points)
HISTORY 796B (60 Points)
Thesis
Prerequisite: A BA(Hons) in History with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in HISTORY 796 A and B

HISTORY 797A (60 Points)
HISTORY 797B (60 Points)
Research Portfolio
To complete this course students must enrol in HISTORY 797 A and B

Italian

Stage I

ITALIAN 106 (15 Points)
ITALIAN 106G (15 Points)
Italian Language for Beginners
Students learn to speak, read and write Italian, studying aspects of contemporary Italian society and thought. This course does not count towards a major in Italian. For students with no previous knowledge of Italian.
Restriction: ITALIAN 166. May not be taken if a more advanced language acquisition course in this subject has previously been passed
ITALIAN 107 (15 Points)
Italian Language for Beginners 2
Further development in Italian language skills.
Prerequisite: ITALIAN 106 or 166
Restriction: ITALIAN 167. May not be taken if a more advanced language acquisition course in this subject has previously been passed

ITALIAN 111 (15 Points)
Italy on Screen
Social, political and cultural issues in contemporary Italy interpreted through feature films.

Stage II

ITALIAN 200 (15 Points)
Intermediate Italian Language 1
Develops writing, reading, speaking and listening skills to an intermediate level, through practice on a wide range of written texts and current audio-visual material.
Prerequisite: ITALIAN 107 or 167
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

ITALIAN 201 (15 Points)
Intermediate Italian Language 2
Continues to develop language skills at an intermediate level and introduces skills of reading and analysing literary texts.
Prerequisite: ITALIAN 200
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

ITALIAN 202 (15 Points)
Engendered Voices (Texts in Italian)
A critical study of the representation and invention of women's experiences and of issues of gender and culture, through an examination of literary texts and films by Italian women writers and filmmakers. (Students will study texts in Italian).
Prerequisite: ITALIAN 107 or 167
Corequisite: ITALIAN 200
Restriction: ITALIAN 203. 335

ITALIAN 203 (15 Points)
Engendered Voices (Texts in English)
A critical study of the representation of women's experiences and of issues of gender and culture, through an examination of literary texts and films by Italian women writers and filmmakers. Students will study texts in English. This course does not count towards a major or minor in Italian. Students taking an Italian major or minor should take ITALIAN 202 instead.
Prerequisite: Any 90 points passed

ITALIAN 204 (15 Points)
Italian Fiction and Cinema
A study of Italian novels, short stories and their adaptation into feature films. Texts are in Italian. This course does not count towards a major or minor in Italian. Students taking an Italian major or minor should take ITALIAN 204 instead.
Prerequisite: ITALIAN 107 or 167
Corequisite: ITALIAN 200
Restriction: ITALIAN 232, 336

ITALIAN 206 (15 Points)
Special Topic
Prerequisite: 15 points from ITALIAN 107. 167

ITALIAN 209 (15 Points)
Major Themes in Italian Renaissance Culture (Texts in Italian)
An introduction to themes and issues in Italian Renaissance culture. General topics are covered in English but texts are read in Italian.
Prerequisite: ITALIAN 107 or 167
Corequisite: ITALIAN 200
Restriction: ITALIAN 210, 309

ITALIAN 210 (15 Points)
Major Themes in Italian Renaissance Culture (Texts in English)
An introduction to themes and issues in Italian Renaissance culture, taught in English. This course does not count towards a major or minor in Italian. Students taking an Italian major or minor should take ITALIAN 209 instead.
Prerequisite: Any 90 points passed
Restriction: ITALIAN 209, 309

ITALIAN 232 (15 Points)
Italian Fiction and Cinema (Texts in English)
A study of Italian novels, short stories and their adaptation in feature films. Texts are in English. This course does not count towards a major or minor in Italian. Students taking an Italian major or minor should take ITALIAN 204 instead.
Prerequisite: Any 90 points passed
Restriction: ITALIAN 204, 336

ITALIAN 235 (15 Points)
Special Topic
Prerequisite: ITALIAN 107 or 167
Corequisite: ITALIAN 200

ITALIAN 236 (15 Points)
Special Topic
Prerequisite: Any 90 points passed in BA courses

ITALIAN 277 (15 Points)
Italian Study Abroad 2A
Refer to the entry for Language Study Abroad. Departmental approval required

ITALIAN 278 (15 Points)
Italian Study Abroad 2B
Refer to the entry for Language Study Abroad. Departmental approval required

Stage III

ITALIAN 300 (15 Points)
Advanced Italian Language
This course builds on the language skills acquired in ITALIAN 200 and 201, focusing on selected topics in more specialised contexts.
Prerequisite: ITALIAN 201

ITALIAN 302 (15 Points)
Dante's Divina Commedia
A close study of selected cantos of Dante’s Divina Commedia, read in the context of medieval history and thought.
Prerequisite: ITALIAN 201
Corequisite: ITALIAN 300

ITALIAN 303 (15 Points)
Boccaccio and Petrarca
An introduction to Boccaccio’s collection of short stories, the Decamerone, and the poetry of Petrarca.
Prerequisite: ITALIAN 201
Corequisite: ITALIAN 300
Restriction: ITALIAN 710

ITALIAN 309 (15 Points)
Major Themes in Italian Renaissance Culture (Texts in Italian)
An introduction to themes and issues in Italian Renaissance culture. General topics are covered in English but texts are read in Italian.
Prerequisite: ITALIAN 107 or 167
Corequisite: ITALIAN 200
Restriction: ITALIAN 210, 309

ITALIAN 209 (15 Points)
Major Themes in Italian Renaissance Culture (Texts in Italian)
An introduction to themes and issues in Italian Renaissance culture. General topics are covered in English but texts are read in Italian.
Prerequisite: ITALIAN 107 or 167
Corequisite: ITALIAN 200
Restriction: ITALIAN 210, 309

ITALIAN 210 (15 Points)
Major Themes in Italian Renaissance Culture (Texts in English)
An introduction to themes and issues in Italian Renaissance culture, taught in English. This course does not count towards a major or minor in Italian. Students taking an Italian major or minor should take ITALIAN 209 instead.
Prerequisite: Any 90 points passed
Restriction: ITALIAN 209, 309

ITALIAN 232 (15 Points)
Italian Fiction and Cinema (Texts in English)
A study of Italian novels, short stories and their adaptation in feature films. Texts are in English. This course does not count towards a major or minor in Italian. Students taking an Italian major or minor should take ITALIAN 204 instead.
Prerequisite: Any 90 points passed
Restriction: ITALIAN 204, 336

ITALIAN 235 (15 Points)
Special Topic
Prerequisite: ITALIAN 107 or 167
Corequisite: ITALIAN 200

ITALIAN 236 (15 Points)
Special Topic
Prerequisite: Any 90 points passed in BA courses

ITALIAN 277 (15 Points)
Italian Study Abroad 2A
Refer to the entry for Language Study Abroad. Departmental approval required

ITALIAN 278 (15 Points)
Italian Study Abroad 2B
Refer to the entry for Language Study Abroad. Departmental approval required

Stage III

ITALIAN 300 (15 Points)
Advanced Italian Language
This course builds on the language skills acquired in ITALIAN 200 and 201, focusing on selected topics in more specialised contexts.
Prerequisite: ITALIAN 201

ITALIAN 302 (15 Points)
Dante's Divina Commedia
A close study of selected cantos of Dante’s Divina Commedia, read in the context of medieval history and thought.
Prerequisite: ITALIAN 201
Corequisite: ITALIAN 300

ITALIAN 303 (15 Points)
Boccaccio and Petrarca
An introduction to Boccaccio’s collection of short stories, the Decamerone, and the poetry of Petrarca.
Prerequisite: ITALIAN 201
Corequisite: ITALIAN 300
Restriction: ITALIAN 710

ITALIAN 309 (15 Points)
Major Themes in Italian Renaissance Culture (Texts in Italian)
An introduction to themes and issues in Italian Renaissance culture. General topics are covered in English but texts are read in Italian.
Prerequisite: ITALIAN 107 or 167
Corequisite: ITALIAN 200
Restriction: ITALIAN 210, 309
Renaissance culture. General topics are covered in English but texts are read in Italian.

**Prerequisite:** ITALIAN 201

**Restriction:** ITALIAN 209, 210

**ITALIAN 312**

**Special Topic**

**Prerequisite:** ITALIAN 300

**ITALIAN 313**

**Special Topic**

**Prerequisite:** ITALIAN 201

**ITALIAN 331**

**Contemporary Italian Theatre**

A study of the development of Italian drama in the twentieth century.

**Prerequisite:** ITALIAN 201

**Corequisite:** ITALIAN 300

**ITALIAN 333**

**Italian Popular Culture**

An examination of typical examples of Italian popular culture in the context of critical debates on mass culture.

**Prerequisite:** ITALIAN 201

**Corequisite:** ITALIAN 300

**ITALIAN 335**

**Engendered Voices (Texts in Italian)**

A critical study of the representation and invention of women's experiences and of issues of gender and culture, through an examination of literary texts and films by Italian women writers and filmmakers. (Students will study texts in Italian).

**Prerequisite:** ITALIAN 201

**Restricion:** ITALIAN 322

**ITALIAN 336**

**Italian Fiction and Cinema**

A study of Italian novels, short stories and their adaptation into feature films. Texts are in Italian.

**Prerequisite:** ITALIAN 201

**Restricion:** ITALIAN 204, 232

**ITALIAN 337**

**Special Topic**

**Prerequisite:** ITALIAN 201

**Corequisite:** ITALIAN 300

**ITALIAN 338**

**Special Topic**

**Prerequisite:** ITALIAN 201

**Corequisite:** ITALIAN 300

**ITALIAN 339**

**Contemporary Italian Fiction**

A study of selected works of Italian fiction of the twentieth and twenty-first centuries.

**Prerequisite:** ITALIAN 201

**Corequisite:** ITALIAN 300

**Restricion:** ITALIAN 759

**ITALIAN 377**

**Italian Study Abroad 3A**

Refer to the entry for Language Study Abroad.

**Prerequisite:** Departmental approval required

**ITALIAN 378**

**Italian Study Abroad 3B**

Refer to the entry for Language Study Abroad.

**Prerequisite:** ITALIAN 377 and Departmental approval required

**Postgraduate 700 Level Courses**

**ITALIAN 700**

(30 Points)

**ITALIAN 700A**

(15 Points)

**ITALIAN 700B**

(15 Points)

**Language Acquisition: Oral and Written Use of Italian**

The fundamental skills of reading, writing and speaking in various registers of Italian are taken to an advanced level. All classes are held in Italian.

To complete this course students must enrol in ITALIAN 700 A and B, or ITALIAN 700

**ITALIAN 701**

(15 Points)

**Special Topic in Italian Language Acquisition**

**ITALIAN 702**

(30 Points)

**Advanced Italian Translation Practice**

Designed for students wishing to develop specific, practical translation skills. Introduces students to issues in translation and offers translating practice in areas of social issues, commerce, law, technology and the media.

**Restriction:** ITALIAN 322

**ITALIAN 704**

(30 Points)

**Special Topic**

**ITALIAN 707**

(30 Points)

**The Italian Detective Story**

Launched in Italy as an imported genre in the late twenties, the detective story has become a phenomenon of mass culture. It has acquired a distinct Italian style with the production of novels, films, drama, television series and comic books, enjoyed by highbrow, middlebrow and lowbrow audiences. The course offers a reading of diverse texts of the genre in their socio-cultural contexts.

**ITALIAN 709**

(30 Points)

**Special Topic**

**ITALIAN 710**

(30 Points)

**Boccaccio and Petrarcha**

An introduction to Boccaccio's collection of short stories, the **Decamerone**, and the poetry of Petrarcha.

**Restriction:** ITALIAN 303

**ITALIAN 711**

(30 Points)

**Dante**

A close study of selected works by Dante, read in the context of medieval history and thought.

**ITALIAN 712**

(30 Points)

**Contemporary Italian Theatre**

A study of the development of Italian drama in the twentieth and twenty-first centuries.

**ITALIAN 713**

(30 Points)

**Italian Popular Culture**

Examines some typical examples of Italian popular culture in the context of critical debates on mass culture. Among the texts to be studied are: Pinocchio comic strips and **fotoromanzi**, an Italian horror movie, **Edmondo de Amicis' Cuore**, Carlo Fruttero and Franco Lucentini's **La donna della domenica** and the television series **Il maresciallo Rocca**.

**ITALIAN 720**

(30 Points)

**Special Topic**

**ITALIAN 721**

(15 Points)

**Special Topic**
ITALIAN 730 (30 Points)
Special Topic

ITALIAN 732 (30 Points)
Special Topic

ITALIAN 739 (30 Points)
Contemporary Italian Fiction
A study of selected works of Italian fiction of the twentieth and twenty-first centuries.
Restriction: ITALIAN 339

ITALIAN 777 (15 Points)
Study Abroad
Formal study in an approved overseas university where the language of instruction is Italian. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Head of Italian. Enrolment requires the approval of the Head of Italian.

ITALIAN 778 (15 Points)
Study Abroad
Formal study in an approved overseas university where the language of instruction is Italian. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Head of Italian. Enrolment requires the approval of the Head of Italian.

ITALIAN 780 (30 Points)
ITALIAN 780A (15 Points)
ITALIAN 780B (15 Points)
Dissertation
To complete this course students must enrol in ITALIAN 780 A and B, or ITALIAN 780

ITALIAN 782 (30 Points)
Research Essays

ITALIAN 792 (45 Points)
ITALIAN 792A (22.5 Points)
ITALIAN 792B (22.5 Points)
Dissertation
To complete this course students must enrol in ITALIAN 792 A and B, or ITALIAN 792

ITALIAN 793A (45 Points)
ITALIAN 793B (45 Points)
Thesis
To complete this course students must enrol in ITALIAN 793 A and B

ITALIAN 796A (60 Points)
ITALIAN 796B (60 Points)
Thesis
To complete this course students must enrol in ITALIAN 796 A and B

ITALIAN 797A (60 Points)
ITALIAN 797B (60 Points)
Research Portfolio
To complete this course students must enrol in ITALIAN 797 A and B

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Japanese

Stage I

JAPANESE 130 (15 Points)
JAPANESE 130G (15 Points)
Introduction to Japanese Language 1
An integrated basic course in modern Japanese covering reading, writing, speaking and listening. Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

JAPANESE 131 (15 Points)
Introduction to Japanese Language 2
A continuation of JAPANESE 130. Prerequisite: JAPANESE 130 or School approval required. Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

JAPANESE 150 (15 Points)
Exploring Japan
Covers Japanese cultural history from the pre-historic age until the 1990s, and serves as an introduction to contemporary Japan. It deals with such diverse fields as Japanese literature, economy, the political system, Japan's position in the world, popular culture, social structures and gender relations. No knowledge of the Japanese language is required.

Stage II

JAPANESE 222 (15 Points)
Structural Analysis of the Japanese Language
Structural analysis of the pronunciation, grammar, script and usage of the modern Japanese language. Prerequisite: LINGUIST 100 or 103 Corequisite: JAPANESE 231 or 232

JAPANESE 231 (15 Points)
Intermediate Japanese 1
A continuation of JAPANESE 131. Prerequisite: JAPANESE 131 or School approval required. Restriction: JAPANESE 230, 239. May not be taken if a more advanced language acquisition course in this subject has previously been passed

JAPANESE 232 (15 Points)
Intermediate Japanese 2
A continuation of JAPANESE 231. Prerequisite: JAPANESE 231 or School approval required. Restriction: JAPANESE 230, 239. May not be taken if a more advanced language acquisition course in this subject has previously been passed

JAPANESE 240 (15 Points)
Introduction to Japanese Literature
Critically examines important works related to Japan's literature and culture, from various genres and all periods including the present. Readings in English translation. Emphasis on production and reception of literary texts within such contexts as history, gender, ethnicity, religion, the environment, and power issues. Prerequisite: Any 45 points in BA courses

JAPANESE 242 (15 Points)
Japanese Drama in Translation
An introduction to Japanese drama from nô, kyôgen, kabuki, and bunraku to contemporary theatre, including realist and avant-gardist forms. Surveys basic themes, modes, and methods through verbal
and visual texts. Also discussed is how “tradition” was constructed and reconstructed vis-a-vis communal, national, and gender identity. No knowledge of Japanese required.

Prerequisite: Any 30 points in BA courses

JAPANESE 270 (15 Points)
Japanese Culture and Society
Examines aspects of Japanese society and culture in historical context. Focuses particularly on the way traditions have been created and recreated over time and how they have shaped perceptions of Japan. Themes may include medicine and health, family, education, and the environment. Taught in English.

Prerequisite: Any 45 points in BA courses

JAPANESE 277, 278 (15 Points each)
Japanese Study Abroad 2A, 2B
Refer to the entry for Language Study Abroad.

Prerequisite: School approval required

JAPANESE 320 (15 Points)
Classical Language and Culture
Introduction to the classical Japanese language and culture. Involves extensive readings of selected works from the classics in the original language.

Prerequisite: 45 points at Stage II in Japanese

Corequisite: JAPANESE 331 or 332

JAPANESE 322 (15 Points)
Japanese Linguistics
Linguistic analysis of Japanese and a study of some fundamental linguistic concepts.

Prerequisite: 45 points at Stage II in Japanese including JAPANESE 222

Corequisite: JAPANESE 331 or 332

JAPANESE 324 (15 Points)
Topics in Japanese Linguistics
A study of selected areas of Japanese language structure and usage.

Prerequisite: 45 points at Stage II in Japanese including JAPANESE 222

Corequisite: JAPANESE 331 or 332

JAPANESE 328 (15 Points)
Further Advanced Japanese
An advanced course in Japanese language acquisition designed for students who, upon completing JAPANESE 332, wish to obtain further language skills in Japanese.

Prerequisite: JAPANESE 332

JAPANESE 331 (15 Points)
Advanced Japanese 1
A continuation of JAPANESE 232.

Prerequisite: 45 points at Stage II in Japanese including one of JAPANESE 230, 232, 239

Restriction: JAPANESE 330, 338, 339. May not be taken if a more advanced language acquisition course in this subject has previously been passed

JAPANESE 332 (15 Points)
Advanced Japanese 2
A continuation of JAPANESE 331.

Prerequisite: JAPANESE 331

Restriction: JAPANESE 330, 338, 339. May not be taken if a more advanced language acquisition course in this subject has previously been passed

JAPANESE 341 (15 Points)
Nation, Text, Popular Culture
Examines how gender, national/diaspora identity, and memories of the Second World War are treated in post-1945 Japanese writing and popular culture. The historical and political context of each text is emphasised. Texts mostly in Japanese.

Prerequisite: JAPANESE 150 and 45 points at Stage II in Japanese including JAPANESE 240 or 270

Corequisite: JAPANESE 331 or 332

JAPANESE 342 (15 Points)
Special Topic
Prerequisite: JAPANESE 150 and 45 points at Stage II in Japanese

JAPANESE 343 (15 Points)
Geisha and Samurai Edo Literature
Explores, mainly in English translation, literary works and other writings/media from early modern (Edo/Tokugawa) Japan. The emphasis is on understanding aspects of the culture by direct reference to texts written by Japanese at that time.

Prerequisite: JAPANESE 150 and 45 points at Stage II in Japanese including JAPANESE 240, 242, or 270

JAPANESE 377 (15 Points)
Japanese Study Abroad 3A
Refer to the entry for Language Study Abroad.

Prerequisite: School approval required

JAPANESE 378 (15 Points)
Japanese Study Abroad 3B
Refer to the entry for Language Study Abroad.

Prerequisite: JAPANESE 377 and School approval required

JAPANESE 381 (15 Points)
Modernity and Identity
Explores issues related to modernity and national/cultural identity in the Meiji period (1868-1912), with emphasis on the complex relationship between cultural essentialism and Westernisation. Texts in English and Japanese. Includes writers such as: Fukuzawa Yukichi, Okakura Tenshin and Natsume Soseki.

Prerequisite: JAPANESE 150 and 45 points at Stage II in Japanese including JAPANESE 240 or 270

Corequisite: JAPANESE 331 or 332

JAPANESE 385 (15 Points)
Topics in Japanese Culture and Society
Introduces several specific topics in modern Japanese society and culture. Topics may include: media, gender, ethnicity, colonialism, national identity, performing arts, and intellectual discourse. Readings are in Japanese and English.

Prerequisite: 45 points at Stage II in BA courses including JAPANESE 240 or 270

JAPANESE 392 (15 Points)
Special Topic
Prerequisite: 45 points from Stage II courses in Japanese

For further information please refer to the note on page 349.
JAPANESE 393 (15 Points)
Japanese Media
A critical analysis of Japanese media texts in the context of Japanese urban culture. Taught in English.
Prerequisite: JAPANESE 150 and at least 45 points at Stage II in Japanese, or 30 points at Stage II in Asian Studies, or FTMS 101
Restriction: JAPANESE 390

Postgraduate 700 Level Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Points</th>
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<tr>
<td>JAPANESE 704A</td>
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<td>JAPANESE 704B</td>
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Advanced Language Acquisition 1
Uses authentic materials on a variety of topics to enhance language skills in support of postgraduate studies.
Prerequisite: JAPANESE 332 or 378
To complete this course students must enrol in JAPANESE 704 A and B

JAPANESE 706 (15 Points)
Advanced Language Acquisition 2
Uses authentic materials on a variety of topics to enhance language skills in support of postgraduate studies.

JAPANESE 722 (30 Points)
Introduction to Japanese Sociolinguistics
Students will be introduced to issues such as gender difference, honorifics, and dialects versus Standard Japanese from sociolinguistic anthropological perspectives. Through these topics, the course will examine the relationship between language, identity, and power.

JAPANESE 723A (15 Points)
JAPANESE 723B (15 Points)
Problems in Japanese Syntax
A seminar-based course where students present explanations of Japanese grammar incorporating explanations from various textbooks and research in Japanese linguistics.
To complete this course students must enrol in JAPANESE 723 A and B

JAPANESE 725 (30 Points)
JAPANESE 725A (15 Points)
JAPANESE 725B (15 Points)
Japanese Phonology and Morphology
Readings and original research in aspects of the phonology and morphology of Japanese, both standard and dialect.
To complete this course students must enrol in JAPANESE 725 A and B, or JAPANESE 725

JAPANESE 726 (30 Points)
Introduction to Japanese Linguistics
An introduction to Japanese linguistics.
Prerequisite: JAPANESE 307
Restriction: JAPANESE 721

JAPANESE 731 (30 Points)
Imagining Japan
The emergence of Japanese cultural and national consciousness and its renegotiation over time, with reference to origins, identity and otherness. Particular attention will be paid to the interaction between Japan and other cultures and the ways in which these encounters shaped Japanese identity. Themes include the emergence of 'Japan', cross-cultural encounters, modernity and nationalism in both dominant and popular discourses. No knowledge of Japanese required.

JAPANESE 744A (15 Points)
JAPANESE 744B (15 Points)
Special Topic
To complete this course students must enrol in JAPANESE 744 A and B

JAPANESE 745 (15 Points)
Directed Study

JAPANESE 746A (22.5 Points)
JAPANESE 746B (22.5 Points)
Research Essay
To complete this course students must enrol in JAPANESE 746 A and B

JAPANESE 747 (30 Points)
JAPANESE 747A (15 Points)
JAPANESE 747B (15 Points)
Directed Study
To complete this course students must enrol in JAPANESE 747 A and B, or JAPANESE 747

JAPANESE 748 (15 Points)
Research Essay

JAPANESE 750 (15 Points)
Language Analysis for Teachers of Japanese
Students will gain a wide understanding of linguistic and socio-cultural issues relating to the learning and teaching of Japanese as a foreign language and will enhance their analytical ability to identify issues of concern.

JAPANESE 751 (15 Points)
Teaching Japanese as a Foreign Language
Critical evaluation of course design and development of teaching material for Japanese as a foreign language.

JAPANESE 780A (15 Points)
JAPANESE 780B (15 Points)
Dissertation
To complete this course students must enrol in JAPANESE 780 A and B

JAPANESE 782 (30 Points)
JAPANESE 782A (15 Points)
JAPANESE 782B (15 Points)
Research Essay
To complete this course students must enrol in JAPANESE 782 A and B, or JAPANESE 782

JAPANESE 792A (22.5 Points)
JAPANESE 792B (22.5 Points)
Dissertation
To complete this course students must enrol in JAPANESE 792 A and B

JAPANESE 793A (45 Points)
JAPANESE 793B (45 Points)
Thesis
Prerequisite: A BA(Hons) in Japanese with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in JAPANESE 793 A and B

JAPANESE 796A (60 Points)
JAPANESE 796B (60 Points)
Thesis
Prerequisite: A BA(Hons) in Japanese with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in JAPANESE 796 A and B
KOREAN 250 (15 Points)
Korean for Heritage Speakers
Aims to enhance written skills in modern Korean for students with native speaker background. Emphasis will be placed on the comprehension of a wide range of issues in Korean society.
Prerequisite: School approval required
Restriction: KOREAN 110, 200, 201, 300, 301. May not be taken if a more advanced language acquisition course in this subject has previously been passed

KOREAN 277 (15 Points)
Korean Study Abroad 2A
Refer to the entry for Language Study Abroad.
Prerequisite: School approval required

KOREAN 278 (15 Points)
Korean Study Abroad 2B
Refer to the entry for Language Study Abroad.
Prerequisite: KOREAN 277 and School approval required

Stage III

KOREAN 300 (15 Points)
Advanced Korean 1
Korean grammar at an advanced level. A continuation of KOREAN 201.
Prerequisite: KOREAN 201
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

KOREAN 301 (15 Points)
Advanced Korean 2
Designed to emphasise comprehension and composition of Korean texts.
Prerequisite: KOREAN 300

KOREAN 377 (15 Points)
Korean Study Abroad 3A
Refer to the entry for Language Study Abroad.
Prerequisite: School approval required

KOREAN 378 (15 Points)
Korean Study Abroad 3B
Refer to the entry for Language Study Abroad.
Prerequisite: KOREAN 377 and School approval required

Postgraduate 700 Level Courses

KOREAN 700 (15 Points)
Advanced Language Acquisition 1
Advanced modern Korean language acquisition with emphasis on written language skills. Authentic material covering daily life, history, geography, literature and economy will be used.
Prerequisite: KOREAN 301 or 378 or equivalent

KOREAN 701 (15 Points)
Advanced Language Acquisition 2
A continuation of KOREAN 700 with particular emphasis on comprehension, conversation, discussion and presentation.
Prerequisite: KOREAN 700 or equivalent

KOREAN 705 (30 Points)
Advanced Translation Practice
Practical training in translation between Korean and English. Text categories include general, commercial, legal, and technical materials.
Restriction: KOREAN 710
Language Study Abroad

The Language Study Abroad courses are intended to permit students to take advantage of opportunities for formal language study in an approved overseas institution where instruction is in a language other than English. Supplementary study at The University of Auckland may be required as part of these courses.

Students taking one of these courses should enrol prior to undertaking the overseas study, and enrolment is subject to approval of the planned overseas study by the Head of Department or School for the language subject concerned. A final grade for any of the courses will be based on formal assessment of achievement in the language concerned, together with any other work required by the Head of Department or School.

The courses available for Language Study Abroad are listed under the following subjects: Arts – General, Chinese, French, German, Italian, Japanese, Korean, Russian, Spanish.

Language Teaching and Learning

Stage I

LANGTCHG 100 (15 Points)
Linguistics for the Language Teacher
An introduction to linguistics and its applications for language teachers. Provides basic understanding about the nature and function of language, including phonology, morphology and syntax, as well as semantics. This understanding will underpin the pedagogical principles developed in other units of the programme; and will enable students to translate their understanding of language into effective classroom practice.
Prerequisite: Student must be enrolled in BEd(TESOL)

LANGTCHG 101 (15 Points)
Introduction to ELT
An introduction to a range of approaches to second language teaching and the theories of language and learning which underpin them. Students will explore the basic concepts related to current approaches to ELT in their home country and the social context of learning.

LANGTCHG 102 (15 Points)
Classroom Management and School Experience
Introduces students to the organisation of learning in the classroom and specifically to the role and behaviour of the teacher in secondary classrooms and in the school. The integrated school experience provides students with an initial orientation to the school environment in their home country and the opportunity to apply their growing knowledge and skills in a supportive classroom context.
Prerequisite: Student must be enrolled in BEd(TESOL)

LANGTCHG 103 (15 Points)
Competency in the Mother Tongue
Extends the students’ command and control over their mother tongue to enable them to operate efficiently and effectively in schools in their home country where the medium of instruction is the mother tongue. To further enrich their communication skills they will be exposed to the literature in their mother tongue.
Prerequisite: Student must be enrolled in BEd(TESOL)

LANGTCHG 104 (15 Points)
Ethics and Civilisation
The role and the influence of local culture/religion (eg. Islam or Confucianism) on world civilisation in general, and local culture in particular, will be examined. Offers opportunities for students to examine Asian civilisation and will examine the challenges facing contemporary Asian civilisations.
Prerequisite: Student must be enrolled in BEd(TESOL)

Stage II

LANGTCHG 202 (15 Points)
Introductory English Language Analysis for TEFL
Introduces key concepts of phonology, grammar and vocabulary of English and develops an understanding of how they function as systems in written and spoken English. Develops the skills needed to formally analyse the phonological, lexical and grammatical systems of English. Illustrates how linguistic descriptions can be applied in language teaching.
Prerequisite: At least 30 points passed or Departmental approval

LANGTCHG 205 (15 Points)
Developing Literacy in a Second Language
Examines the theory and practice related to the development of both initial and advanced literacy in a second language: how reading and writing skills are developed in a second language; the interdependency of first and second language literacy skills; effective instructional methods and the role played by second language literacy in the development of academic skills where English is the medium of instruction.
Prerequisite: At least 30 points passed or approval of the BEd(TESOL) Coordinator

LANGTCHG 206 (15 Points)
Special Topic

Stage III

LANGTCHG 300 (15 Points)
Teaching English in the Second/Foreign Language Classroom
A general introduction to English language teaching. This course requires students to undertake a study of current theory and practice relating to the teaching of the knowledge systems of English and of language skills.
Prerequisite: Any 30 points passed at Stage II or above or Departmental approval required

LANGTCHG 301 (15 Points)
Introduction to TEFL Curriculum
Introduces principles and procedures used in course design and to evaluate TEFL courses, coursebooks and materials. Develops a practical understanding of how to set about planning an ESL curriculum.
Prerequisite: LANGTCHG 202 or Departmental approval

LANGTCHG 302 (15 Points)
Practical Language Teaching
Develops an understanding of the procedures, techniques and options used in teaching language lessons; helps participants to design and deliver effective language lessons for a variety of contexts; and introduces participants to a variety of tools for teacher development such as peer teaching, peer observation, and reflective teaching.
Prerequisite: LANGTCHG 202, 300 and Departmental approval, or enrolment in BEd(TESOL)

LANGTCHG 303 (15 Points)
Instructed Language Learning
Introduces the study of characteristics of the acquisition-rich classroom by considering how a second language is learned, and explores different aspects of
language pedagogy from the perspective of second language learning and factors responsible for individual differences in L2 learning in a classroom context. Students will consider research that has examined instructed language learning and have the opportunity to design their own action research project.

**Prerequisite**: LANGTCHG 202 and 300, or enrolment in BEd(TESOL) or Departmental approval.

**LANGTCHG 304** *(15 Points)*

**The Young Second Language Learner**

Examines the experience of children aged 6-12 years in learning a second language. Gives particular attention to the social, cognitive and psychological characteristics of children; examines the particular needs of young learners of a second language, and how languages are learned in different contexts.

**Prerequisite**: 30 points from LINGUIST 200–203, 205, LANGTCHG 202, 205, or 120 points passed from Part I of the BEd(TESOL) or approval of the BEd(TESOL) Coordinator.

**LANGTCHG 305** *(15 Points)*

**Special Topic**

**LANGTCHG 306** *(15 Points)*

**Task-based Language Teaching in Primary School**

Based on current research as a theoretical rationale, this course examines the design of task-based courses for younger ESL learners by investigating how tasks can be constructed and sequenced. Considers the methodology of task-based lessons by exploring the options for the pre-, main-, and post-task phases to provide for a focus on meaning and form, and the use of tasks in classroom assessment.

**Prerequisite**: 30 points from LINGUIST 200–203, 205, LANGTCHG 202, 205, or 120 points passed from Part I of the BEd(TESOL) or approval of the BEd(TESOL) Coordinator.

**LANGTCHG 310** *(15 Points)*

**Literature in Second Language Learning**

Familiarises students with the principles and techniques of the stylistic analysis of literary texts. Also illustrates how stylistic analysis can serve as a basis for the development of materials for teaching literature and English language to second language learners.

**Prerequisite**: 30 points from LINGUIST 200–203, 205, LANGTCHG 202, 205, or 120 points passed from Part I of the BEd(TESOL) or approval of the BEd(TESOL) Coordinator.

**LANGTCHG 311** *(15 Points)*

**Special Topic**

**LANGTCHG 312** *(15 Points)*

**Special Topic**

**Stage IV**

**LANGTCHG 400** *(15 Points)*

**Language Curriculum Studies**

Examines the meaning of curriculum in relation to the school, state, national contexts, and the broader socio-political context. Of central importance is the idea of curriculum as an interactive process. The idea of curriculum as process and the dynamic interplay between curriculum context, theory and practice are emphasised.

**Prerequisite**: Student must be enrolled in BEd(TESOL)  
**Restriction**: LANGTCHG 724

**LANGTCHG 401** *(15 Points)*

**Language Assessment in Schools**

Aims to develop understanding of second language learning assessment. Starting with broader considerations and techniques, the focus is on different forms of assessment used in secondary English teaching contexts in the home country.

**Prerequisite**: Student must be enrolled in BEd(TESOL)  
**Restriction**: LANGTCHG 704

**LANGTCHG 402** *(15 Points)*

**Linking Theory and Practice in the Language Classroom**

Examines the pedagogical frameworks underpinning classroom methodology. Focuses on linking theory and practice and on preparing students for forthcoming classroom teaching. Includes the practical preparation and implementation of lessons, drawing on and bringing into focus relevant aspects of the programme.

**Prerequisite**: Student must be enrolled in BEd(TESOL)  
**Restriction**: LANGTCHG 710

**LANGTCHG 403** *(60 Points)*

**Teaching Practice**

A 12-week period of teaching practice in a school in the country of the student’s origin. The practice will focus mainly on the teaching of English, although the student may have an opportunity to teach a second subject.

**Prerequisite**: Student must be enrolled in BEd(TESOL)

**Postgraduate 700 Level Courses**

**LANGTCHG 704** *(15 Points)*

**Language Assessment**

Introduces students to some fundamental issues and debates in the field of second language testing and assessment to familiarise them with different assessment options and to develop skills in devising their own assessment procedures.

**Restriction**: LANGTCHG 401

**LANGTCHG 706** *(15 Points)*

**Pedagogical Grammar**

Examines how different ways of looking at grammar can be exploited in second language teaching and considers the strengths and weaknesses of contemporary approaches to language teaching for the learning of grammar (including corpus-based approaches), with the emphasis on the practical implications of these ideas for materials design and teaching procedures.

**LANGTCHG 709** *(15 Points)*

**Bilingualism and Bilingual Education**

Develops an understanding of important aspects of both individual and societal bilingualism which is used to analyse issues in education, assessment and policy contexts.

**LANGTCHG 710** *(15 Points)*

**Task-based Language Teaching**

Examines research that has investigated task-based second language learning and the theoretical rationale for task-based language teaching. Also considers factors in the design of task-based syllabuses and methodological options for lessons based on tasks, and problems in implementation.

**Restriction**: LANGTCHG 402

**LANGTCHG 711** *(15 Points)*

**Individual Differences in Second Language Acquisition**

An examination of research investigating individual differences in second language acquisition, familiarising students with instruments for collecting data on factors contributing to individual differences and enabling them to design an empirical study of individual learner differences.
LANGTCHG 713 (15 Points)
Corpus Linguistics and Language Teaching
Covers the theoretical and practical aspects of using corpora to promote language learning. A major part of the course will focus on using corpora and text analysis tools to provide a description of language as it is used by different people for different purposes. Once we have a good description of language usage, we can move on to consider the role of corpus studies in language teaching.

LANGTCHG 714 (15 Points)
Sociolinguistics and Language Teaching
An introduction to concepts and issues in sociolinguistics that are relevant to prospective or practising language teachers. Focuses on language contact situations, particularly in immigrant communities, language-in-education planning and policy, and sociolinguistic research methodology.

LANGTCHG 715 (15 Points)
Developing Academic Literacy
Aims to help participants understand and develop their academic literacies. Focuses on texts involved in the research process, such as review articles, research paper proposals, dissertations and conference abstracts; makes extensive reference to findings from genre and corpus-based analyses; and includes conducting mini-analyses on the discourse in participants’ own disciplines.

LANGTCHG 716 (15 Points)
Vocabulary Learning and Teaching
Explores the role of vocabulary learning within a language teaching programme. It reviews research evidence on the nature of vocabulary and the processes involved in vocabulary learning, and considers how to facilitate the acquisition of vocabulary by second language learners both inside and outside the classroom.

LANGTCHG 717 (15 Points)
Narrative Inquiry in Language Education
Explores definitions of narrative and story as used in the field of applied linguistics, specifically in language teaching and learning, and includes methods of data collection and analytical approaches which take into account the form of narratives, their content and contexts of construction. Participants will examine examples of narrative research and produce and analyse their own written and spoken data.

LANGTCHG 718 (15 Points)
Language Teaching Management
Considers the administrative management of language teaching organisations, examining such topics as management styles, issues in human resources, and time management; and covers the pedagogic management of language teaching, focusing on issues in second language teacher development.

LANGTCHG 719 (15 Points)
Computer Assisted Language Learning
The theoretical and practical aspects of CALL will be investigated, along with an assessment of the advantages and drawbacks of using technology in language courses. Topics include: using technology to aid the teaching of speaking, listening, writing and reading skills; using the web to teach culture; different models of technology use; evaluating software; evaluating CALL; and online testing.

LANGTCHG 720 (15 Points)
Language Analysis for Teachers
A study of fundamental concepts of phonology, morphology, syntax and vocabulary, including methods of analysis and procedures for selecting features to teach.

LANGTCHG 721 (15 Points)
Discourse Analysis for Teachers
A study of the concepts in discourse analysis and introduction to a range of approaches for analysis of spoken and written texts; and the application of discourse analysis to language teaching.

LANGTCHG 722 (15 Points)
Learner Language
A study of learner language, including an introduction to the methods used to analyse both the content and linguistic form of learner language, a review of empirical research that has used these methods, and its pedagogical relevance.

LANGTCHG 723 (15 Points)
Theories of Language Learning
A critical examination of theories of second language learning grounded in linguistics, psycholinguistics, sociolinguistics and education. The course focuses on cognitive and social theories of second language acquisition, identifying commonalities and differences in the theories, and considering their pedagogical implications.

LANGTCHG 724 (15 Points)
Curriculum Development for Language Teaching
An overview of the key concepts in the language curriculum, syllabus design and methodology, followed by a critical evaluation of language curriculum with reference to various socio-cultural and political factors. Restriction: LANGTCHG 400

LANGTCHG 725 (15 Points)
Materials Development and Evaluation
A critical examination of current language teaching materials in the light of research into second language learning and teaching, a focus on the process of developing materials, and the study of methods for carrying out prospective and retrospective evaluations of materials and courses. Students will also have the opportunity to develop their own materials for a specific teaching context.

LANGTCHG 726 (15 Points)
Second Language Classroom Research
A review of second language classroom research that examines such topics as teacher-talk, classroom interaction, learner participation, and form-focused instruction. The focus is on the ability to evaluate the published research and to design and carry out a small-scale classroom study.

LANGTCHG 727 (15 Points)
Practicum in Second/Foreign Language Learning
An opportunity for students to obtain practical experience of language teaching by carrying out a series of guided observation tasks in a second/foreign language classroom and by planning, teaching and evaluating a number of lessons in the same classroom.

LANGTCHG 731 (15 Points)
Second Language Reading and Writing
Explores the role of reading and writing in second
language acquisition by giving an overview of theories about learning to read and write in a new language as well as important concepts related to acquiring second language literacy. Various strategies and other considerations associated with teaching reading and writing in a second language are considered and analysed.

LANGTCHG 732 (15 Points)
Applied Linguistics Research
Aims to prepare students for their dissertation or thesis by providing an introduction to the basic ideas and concepts in applied linguistics research design. It also covers aspects of writing a proposal, ethical issues in research, and managing the research process.

Note: The following courses, LANGTCHG 741–753, are available only for distance learning.

LANGTCHG 741 (15 Points)
Second Language Course Design and Methodology
The study of the theoretical bases of language course design and methodology. Examines how to carry out a needs analysis, different types of syllabus, theories of language teaching and the historic development of teaching methods including communicative language teaching.

LANGTCHG 742 (15 Points)
Language Assessment and Evaluation
A critical examination of the principles of language assessment and evaluation and their applications to both teaching practice and research.

LANGTCHG 743 (15 Points)
Second Language Acquisition
A study of different theories of second language acquisition and research that have investigated both natural and instructed acquisition. The applications of theory and research to language pedagogy will be considered.

LANGTCHG 744 (15 Points)
Discourse Analysis
Considers different approaches to discourse analysis, for the analysis of language as text and for the incorporation of discourse analysis into language teaching.

LANGTCHG 745 (15 Points)
Second Language Classroom Research
The findings of second language classroom research and the methods used in this research.

LANGTCHG 746 (15 Points)
Materials Development and Evaluation
The principles and processes of designing and evaluating language teaching materials.

LANGTCHG 747 (15 Points)
Individual Learner Differences and Second Language Learning
The findings of research into individual learner differences and their role in language learning; the quantitative and qualitative methods used in this research.

LANGTCHG 748 (15 Points)
Bilingualism and Bilingual Education
Aspects of both individual and societal bilingualism especially for the analysis of issues in education, assessment and policy.

LANGTCHG 749 (15 Points)
Sociolinguistics and Language Teaching
An examination of concepts and issues in sociolinguistics which are relevant to language teaching in practice, and of sociolinguistic research methods.

LANGTCHG 750 (15 Points)
Language Planning and Policy
An examination of a number of approaches to the study of literacy and of the implications of these approaches for second language teaching and learning.

LANGTCHG 751 (15 Points)
Corpus Linguistics and Language Teaching
Covers the theoretical and practical aspects of using corpora to promote language learning. A major part of the course will focus on using corpora and text analysis tools to provide a description of language as it is used by different people for different purposes. Once we have a good description of language usage, we can move on to consider the role of corpus studies in language teaching.

LANGTCHG 752 (15 Points)
Special Topic in TESOL
LANGTCHG 753 (30 Points)
LANGTCHG 753A (15 Points)
LANGTCHG 753B (15 Points)
Dissertation
Prerequisite: An average of A– over four courses or permission of Head of Department
To complete this course students must enrol in LANGTCHG 753 A and B, or LANGTCHG 753

LANGTCHG 754 (15 Points)
Special Topic
LANGTCHG 755 (15 Points)
Special Topic
LANGTCHG 790A (15 Points)
LANGTCHG 790B (15 Points)
Dissertation
To complete this course students must enrol in LANGTCHG 790 A and B

LANGTCHG 796A (60 Points)
LANGTCHG 796B (60 Points)
Thesis
Prerequisite: A BA(Hons) in Linguistics or a language with an average grade of A–, or equivalent, or a PGDipLT or equivalent with an average grade of A–
To complete this course students must enrol in LANGTCHG 796 A and B

LANGTCHG 797A (60 Points)
LANGTCHG 797B (60 Points)
Research Portfolio
To complete this course students must enrol in LANGTCHG 797 A and B

Languages and Literature

Postgraduate 700 Level Courses
LANGLIT 796A (60 Points)
LANGLIT 796B (60 Points)
Thesis
To complete this course students must enrol in LANGLIT 796 A and B
To complete this course students must enrol in LANGLIT 797 A and B.

Latin

Stage I

LATIN 100 (15 Points)
Introduction to Latin Language 1
An introduction to the vocabulary and the grammar of simple sentences in Latin.
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

LATIN 101 (15 Points)
Introduction to Latin Language 2
An advancing beginner’s course in the vocabulary and the grammar of complex sentences in Latin.
Prerequisite: LATIN 100 or Departmental approval required
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

Stage II

LATIN 200 (15 Points)
Latin Language Acquisition: Intermediate
The analysis and description of Latin grammar, practice in the translation of Latin to and from English, vocabulary acquisition.
Prerequisite: LATIN 101 or 201 or 202 or Departmental approval
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

LATIN 201 (15 Points)
Latin Literary Texts 2A
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.
Prerequisite: LATIN 101 or 200 or 202 or Departmental approval

LATIN 202 (15 Points)
Latin Literary Texts 2B
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.
Prerequisite: LATIN 101 or 200 or 201 or Departmental approval

LATIN 203 (15 Points)
Latin Literary Texts 2C
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.
Prerequisite: LATIN 201

LATIN 204 (15 Points)
Latin Literary Texts 2D
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.
Prerequisite: LATIN 202

LATIN 205 (15 Points)
Special Topic: Latin Texts
Study of literary texts in Latin.
Prerequisite: LATIN 101 or Departmental approval required

Stage III

LATIN 300 (15 Points)
Advanced Language Study Part 1
The structure and use of the Latin language including the use of non-classical Latin.
Prerequisite: LATIN 200 and either LATIN 201 or 202

LATIN 301 (15 Points)
Latin Literary Texts 3A
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.
Prerequisite: LATIN 200 and either LATIN 201 or 202

LATIN 302 (15 Points)
Latin Literary Texts 3B
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.
Prerequisite: LATIN 200 and either LATIN 201 or 202

LATIN 305 (15 Points)
Latin Special Topic
Prerequisite: LATIN 200 and either LATIN 201 or 202

LATIN 310 (15 Points)
Advanced Language Study Part 2
An advanced analytical study of Latin; translation.
Prerequisite: LATIN 200, and either LATIN 201 or 202

Postgraduate 700 Level Courses

LATIN 702 (30 Points)

LATIN 702A (15 Points)

LATIN 702B (15 Points)

Latin Poetry 1
Entire works or selected passages of Latin poetry will be set for translation and explanation.
To complete this course students must enrol in LATIN 702 A and B, or LATIN 702

LATIN 703A (15 Points)

LATIN 703B (15 Points)

Latin Prose Authors 1
Entire works or selected passages of Latin prose writing will be set for translation and explanation.
To complete this course students must enrol in LATIN 703 A and B

LATIN 705 (30 Points)

LATIN 705A (15 Points)

LATIN 705B (15 Points)

Special Topic
To complete this course students must enrol in LATIN 705 A and B, or LATIN 705

LATIN 706 (15 Points)

Research Essays in Latin
Directed research on subjects related to other courses taken by the student in Latin.
LATIN 707 (30 Points)  
LATIN 707A (15 Points)  
LATIN 707B (15 Points)  
Selected Latin Texts 1  
Selected texts will be set for translation and explanation.  
To complete this course students must enrol in LATIN 707 A and B, or LATIN 707

LATIN 708 (30 Points)  
Selected Latin Texts 2  
Selected texts will be set for translation and explanation.

LATIN 709 (30 Points)  
Special Topic

LATIN 710 (15 Points)  
Latin Language Study 1  
A study of the Latin language involving any or all of the following: translation into Latin, grammatical, syntactical and stylistic analysis of passages of Latin prose and/or verse.  
Restriction: LATIN 701

LATIN 711 (15 Points)  
Latin Language Study 2  
A study of the Latin language involving any or all of the following: translation into Latin, grammatical, syntactical and stylistic analysis of passages of Latin prose and/or verse.  
Restriction: LATIN 701

LATIN 712A (15 Points)  
LATIN 712B (15 Points)  
Latin Poetry 2  
Entire works or selected passages of Latin poetry will be set for translation and explanation.  
To complete this course students must enrol in LATIN 712 A and B

LATIN 713A (15 Points)  
LATIN 713B (15 Points)  
Latin Prose Authors 2  
Entire works or selected passages of Latin prose writing will be set for translation and explanation.  
To complete this course students must enrol in LATIN 713 A and B

LATIN 714 (15 Points)  
Unprepared Translation 1  
Passages of Latin will be set for translation into English.  
Restriction: LATIN 700

LATIN 715 (15 Points)  
Unprepared Translation 2  
Passages of Latin will be set for translation into English.  
Restriction: LATIN 700

LATIN 716 (15 Points)  
Special Topic

LATIN 717 (15 Points)  
Special Topic

LATIN 718 (15 Points)  
Special Topic

LATIN 720 (15 Points)  
Research Essay

LATIN 790A (15 Points)  
LATIN 790B (15 Points)  
Dissertation  
To complete this course students must enrol in LATIN 790 A and B

LATIN 792 (45 Points)  
LATIN 792A (22.5 Points)  
LATIN 792B (22.5 Points)  
Dissertation  
To complete this course students must enrol in LATIN 792 A and B, or LATIN 792

LATIN 794A (45 Points)  
LATIN 794B (45 Points)  
Thesis  
Prerequisite: A BA(Hons) in Latin with at least Second Class Honours, First Division, or equivalent  
To complete this course students must enrol in LATIN 794 A and B

LATIN 796A (60 Points)  
LATIN 796B (60 Points)  
Thesis  
Prerequisite: A BA(Hons) in Latin with at least Second Class Honours, First Division, or equivalent  
To complete this course students must enrol in LATIN 796 A and B

LATIN 797A (60 Points)  
LATIN 797B (60 Points)  
Research Portfolio  
To complete this course students must enrol in LATIN 797 A and B

Latin American Studies
Note: Spanish language competence (to the level of either SPANISH 105 or SPANISH 201) is a prerequisite for some Spanish courses in the Latin American Studies major and minor.

Stage I

LATINAM 101 (15 Points)  
Introductory Portuguese Language  
An introduction to spoken and written language, for students with no prior background in the language or limited fluency.

LATINAM 200 (15 Points)  
Special Topic  
Prerequisite: SPANISH 103

LATINAM 201 (15 Points)  
Latin American History and Culture Through Film  
A journey through five moments of Latin American history and culture, from its creation as a region imagined through the gaze of colonialism, through the development of an independent, revolutionary Third Cinema, to the present when globalisation is critiqued from the periphery.  
Prerequisite: SPANISH 103 or 105 or 107 or FTVMS 100 or 101 or 112

LATINAM 216 (15 Points)  
Music, Politics and Social Change  
A theorised study of the history of twentieth-century social movements in Latin America through its poetry
and music, largely as expressed in popular forms. The major focus is on the political and cultural manifestations of these expressions as they respond to and instigate social change.

**Prerequisite:** SPANISH 103 or 105

**Restriction:** LATINAM 301, SPANISH 216

**Stage III**

**LATINAM 301**  
**Music, Politics and Social Change**

A theorised study of the history of twentieth-century social movements in Latin America through its poetry and music, largely as expressed in popular forms. The major focus is on the political and cultural manifestations of these expressions as they respond to and instigate social change.

**Prerequisite:** 15 points from HISTORY 231, LATINAM 201, 211, POLITICS 234, 317, SPANISH 211, 213, 306

**LATINAM 302**  
**Special Topic**

**LATINAM 306**  
**Latin American Icons: The Political Economy of Otherness**

An examination of the ways in which Latin America, as a place and a people, has served as a site of otherness and exoticism providing economic and symbolic capital for the consumption and pleasure of colonial, neo-colonial and neo-liberal powers. Latin American cultural studies texts offer students a way to read against the grain established by this process.

**Prerequisite:** 15 points from LATINAM 201, 216, SPANISH 201, 205, 211, 213, 216, HISTORY 231, POLITICS 204

**Restriction:** SPANISH 306, 729

**LATINAM 325**  
**First Nations in Latin America**

Analysis of the representation of first nations of Latin America in the context of struggles for self-determination under colonialism and in modern nation-states. Topics include: Latin American indigeneity, indigenous belief systems and mestizaje, nineteenth-century genocidal wars and foundational fictions celebrating modernisation, testimonial, written and visual texts of the last decade. Focuses on the study of self-representation and the role of mediators.

**Prerequisite:** 15 points from LATINAM 201, 216, SPANISH 201, 205, 211, 213, 216, HISTORY 231, POLITICS 204

**Restriction:** SPANISH 306, 729

**Linguistics**

**Stage I**

**LINGUIST 100**  
**Introduction to Linguistics**

An introduction to the main areas of linguistics: the production and function of sounds in language (phonetics and phonology), word structure and word formation (morphology), the principles of grammar through a study of sentence structure (syntax), and various aspects of meaning (semantics). The course is a self-contained introduction and assumes no prior knowledge of linguistics or language study.

**Restriction:** 175.106, LINGUIST 103

**LINGUIST 101**  
**Language and Society**

Language in its social and cultural context. Topics may include language variation, language and gender, language and social identity, language contact, language in the media, language maintenance.

**LINGUIST 101G**  
**Language and Society**

**LINGUIST 102**  
**Languages of the Pacific**

An introduction to the linguistics of the Pacific Islands (Melanesia, Micronesia and Polynesia), Australia and New Guinea. The topics covered include: principles of historical change, the social use of language, oral literature and the organisation of linguistic systems of sound, meaning and grammar. Pidgins and Creoles are explored, as is the interaction of language with cultural institutions and conceptual systems.

**LINGUIST 103**  
**Introduction to English Linguistics**

An introduction to the core areas of language study. Topics include: how sounds are produced, the basic structure of the English sound system, primary word formation processes in English, the rules for English sentence structure, and the fundamentals of word meaning. This course serves as an entry point into Stage II Linguistics, and provides an excellent background for students studying languages including English.

**Restriction:** 175.106, LINGUIST 100

**Stage II**

**LINGUIST 200**  
**Syntax and Semantics**

Continues on from LINGUIST 100 or 103 and consists of a formal and a functional part, providing problems and exercises in syntactic analysis, as well as an introduction to grammatical theories and types of grammatical system.

**Prerequisite:** LINGUIST 100 or 103

**LINGUIST 201**  
**Phonology and Morphology**

Continues on from LINGUIST 100 or 103: the study of sound systems and the structure of words; problems of analysis in phonology and morphology.

**Prerequisite:** LINGUIST 100 or 103

**LINGUIST 202**  
**Language Change**

Introduces long-term historical trends, types of language change, language families and comparative reconstruction.

**Prerequisite:** LINGUIST 100 or 103

**Restriction:** LINGUIST 308

**LINGUIST 203**  
**Applied English Grammar**

Covers the different types of sentences in English, with special attention to the relationship between grammar and meaning, tense, aspect and voice; their roles in texts, such as foregrounding, backgrounding and highlighting information, and introducing new information. Students will be shown how to distinguish standard and non-standard varieties of written English, and how to judge if written sentences are effective, appropriate and grammatical.

**Prerequisite:** Any 15 points at Stage I
LINGUIST 205  
Language and Identities in New Zealand  
(15 Points)  
Focuses on how New Zealanders use their language/s to reflect multiple aspects of their identities. Covers language use among Pakeha, Maori and Pasifika peoples, as well as language use of recent Asian immigrants and the New Zealand sign language community.  
Prerequisite: Any 30 points at Stage I

Stage III

LINGUIST 300  
Syntactic Theory  
(15 Points)  
A continuation of LINGUIST 200. Examination of syntactic topics from functional-typological and formal perspectives.  
Prerequisite: LINGUIST 200

LINGUIST 301  
Advanced Phonology and Morphology  
(15 Points)  
A continuation of LINGUIST 201, introducing a more theoretical approach to phonology, including distinctive feature theory, syllable theory, metrical phonology, autosegmental phonology, lexical phonology, and parallel morphology. Includes a practical component in which theories are applied to language data.  
Prerequisite: LINGUIST 201

LINGUIST 302  
Semantics and Pragmatics  
(15 Points)  
An examination of the key areas of semantics and pragmatics, including the meaning of lexical items, categorisation, speech act theory, and conversational implicature.  
Prerequisite: LINGUIST 100 or 103

LINGUIST 303  
Conversational Analysis  
(15 Points)  
An introduction to the close and detailed observation of ordinary conversational interaction. Topics include the interactional nature of conversation, how turn taking and topic selection are organised, the role of narratives in conversation and how they are structured, how conversational repair is organised, how various expressive techniques are utilised, and the ways that conversation is used to accomplish social actions.  
Prerequisite: Any 30 points in the BA at Stage II

LINGUIST 305  
Child Language Acquisition  
(15 Points)  
Examines the patterns and mechanisms by which children acquire knowledge of their native language and assesses a number of current theories which have been developed to explain the process.  
Prerequisite: LINGUIST 200 or 201

LINGUIST 306  
Polynesian Comparative Linguistics  
(15 Points)  
Comparative and historical study of the sound systems, grammar, and vocabulary of the Polynesian languages.  
Prerequisite: LINGUIST 202 or MÄORI 201 or SAMOAN 201 or 202

LINGUIST 307  
The English Language Worldwide  
(15 Points)  
An overview of issues as they relate to the use of English in the world today. Topics include: the roles of American and British English, attitudes toward varieties of English, the development of new Englishes and English-based pidgins and creoles, and the notion of a ‘standard’ variety of English.  
Prerequisite: Any 30 points at Stage II in Linguistics  
Restriction: 175.208; LINGUIST 204

LINGUIST 308  
Language Change  
(15 Points)  
Introduces long-term historical trends, types of language change, language families and comparative reconstruction.  
Prerequisite: LINGUIST 200 and 201  
Restriction: LINGUIST 202

LINGUIST 310  
Linguistics Essays Course  
(15 Points)  
Students undertake supervised research.  
Prerequisite: Permission of Head of Department

LINGUIST 312  
Language Origin and Evolution  
(15 Points)  
Investigates the origin of human language, drawing on a range of evidence and arguments from psychology, anthropology, and primatology. Addresses questions such as when and how language evolved, whether early language was primarily verbal, gestural or both, what aspects of language structure and language capability are innate, and whether language developed gradually or was a sudden mutation.  
Prerequisite: LINGUIST 200

LINGUIST 320  
Topics in Pragmatics  
(15 Points)  
Pragmatics is the systematic study of language in use and is a rapidly developing discipline in linguistics. This course will give a critical survey of the central topics and the latest developments of pragmatics. The domain of pragmatics, implicature, presupposition, speech act and deixis will be among the issues dealt with in individual lectures.  
Prerequisite: LINGUIST 200

LINGUIST 321  
Special Topic  
(15 Points)  
Prerequisite: 30 points at Stage II in Linguistics

Postgraduate 700 Level Courses

LINGUIST 707  
Field Methods  
(30 Points)  
Description and analysis of an unfamiliar language, based on data collected by the students. The class meets with a speaker of that language, and data are collected through elicitation and texts. Students analyse the phonetics and phonology of the language and a selected area of the grammar.

LINGUIST 708A  
(15 Points)

LINGUIST 708B  
(15 Points)

Directed Study for MA  
A directed reading and individual study course designed in consultation with appropriate staff according to the field of research. This course is not available for the BA(Hons).

LINGUIST 709  
Linguistic Research  
(15 Points)  
An introduction to research methods and practices for graduate students in Linguistics. The course covers critical reading, referencing, argumentation, database searching, and presentation skills.

LINGUIST 710  
Fundamentals of Linguistics  
(15 Points)  
A comprehensive survey of current theory in selected topics in Linguistics, especially phonetics/phonology, grammar, semantics, and pragmatics.
LINGUIST 711 (15 Points)
Literacy and Literacy Practices
The functions of written and spoken language in literate societies. How spoken and written language differ in grammar and discourse organisation. What constitutes a literate society and literacy in individuals. What is literacy? Does literacy have consequences for cognitive processes in individuals and for the organisation of societies?

LINGUIST 720 (15 Points)
Functional-typological Syntax
Cross-linguistic examination of selected topics, such as lexical categories, passives, transitivity, serial verb constructions, head-marking and dependent-marking, and iconicity. Consideration will be given both to differences among languages and to recurrent patterns.

LINGUIST 721 (15 Points)
Formal Syntax
Formal theories of syntax, generative grammar, and current topics of interest to students. This could include: LFG, Minimalism, the DP analysis, theories of argument structure, and/or formal models of language processing.

LINGUIST 722 (15 Points)
Phonology
A range of topics from the field of non-linear phonology, including autosegmental phonology, syllable theory, feature geometry and CV phonology.
Prerequisite: LINGUIST 301

LINGUIST 724 (15 Points)
Semantics and Pragmatics
An introduction to logic and an exploration of the interaction between semantics, pragmatics, and grammar. Topics include: event structure, aspect, tense, mood and modality, case and roles, transitivity and information packaging, and contrasts between English and other languages, especially Russian, French and Turkish.
Prerequisite: LINGUIST 302

LINGUIST 726 (15 Points)
Language Contact
The influences of languages upon each other through the historical interactions of their speakers. The main points of reference are the synthesises of Weinreich (1953) and Thomason and Kaufman (1988).

LINGUIST 727 (15 Points)
Mixed Languages
Language types (pidgins, creoles and ‘mixed’ or ‘intertwined’ languages) that are extreme results of language contact. Major topics will include: processes of formation, universalist and substratist theories, and the typology of such languages.

LINGUIST 728 (15 Points)
Sociolinguistics
Provides an overview of the major studies in the field. Focuses on the relationship between language and age, gender, ethnicity, social class and social networks.

LINGUIST 729 (15 Points)
Interactional Sociolinguistics
The analysis of small group interaction and the ways it is structured by sociocultural forces, social roles, and personal identity. Cross-cultural differences in conversational behaviour and the influence on language use of patterns of status and solidarity, and institutional demands are approached through an examination of the dynamic processes of talk itself.

LINGUIST 730 (15 Points)
Discourse and Grammar
The relationship between grammar and language use in naturally occurring written and spoken language, first in discourse-functional grammar, where analysis focuses on the discourse functions of particular grammatical structures; and secondly in interactional grammar, which investigates the syntax of conversational language, in order to develop a new understanding of the nature of syntax, as shaped by the pressures of interaction.

LINGUIST 731 (15 Points)
Historical Linguistics
Current topics in historical linguistics, such as: theories of change in sound systems; syntactic change and syntactic reconstruction; grammaticalisation; distant genetic relationships and comparative methods.

LINGUIST 739 (15 Points)
Directed Study
Directed reading and individual study course designed in consultation with appropriate staff according to the field of research.

LINGUIST 740 (15 Points)
Research Project
Independent supervised research.

LINGUIST 741 (15 Points)
Special Topic

LINGUIST 742 (30 Points)
Special Topic

LINGUIST 743 (15 Points)
Special Topic

LINGUIST 790 (30 Points)
Dissertation
To complete this course students must enrol in LINGUIST 790 A and B, or LINGUIST 790

LINGUIST 796A (60 Points)
LINGUIST 796B (60 Points)
Thesis
To complete this course students must enrol in LINGUIST 796 A and B

LINGUIST 797A (60 Points)
LINGUIST 797B (60 Points)
Research Portfolio
To complete this course students must enrol in LINGUIST 797 A and B

Logic and Computation

Stage II

LOGICOMP 201 (15 Points)
Special Topic

Stage III

LOGICOMP 301 (15 Points)
Special Topic: Philosophy and Computation
Covers a range of issues arising from the engagement of philosophy and computer science. Topics include the
nature of computation, the limits of computation, and philosophical problems facing Artificial Intelligence. 

Prerequisite: PHIL 222 or COMPSCI 225

LOGICOMP 302 (15 Points)
Special Topic

Postgraduate 700 Level Courses

LOGICOMP 701 (15 Points)
Directed Studies
Supervised research studies in an area of logic and computation.

LOGICOMP 702 (15 Points)
Special Topic: Automatic Structures
The theory of automatic structures is a new emerging area of theoretical computer science that has both deep mathematics as well as theoretical computer science background. This course will be devoted to the study of mathematical structures that can be described by finite state machines such as finite automata, tree automata, and omega automata.

LOGICOMP 703 (15 Points)
Directed Study
Supervised research studies in an area of logic and computation.

LOGICOMP 704 (15 Points)
Special Topic
LOGICOMP 705 (15 Points)
Special Topic
LOGICOMP 782 (30 Points)
LOGICOMP 782A (15 Points)
LOGICOMP 782B (15 Points)
Dissertation

Restriction: LOGICOMP 780, 788
To complete this course students must enrol in LOGICOMP 782 A and B, or LOGICOMP 782

LOGICOMP 796A (60 Points)
LOGICOMP 796B (60 Points)
Thesis
Prerequisite: A BAI(Hons) in Logic and Computation with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in LOGICOMP 796 A and B

Māori Studies

Stage I

MĀORI 101 (15 Points)

MĀORI 101G (15 Points)
Introduction to Written Māori
An introduction to listening, reading, writing and translation techniques used in the composition, reading and understanding of basic Māori. Designed for students with little or no knowledge of the language, and for those with some fluency wishing to understand simple sentence structure and composition. 
Restriction: 260.105. May not be taken if a more advanced language acquisition course in this subject has previously been passed

MĀORI 103 (15 Points)
Introduction to Spoken Māori
An introduction to spoken Māori for those with no previous knowledge of the language. Concentrates on the acquisition of aural and oral skills, developing the ability to understand and speak Māori. It is recommended that students also enrol in MĀORI 101.
Restriction: 260.102, MĀORI 106. May not be taken if a more advanced language acquisition course in this subject has previously been passed

MĀORI 104 (15 Points)
Reo Tuatahi Kōrero 1
The development of skills in speaking, writing and hearing language. This course is intended for students with a good command of Māori.
Restriction: MĀORI 103, 106

MĀORI 130 (15 Points)

MĀORI 130G (15 Points)
Te Ao Māori: The Māori World
An introduction to Māori tradition, culture and history: origin and migration traditions, marae protocol, Ngāti Whātua and the settlement of Tāmaki Makaurau, Māori land ownership and use, the Treaty of Waitangi, the history of Māori-Pākehā contact, Māori religion, Māori leadership and the Waitangi Tribunal.

MĀORI 170 (15 Points)
Kaupapa Hōu: Special Topic

MĀORI 190 (15 Points)
Kapa Haka 1
An introductory course for beginners or others who have only a minimal knowledge of traditional and contemporary Māori performing arts. The course is strongly practical. It will stress the fundamentals of performance and the various social, cultural and political settings that give it meaning.

MĀORI 191 (15 Points)
Kaupapa Hōu: Special Topic

Stage II

MĀORI 201 (15 Points)
Intermediate Written Māori
Follows on from MĀORI 101. Techniques in listening, reading, writing and translation are further developed.
Prerequisite: MĀORI 101 or 105
Restriction: 260.205. May not be taken if a more advanced language acquisition course in this subject has previously been passed

MĀORI 203 (15 Points)
Intermediate Spoken Māori
Continuing the development of language skills that will facilitate students’ own communicative ability.
Prerequisite: 260.102 or MĀORI 103
Restriction: 260.202, MĀORI 206. May not be taken if a more advanced language acquisition course in this subject has previously been passed

MĀORI 204 (15 Points)
Reo Tuatua Kōrero II
Further development of listening and oral skills. This course follows on from MĀORI 104 and is structured to advance listening and oral skills.
Prerequisite: MĀORI 104
Restriction: MĀORI 203, 206

MĀORI 230 (15 Points)
The Ancient Māori World/Māori and Pākehā Perspectives
Analyses traditional Māori society and examines the social, political and economic impact of European colonisation upon Māori culture.
Prerequisite: MĀORI 130 or 60 points passed
MÄORI 240 (15 Points)
Te Kete Arorui
Focuses on knowledge recovery of past traditions and practices relating to Māori material culture with a strong emphasis on developing practical skills that may focus on using stone and bone.
Prerequisite: MÄORI 130 or ARTHIST 102, or 30 points at Stage I in Museums and Cultural Heritage, or Departmental approval.

MÄORI 241 (15 Points)
Te Aho Tahuhu
Māori feather and fibre arts as a continuum from pre-European times to the present with reference to the materials, practices and traditions of weaving that have persisted through a prolonged period of change and innovation down to the work of contemporary weavers and artists. The course will include individual research and practical projects.
Prerequisite: 60 points passed in any subject

MÄORI 270 (15 Points)
Kaupapa Hōu: Special Topic

MÄORI 271 (15 Points)
Māori and the Media
An examination of the relationships between Māori, society and the media.
Prerequisite: Any 30 points passed
Restriction: MÄORI 295

MÄORI 291 (15 Points)
Kaupapa Hōu: Special Topic
Prerequisite: MÄORI 190

MÄORI 292 (15 Points)
Kapa Haka 2
Examines traditional and contemporary Māori performing arts and covers all aspects of Māori performance including whakaeke (entry), waiata mōteatea, waiata-ā-ringa (action song), poi, haka, whakawātea (exit). There is a strong practical element to the course as well as an analysis of social, cultural and political contexts of the songs and performance.
Prerequisite: MÄORI 190

MÄORI 293 (15 Points)
Kaupapa Hōu: Special Topic

Stage III

MÄORI 301 (15 Points)
Reo Māori Tūhuka
Follows on from MÄORI 201. Includes a survey of the theoretical orientations to the study of Māori language, the effects of colonisation on the language and efforts to revitalise it once it became endangered. Also includes practical exercises in transcription and translation of selected recordings and texts, and grammatical analysis.
Prerequisite: 260.205 or MÄORI 201

MÄORI 302 (15 Points)
Reo Māori Korero
Expansion of language ability and competence, furthering the development of conversational and compositional skills.
Prerequisite: 15 points from 260.202, MÄORI 203, 204, 206

MÄORI 311 (15 Points)
Wānanga and Whaikōrero
The knowledge systems and practices of traditional schools of learning and their application in modern Māori society. The course includes a study of the structure, language and practice of Māori oratory.
Prerequisite: MÄORI 206 or Departmental approval required.

MÄORI 320 (15 Points)
Mātāuranga: Māori Knowledge
Explores the various facets of knowledge including: traditional narratives (kōrero), genealogy (whakapapa), traditional songs (waiata), proverbs (whakataukī), prophetic sayings (kupu whakaari) and carving (whakairo). The aim is to help develop an understanding of the Māori way of knowing and seeing the world. The course includes the translation and study of selected texts from the oral literature.
Prerequisite: 15 points from 260.202, 260.205, MÄORI 201, 203, 206

MÄORI 330 (15 Points)
Contemporary Māori Issues
Analyses issues and themes of contemporary relevance to Māori society.
Prerequisite: 30 points at Stage II

MÄORI 335 (15 Points)
Māori, Indigenous Governance and Public Policy
Examines the nature of the claims that indigenous minorities are making and the political strategies that they use to pursue their self-determining agendas in both domestic and international arenas. Concepts of indigenous and human rights, redistributive justice and others are discussed and explored in relation to contemporary demands of some indigenous peoples.
Prerequisite: 30 points at Stage II

MÄORI 340 (15 Points)
Te Whare Pora
Research and teaching of practical skills to extend students’ knowledge of tukutuku, rāranga, whatu, tāniko, feather attachment and dyeing techniques. Students are expected to attend a field-school.
Prerequisite: MÄORI 240 or 241 or Departmental approval, or 30 points at Stage II in Museums and Cultural Heritage and Departmental approval

MÄORI 342 (15 Points)
Te Ao Köhatu
Recovery of knowledge relating to traditions of stone, bone, wood, shell and fibre use by Māori.
Prerequisite: MÄORI 240 or 241 or Departmental approval, or 30 points at Stage II in Museums and Cultural Heritage and Departmental approval

MÄORI 370 (15 Points)
Māori and the Media
An examination of the relationships between Māori, society and the media.
Prerequisite: 30 points passed at Stage II in any subject
Restriction: MÄORI 271

MÄORI 371 (15 Points)
Kaupapa Hōu: Special Topic: Māori Sustainable Development
An examination of successful models of indigenous sustainable development that allow for the preservation of culture and lands with an emphasis on Māori and Māori organisations and their pathways to improved, renewed or new developments.
Prerequisite: 30 points passed at Stage II in any subject

MÄORI 393 (15 Points)
Kapa Haka 3
An advanced level of performance instruction requiring high levels of understanding of the depth and detail of the repertoire of ancient waiata, various forms and...
styles of haka and poi. Intellectual and experiential understanding of changes that have occurred in these forms, leading into contemporary song, dance and choral works; analysis of the social, cultural and political issues that have inspired historical and contemporary works.

Prerequisite: MĀORI 292 or permission of Head of Department

MĀORI 394 (15 Points)
Kaupapa Hōu: Special Topic
Prerequisite: Any 15 points at Stage II in Māori Studies

MĀORI 395 (15 Points)
Kaupapa Hōu: Special Topic

Postgraduate 700 Level Courses

MĀORI 700 (30 Points)
Reo Māori: Topic in Māori Language
An examination of developments in Māori and Polynesian language description, analysis and preservation over the past 50 years.

MĀORI 710 (30 Points)
Ngā Tuhituhi Māori: Māori Manuscript
Translation and analysis of nineteenth-century Māori manuscripts.

MĀORI 711 (30 Points)
Nga Kōre Tuku Iho: Māori Oral Literature
Translation to English and analysis of texts derived from the oral tradition.

MĀORI 712 (30 Points)
Whakareo Kë: Translation of Māori Literature
Intensive practice in the translation of a variety of texts.

MĀORI 713 (30 Points)
Te Reo Tuku Iho
Advanced Māori language acquisition.

MĀORI 721 (30 Points)
Tikanga Wāhine
An examination of tikanga, ancestral rituals and practices, and the power bases of Māori women.

MĀORI 731 (30 Points)
MĀORI 731A (15 Points)
MĀORI 731B (15 Points)
Āhua Māori: Māori Ethnicity
A study of selected aspects of Māori social and cultural life relevant to the maintenance of a Māori identity. To complete this course students must enrol in MĀORI 731 A and B, or MĀORI 731

MĀORI 732 (30 Points)
Rangatiratanga
A study of a theoretical framework for the analysis of cultural politics between Māori and Pakeha.

MĀORI 733 (30 Points)
Kaupapa Hōu: Special Topic

MĀORI 740 (15 Points)
MĀORI 740A (15 Points)
MĀORI 740B (15 Points)
Kaupapa Hōu: Te Ao Māori: Special Topic
To complete this course students must enrol in MĀORI 740 A and B, or MĀORI 740

MĀORI 741 (30 Points)
Ngā Taonga Hanga: Material Culture
An extension of skills and research methods in material culture.

MĀORI 742 (15 Points)
MĀORI 742A (7.5 Points)
MĀORI 742B (7.5 Points)
Kaupapa Hōu: Special Topic
To complete this course students must enrol in MĀORI 742 A and B, or MĀORI 742

MĀORI 743 (30 Points)
Issues in Māori Politics and Policy
An examination of selected issues in public policy and their impact on Māori development.

MĀORI 744 (30 Points)
Kaupapa Hōu: Special Topic

MĀORI 746A (60 Points)
MĀORI 746B (60 Points)
Thesis
To complete this course students must enrol in MĀORI 746 A and B

MĀORI 747A (60 Points)
MĀORI 747B (60 Points)
Research Portfolio
To complete this course students must enrol in MĀORI 747 A and B

Medieval and Early Modern European Studies

Postgraduate 700 Level Courses

MEDEMS 700 (15 Points)
Creating the Past
A study of various ways in which European history and culture have been represented and imagined and the impact of these representations on the scholarly project of accurate knowledge of the past. The course will pursue inter-disciplinary approaches to a range of topics in Medieval and Early Modern European studies.
MEDEMS 780 (30 Points)
MEDEMS 780A (15 Points)
MEDEMS 780B (15 Points)
Dissertation

To complete this course students must enrol in MEDEMS 780 A and B, or MEDEMS 780

MEDEMS 796A (60 Points)
MEDEMS 796B (60 Points)
Thesis

To complete this course students must enrol in MEDEMS 796 A and B

MEDEMS 797A (60 Points)
MEDEMS 797B (60 Points)
Research Portfolio

To complete this course students must enrol in MEDEMS 797 A and B

Museums and Cultural Heritage

Postgraduate 700 Level Courses

MUSEUMS 700A (15 Points)
MUSEUMS 700B (15 Points)
Taonga and Identity in Museums

Key issues facing museums today are governance of indigenous collections and relationships with descendant communities. Cross-cultural in its analysis, the course will particularly focus on taonga as the vehicle for engaging in wider international debates concerning identity, repatriation, reciprocity, power, agency, research and exhibition of indigenous cultures by metropolitan museums.

To complete this course students must enrol in MUSEUMS 700 A and B

MUSEUMS 701 (15 Points)
Special Topic

MUSEUMS 702 (15 Points)
Special Topic

MUSEUMS 710 (15 Points)
Science and Society: Comparative Studies 1840-1950

Examines the history of science and technology in New Zealand in comparative perspective. Aspects include travel literature, museums and botanical gardens.

Restriction: HISTORY 709

MUSEUMS 750 (15 Points)
Museums Past and Present

The rise of collecting and early museums in Europe and their development in the twentieth century, with an emphasis on art galleries.

Restriction: ART/HIST 718

MUSEUMS 751 (30 Points)
Special Topic

MUSEUMS 760 (15 Points)
Directed Study

A directed reading and individual study course or research project to prepare students in the methodologies and subject matter of museum studies.

MUSEUMS 761 (30 Points)
MUSEUMS 761A (15 Points)
MUSEUMS 761B (15 Points)
Directed Study

A directed reading and individual study course or research project to prepare students in the methodologies and subject matter of museum studies.

To complete this course students must enrol in MUSEUMS 761 A and B, or MUSEUMS 761

MUSEUMS 780 (30 Points)
MUSEUMS 780A (15 Points)
MUSEUMS 780B (15 Points)
Dissertation

To complete this course students must enrol in MUSEUMS 780 A and B, or MUSEUMS 780

MUSEUMS 796A (60 Points)
MUSEUMS 796B (60 Points)
Thesis

Prerequisite: A BA(Hons) in Museums and Cultural Heritage with at least Second Class Honours, First Division, or equivalent

To complete this course students must enrol in MUSEUMS 796 A and B

MUSEUMS 797A (60 Points)
MUSEUMS 797B (60 Points)
Research Portfolio

To complete this course students must enrol in MUSEUMS 797 A and B

Pacific Studies

Stage I

PACIFIC 100 (15 Points)
Introduction to Pacific Studies

An introduction to the discipline of Pacific Studies, using the twin perspectives of language and indigenous knowledges as a framework for the expression and understanding of Pacific cultures. Topics covered include language, cultural identity, indigenous knowledge, visual and performing arts, and political economy.

Restriction: PACIFIC 101, 103

PACIFIC 102 (15 Points)
Topics in Pacific Arts

Provides an introduction to a wide range of Pacific art, both object and performance-based, their origins, histories, interconnections, and social functioning. Topics covered in the course are tapa, weaving, tivaevae, carving and sculpture, dance, tattoo and other forms of body adornment.

Restriction: 271.102

PACIFIC 105 (15 Points)
Pacific Languages and World-Views

Explores the relationships between Pacific languages and cultures, focusing on the particular areas in which they influence and reinforce each other. Cultural concepts such as ‘respect’ will be examined in areas such as respectful vocabularies and ways of speaking and behaving.

PACIFIC 110 (15 Points)
Pacific Music and Dance

Practical and theoretical introduction to performing cultures of the Pacific with emphasis on Cook Islands, Samoan and Tongan cultures. Basic music and dance skills are taught in practical instruction. Consideration of commonalities and differences among Pacific cultures. Academic discussion of styles, instruments, performer categories and the place of the performing arts in Pacific cultures.
**Stage II**

**PACIFIC 201**

**Pacific Worlds**

Critically examines the responses of Pacific peoples to the changes resulting from contact with outside influences up to the Second World War. It will take the view that Pacific Islanders were active participants rather than passive victims in their encounters with outsiders.

**Prerequisite:** 15 points from ANTHRO 104, LINGUIST 102, PACIFIC 100, 105 and 15 points from COOKIS 101, SAMOAN 101 or TONGAN 101

**PACIFIC 203**

**Pacific Language Lexicography**

After giving an overview of lexicographical achievements in the Pacific, this course will teach the basic principles and practices of bilingual and monolingual dictionary-making in Pacific languages. Emphasis will be on monolingual lexicography in major Polynesian languages.

**Prerequisite:** 15 points from COOKIS 101, SAMOAN 102, TONGAN 102

**PACIFIC 204**

**Issues in Pacific Development**

A critical examination of the notion of ‘development’ and its relationship to political governance and social change. In particular, the course will examine the various development models and processes imposed by aid donors and local elites and their impact on local Pacific communities. It will explore the responses by local communities and emerging alternative development strategies in the context of globalisation.

**Prerequisite:** 30 points at Stage I in Pacific Studies

**PACIFIC 205**

**Special Topic**

**PACIFIC 206**

**Special Topic**

**PACIFIC 210**

**Pacific Music and Dance 2**

Instruction in the intermediate music and dance forms of specific Pacific nations. Practical focus on acquisition of fundamental music and dance skills, for example songs, commands, gestures, posture, costumes, discussion of styles, instruments, performer categories and the place of the performing arts in the identified Pacific cultures. Two-four music and dance items will normally be taught during the semester.

**Prerequisite:** PACIFIC 110 and 15 points from COOKIS 101, 102, SAMOAN 101, TONGAN 101

**Restriction:** COOKIS 210, SAMOAN 210, TONGAN 210

**PACIFIC 211**

**Special Topic**

**Stage III**

**PACIFIC 300**

**Growing Up 'Ethnic' in New Zealand**

Growing up as a member of an ethnic minority culture, with reference also to concepts and theories of inter- and intra-ethnic identity. The focus will be on ethnicity for New Zealand-born Pacific people, with case studies from other countries to provide comparative global perspectives.

**Prerequisite:** 30 points at Stage II in Pacific Studies

**Restriction:** PACIFIC 104

**PACIFIC 302**

**Pacific Language Structures**

An introduction to comparative analysis of the sound systems and grammatical structures of Cook Islands Maori, Samoan and Tongan. The course will focus on basic concepts in sound and spelling systems, morphology and syntax of the three Pacific languages.

**Prerequisite:** 15 points from COOKIS 201, SAMOAN 201 or TONGAN 201

**Restriction:** PACIFIC 202

**PACIFIC 303**

**Conflict in the Pacific Islands**

Critically examines some of the theoretical discourses and applied approaches in conflict studies and their application to Pacific Island societies. The course will look at some of the historical, psychological, socio-economic, political and cultural forces which cause, drive and trigger conflict and how these have transformed Pacific Island communities and states. It will also look at global, regional, national and local indigenous responses and intervention mechanisms as part of peace-building approaches.

**Prerequisite:** Any 30 points at Stage II from Pacific Studies, Anthropology, Mäori Studies, Political Studies, Sociology

**PACIFIC 306**

**Special Topic**

**PACIFIC 310**

**Koneseti**

Under supervision of instructors, students plan, rehearse, publicise and present a public song and dance performance. Repertoire selection, costuming, and rehearsal skills will be taught.

**Prerequisite:** 15 points from PACIFIC 110 and 15 points from COOKIS 101, 201, 301, SAMOAN 101, 201, 301, TONGAN 101, 201, 301

**Restriction:** PACIFIC 210

**PACIFIC 311**

**Special Topic**

**Postgraduate 700 Level Courses**

**PACIFIC 700**

**The Pacific: Interdisciplinary Studies**

An examination of the ways in which the Pacific has been and is studied in the humanities and social sciences; an analysis and evaluation of views and perspectives on the development of the region and its peoples.

**PACIFIC 701**

**Pacific Language Studies**

Students will research and discuss issues relating to Pacific language acquisition, such as the lack of standardisation of Pacific language orthographies, the lack of reading material in Pacific languages, and their low status following the introduction of English into the Pacific.

**PACIFIC 702**

**Topics in Pacific Research**

Critical approaches to Pacific research development and evaluation of research design in Pacific Studies, including application of theory to research questions and developing a proposal for research which will be drawn from a wide range of topics contained within: Pacific world views and epistemologies, Pacific research methodologies, quantitative and qualitative paradigms.
### Philosophy

#### Stage I

**PHIL 100 (15 Points)**

Introduction to Metaphysics and Theory of Knowledge

Metaphysics deals with fundamental problems about the nature of the world and human beings, for example, questions about the existence of God, the nature of time, the relationship between mind and body and the nature of identity and the self. The theory of knowledge studies the sources, limits and justification of human knowledge and understanding as distinct from opinion or belief.

*Restriction: 280.150*

**PHIL 101 (15 Points)**

Introduction to Logic

Logic is the study of argument. This course aims to provide an understanding of central logical notions, such as consistency and inconsistency, logical truth, and, most importantly, what it means for an argument to be valid or invalid, sound or unsound. The course examines two main logical systems, propositional and predicate logic, and shows how these formal systems are used to analyse and evaluate arguments.

*Restriction: 280.151*

**PHIL 102 (15 Points)**

Introduction to Ethics

Ethics is the philosophical study of morality. This course examines several ethical theories, including Kantianism, Utilitarianism and Virtue Ethics, and provides an introduction to fundamental questions about the nature of morality such as whether moral values are objective, subjective or culturally relative. The course will include discussion of selected current moral controversies and/or an introduction to some non-Western approaches to ethics.

*Restriction: HLTHPSYC 102, PSYCHIAT 102*

**PHIL 103 (15 Points)**

Freedom, Rights and Justice

Considers various questions concerning the relation between individuals and political communities such as: What principles of justice should communities adopt? What are rights? What limits can legitimately be placed on individual liberty? What is the source and nature of citizens’ obligations to obey the law? What makes a decision procedure democratic and why does it matter? These questions are considered in relation to the New Zealand context.

**PHIL 105 (15 Points)**

**PHIL 105G (15 Points)**

Critical Thinking

Dialogue, argument and discussion are analysed. Distinctions are drawn between persuasive, logically good and materially good arguments. The focus is on well reasoned persuasive dialogue, and mistakes in persuasive reasoning. Topics include the point of an argument, strength of arguments, fallacious reasoning, relevance of reasons, and burden of proof.

**PHIL 152 (15 Points)**

Philosophy and Theories of Human Nature

What is human nature? The course covers competing conceptions of human nature, found in religious, philosophical and political thought, alongside theories that deny the existence of a human nature. Philosophers discussed may include: Aristotle, Descartes, Nietzsche, Plato, Hobbes, Marx, Sartre and Christian thinkers.
### Stage II

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**PHIL 200 Philosophy of Mind**

There are many philosophical problems concerning mental lives (in particular, human mental lives), how they are constituted, and what makes them possible – problems which have generated a vast literature and diverse important philosophical theories. Theories introduced and critically examined will include dualisms, but will mainly comprise forms of physicalism such as philosophical behaviourism, the identity theory and especially functionalist theories. 

Prerequisite: 30 points in Philosophy, or any 60 points

**PHIL 202 Philosophy of Language**

The components of language and its use (expressions, utterances, speech acts etc); theories of language and its nature (including structuralism, Chomskyan psycholinguism and platonism); linguistic meaning and its connection with other sorts of meaning (Grice on meaning, sense and reference, truth-conditional theories of meaning etc); the connection between language, thought and reality.

Prerequisite: 30 points in Philosophy or Linguistics

**PHIL 204 Greek Philosophy**

An introduction to some of the important figures in ancient philosophy and the issues with which they were concerned. The work of the Presocratics, Plato, and Aristotle will be explored, with a detailed discussion of the philosophical system of either Plato or Aristotle and its importance in the history of philosophy.

Prerequisite: 30 points in Philosophy, or CLASSICS 120

**PHIL 205 Community, Society and Rights**

Addresses a variety of topics in political philosophy such as: the political theories of Locke and Hobbes; the nature of rights and rights-holders; sovereignty; strategies for securing stable and just societies between people with significantly different moral, political and cultural views; and the relationship between individuals and communities. Topics will be related to contemporary political issues in New Zealand and, in particular, to the Treaty of Waitangi.

Prerequisite: 30 points in Philosophy, or 30 points in Political Studies

**PHIL 207 Philosophy of Religion**

A study of the relationship between reason and faith; is belief in the Judeo-Christian God reasonable? Topics include: the problem of evil, the meaningfulness of religious language, alternative concepts of God, Hume on miracles, and Kierkegaard and William James on faith and reason.

Prerequisite: 30 points in Philosophy

**PHIL 209 Schopenhauer and Nietzsche**

A study of the philosophies of Arthur Schopenhauer (1788-1860) and Friedrich Nietzsche (1844-1900), focusing on their respective attitudes towards the value of life and the meaning of suffering. Schopenhauer's emphasis upon transcendent modes of awareness will be compared with Nietzsche's more down-to-earth existentialism, in light of their views on the redeeming value of artistic and aesthetic experience.

Prerequisite: 30 points in Philosophy or EUROPEAN 100 and 15 points in Philosophy

**PHIL 210 Applied Ethics**

Philosophical analysis and discussion of contemporary moral issues, such as abortion, euthanasia, reverse discrimination, the ethics of charity and our treatment of animals.

Prerequisite: PHIL 102 or PSYCHIAT 102 or HLTHPSYC 102 or 30 points in Philosophy, or 30 points passed at Stage 1 in Social Science for Public Health

**PHIL 211 Ethical Theory 2**

Philosophical study of moral theory, in both normative ethics and meta-ethics. Topics covered include: theories of value, theories of right action, and the status and justification of such theories.

Prerequisite: 30 points in Philosophy

**PHIL 212 Philosophy of the Arts**

Considers a range of issues debated by contemporary philosophers concerning the origins, function, definition, ontology, presentation, interpretation, appreciation, expressiveness, representational character, and value of art. Related and applied topics, such as the status of colourised movies, the status of artistic fakes, and the paradox of our enjoying tragedies are also discussed.

Prerequisite: 30 points in Philosophy, or any 90 points passed

**PHIL 213 Philosophy and Gender**

A selection of philosophical issues which arise within feminist thinking, such as: the nature of sexual equality; the relation between gender and embodiment; feminist rejections of the traditional oppositions of mind to body, nature to culture, emotion to reason; concepts of patriarchy, oppression and exploitation and their use in feminist analyses of women's social position. Texts will include works by de Beauvoir, Irigaray, Butler, as well as Foucault and Freud.

Prerequisite: 30 points from courses in Philosophy and/or Political Studies and/or Women's Studies

**PHIL 214 Classical Chinese Philosophy**

An introduction to the philosophical thought of pre-imperial China, which forms the intellectual foundation for almost all subsequent developments in Chinese philosophy and much of Chinese culture in general. Texts studied, in translation, will include the Analects of Confucius, Mozi, Mencius, the Daodejing of Laozi, Zhuangzi, Xunzi, and Hanfeizi.

Prerequisite: 30 points in Philosophy or ASIAN 100

**PHIL 215 20th Century French Philosophy**

An examination of the development of contemporary French philosophy through the intellectual movements of Existentialism, Phenomenology, Structuralism and Post-Structuralism.

Prerequisite: 30 points in Philosophy or EUROPEAN 100 and 15 points in Philosophy
PHIL 216  Modal Logic  (15 Points)
An introduction to modal logic, which is a variation of the system of predicate logic studied in PHIL 101. Modal logic is well-suited for studying philosophically important concepts such as necessity, time, knowledge, vagueness, action and obligation. It is also used in computer science for studying the behaviour of programs and is recommended as preparation for studying logic at Stage III.
Prerequisite: PHIL 101.

PHIL 217  Philosophy of Law  (15 Points)
Themes in contemporary Western philosophy of law, relating to debates between liberal and non-liberal conceptions of law, including questions about the nature of legal rules, legal reasons and the relationship between law and morality. Major positions in legal theory will be covered, from legal positivism to critical legal studies.
Prerequisite: 30 points in Philosophy or 90 points passed Restriction: PHIL 337

PHIL 218  Problems in Epistemology  (15 Points)
Epistemology is the study of knowledge, rationality, belief and related topics. This course will give an overview of epistemology but will focus on three main issues: foundationalism versus coherentism, internalism versus externalism and replies to scepticism.
Prerequisite: 30 points in Philosophy Restriction: PHIL 338

PHIL 220  Kant and Hegel  (15 Points)
An examination of the development of German idealism from Kant to Hegel, focusing on Kant’s Critique of Pure Reason (1781-1787) and Hegel’s Phenomenology of Spirit (1807).
Prerequisite: 30 points in Philosophy Restriction: 280.312, PHIL 340

PHIL 221  20th Century German Philosophy  (15 Points)
An examination of the development of contemporary German philosophy through the intellectual movements of Phenomenology, Hermeneutics and Critical Theory and focussing on the work of Husserl, Heidegger, Gadamer and Habermas.
Prerequisite: 30 points in Philosophy or EUROPEAN 100 and 15 points in Philosophy Restriction: PHIL 341

PHIL 222  Intermediate Logic  (15 Points)
Natural deduction for propositional and predicate logic; introductory metalogic and related topics in formal logic.
Prerequisite: PHIL 101 Restriction: PHIL 201

PHIL 224  Special Topic: Buddhist Philosophy  (15 Points)
An introduction to the Buddhist tradition of philosophy, from the teachings of the Buddha himself to Abhidharma, Madhyamaka, Yogacara (in India, South East Asia and Tibet) and finally to Chan (China) and Zen (Japan).
Prerequisite: Any 30 points in Philosophy, or ASIAN 100 and 15 points in Philosophy Restriction: PHIL 344

PHIL 225  Special Topic: Power, Critique and Emancipation  (15 Points)
An examination of some attempts to support political struggles for freedom, justice and recognition through the philosophical critique of modern society. Topics to be discussed include science and technology, bureaucratisation, social control, social alienation, mass communication, the commodification of culture, and the idea of critique. Theorists to be discussed may include Horkheimer, Adorno, Marcuse, Benjamin, Arendt, Habermas and Honneth.
Prerequisite: Any 30 points in Philosophy Restriction: PHIL 345

PHIL 226  Special Topic: Ethics of Business  (15 Points)
Examines the ethical foundations of business and gives practical analysis of ethical issues in business contexts. Topics covered include the connection between business and ethics, corporate social responsibility, leadership, codes of ethics, and specific ethical issues for business practice such as the challenges of doing business internationally, and relations to employees, customers, and the environment.
Prerequisite: 30 points in Philosophy Restriction: PHIL 346, 602

PHIL 227  Ethical Issues in Biotechnology  (15 Points)
A discussion of ethical issues arising from developments in biotechnology, such as reproductive and genetic technologies. It will focus particularly on the perceived need for social control of individual choice and action in using these technologies, and the difficulties of justifying such restrictions, or agreeing on appropriate constraints, in a morally pluralist society.
Prerequisite: 30 points in Philosophy or any 60 points Restriction: PHIL 317

PHIL 250  Environmental Ethics  (15 Points)
Ethical questions relating to the environment and our use of it, including: Does nature have intrinsic value; do we have obligations to preserve species; is biodiversity desirable; what responsibilities do we have to animals; do we have obligations to future generations, especially concerning preservation of the environment; are population control policies ethically defensible.
Prerequisite: 30 points in Philosophy or any 60 points

PHIL 260  Philosophy of Science  (15 Points)
What makes science a distinctive way of discovering knowledge about our world whether natural, biological or social? Ever since science started in Ancient Greece, a number of different theories about the worldview, methods and rationality of science have been proposed that distinguish it from religion, pseudo-science and myth. The course examines some of these accounts of the nature of science.
Prerequisite: 30 points in Philosophy or any 60 points Restriction: PHIL 360

PHIL 261  Metaphysical Structures of the World  (15 Points)
Metaphysics attempts to give a quite general picture of the nature and structure of the world, and particularly investigates philosophical problems which thereby arise. Science, commonsense, religions and cultures all presuppose metaphysical worldviews. Traditional metaphysical problems concern laws, causation, time, space, substance, identity, attributes and universals,
free will, reality, existence etc. Course topics will be selected from such traditional problems.
Prerequisite: 30 points in Philosophy or any 60 points passed
Restriction: PHIL 361

PHIL 263 Philosophy of Biology (15 Points)
Topics may include: explanation, design and teleology, the status of evolutionary theory, creationism versus evolution, fitness and adaptation, species and the units of evolutionary selection, reduction and the DNA molecule, biological classification, altruism, sociobiology, evolution and ethics, selected topics in the history of biological sciences.
Prerequisite: 30 points in Philosophy or any 60 points passed
Restriction: PHIL 363

PHIL 266 Special Topic: Logic, Probability, Rationality (15 Points)
Formal methods in important debates in philosophy, including, but not limited to, models and theories of probability, decision-making, scientific method, counterfactual reasoning, social choice and games. Although its focus is the formal articulation of such models, the course will also discuss their relevance to philosophically important topics such as rationality.
Prerequisite: PHIL 101

PHIL 267 Special Topic: Early Modern Philosophy (15 Points)
Examines important developments in seventeenth and eighteenth-century philosophy. It will look at refinements in philosophical methodology during this period and their impact on metaphysics, epistemology, philosophy of mind, and ethics.
Prerequisite: Any 30 points in Philosophy
Restriction: PHIL 208, 309, 328

Stage III

PHIL 302 Medieval Philosophy (15 Points)
A detailed introduction to either the work of a leading medieval philosopher, for example Augustine, Abaelard, Scotus or Ockham, or to one or more of the topics which were of interest to medieval philosophers. The course aims to show how understanding medieval philosophy is essential for the history of Christian thought and philosophy up to modern times.
Prerequisite: Any 30 points at Stage II in Philosophy

PHIL 304 Aristotelian Ethical Theory (15 Points)
The first part of the course is on modern, neo-Aristotelian, virtue ethics, concentrating on its account of right action, moral dilemmas and the relevance of the emotions. The rest is an advanced study of its origin, namely Aristotle’s Nicomachean Ethics, concentrating on his views on what virtues, rationality, and happiness or well-being consist.
Prerequisite: Either 30 points at Stage II in Philosophy including PHIL 205 or 210 or 211 or 250, or PHIL 102 and any 30 points at Stage II in Philosophy

PHIL 305 Advanced Logic (15 Points)
The techniques and philosophical significances of modern logical theory, including some model theory, proof theory, set theory and recursion theory. The main objective is to provide a level of understanding of these topics sufficient for an appreciation of Gödel’s celebrated proof of the incompleteness of arithmetic.
Prerequisite: 30 points from PHIL 216, 222, COMPSCI 225, MATHS 255

PHIL 306 Language, Truth and Meaning (15 Points)
The relationship between language, thought and reality. Topics include: the nature of existence; theories of reference, meaning and truth; and Quine’s radical views of meaning and reference. Students are strongly urged to take PHIL 101 (Introduction to Logic) before taking this course.
Prerequisite: PHIL 101 and any 30 points at Stage II in Philosophy

PHIL 307 Special Topic (15 Points)
Prerequisite: Any 30 points at Stage II in Philosophy

PHIL 308 Special Topic (15 Points)
Prerequisite: Any 30 points at Stage II in Philosophy

PHIL 309 Special Topic: Early Modern Philosophy (15 Points)
Examines important developments in seventeenth and eighteenth-century philosophy. It will look at refinements in philosophical methodology during this period and their impact on metaphysics, epistemology, philosophy of mind, and ethics.
Prerequisite: Any 30 points at Stage II in Philosophy
Restriction: PHIL 208, 267, 328

PHIL 310 Political Philosophy 3 (15 Points)
Advanced topics in Political Philosophy.
Prerequisite: Any 30 points at Stage II in Philosophy or Political Studies

PHIL 313 Special Topic (15 Points)

PHIL 315 Special Topic: Applied Logic (15 Points)
Topics in Applied Logic
A selection of topics in applied logic such as: modal logic (the logic of necessity and possibility), temporal logic (the logic of time), dynamic logic (the logic of change), and epistemic logic (the logic of knowledge and belief, including the logic of belief revision).
Prerequisite: PHIL 222 and either COMPSCI 225 or PHIL 216

PHIL 317 Ethical Issues in Biotechnology (15 Points)
A discussion of ethical issues arising from developments in biotechnology, such as reproductive and genetic technologies. It will focus particularly on the perceived need for social control of individual choice and action in using these technologies, and the difficulties of justifying such restrictions, or agreeing on appropriate constraints, in a morally pluralist society.
Prerequisite: Any 30 points at Stage II in Philosophy, or SOCSCHIP 200 and 15 points in Philosophy at Stage II, or PHIL 260 and either HISTORY 240 or SCIGEN 201
Restriction: PHIL 227

PHIL 318 Theory of Applied and Professional Ethics (15 Points)
The application of ethical theory to applied and professional ethics, including topics such as: the role of principles in applied and professional ethics, ethical expertise, role ethics, dialogue ethics, the ethics of care, ethical issues that arise in professional practice.
Prerequisite: Either 30 points at Stage II in Philosophy including PHIL 205 or 210 or 211 or 250, or PHIL 102 and any 30 points at Stage II in Philosophy

PHIL 320 Philosophy of Mind (15 Points)
There are many philosophical problems concerning
mental lives (in particular, human mental lives), how they are constituted, and what makes them possible – problems which have generated a vast literature and diverse important philosophical theories. Theories introduced and critically examined will include dualisms, but will mainly comprise forms of physicalism such as philosophical behaviourism, the identity theory and especially functionalist theories.

**PHIL 336**

**Problems in Epistemology**
An examination of the development of contemporary epistemology through the intellectual movements of foundationalism versus coherentism, internalism versus externalism and replies to scepticism.

Prerequisite: Any 30 points at Stage II in Philosophy or 30 points at Stage II in Linguistics
Restriction: PHIL 217

**PHIL 338**

**Kant and Hegel**
An examination of the development of German idealism from Kant to Hegel, focusing on Kant’s *Critique of Pure Reason* (1781-1787) and Hegel’s *Phenomenology of Spirit* (1807).

Prerequisite: Any 30 points at Stage II in Philosophy or EUROPEAN 100 and 15 points at Stage II in Philosophy
Restriction: 280.312, PHIL 220

**PHIL 339**

**20th Century German Philosophy**
An examination of the development of contemporary German philosophy through the intellectual movements of Phenomenology, Hermeneutics and Critical Theory and focussing on the work of Husserl, Heidegger, Gadamer and Habermas.

Prerequisite: Any 30 points at Stage II in Philosophy or EUROPEAN 100 and 15 points at Stage II in Philosophy
Restriction: PHIL 221

**PHIL 344**

**Special Topic: Buddhist Philosophy**
An examination of the Buddhist tradition of philosophy, from the teachings of the Buddha himself to Abhidharma, Madhyamaka, Yogacara (in India, South...
East Asia and Tibet) and finally to Chan (China) and Zen (Japan).
Prerequisite: 30 points at Stage II in Philosophy
Restriction: PHIL 224

PHIL 345 (15 Points)
Special Topic: Power, Critique and Emancipation
An examination of some attempts to support political struggles for freedom, justice and recognition through the philosophical critique of modern society. Topics to be discussed include science and technology, bureaucratisation, social control, social alienation, mass communication, the commodification of culture, and the idea of critique. Theorists to be discussed may include Horkheimer, Adorno, Marcuse, Benjamin, Arendt, Habermas and Honneth.
Prerequisite: 30 points at Stage II in Philosophy
Restriction: PHIL 225

PHIL 346 (15 Points)
Special Topic: Ethics of Business
Examines the ethical foundations of business and gives practical analysis of ethical issues in business contexts. Topics covered include the connection between business and ethics, corporate social responsibility, leadership, codes of ethics, and specific ethical issues for business practice such as the challenges of doing business internationally, and relations to employees, customers, and the environment.
Prerequisite: 30 points at Stage II in Philosophy
Restriction: PHIL 226, 602

PHIL 360 (15 Points)
Philosophy of Science
What makes science a distinctive way of discovering knowledge about our world whether natural, biological or social? Ever since science started in Ancient Greece, a number of different theories about the worldview, methods and rationality of science have been proposed that distinguish it from religion, pseudo-science and myth. The course examines some of these accounts of the nature of science.
Prerequisite: Any 30 points at Stage II in Philosophy or
HISTORY 240 and SCIGEN 201
Restriction: PHIL 260

PHIL 361 (15 Points)
Metaphysical Structures of the World
Metaphysics attempts to give a quite general picture of the nature and structure of the world, and particularly investigates philosophical problems which thereby arise. Science, commonsense, religions and cultures all presuppose metaphysical worldviews. Traditional metaphysical problems concern laws, causation, time, space, substance, identity, attributes and universals, free will, reality, existence etc. Course topics will be selected from such traditional problems.
Prerequisite: Any 30 points at Stage II in Philosophy or 30 points from HISTORY 240, PHIL 260, SCIGEN 201
Restriction: PHIL 261

PHIL 363 (15 Points)
Philosophy of Biology
Topics may include: explanation, design and teleology, the status of evolutionary theory, creationism versus evolution, fitness and adaptation, species and the units of evolutionary selection, reduction and the DNA molecule, biological classification, altruism, sociobiology, evolution and ethics, selected topics in the history of biological sciences.
Prerequisite: Any 30 points at Stage II in Philosophy or 30 points from HISTORY 240, PHIL 260, SCIGEN 201
Restriction: PHIL 263

Diploma Courses

PHIL 602 (15 Points)
Business Ethics
Topics in business ethics, such as: ethics of management, moral status of business firms, hiring and firing practices, sexual harassment, privacy and loyalty in employment, investment policy, advertising, labour negotiations, moral controversies in international business, worker safety. There will be a strong practical emphasis, and professional participation in teaching and seminar sessions.

PHIL 603 (15 Points)
Environmental Ethics
Theoretical perspectives and topics in environmental ethics, such as: ‘deep ecology’ positions and value pluralism, sentence-based positions, anthropocentric versus non-anthropocentric perspectives, rationales for the preservation of species and ecologies and our treatment of animals. There will be a strong practical emphasis, and professional participation in teaching and seminar sessions.

PHIL 604 (15 Points)
Special Topic

PHIL 606 (15 Points)
Special Topic

PHIL 607 (15 Points)
Special Topic

PHIL 611A (10 Points)
PHIL 611B (10 Points)

Professional Ethics Seminar
Seminars covering core topics concerning the nature of professional ethics and practice relevant to a wide range of professions. Topics will be chosen to indicate the grounding of theoretical ethical issues in concrete problems, and teaching is intended to enable students from different professional backgrounds to learn from each other's experience and understanding.
Restriction: PHIL 610
To complete this course students must enrol in PHIL 611 A and B

PHIL 621 (40 Points)
PHIL 621A (20 Points)
PHIL 621B (20 Points)

Professional Ethics Project
A project approved by the Coordinator of the Diploma in Professional Ethics on a topic concerning a particular ethical problem (or set of problems) as related to some professional context.
Restriction: PHIL 620
To complete this course students must enrol in PHIL 621 A and B. or PHIL 621

Postgraduate 700 Level Courses

PHIL 720 (30 Points)
PHIL 720A (15 Points)
PHIL 720B (15 Points)
Special Studies
Directed study on a topic or topics approved by the Head of Department.
To complete this course students must enrol in PHIL 720 A and B, or PHIL 720
PHIL 721 (30 Points)  
Special Topic

PHIL 722 (30 Points)  
Special Topic

PHIL 723 (30 Points)  
Special Topic

PHIL 724 (30 Points)  
Special Topic

PHIL 725 (30 Points)  
Special Topic

PHIL 726 (15 Points)  
Ethics 1
Discussion of selected topics in Ethics.

PHIL 727 (15 Points)  
Ethics 2
Discussion of selected topics in Ethics.

PHIL 728 (15 Points)  
Political Philosophy 1
Discussion of selected topics in political philosophy.

PHIL 729 (15 Points)  
Political Philosophy 2
Discussion of selected topics in political philosophy.

PHIL 730 (15 Points)  
Philosophy of Law
Discussion of selected topics in philosophy of law.

PHIL 731 (15 Points)  
Philosophy of the Arts 1
Discussion of selected topics in philosophy of the arts.

PHIL 732 (15 Points)  
Philosophy of the Arts 2
Discussion of selected topics in philosophy of the arts.

PHIL 736 (15 Points)  
Logic 1
Discussion of selected topics in logic.

PHIL 737 (15 Points)  
Logic 2
Discussion of selected topics in logic.

PHIL 738 (15 Points)  
Philosophical Logic
Discussion of selected topics in philosophical logic.

PHIL 739 (15 Points)  
Philosophy of Language
Discussion of selected topics in philosophy of language.

PHIL 740 (15 Points)  
Metaphysics 1
Discussion of selected topics in metaphysics.

PHIL 741 (15 Points)  
Metaphysics 2
Discussion of selected topics in metaphysics.

PHIL 742 (15 Points)  
Philosophy of Religion 1
Discussion of selected topics in philosophy of religion.

PHIL 743 (15 Points)  
Philosophy of Religion 2
Discussion of selected topics in philosophy of religion.

PHIL 745 (15 Points)  
Philosophy of Mind 1
Discussion of selected topics in philosophy of mind.

PHIL 746 (15 Points)  
Philosophy of Mind 2
Discussion of selected topics in philosophy of mind.

PHIL 747 (15 Points)  
Epistemology 1
Discussion of selected topics in epistemology.

PHIL 748 (15 Points)  
Epistemology 2
Discussion of selected topics in epistemology.

PHIL 749 (15 Points)  
Philosophy of Science 1
Discussion of selected topics in philosophy of science.

PHIL 750 (15 Points)  
Philosophy of Science 2
Discussion of selected topics in philosophy of science.

PHIL 752 (15 Points)  
Ancient/Medieval Philosophy 1
Discussion of selected topics in ancient and medieval philosophy.

PHIL 753 (15 Points)  
Ancient/Medieval Philosophy 2
Discussion of selected topics in ancient and medieval philosophy.

PHIL 754 (15 Points)  
History of Philosophy 1
Discussion of selected topics in the history of philosophy.

PHIL 755 (15 Points)  
History of Philosophy 2
Discussion of selected topics in the history of philosophy.

PHIL 756 (15 Points)  
History of Philosophy 3
Discussion of selected topics in the history of philosophy.

PHIL 757 (15 Points)  
European Continental Philosophy 1
Discussion of selected topics in European continental philosophy.

PHIL 758 (15 Points)  
European Continental Philosophy 2
Discussion of selected topics in European continental philosophy.
PHIL 759 (15 Points)
European Continental Philosophy 3
Discussion of selected topics in European continental philosophy.

PHIL 762 (15 Points)
Special Topic

PHIL 763 (15 Points)
Special Topic

PHIL 764 (15 Points)
Medical Ethics
Discussion of selected topics in medical ethics.

PHIL 765 (15 Points)
Special Topic: Science, Religion and Atheism
An exploration of the nature of atheism and the philosophical connections between science, atheism and religion.

PHIL 766 (15 Points)
Special Topic: Philosophy and Methodology
From its beginning philosophy became a subject based on reason and argument. What are those processes and why are they central to philosophy? The course studies both substantive issues in philosophy (such as theories of truth) and methodological issues concerning the role of reasoning and logic in order to answer substantive questions within different traditions and styles of philosophy.

PHIL 767 (15 Points)
Global Justice
Examination of issues related to global justice, eg. What, if anything, are people owed as a matter of justice in the global context? Is global equality of opportunity an important ideal? Which restrictions on immigration, if any, are justified? Are protectionist policies in trade justified? How can we better assist those in poor countries who are trying to help themselves?
Restriction: PHIL 310

PHIL 768 (15 Points)
Special Studies
Directed study on a topic or topics approved by the Head of Department.

PHIL 769 (15 Points)
Special Studies
Directed study on a topic or topics approved by the Head of Department.

PHIL 770 (15 Points)
Special Studies: Honours
Directed study on a topic or topics approved by the Head of Department.

PHIL 771 (15 Points)
Special Studies: Honours
Directed study on a topic or topics approved by the Head of Department.

PHIL 772 (15 Points)
Special Studies: Honours
Directed study on a topic or topics approved by the Head of Department.

PHIL 773 (15 Points)
Special Studies: Honours
Directed study on a topic or topics approved by the Head of Department.

PHIL 774 (15 Points)
Special Studies: Master's
Directed study on a topic or topics approved by the Head of Department.

PHIL 775 (15 Points)
Special Studies: Master's
Directed study on a topic or topics approved by the Head of Department.

PHIL 776 (15 Points)
Special Studies: Master's
Directed study on a topic or topics approved by the Head of Department.

PHIL 777 (15 Points)
Special Studies: Master's
Directed study on a topic or topics approved by the Head of Department.

PHIL 782 (30 Points)

PHIL 782A (15 Points)

PHIL 782B (15 Points)
Dissertation
To complete this course students must enrol in PHIL 782 A and B. or PHIL 782

PHIL 796A (60 Points)

PHIL 796B (60 Points)
Thesis
Prerequisite: A BA(Hons) in Philosophy with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in PHIL 796 A and B

PHIL 797A (60 Points)

PHIL 797B (60 Points)
Research Portfolio
To complete this course students must enrol in PHIL 797 A and B

Polish

Stage I

POLISH 100 (15 Points)
Beginners' Polish 1
Introduction to elementary spoken and written Polish and the development of speaking, listening, comprehension, reading and writing skills, covering basic grammar and an introductory vocabulary. Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

POLISH 101 (15 Points)
Introduction to Contemporary Poland
A survey of Poland in the twentieth century, from historical, economic and cultural perspectives, that reflects Polish aspirations during the Second Republic (1918-39), the eras of Nazism and Bolshevism (1939-45) and Sovietisation (1945-89); the emergence of Solidarity, the collapse of communism (1989) and subsequent moves towards democratic government and economic and political integration with the West.

POLISH 102 (15 Points)
Beginners' Polish 2
Continues the study of the language with further development of the skills introduced in POLISH 100. Students completing this two-semester programme should be able to read simple texts and write and
POLITICS 106 (15 Points)
International Relations
An introduction to the study of international relations. The focus is on how international organisations, states and non-state actors raise and address global challenges such as security and human insecurity, humanitarian intervention, global trade and finance, development and poverty, environmental degradation, warfare, and respect for human rights. The course is informed by and introduces a range of international relations theories.
Restriction: 285.111

POLITICS 107 (15 Points)

POLITICS 107G (15 Points)
New Zealand Politics
An examination of who governs New Zealand and in whose interests. Topics include: government formation and functioning under MMP, political leadership, national identity, parties and elections, the role of the media in election campaigns, the place of Māori within the political system, and business and politics.

POLITICS 109 (15 Points)
Foundations of Western Politics and Law
An examination, via the works of selected major European thinkers from Ancient Greece to late nineteenth-century Britain, of ideas central to the western tradition of political thought: law, liberty, subjection, rights, justice, citizenship, authority, the rights of women, kingship, republicanism, and the right to resist governments. Thinkers studied include: Plato, Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Bentham, Mill and Marx.

POLITICS 113 (15 Points)
Politics and the Media
An examination of the political importance of media and communication. Introduces students to theories and research dealing with the role of mass-mediated messages, images, symbols and opinions in political life. Topics include: the role of media in democracy, media and power relationships, the telecommunications revolution and its political consequences, newspaper and television constructions of political events, leaders, election campaigns, scandals, crises, foreign enemies.

POLITICS 121 (15 Points)
The Making of Public Policy: Environmental Politics in New Zealand
Introduction to the building blocks of policymaking processes. Covers key policymaking institutions and actors through the exploration of specific policy case studies that provide the platform for introducing concepts and questions about policymaking in general.

POLITICS 140G (15 Points)
Power, Order and Society in Europe
Politics today is shaped by a long history of ideas beginning with the ancient Greeks about the nature of human beings and their relationships with each other. This course examines the ways people in the west from the classical world to the present have imagined their place in nature and their social world, and some of the consequences of their thinking.

Stage II

POLITICS 209 (15 Points)
Modern Political Thought
A survey of contemporary paradigms in political thought that shape our ideas about politics and society. We will examine different varieties of liberalism, communitarianism, multiculturalism, feminism, socialism and utilitarianism, and the ways they influence our beliefs about justice, liberty, equality, the legitimacy of state regulation, and our duties as citizens towards each other and to the wider global community.
Prerequisite: 30 points at Stage I in Political Studies, or 15 points at Stage I in Political Studies and EUROPEAN 100, or 15 points at Stage I in Political Studies and 15 points in Philosophy

POLITICS 213 (15 Points)
Gender and International Relations
An overview of feminist perspectives in political science. New gendered theories have challenged the assumptions of mainstream political analysis. These theories are applied to issues such as democracy and democratisation, nationalism and identity politics, human rights, conflict and security, and globalisation, with reference to the emergence of transnational feminist networks and their potential to affect power shifts in local, national and international politics.
Prerequisite: Any 30 points at Stage I in Political Studies and/or Women’s Studies or 60 points in BA, or Departmental approval required
Restriction: POLITICS 353

POLITICS 214 (15 Points)
Democracy in Theory and Practice
Examines current democratic theories at the nexus of philosophy and practice. Considers issues raised by both democratic and anti-democratic theorists. Specific topics include: referenda, deliberation, citizenship, and political representation (including the question of Māori representation).
Prerequisite: Any 60 points passed
Restriction: POLITICS 314

POLITICS 218 (15 Points)
American Politics and Policy
An overview of structures and processes in American politics and policy. Topics include American political development, elements of civil society, the machinery of government, and contemporary politics and policy.
Prerequisite: Any 30 points at Stage I in Political Studies
POLITICS 220
(The European Union) (15 Points)
A comprehensive introduction to the European Union: its history, constitutional development, institutions and policies. Provides a good understanding for the issues that influence past and future development of the EU as well as insights into the drivers and direction of European integration.
Prerequisite: Any 30 points at Stage I in Political Studies or EUROPEAN 100

POLITICS 222
(Public Policy: Actors, Processes and Politics) (15 Points)
Designed to enable development of a conceptual 'toolkit' for the explanation and evaluation of public policy. Examines the role of policy actors such as interest groups, business, technical experts and government agencies; the way in which the international economy and domestic political institutions shape policy outcomes, the recognition and diagnosis of policy problems, and the rationality of policy decision-making.
Prerequisite: Any 30 points at Stage I in Political Studies or Māori Studies or MĀORI 130, or 30 points passed at Stage I listed in Social Science for Public Health

POLITICS 223
(Comparative Politics) (15 Points)
How do political systems operate around the world? Examines institutions, ideas, processes and patterns of behaviour across various countries and types of government. Considers issues such as the locus of power, opportunities for popular participation, and the significance of political culture.
Prerequisite: Any 30 points at Stage I in Political Studies or 60 points in BA, or Departmental approval required
Restriction: POLITICS 323

POLITICS 226
(International Relations: Asia-Pacific) (15 Points)
A study of international relations in the Asia-Pacific region, with attention given to current issues and foreign policies of selected states, including: USA, Japan, China, Indonesia, Australia, Russia, New Zealand and ASEAN.
Prerequisite: Any 30 points at Stage I in Political Studies

POLITICS 228
(Comparative Media Politics) (15 Points)
A comparative examination of the political content of the media, particularly television, and the factors that influence that content.
Prerequisite: 30 points at Stage I in Political Studies or FTVMS 100 and 101
Restriction: POLITICS 328

POLITICS 229
(Māori Politics and Public Policy) (15 Points)
An introduction to Māori politics. Topics include the Treaty of Waitangi, the politicisation of identity, sovereignty and self-determination, representation, globalisation and the Māori economy, Māori development and Māori media. Some contemporary and comparative indigenous policy issues will be discussed.
Prerequisite: Any 30 points passed at Stage I in Political Studies or Māori Studies, or any 60 points passed

POLITICS 231
(Media, Opinion and Propaganda) (15 Points)
Discusses who really controls government: media, public, or political parties. Topics include public opinion formation; realities of the media profession; political parties' media management and communication; political marketing; and classic and modern propaganda.
Prerequisite: Any 30 points at Stage I in Political Studies or FTVMS 100 and 101

POLITICS 232
(New Zealand Parties, Leaders and Elections) (15 Points)
An examination of New Zealand's political parties and the changing party system. Topics will include: the emergence of multi-party politics, candidate selection methods, parties and the media, the controversy over party finance and campaign funding, the so-called 'Americanization' of modern electoral campaigns, and changing patterns of electoral participation and support.
Prerequisite: Any 30 points at Stage I in Political Studies
Restriction: POLITICS 352

POLITICS 233
(Journalism and the Public Sphere) (15 Points)
Some critics have voiced concerns about the future of journalism, and about the apparent lack of a unified public space where citizens can converse seriously about matters of collective concern. What is the future for public debate? Is the public sphere disintegrating? The course surveys the history of tabloid news and reviews modernist and post-modernist responses to contemporary mediated cultures.
Prerequisite: Any 30 points at Stage I in Political Studies or SPANISH 103
Restriction: POLITICS 317

POLITICS 234
(Latin American Politics) (15 Points)
Examines Marxist and non-Marxist theories of development as they apply to Latin America. Covers traditional and modern forms of authoritarian rule, dependent economic relationships, Latin American-US relations, and the impact of the end of the Cold War on the region.
Prerequisite: Any 30 points at Stage I in Political Studies

POLITICS 235
(Nationalism and Internationalism in Political Thought) (15 Points)
A survey of the development of the concepts of nationalism and internationalism in post-Enlightenment political thought, and current debates about these subjects in contemporary liberal and non-liberal political theory.
Prerequisite: Any 30 points at Stage I in Political Studies, or 15 points at Stage I in Political Studies and 15 points at Stage I in History or Philosophy or EUROPEAN 100
Restriction: POLITICS 343

POLITICS 236
(Special Topic: Propaganda in War and Peace) (15 Points)
Provides students with a means by which to identify the use of propaganda in war and peace. From the development of theories on the nature and effect of propaganda it moves to its application in international affairs, domestic politics and corporate affairs from the First World War to the present day and the war on terror.
Prerequisite: Any 30 points at Stage I in Political Studies, or FTVMS 100 and 101

POLITICS 237
(Critical Security Studies) (15 Points)
Facilitates students' critical engagement with contemporary debates on insecurity and security. A number of current global security issues are examined, including current global military conflicts and their relationship to sources of security and
insecurity, concepts and practices of human security, peacekeeping and humanitarian intervention, health epidemics, migration and the environment.

Prerequisite: Any 30 points at Stage I in Political Studies
Restriction: POLITICS 357

**POLITICS 238 (15 Points)**

Censorship and Toleration

Considers theoretically aspects of toleration and persecution and attempts to control the public expression of political, religious and moral thought.

Prerequisite: Any 30 points at Stage I in Political Studies or 30 points from MÄORI 130, PHIL 103, POLITICS 109, SOCIOl 100, 101, 103

**POLITICS 239 (15 Points)**

Special Topic

Prerequisite: Any 30 points at Stage I in Political Studies

**POLITICS 240 (15 Points)**

Special Topic: New Zealand Diplomacy

Analysis and assessment of the roles, institutions, and practices of New Zealand diplomats and their work in political and international context. Topics will include diplomacy, trade, defence, and relations with key states, regions and international organisations with which New Zealand interacts. Lecturers will include Ministry of Foreign Affairs and Trade officials and guest speakers.

Prerequisite: Any 30 points at Stage I in Political Studies
Restriction: POLITICS 340

**POLITICS 241 (15 Points)**

New Zealand Foreign Policy

Analysis and assessment of New Zealand’s current diplomatic, economic, security, and international environmental policies. Includes New Zealand’s relations with the United States, Australia, Europe, Asia, and the South Pacific. Interactions with international and regional organisations will be covered. Also examines the politics of foreign policy decision-making processes.

Prerequisite: Any 30 points at Stage I in Political Studies
Restriction: POLITICS 204

**POLITICS 244 (15 Points)**

Comparative Foreign Policies

Analyses, compares and assesses the foreign policies of the United States, Great Britain, Germany and France and the Common Foreign and Security Policy of the EU. Discusses security and trade policies, diplomacy and democracy-promotion initiatives regarding Russia, the Middle East, South Asia and the Asia-Pacific, as well as interactions with international organisations such as NATO and the WTO.

Prerequisite: 30 points at Stage II in Political Studies
Restriction: POLITICS 344

**POLITICS 245 (15 Points)**

Capitalism and its Critics

An account of the main variants of capitalism, criticisms of capitalism, and some alternatives. Topics include: markets in theory and practice; the value of efficiency and capitalism’s growth imperative; consumer sovereignty; alienation; unemployment; meaningful work; planned economies and market socialism; incentives and the profit motive; democracy at work; labour market regulation; inequality and poverty.

Prerequisite: 30 points at Stage I in Political Studies or 15 points at Stage I in Political Studies and 15 points at Stage I in Philosophy

**POLITICS 249 (15 Points)**

Freedom and Limits of State Action

Treats ideas about freedom, public goods, and the role of the state in political theory. Topics include the relation between freedom, well-being, and resources, paternalism, irrational decision making, coercion to enforce morality, collective action problems, public goods and how to value them.

Prerequisite: Any 30 points at Stage I in Political Studies, or 15 points at Stage I in Political Studies and 15 points at Stage I in Philosophy

**POLITICS 254 (15 Points)**

China and the World

A comprehensive investigation of China’s engagement with the world. Focuses on China’s relations with its neighbouring countries and other parts of the world. Examines China’s involvement in international institutions such as the United Nations, the world trade system, the environment and human rights.

Prerequisite: Any 30 points at Stage I in Political Studies, Asian Studies or History
Restriction: POLITICS 354

**POLITICS 255 (15 Points)**

Global Politics of Development

A study of the politics of global development, exploring both key ways of thinking about and approaching contemporary development issues and case studies. Focuses on post-structural theoretical approaches to development and exploration of the relationships between concepts of development and ideas and practices of globalisation, post-colonialism, feminisms, intervention, post-development, international political economy, and international organisations.

Prerequisite: 30 points at Stage I in Political Studies
Restriction: POLITICS 355

**POLITICS 256 (15 Points)**

Special Topic

**Stage III**

**POLITICS 313 (15 Points)**

Global Environmental Politics

Examines global environmental security, problems, policies and regimes. Focuses on international and domestic environmental politics with case studies, including the issue of the ratification of the Kyoto Protocol in Australia, New Zealand and the United States. Covers the relations between environment and a range of issues, such as economic development, conflicts, social power, civil society, and human security.

Prerequisite: Any 30 points at Stage II in Political Studies

**POLITICS 314 (15 Points)**

Democracy in Theory and Practice

Examines current democratic theories at the nexus of philosophy and practice. Considers issues raised by both democratic and anti-democratic theorists. Specific topics include: referendum, deliberation, citizenship, and political representation (including the question of Māori representation).

Prerequisite: Any 30 points at Stage II in Political Studies, or 15 points at Stage II in Political Studies and 15 points at Stage II in Economics or History or Philosophy or Māori Studies or Sociology
Restriction: POLITICS 214

**POLITICS 318 (15 Points)**

International Relations Theory

Modern theories and new issues of international
relations examined in the light of empirical, logical and normative evidence.  
Prerequisite: Any 30 points at Stage II in Political Studies or Asian Studies

POLITICS 320  
Social Justice  
(15 Points)
An examination of contemporary theories of justice, including liberal defences of distributive justice and their critics. Discusses the relationship between justice and equality and liberty, structuralist critiques of the liberal paradigm, the relationship between redistribution and recognition of cultural and gendered identity.  
Prerequisite: Any 30 points at Stage II in Political Studies or Philosophy

POLITICS 323  
Comparative Politics  
(15 Points)
How do political systems operate around the world? Examines institutions, ideas, processes and patterns of behaviour across various countries and types of government. Considers issues such as the locus of power, opportunities for popular participation, and the significance of political culture.  
Prerequisite: 30 points at Stage II in Political Studies or 30 points from LATINAM 201, 216, 306

POLITICS 327  
International Security and Conflict  
(15 Points)
An analysis of the causes of insecurity and conflict in global politics, including war, terrorism, ethnic conflict, environmental insecurity, gender, food and other forms of human insecurity. The course considers theoretical explanations for these security dilemmas and discusses different approaches to achieving global security and conflict resolution, including peacekeeping and peacebuilding, diplomacy, arms control and disarmament, environmental and human rights regimes.  
Prerequisite: Any 30 points at Stage II in Political Studies or 30 points from LATINAM 201, 216, 306

POLITICS 328  
Comparative Media Politics  
A comparative examination of the political content of the media, particularly television, and the factors that influence that content.  
Prerequisite: Any 30 points at Stage II in Political Studies, or from FTVMS 200–214, 216–219  
Restriction: POLITICS 228

POLITICS 332  
Comparative Regime Transition  
(15 Points)
Explores the way in which twentieth-century regimes have changed from being democratic to authoritarian (especially in the 1960s) and from being authoritarian to democratic (especially in the 1980s and 90s). Also considers current attempts to create and consolidate democratic regimes throughout the world.  
Prerequisite: 30 points at Stage II in Political Studies; or 15 points from HISTORY 231, LATINAM 201, POLITICALS 234, SPANISH 211, 213, 306

POLITICS 334  
Revolutions, Insurgencies and Counter-hegemonic Movements  
(15 Points)
Explores the theory and practice of subordinate group resistance to status quo politics. This includes both violent and non-violent forms of mass collective action, eg, urban and rural guerrilla warfare, passive resistance, civil disobedience, eco-terrorism, guerrilla theatre and other types of counter-hegemonic vehicles as well as other forms of anti-establishment politics.  
Prerequisite: 30 points at Stage II in Political Studies; or 15 points from HISTORY 231, LATINAM 201, POLITICS 234, SPANISH 211, 213, 306

POLITICS 337  
Methods for Policy Research  
(15 Points)
Offers a framework for thinking about policy issues and introduces students to a variety of qualitative and quantitative methods for engaging in policy research and the presentational and 'people' skills for policy analysts.  
Prerequisite: Any 30 points at Stage II in Political Studies

POLITICS 340  
New Zealand Diplomacy  
(15 Points)
Analysis and assessment of the roles, institutions, and practices of New Zealand diplomats and their work in political and international context. Topics will include diplomacy, trade, defence, and relations with key states, regions and international organisations with which New Zealand interacts. Lecturers will include Ministry of Foreign Affairs and Trade officials and guest speakers.  
Prerequisite: Any 30 points at Stage II in Political Studies  
Restriction: POLITICS 240

POLITICS 341  
International Political Economy  
(15 Points)
Offers an advanced survey of topics in the study of international political economy. A theoretical and historical examination of economic globalisation and consideration of the role of the state and non-state actors in shaping the regional and global integration of political economies.  
Prerequisite: Any 30 points at Stage II in Political Studies

POLITICS 342  
Political Participation  
(15 Points)
An introduction to the study of political behaviour through an analysis of political participation, focusing on the international literature with New Zealand material where appropriate.  
Prerequisite: Any 30 points at Stage II in Political Studies

POLITICS 343  
Nationalism and Internationalism in Political Thought  
(15 Points)
A survey of the development of the concepts of nationalism and internationalism in post-Enlightenment political thought, and current debates about these subjects in contemporary liberal and non-liberal political theory.  
Prerequisite: Any 30 points at Stage II in Political Studies, or 15 points at Stage II in Political Studies and 15 points at Stage II in History or Philosophy  
Restriction: POLITICS 235

POLITICS 344  
Comparative Foreign Policies  
(15 Points)
Analyses, compares and assesses the foreign policies of the United States, Great Britain, Germany and France and the Common Foreign and Security Policy of the EU. Discusses security and trade policies, diplomacy and democracy-promotion initiatives regarding Russia, the Middle East, South Asia and the Asia-Pacific, as well as interactions with international organisations such as NATO and the WTO.  
Prerequisite: Any 30 points at Stage II in Political Studies  
Restriction: POLITICS 244

POLITICS 345  
Political Marketing  
(15 Points)
Studies how and why political organisations such as political parties use business techniques and concepts.  
Prerequisite: Any 30 points at Stage II in Political Studies
POLITICS 346 (15 Points)
Special Topic
Prerequisite: Any 30 points at Stage II in Political Studies

POLITICS 347 (15 Points)
Special Topic
Prerequisite: Departmental approval

POLITICS 348 (15 Points)
International Organisations in Global Politics
An advanced examination of the study of international organisations in global politics. Focuses on theoretical approaches to the study of international organisations and exploration of the changing roles, functions and norms of these international organisations in such areas as security; economic relations; protection of the environment; and human rights and social justice. Prerequisite: Any 30 points at Stage II in Political Studies

POLITICS 352 (15 Points)
New Zealand Parties, Leaders and Elections
An examination of New Zealand’s political parties and the changing party system. Topics will include: the emergence of multi-party politics, candidate selection methods, parties and the media, the controversy over party finance and campaign funding, the so-called ‘Americanization’ of modern electoral campaigns, and changing patterns of electoral participation and support. Prerequisite: 30 points at Stage II in Political Studies Restriction: POLITICS 232

POLITICS 353 (15 Points)
Gender and International Relations
An overview of feminist perspectives in political science. New gendered theories have challenged the assumptions of mainstream political analysis. These theories are applied to issues such as democracy and democratization, nationalism and identity politics, human rights, conflict and security, and globalisation, with reference to the emergence of transnational feminist networks and their potential to affect power shifts in local, national and international politics. Prerequisite: Any 30 points at Stage II in Political Studies or Women’s Studies Restriction: POLITICS 213

POLITICS 354 (15 Points)
China and the World
Offers a comprehensive investigation of China’s engagement with the world. Focuses on China’s relations with its neighbouring countries and other parts of the world. Examines China’s involvement in international institutions, such as the United Nations, the world trade system, the environment and human rights. Prerequisite: 30 points at Stage II in Political Studies Restriction: POLITICS 254

POLITICS 355 (15 Points)
Global Politics of Development
A study of the politics of global development, exploring both key ways of thinking about and approaching contemporary development issues and case studies. Focuses on post-structural theoretical approaches to development and exploration of the relationships between concepts of development and ideas and practices of globalisation, post-colonialism, feminism, intervention, post-development, international political economy and international organisations. Prerequisite: 30 points at Stage II in Political Studies Restriction: POLITICS 254

POLITICS 356 (15 Points)
Special Topic

POLITICS 357 (15 Points)
Critical Security Studies
Facilitates students’ critical engagement with contemporary debates on insecurity and security. A number of current global security issues are examined, including current global military conflicts and their relationships to sources of security and insecurity, concepts and practices of human security, peacekeeping and humanitarian intervention, health epidemics, migration and the environment. Prerequisite: 30 points at Stage II in Political Studies Restriction: POLITICS 237

Postgraduate 700 Level Courses

POLITICS 703 (15 Points)
New Media Politics
Who pays and who benefits from deregulation in the communication and information industries? What are the political system implications and the social and cultural consequences? Are the trends in the applications of convergent information technologies exclusionary or inclusive?

POLITICS 705 (15 Points)
Rights: History, Theory and Practice
Explores both descriptive and normative theories of rights and their application to contemporary politics. Topics may include concepts of rights, sovereignty, property, the universalism of human rights, and feminist, indigenous and Marxist critiques. Restriction: POLITICS 765

POLITICS 720 (15 Points)
Democracy in New Zealand?
An examination of ways in which democracy can be achieved, comparing New Zealand with other countries using a democratic audit. Topics covered include: representation for individuals and groups, electoral systems, who should participate, deliberation and consensus, decision-making, and political rights.

POLITICS 723 (15 Points)
Topics in Political Theory
Major topics in political theory including: freedom and equality; space, time and justice; rational choice theory; markets, welfare and socialism.

POLITICS 724 (15 Points)
Identity Politics
Explores the theoretical implications of identity politics based on gender, race, ethnicity, sexuality. Considers the effects of these claims on liberty, justice, equal citizenship, political representation and participation. Readings cover liberalism, feminism, communitarianism and deliberative democracy.

POLITICS 729 (15 Points)
Feminist Political Theory
A survey of the major feminist contributions to politics and political theory. Examines feminist approaches to justice, power, citizenship, equality and difference, and feminist interpretations of international relations theory.

POLITICS 732 (15 Points)
Comparative Election Campaigns
Comparative research on election campaigns reveals increasing electoral volatility and the growing significance of the media to voter choice. Political
Campaigning has become nearly continuous between elections, and insights from campaign research can illuminate trends in political communication more generally. What do citizens bring to, seek, and take away from televised debates, news stories, internet chat groups and political advertisements?

**POLITICS 735**
**Policy, Knowledge and Power**

The focusing question for this course is What constitutes good policy-making? This question is examined from four competing perspectives which emphasise technical expertise, bargaining, negotiation and brokerage between conflicting interests and advocacy, coalitions, the usage of market-like mechanisms and disciplines, and models of participatory democracy applied to policy-making settings. In doing so, themes of knowledge, rationality, legitimacy and power are examined.

**POLITICS 736**
**Transitional Dynamics**

Examines the ways in which recent politics, world-wide, has been a politics of regime transition, a politics of the creation of regional and global groupings, a politics of market penetration and global acculturation, and a politics of changing theoretical perceptions of what politics is. Examines and theorises the transitions these changes encompass and (probably) foreshadow.

**POLITICS 737**
**Media, Ideas and Revolution**

Revolutions are politics writ large, moments when political reality and political aspirations collide and erupt in often epochal transformations. This course considers the aspirations and the reality, examining the role of revolution as an immensely influential idea (whether dream or nightmare) and hugely consequential event (whether willed, determined or contingent).

**POLITICS 740**
**Critical Issues in International Security**

Examines one or more critical issues in international security, including but not limited to nuclear proliferation and disarmament, terrorism and insurgencies, territorial and resource disputes, civil wars, and more. The course explores theoretical approaches to critical security issues, as well as policy implications, and emphasises the role of non-material factors in understanding the roots and solutions to critical security issues.

**POLITICS 745**
**Marketing Leaders and Policy to the Public**

Explores how political leaders and elected officials behave in relation to public opinion, within the context of the relationship between government and citizens and democracy. The course focuses on how politicians use tools such as market research, strategy, branding, consultation and delivery management in government, after they are elected, using practitioner as well as academic literature.

**POLITICS 750**
**International Relations and Human Rights**

An analysis of how governments adopt and implement human rights norms, negotiate human rights treaties with other governments, interact with United Nations human rights institutions, and set up courts to try human rights violations. Includes domestic politics as they bear on international human rights issues.

**POLITICS 754**
**Critical Issues in International Security**

Examines one or more critical issues in international security, including but not limited to nuclear proliferation and disarmament, terrorism and insurgencies, territorial and resource disputes, civil wars, and more. The course explores theoretical approaches to critical security issues, as well as policy implications, and emphasises the role of non-material factors in understanding the roots and solutions to critical security issues.
methodologies, globalisation, equality mainstreaming, international conventions and transnational organisations.

POLITICS 758 (15 Points)
Research Design in Political Science
Prepares students for empirical research in theses and dissertations. An introduction to the basic ideas and concepts of research design, followed by critical analysis of some of the most influential books published in political science over the last 15 years or so.

POLITICS 760 (15 Points)
Research Design: Research Proposal
A 5,000-8,000 word research proposal. Its subject matter will be related to POLITICS 758.
Prerequisite: POLITICS 758

POLITICS 763 (15 Points)
Contemporary Global Governance
Examines the structures, norms and practices of contemporary global governance. Explores theoretical concepts of and key debates concerning global governance, and the place of these debates in disciplinary international relations and looks at the various actors and frameworks of global governance. The course focuses on issues of poverty reduction, HIV/AIDS, and security and intervention.

POLITICS 764 (15 Points)
Comparative Politics
An overview of the field of comparative politics, identifying the major current areas of cutting-edge research, and examining the key principles of the comparative method.

POLITICS 766 (15 Points)
Policy and Management
An overview of the fields of public policy and public sector management, identifying the major current areas of cutting-edge research.

POLITICS 767 (15 Points)
Managing Research Projects
Principles and practices in the design, management and reporting of Research Projects.

POLITICS 768 (15 Points)
Economic Statecraft
An examination of how governments, particularly the United States, New Zealand, and selected European states, decide upon and conduct their international economic policies. Topics to include bilateral and multilateral trade negotiations and disputes, trade remedies and economic sanctions, controversies surrounding aid, investment, tourism and intellectual property, and reactions to globalisation. Multilateral agreements and institutions such as the WTO, and bilateral free trade agreements, will be analysed from a political perspective.

POLITICS 769 (15 Points)
Special Topic

POLITICS 770 (15 Points)
Special Topic

POLITICS 771 (15 Points)
Special Topic

POLITICS 772 (15 Points)
Special Topic

POLITICS 773 (15 Points)
Special Topic

POLITICS 774 (30 Points)
Special Topic

POLITICS 775 (30 Points)
Special Topic

POLITICS 780 (30 Points)
Dissertation
To complete this course students must enrol in POLITICS 780 A and B.

POLITICS 780A (15 Points)

POLITICS 780B (15 Points)

POLITICS 794A (45 Points)
POLITICS 794B (45 Points)
Thesis
To complete this course students must enrol in POLITICS 794 A and B.

POLITICS 796A (60 Points)
POLITICS 796B (60 Points)
Thesis
Prerequisite: A BA(Hons) in Political Studies with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in POLITICS 796 A and B.

Practical Theology

Stage II

PTHEO 211 (15 Points)
The Self in Pastoral Care
Students will engage with a variety of theoretical and pastoral theological frameworks for understanding how the individual and collective self are formed and relate with God and others. A range of personal and social contexts will be examined in relationship to pastoral care.
Prerequisite: PTHEO 110 or 111 or THEOLOGY 100
Restriction: MPTHEO 203, 306, PTHEO 311

PTHEO 212 (15 Points)
Voices at the Margins
An intentional engagement in praxis by naming, critically analysing, and formulating practical theological outcomes arising from a place of marginality within the context of Aotearoa New Zealand and Oceania, for example, disability, sexuality, and childhood.
Prerequisite: PTHEO 110 or 111 or THEOLOGY 100
Restriction: PTHEO 312

PTHEO 213 (15 Points)
Social Justice in the Contemporary World
Strategies for achieving social justice in Aotearoa New Zealand and in other parts of the world and the critique of these from a Christian perspective are the main study of this course.
Prerequisite: PTHEO 110 or 111 or THEOLOGY 100
Restriction: MPTHEO 341, PTHEO 313

PTHEO 214 (15 Points)
Understanding Christian Ritual in Aotearoa New Zealand
Students will engage in a process through which they will learn methods of ritual interpretation and planning. This will include an understanding of the inculturation of Christian liturgy in contemporary and traditional contexts.
Prerequisite: PTHEO 110 or 111 or THEOLOGY 100
Restriction: MPTHEO 281, PTHEO 314
PTHEO 215 (15 Points)  
**Theological Ethics**  
An exploration of the history of the development of theological ethics within Christianity will form the basis in this course of a study of the human person as an ethical being within particular communities and cultures.  
**Prerequisite:** PTHEO 110 or 111 or THEOLOGY 100  
**Restriction:** MPTHEO 143, 243, PTHEO 315

PTHEO 216 (15 Points)  
**Race and Culture in Practical Theology**  
Engagement with the critical issues around race, identity, and culture in contemporary Aotearoa New Zealand society. Christian sources and the social knowledge and understanding of participants will be used in theological reflection.  
**Prerequisite:** PTHEO 110 or 111 or THEOLOGY 100  
**Restriction:** MPTHEO 173, PTHEO 316

PTHEO 217 (15 Points)  
**Spirituality in Aotearoa New Zealand**  
Christian spiritualities and their relationship to personal, community and societal well-being is the study of this course. This course may also be available in flexible mode.  
**Prerequisite:** PTHEO 110 or 111 or THEOLOGY 100  
**Restriction:** MPTHEO 205, PTHEO 317

PTHEO 218 (15 Points)  
**Moana Leadership**  
Moana, the Polynesian word for ocean, includes New Zealand. Moana Leadership seeks to explore leadership as prophetic within the rapid socio-economic, political and cultural changes of this region. It uses appropriate theological and sociological tools to reflect critically on a bi-cultural, pluralistic and multi-ethnic context.  
**Prerequisite:** PTHEO 110 or 111 or THEOLOGY 100  
**Restriction:** MPTHEO 388, PTHEO 318

PTHEO 219 (15 Points)  
**Studies in Public Theology**  
Explores the nature and methods of public theology. The content of this course seeks to provide a critical understanding of the role of theology exerting a positive influence in relation to public issues facing individuals and society today.  
**Prerequisite:** THEOLOGY 100 or PTHEO 110 or 111  
**Restriction:** PTHEO 319

**Stage III**

PTHEO 311 (15 Points)  
**The Self in Pastoral Care**  
Students will engage with a variety of theoretical and pastoral theological frameworks for understanding how the individual and collective self are formed and relate with God and others. A range of personal and social contexts will be examined in relationship to pastoral care.  
**Prerequisite:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology  
**Restriction:** MPTHEO 306, PTHEO 211

PTHEO 312 (15 Points)  
**Voices at the Margins**  
An intentional engagement in praxis by naming, critically analysing, and formulating practical theological outcomes arising from a place of marginality within the context of Aotearoa New Zealand and Oceania, for example, disability, sexuality, and childhood.  
**Prerequisite:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology  
**Restriction:** PTHEO 212

PTHEO 313 (15 Points)  
**Social Justice in the Contemporary World**  
Strategies for achieving social justice in Aotearoa New Zealand and in other parts of the world and the critique of these from a Christian perspective are the main study of this course.  
**Prerequisite:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology  
**Restriction:** MPTHEO 341, PTHEO 213

PTHEO 314 (15 Points)  
**Understanding Christian Ritual in Aotearoa New Zealand**  
Students will engage in a process through which they will learn methods of ritual interpretation and planning. This will include an understanding of the re-culturation of Christian liturgy in contemporary and traditional contexts.  
**Prerequisite:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology  
**Restriction:** MPTHEO 281, PTHEO 214

PTHEO 315 (15 Points)  
**Theological Ethics**  
An exploration of the history of the development of theological ethics within Christianity will form the basis in this course of a study of the human person as an ethical being within particular communities and cultures.  
**Prerequisite:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology, or if PTHEO 315 is to be included in the Christian Thought and History major then 15 points from CTHTHEO 223, 224, 225, 226, 227, and 15 points from an additional Stage II CTHTHEO course  
**Restriction:** MPTHEO 143, 243, PTHEO 215

PTHEO 316 (15 Points)  
**Race and Culture in Practical Theology**  
Engagement with the critical issues around race, identity, and culture in contemporary Aotearoa New Zealand society. Christian sources and the social knowledge and understanding of participants will be used in theological reflection.  
**Prerequisite:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology  
**Restriction:** MPTHEO 173, PTHEO 216

PTHEO 317 (15 Points)  
**Spirituality in Aotearoa New Zealand**  
Christian spiritualities and their relationship to personal, community and societal well-being is the study of this course. This course may also be available in flexible mode.  
**Prerequisite:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology  
**Restriction:** MPTHEO 205, PTHEO 217

PTHEO 318 (15 Points)  
**Moana Leadership**  
Moana, the Polynesian word for ocean, includes New Zealand. Moana Leadership seeks to explore leadership as prophetic within the rapid socio-economic, political and cultural changes of this region. It uses appropriate theological and sociological tools to reflect critically on a bi-cultural, pluralistic and multi-ethnic context.  
**Prerequisite:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology  
**Restriction:** MPTHEO 388, PTHEO 218

PTHEO 319 (15 Points)  
**Studies in Public Theology**  
Exploration of the nature and methods of public theology. The content of this course seeks to provide a critical understanding of the role of theology exerting
a positive influence in relation to public issues facing individuals and society today.

Prerequisite: Any 30 points at Stage II in Practical Theology
Restriction: PTHEO 219

Postgraduate 700 Level Courses

PTHEO 710 (15 Points)

Spirituality and Well-Being
In the world today there is a wide range of spiritualities, traditional and recent, Christian and non-Christian. Some of these may be seen to contribute to human wellbeing while others may be sources of pathology. This course investigates some of these spiritualities particularly from the point of view of their therapeutic value for persons and relationships.
Restriction: MPTHEO 701

PTHEO 711 (15 Points)

Body Theology and Society
A critical investigation of the way the human body has been situated within the Christian theological tradition. It addresses the central question of how theology can be formulated through the body as subject, rather than as object. The practical applications for engagement in society will be explored.
Restriction: MPTHEO 703

PTHEO 712 (15 Points)

Theology and Social Ecology
Social ecology is concerned with the impact of unequal social structures on the environment. In this course, a critical analysis of social structures will be brought into dialogue with theological traditions in order to construct eco-justice theologies.

PTHEO 713 (15 Points)

Theology of Children
Critically examines the place and experience of children in their worlds and the effects of influences such as, culture, religion, gender, politics, education and health, on children’s well being and constructions of theologies of children.

PTHEO 714 (15 Points)

Science, Technology, Media and God
A critical examination of the relationship between science, technology, new media and the Christian theological tradition. Attention will be paid to historical and contemporary engagement in global and local contexts.

PTHEO 715 (15 Points)

Special Topic: Practical Theology Methodologies
An exploration of Practical Theology methodologies. It sets out to examine critically the relationships and conversations within and among diverse methodologies in Practical Theology and their practitioners in order to discover transformative pathways in the context of doing theology in Oceania.

PTHEO 716 (15 Points)

Special Topic

PTHEO 789 (15 Points)

Research Essay
A supervised research essay designed to help Postgraduate Diploma students engage with a research question in the area of Practical Theology.

PTHEO 796A (60 Points)

PTHEO 796B (60 Points)

Thesis
The thesis of approximately 35,000 words should embody the results obtained by the candidate in an investigation relating to some branch of the subject.
To complete this course students must enrol in PTHEO 796 A and B

Public Policy

Postgraduate 700 Level Courses

POLICY 701 (15 Points)

Policy Analysis and Evaluation
Review of analytical concepts and tools required to undertake policy research. Covers approaches policy analysts use to add value to policy discussions. Also covers concepts and tools used to evaluate public policies and programmes. Students will use these concepts and methods to explore substantive topics of their choice.
Restriction: POLITICS 748

POLICY 702 (15 Points)

Economics of Policy
Applies economic reasoning to current problems in policy and government. Covers behavioural models in economics; the structure of the macroeconomic system; taxation; market failure; and problems of collective choice.
Prerequisite: STATS 101

POLICY 707 (15 Points)

Applied Policy Project
Supervised project on an applied policy topic agreed between the student and a nominated supervisor. Students will produce a project proposal, progress report, dissemination plan, final report, and reflective comments.
Prerequisite: POLICY 701 or POLITICS 767
Restriction: POLITICS 737

POLICY 790 (30 Points)

POLICY 790A (15 Points)

POLICY 790B (15 Points)

Dissertation
To complete this course students must enrol in POLICY 790 A and B, or POLICY 790

POLICY 794A (45 Points)

POLICY 794B (45 Points)

Thesis
To complete this course students must enrol in POLICY 794 A and B

Russian

Stage I

RUSSIAN 100 (15 Points)

RUSSIAN 100G (15 Points)

Beginners’ Russian 1
A beginner’s course using multi-media (computer) materials that presumes no prior knowledge of Russian,
with emphasis on a range of language skills – listening
comprehension, speaking, reading, writing, and the
essential grammar of Russian.
Restriction: May not be taken if a more advanced language
acquisition course in this subject has previously been passed

RUSSIAN 101 (15 Points)
Beginners’ Russian 2
A continuation of RUSSIAN 100. More practice with
written and spoken Russian, fundamental grammar,
and authentic texts.
Prerequisite: RUSSIAN 100 or Departmental approval
required
Restriction: May not be taken if a more advanced language
acquisition course in this subject has previously been passed

Stage II

RUSSIAN 200 (15 Points)
Intermediate Russian 1
A revision of the grammar covered at Stage I, with
more vocabulary building, reading of authentic
journalistic and literary texts, and practice of listening
and speaking.
Prerequisite: RUSSIAN 101 or Departmental approval
required
Restriction: RUSSIAN 210. May not be taken if a more advanced language
acquisition course in this subject has previously been passed

RUSSIAN 201 (15 Points)
Intermediate Russian 2
Builds on skills obtained in RUSSIAN 200 with special
emphasis on practical work, spoken Russian and
development of aural-oral skills.
Prerequisite: RUSSIAN 200 or Departmental approval
required
Restriction: RUSSIAN 210. May not be taken if a more advanced language
acquisition course in this subject has previously been passed

RUSSIAN 277 (15 Points)
Russian Study Abroad 2A
Course taken at an approved academic institution
abroad.
Prerequisite: Departmental approval required

RUSSIAN 278 (15 Points)
Russian Study Abroad 2B
Course taken at an approved academic institution
abroad.
Prerequisite: RUSSIAN 277 and Departmental approval
required

Stage III

RUSSIAN 300 (15 Points)
Advanced Russian 1
Written and oral use of Russian.
Prerequisite: RUSSIAN 201 or 210
Restriction: RUSSIAN 310. May not be taken if a more advanced language
acquisition course in this subject has previously been passed

RUSSIAN 301 (15 Points)
Advanced Russian 2
Written and oral use of Russian.
Prerequisite: RUSSIAN 300
Restriction: RUSSIAN 310

RUSSIAN 377 (15 Points)
Russian Study Abroad 3A
Course taken at an approved academic institution
abroad.
Prerequisite: Departmental approval required

RUSSIAN 378 (15 Points)
Russian Study Abroad 3B
Course taken at an approved academic institution
abroad.
Prerequisite: RUSSIAN 377 and Departmental approval
required

RUSSIAN 390 (15 Points)
East European Interdisciplinary Essay
Students taking this course will write a 6,000-word
essay on a historical, political or cultural issue
deriving from their prior courses on Eastern Europe,
in consultation with one or more of their principal
teachers.
Prerequisite: 30 points at Stage II or above in History,
Political Studies or European Studies and Departmental
approval

RUSSIAN 377 (15 Points)
Russian Study Abroad 3A
Course taken at an approved academic institution
abroad.
Prerequisite: Departmental approval required

RUSSIAN 378 (15 Points)
Russian Study Abroad 3B
Course taken at an approved academic institution
abroad.
Prerequisite: RUSSIAN 377 and Departmental approval
required

RUSSIAN 390 (15 Points)
East European Interdisciplinary Essay
Students taking this course will write a 6,000-word
essay on a historical, political or cultural issue
deriving from their prior courses on Eastern Europe,
in consultation with one or more of their principal
teachers.
Prerequisite: 30 points at Stage II or above in History,
Political Studies or European Studies and Departmental
approval

Postgraduate 700 Level Courses

RUSSIAN 710 (30 Points)
RUSSIAN 710A (15 Points)
RUSSIAN 710B (15 Points)
Language Acquisition: Russian
Oral and written expression and aural and written
comprehension in Russian, tested by comprehension,
composition, explanation, conversation, translation,
dictation, reading.
To complete this course students must enrol in RUSSIAN
710 A and B, or RUSSIAN 710

RUSSIAN 732 (30 Points)
Advanced Russian Translation Practice
Designed for students who wish to attain expertise
in the field of translation. Coursework will consist of
correct use of dictionary and reference materials in
printed and electronic forms, practice in translation of
written material from and into Russian in a variety of
registers, critical evaluation of translations.
Prerequisite: RUSSIAN 301 or 310
Restriction: 290.712

Samoan

Stage I

SAMOAN 101 (15 Points)
SAMOAN 101G (15 Points)
Samoan Language 1
The communicative uses of Samoan in everyday and
specialised situations based on listening and speaking,
reading and writing, and visual language and cultural
learning. Intended for students with no previous
knowledge or familiarity with the language, and for
those with limited fluency wishing to understand
simple sentence structure and composition.
Restriction: May not be taken if a more advanced language
acquisition course in this subject has previously been passed

Stage II

SAMOAN 201 (15 Points)
Samoan Language 2
Extension of SAMOAN 101 in which more complex
sentences will be studied through exposure to reading material and spoken texts such as conversations, speeches, letters, articles, songs and poems.

Prerequisite: SAMOAN 101
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

SAMOAN 203
Special Topic

Stage III

SAMOAN 301
Samoa Language 3
Follows on from SAMOAN 201. Conversations and speeches will be studied and practised. The contexts and relationships between ordinary and respectful language levels or honorifics of fa’asamoa protocols will be examined further.

Prerequisite: SAMOAN 201

SAMOAN 303
Special Topic

Screen Production

Postgraduate 700 Level Courses

SCREEN 701
Introduction to Directing
Provides students with a practical overview of the drama and documentary production process from a director’s point of view. Students are taken through pre-production, production and post-production on a series of group projects, as well as their own 2-minute short. Emphasises the importance of character and story alongside acquiring practical skills. Students are encouraged to critique their own work as well as the work of their classmates.

Restriction: FTVMS 750

SCREEN 702
Production Management
Examines the multiple production roles that exist in film and television production from the producer to the production manager. Students will learn EP Scheduling, budgeting, safety management, casting and general production management skills to aid them in the production process and be introduced to the process of “creative producing”, including copyright purchasing, identifying appropriate and likely funding sources and market positioning.

Restriction: FTVMS 754

SCREEN 705
Screenwriting
Considers the short film script with a focus on dramatic writing. Studies a range of short films as a way of understanding this aesthetic form. Designed as a high-intensity, immersion experience in the principles of scriptwriting. Students will write two short scripts beginning with a 2-minute script with minimal dialogue and complete the course with a fully developed 10-minute script for a short film.

Restriction: FTVMS 758

SCREEN 709
Directed Study Option
Restriction: FTVMS 763

SCREEN 710
Special Topic

SCREEN 711
Special Topic

SCREEN 712
Advanced Drama Directing (Screen)
Focuses on the directing of actors for screen, and the relationship between this and blocking for camera. Students direct in front of the class and create a short piece of work as a group using improvisation. Students first focus on directing and presenting a 10-minute excerpt from a play and then direct and edit an original dramatic short film of 8-10 minutes. Crewing on fellow students’ projects is a compulsory requirement.

Prerequisite: SCREEN 701
Restriction: FTVMS 752, SCREEN 703

SCREEN 713
Advanced Documentary Directing
Students complete a major treatment/script, an interview exercise, an editing exercise, and a completed documentary of 7-10 minutes. For the latter project, the course convener functions like an executive producer, overseeing and critiquing the documentaries as they progress. Emphasis is placed on aesthetic and formal approaches to the documentary and the class will draw extensively on documentary history.

Prerequisite: SCREEN 701
Restriction: FTVMS 753, SCREEN 704

SCREEN 714
Advanced Screenwriting: Drama
Focuses on screenplay writing for feature films. Through a combination of lectures and workshops, students will take individual feature-length projects from pitch to step outline. The course emphasises plot, structure, character, and dialogue. Students will also gain skills in analysing screenplays and writing treatments.

Prerequisite: SCREEN 705 or equivalent
Restriction: FTVMS 759, SCREEN 706

SCREEN 797A
Production Project
To complete this course students must enrol in SCREEN 797 A and B

SCREEN 797B

Social Science for Public Health

Stage II

SOCSCIPH 200
Social Science for Health
Explores diversity in health knowledges, offers an overview of current health trends and systems with special focus on New Zealand and the Pacific, examines the contributions of social science disciplines to analysis of health including key theoretical approaches, and applies interdisciplinary analytical models to health.

Prerequisite: 30 points at Stage I in Health Social Sciences or Social Science for Public Health, or 60 points passed
Restriction: HLTHSOC 200
Postgraduate 700 Level Courses

Social Science Research Methods

SOCSCRES 701 (15 Points)
Research Process in Social Sciences
Analysis and discussion of the nature and issues of the research process, including: research paradigms and strategies; the identification of research topics and questions; the review and critique of literature; a survey of research methodologies and when it is appropriate to use them; the development of funding applications; ethical requirements for research; inclusion of Māori research protocols; data analysis; writing of research reports and theses.
Restriction: SOCIO 718

SOCSCRES 702 (15 Points)
Quantitative Research Methods
A range of quantitative research methods in the social sciences for students who have little research background, but are planning to do research in their workplace or empirical thesis/dissertation work. Students will become familiar with underlying theory and current best practice in quantitative research through discussion of topics including measurement, design (including survey design), and computer-based data analysis.
Restriction: ARTSGEN 751

SOCSCRES 703 (15 Points)
Qualitative Research Methods
Qualitative research methods in the social sciences for students who have little research background, but are planning to do research in their workplace or empirical thesis/dissertation work. Students will become familiar with current theory and practice in the areas of archival research, participant observation, interview and focus group methods, as well as transcription and analysis. Experience using analytical software, such as Nvivo, will be offered.
Restriction: ARTSGEN 750

SOCSCRES 710 (15 Points)
Special Topic

SOCSCRES 711 (15 Points)
Special Topic

SOCSCRES 760 (30 Points)
Research Project
A supervised project in some area of social science research. This course is available only to students enrolled for the PGDipSocScResMeth.
Prerequisite: SOCSCRES 701

Stage I

SOCIO 100 (15 Points)
Issues and Themes in Sociology
Introduction to sociology as a discipline and a review of some of its internal debates. Topics include: social class, gender, globalisation, power, sexual identity and family. Draws on material from a range of societies.

SOCIO 101 (15 Points)

SOCIO 101G (15 Points)
Understanding Aotearoa New Zealand
Provides an introduction to the sociological analysis of New Zealand society. Looks at familiar events, institutions, social processes from a sociological point of view and offers ways to understand them in new and different ways. Focuses on the structure of New Zealand society and on social and political changes which affect the lives of New Zealanders and shape their society.
Restriction: 315.104

SOCIO 102 (15 Points)
Becoming Modern
Sociology is a modern discipline, born of the ‘dual revolution’. French political experience between 1789 and 1871, and British industrialisation are studied to explore the nature of modernity. And hence, of course, why sociology takes its current intellectual shape.

SOCIO 103 (15 Points)
Social Policy, Social Justice
Provides an overview of key contemporary social policy issues within the context of globalising economic processes and continuing gendered and racialised divisions. Discusses the way in which debates around social policy are constructed and the implications this has for social justice. Case studies may include food and health, technology, indigeneity and children.

SOCIO 105 (15 Points)
Cultural Studies and Society
A cultural studies approach to social life focuses on the way we experience the world, taking account of what we see, what we hear, what we consume and how we communicate. This course looks at how our lives are influenced by flows of images and objects around the world, and tracks the ways that global and local processes impact on each other.

SOCIO 106 (15 Points)
Sociology for Auckland
Auckland is in New Zealand but not always of New Zealand. By studying differences in class, ethnicity, gender, sexual orientation and other social factors, what makes Auckland ‘special’ is explored; its own particular place(s) within New Zealand, a city suffering (and enjoying) an uneasy relationship with the rest of this country and beyond.

Stage II

SOCIO 200 (15 Points)
Theory and Society
An introduction to the major themes of social theory. The focus is on the analyses of modern society to be found in the works of classical and contemporary social analysts.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass
SOCIO 201 (15 Points)
Social Research: An Introduction
An introduction to social research through an examination of both qualitative and quantitative approaches.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass, or 30 points passed in Stage I courses listed for Social Science for Public Health, or 15 points at Stage I in Sociology and 15 points from MĀORI 130, PHIL 103, POLITICS 109

SOCIO 208 (15 Points)
Work and Leisure
Examines the social aspects of work and leisure. Particular attention is paid to the phenomena of surveillance and simulation and their impact on work and leisure, including control and resistance. These developments are crucial to understanding the 'big issues' of globalisation, restructuring and new technologies. Course material is drawn from international literatures and is grounded in an understanding of contemporary New Zealand.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

SOCIO 210 (15 Points)
Colonisation, Globalisation and Development
Charts the political, economic and ecological realities of imperialism, colonisation, globalisation, aid and development up to and including the structural adjustment and 'inclusive' neoliberalism of the IMF/ World Bank, and the rise of peace, security and state building. It pays particular attention to the violence, security, gender, and the environment in these contexts.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass or LATINAM 100 or SPANISH 103

SOCIO 211 (15 Points)
Sociology and Popular Culture
Popular culture appears to be everywhere, but what political and social effects might all this popular entertainment have on us? This course seeks to answer such questions through a sociological interpretation of popular culture as both an indicator of social change and as a location of meaning and significance. Topics include reality TV, celebrities, consumption, music, and technology.
Prerequisite: 30 points at Stage I in Sociology, or 15 points at Stage I in Sociology with a minimum B+ pass, or FTVMS 100 and 101, or 30 points passed from courses listed in Comparative Literature

SOCIO 212 (15 Points)
Race, Gender and Class in Australia and New Zealand
This course looks at the persistence of race, gender and class inequality in Australia and New Zealand, from white settlement to the 'celebrations' of 1988/1990 and onwards to the bicultural and multicultural settlements in the twenty-first century.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

SOCIO 213 (15 Points)
Ethnicity and Identity
Theories of ethnicity; ethnic socialisation and resocialisation, ethnocide and ethnogenesis, ethnicity and the individual, ethnic social movements, ethnicity in local, national and international affairs.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

SOCIO 214 (15 Points)
Sociology of Gender
Introduction to the sociology of gender. Preliminary examination of the topics of concern to sociologists and the major theoretical perspectives – psychoanalytic, functionalist, Marxist, socialisation, feminist, antifeminist, biological. Critical analysis of key sites such as the family, reproduction, mothering, sexuality and violence against women, drawing on both international and local literature.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass, or 30 points passed at Stage I from courses listed in Women’s Studies

SOCIO 215 (15 Points)
Law, Inequality and the State
Examines, in a comparative mode, how law as a set of social relations and categories can both create and remedy inequalities of gender, race, and class.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass, or 15 points at Stage I in Sociology and 15 points from MĀORI 130, PHIL 103, POLITICS 109

SOCIO 216 (15 Points)
Sociology and Crime: An Introduction
Studies forms of criminal behaviour, the causes of crime, definitions of criminality, and societal reaction to criminal activity. The main focus is on theories of crime which are critically analysed with reference to topical themes including race and crime, white collar and corporate crime, gender and crime, and political violence and terrorism.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass, or 15 points at Stage I in Sociology and 15 points from MĀORI 130, PHIL 103, POLITICS 109

SOCIO 220 (15 Points)
SOCIO 220G
Last Call: The Sociology of Death and Dying
Examines the social location of death in modern life. It includes topics on perceptions of death from sociological, philosophical, religious, historical, secular and medical approaches. It includes topics on death systems, medicalisation of death, death in popular culture, suicide and genocide.
Prerequisite: 30 points at Stage I in Sociology or 30 points at Stage I in Social Science for Public Health or 90 points passed

SOCIO 221 (15 Points)
Pakeha Identity
A critical examination of the conception of national identity. Examines what is meant by national identity: how and why such identities come into being; what is meant by ‘culture', and the relationship between ‘culture and identity'. Focuses on the New Zealand Pakeha experience.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass
Restriction: SOCIO 304

SOCIO 222 (15 Points)
Families, Labour and Love
The focus of this course is how and why family life is influenced by economic and labour force trends, laws and social values, as well as personal ideals and decisions. Partnering, childbearing, gendered labour and divorce, from both historical and cross-national perspectives, will be studied.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass, or 30 points passed at Stage I from courses listed in Women’s Studies
SOCIOL 224 (15 Points)
Issues in Migration: the Pacific and the World
Examines international migration in the context of the modern world economy, its impact on global cultures and its relationships with ideologies such as nationalism and racism. The focus is on the Pacific Rim region, but in the context of, and in comparison with, other parts of the world.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

SOCIOL 225 (15 Points)
Outsiders – Youth and Adult Subcultures
Examines changing sociological understandings of subcultures, including music, style, and virtual and global subcultures, in both New Zealand and international contexts. Issues of social class, gender, age, and ethnicity are also considered.
Prerequisite: 30 points at Stage I in Sociology, or 15 points at Stage I in Sociology with a minimum B+ pass, or 30 points from MAORI 130, PHIL 103, POLITICS 109, SOCIOL 100, 101, 103

SOCIOL 226 (15 Points)
Earning and Caring: Cross-National Comparisons
Discusses trends in work and employment policies in Western countries, focusing on gendered work, policies to balance work and family, and retirement programmes. Compares New Zealand with less regulated labour markets and those offering more social protection. Discusses why labour markets have changed, how welfare states have adapted, how theorists explain cross-national variations, and the connections between work, gender and class.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

SOCIOL 227 (15 Points)
The Sociology of Mental Health
Investigates social, cultural, economic and political processes surrounding the psychiatric gaze, critically evaluating medicine’s focus on behaviour considered ‘abnormal’. Topics include: history of psychiatry and mental illness, racism and psychiatry, psychiatry in New Zealand, institutional and community care, mental illness and pharmaceutical companies, critical and post-psychiatry, medicalisation of youth, alternative therapies, medicalisation of everyday life, mental health user narratives, gendered psychiatry.
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

SOCIOL 228 (15 Points)
Special Topic
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

SOCIOL 229 (15 Points)
Special Topic
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

SOCIOL 230 (15 Points)
Special Topic
Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

SOCIOL 303 (15 Points)
Sociology of Religion
Examines sociological accounts of the changing relationship between religion and the state in modern society, and pays particular attention to two topics: contemporary religious movements and cults, and religion as a system of legitimation.
Prerequisite: 30 points at Stage II in Sociology

SOCIOL 307 (15 Points)
The Pacific in the World
Brief history of post Second World War theories of economic development; Wallerstein and elements of modern world system; modern world system; and patterns of development in the Pacific; linkages between core and semi-periphery Britain, US, East Asia and Aotearoa New Zealand and Samoa/Cooks and Tuvalu; limitations of world systems models.
Prerequisite: 30 points at Stage II in Sociology

SOCIOL 308 (15 Points)
Law and Identity
Survey of theoretical and practical approaches to understanding the relationship between law and society in the modern state. Emphasis on their potential application in New Zealand society.
Prerequisite: 30 points at Stage II in Sociology or Law or 15 points at Stage II in Sociology and CRIM 201 or 202

SOCIOL 310 (15 Points)
Applied Social Research
Develops methodological competence in applied social research methods within a wider and critical framework of understanding of the social policy process and apparatus.
Prerequisite: 30 points at Stage II in Sociology, or SOCSCIPH 200

SOCIOL 311 (15 Points)
Sociology, Science and Technology
Science and technology figure prominently in our lives yet they have received little sociological attention. The survey begins with the organisation of scientific communities and culminates with the ‘Science Wars’. Topics studied include: science and gender, colonialism and the military, images of scientists in film, technology and social theory, and ‘technoculture’.
Prerequisite: 30 points at Stage II in Sociology or 30 points at Stage II in History and Philosophy of Science and Technology

SOCIOL 314 (15 Points)
Women/Deviance
An analysis of the construction of images and representations of women in relation to conceptions of normality and deviance in bodies, reproduction, and popular culture; the creation of feminist epistemologies.
Prerequisite: 30 points at Stage II in Sociology or Women’s Studies

SOCIOL 317 (15 Points)
Sociology of the Welfare State
Examines the origins, history, ‘crisis’ and possible futures of the welfare state. Using a range of theoretical viewpoints, the course considers the historical shift from a Keynesian welfare state to a neo-liberal state and questions whether recent ‘Third Way’ policies provide a solution to future welfare needs. The course is comparative, but will concentrate mostly on Aotearoa New Zealand.
Prerequisite: 30 points at Stage II in Sociology, or SOCSCIPH 200

SOCIOL 318 (15 Points)
Sociology of the Media
An exploration of the relationship and patterns of interaction between media, culture and society through
an examination of the print and broadcasting media, and advertising in New Zealand.  
Prerequisite: 30 points at Stage II in Sociology or 30 points from FTVMS 200–214, 216–219

**SOCIOL 320**  
(15 Points)  
*Qualitative Sociological Research*  
An introduction to non-numerical research methodologies in sociology. Topics drawn from a wide range: ethnography, interviews, life history methods, archival research, analysis of text. Not all topics will be included in any one year. 
Prerequisite: 30 points at Stage II in Sociology, or SOCSCIPH 200

**SOCIOL 321**  
(15 Points)  
*Quantitative Sociological Research*  
Principles and practice of the design, execution and analysis of the several forms of ‘systematic social research’ (including survey research, census and other social bookkeeping data, content analysis, systematic observation and unobtrusive methods) and their usefulness within sociological analyses. Not all topics will be included in any one year. 
Prerequisite: 30 points at Stage II in Sociology, or SOCSCIPH 200

**SOCIOL 322**  
(15 Points)  
*Consuming Interests: The Sociology of Food*  
Food is basic to human society. This course blends social history, political economy and hermeneutics to examine sociological aspects of food production, processing, distribution and consumption. Other issues raised will include hunger and famine, colonialism, gender differences and development. 
Prerequisite: 30 points at Stage II in Sociology

**SOCIOL 323**  
(15 Points)  
*Special Issues in Gender*  
Focuses on current and controversial issues in the sociology of gender, especially debates on the natural or social status of sex, gender and sexuality. Issues will be approached from contemporary feminist perspectives, including post-structuralist and other critical feminist theories. Various topics, including sex, sexualities, reproduction, transgender and cybersex, will be critically examined in both theoretical and practical terms. 
Prerequisite: 30 points at Stage II in Sociology

**SOCIOL 324**  
(15 Points)  
*Sociology of Emotions*  
This course examines some of the emotions – including anger, revenge, shame, love, pity, resentment, empathy, disgust, and desire – that shape social processes and influence the relationship between self and society. 
Prerequisite: 30 points at Stage II in Sociology

**SOCIOL 325**  
(15 Points)  
*Sociology of Violence*  
Drawing on writings from a variety of intellectual traditions, this course explores the contested nature of violence through an examination of a number of contemporary debates about the causes, agents, consequences, as well as responses to and interventions in, incidents of violence. 
Prerequisite: 30 points at Stage II in Sociology, or 15 points at Stage II in Sociology and CRIM 201 or 202

**SOCIOL 330**  
(15 Points)  
*Special Topic*  
Prerequisite: 30 points at Stage II in Sociology

**SOCIOL 331**  
(15 Points)  
*Issues and Themes in Visual Culture*  
Considers the significance of vision in the societies and cultures of modernity based on the notion that perception is socially and historically constructed. Looks at the impact of technology on vision and the way visual practices travel the world. 
Prerequisite: 30 points at Stage II in Sociology

**SOCIOL 333**  
(15 Points)  
*Sociology of Health and Medicine*  
Examines the social construction of health, illness and medicine in New Zealand. A range of issues and sociological accounts will be addressed, including: competing conceptions of medicine and the sick role; the political economy of health; debates around professionalism and managerialism; the interface of medicalisation, risk and claims-making; medical ethics; the sociology of the body; lay-accounts and contested character of medical knowledge. 
Prerequisite: 30 points at Stage II in Sociology, or SOCSCIPH 200

**SOCIOL 334**  
(15 Points)  
*Youth and Society*  
Introduces students to literature in the social constructions of youth identity in society by exploring relationships between youth identity, public policy, media, popular culture, class, gender and ethnicity in modern society using ‘youth-focused’ theoretical and empirical work. 
Prerequisite: 30 points at Stage II in Sociology

**SOCIOL 335**  
(15 Points)  
*Organisation and Representation*  
Examines political and textual representations in complex organisations. Political readings of organisations emphasise the social forces and institutional frameworks by which sets of actors represent others. Textual readings emphasise ways in which symbolic realities come to stand for material ones. Explores the differing expressions of representation across organisations and the convergence and divergence of political and textual readings. 
Prerequisite: 30 points at Stage II in Sociology

**SOCIOL 336**  
(15 Points)  
*Special Topic*  
Prerequisite: 30 points at Stage II in Sociology

**SOCIOL 337**  
(15 Points)  
*Doing Time: Incarceration and Punishment*  
Examines punishment and incarceration as a complex social institution informed by a range of social relations and cultural meanings. Explores the way politics shape notions of law and order and also looks at technologies of incarceration. Topics include: history of punishment, theories of incarceration, sentence determination, inmate and staff perspectives on incarceration, youth, refugees, enemy combatant detention centres, penalty regimes. 
Prerequisite: 30 points at Stage II in Sociology or CRIM 201 or 202

**SOCIOL 338**  
(15 Points)  
*Special Topic*  
Prerequisite: 30 points at Stage II in Sociology

**SOCIOL 339**  
(15 Points)  
*Special Topic*  
Prerequisite: 30 points at Stage II in Sociology
SOCIO 340 (15 Points)
Special Topic
Prerequisite: 30 points at Stage II in Sociology

Postgraduate 700 Level Courses

SOCIO 700 (30 Points)
Advanced Problems in Sociological Theory
Addresses contemporary developments and debates in the field of social theory and explores the effect of a range of complex social, cultural, economic and political processes of transformation on human experience and conduct. Restriction: SOCIOL 733

SOCIO 701 (30 Points)
Advanced Skills in Research
Examination of sociological issues in research design, execution, analysis and interpretation. Particular attention is paid to technologically mediated research and benefits of employing multiple methods.

SOCIO 703 (30 Points)
Sociology of Mental Health
Interrogates advanced sociological theories of medicine and psychiatry, investigating mental health interventions as social, economic, cultural and political projects. Key issues will include The Enlightenment and theories of the self, the rise of science and the 'psy' professionals, institutionalisation and community care, current sociological theories of mental health, the medicalisation of everyday life, and gender, race and mental illness.

SOCIO 704 (30 Points)
Researching Islam in the West
Understanding and researching Islam from a Western base, which includes an analysis of Western representations of Islam, the diverse beliefs, practices and legal principles of Muslim societies, Muslim migration to the West, and the possible emergence of distinctively Western forms of Islam. Restriction: SOCIOL 741

SOCIO 708 (30 Points)
Complex Organisations
Reviews methods and recent approaches to organisational analysis within a sociology of knowledge framework. Emphasises cross-cultural and comparative inquiry, focusing on such topics as Japanisation and post-Fordism.

SOCIO 712 (30 Points)
After Neoliberalism?
Through an analysis of the works of Polanyi, Foucault, Harvey and other major theorists, this course provides an historically grounded, theoretical examination of the development of neoliberalism to the present, and of its current prospects. In addition to considering the international development of (neo)liberal approaches, we will look more closely at recent shifts in social policy in New Zealand, and to the approaches of international development agencies to state building, poverty reduction and livelihoods in South East Asia.

SOCIO 713 (30 Points)
Sociology of Law: Human Rights
Examines recent developments in the sociology of human rights within the study of law and society. Sociological thinking can offer a critical examination of international rights thought and practice, addressing the place of rights discourse in law and literature, feminist issues, indigenous rights, the place of rights in critical race theory and for refugees.

SOCIO 718 (30 Points)
Research Projects: Design and Practice
Involves the development of a research proposal, especially for students intending to write a thesis or research essay. Both 'empirical' and 'theoretical' projects will be encouraged. Students will work through problem definition, literature review, research design, preparation of an ethics application and a small supervised pilot project. Restriction: SOCIOL 731, SOCSCRES 701

SOCIO 722 (30 Points)
Remaking Aotearoa New Zealand
Aotearoa New Zealand has experienced several critical ‘re-makings’, from: Māori society to white-settler colony; colony to nation: 30s depression to post-war boom; from the end of the ‘golden weather’ to deregulated player in the global economy. Despite these episodes, the gaps between Māori/Pakeha, men/women and employers/workers remain as the objects of future contested settlements within Aotearoa New Zealand as a nation, or nations.

SOCIO 728 (30 Points)
Family, Women and the State
The influence of ideologies of mothering, family and work, as well as the political forces and pressure groups that promote them, on both the development and restructuring of social policies in several industrialised nations, including New Zealand.

SOCIO 729 (30 Points)
Modernity and Consciousness
Operating on the boundary between sociologies of history and culture, this course employs the work of Walter Benjamin, Marshall Berman, Wolfgang Schivelbusch, Raymond Williams, and Talcott Parsons to explore creatively tangled relationships among three superficially similar terms – modernisation,’ modernity’ and ‘modernism’ – in sundry nineteenth and twentieth century urban and rural settings.

SOCIO 730 (30 Points)
Globalisation and Market Governance
Political sociology has traditionally focused on relationships between state and society. Recent theoretical and empirical changes challenge this approach. Post-structuralism, neo-Marxism and feminism have given rise to wider definitions of power, politics and social identities. Globalisation, the shift from government to governance and the rise of ‘new social movements’ have transformed the social terrain of political struggle. Examines contemporary debates in political sociology.

SOCIO 732 (30 Points)
Tourism and Heritage
Tourism is one of the world’s largest and fastest growing industries. This course examines tourism’s intersection with ‘heritage’, considering the political economy of tourist development, the tourist gaze, commodified ‘authenticity’ and cultural conflicts in tourism.

SOCIO 735 (30 Points)
Current Debates in Gender and Sexuality
Traces contemporary sociological debates in the analysis of gender and sexuality. This includes reference to feminist concerns with identities, differences, bodies, power and agency. These issues are taken up and explored through an examination of practices enacted on/or through sexed bodies. Restriction: 315.723
SOCIO 736  (30 Points)
Special Topic: Renegotiating Citizenship
Changing economic, political and social realities in Western societies have challenged traditional notions of citizenship. This course critically examines emerging debates in citizenship studies that consider how shifting political ideologies, welfare state reform, increasing cultural diversity and globalisation impact on citizenship at both theoretical and policy levels.

SOCIO 737  (15 Points)
Special Topic

SOCIO 738  (15 Points)
Directed Study

SOCIO 739  (30 Points)
Directed Study

SOCIO 740  (30 Points)
Modern Times, Modern Crimes
Sociology sees itself as being centrally concerned with the question of modernity. However, until recently, it has avoided active scholarly engagement with modernity’s underbelly: war, genocide and torture. This course argues that rather than appearing as peripheral aberrations they are central to the project of modernity. Special attention will be paid to the role played by science and technology in the production of inhumanity.

SOCIO 742  (30 Points)
Deviance and Social Control
Examines cultural, medical and sociological explanations of deviant behavior. Particular attention is given to the manner in which social control has historically functioned in relation to race, class, gender, colonialism and sexuality, and the means by which individuals and groups have been politically, socially and culturally marginalised.

SOCIO 743  (15 Points)
Special Topic

SOCIO 745  (30 Points)
Special Topic

SOCIO 746  (30 Points)
Special Topic

SOCIO 747  (30 Points)
Special Topic: Political Ecology of Youth and Crime
Focuses on the social processes that underpin the relationship between individual agency, identity and the broader political ecology of crime as it relates to youth and crime. These will be explored by examining youth offending and criminalisation, victimisation, the media and representations of youth crime and young people’s engagement with youth justice policy and practice.

SOCIO 790  (30 Points)

SOCIO 790A  (15 Points)
SOCIO 790B  (15 Points)
Dissertation
To complete this course students must enrol in SOCIO 790 A and B, or SOCIO 790

SOCIO 792  (45 Points)
SOCIO 792A  (22.5 Points)
SOCIO 792B  (22.5 Points)
Dissertation
To complete this course students must enrol in SOCIO 792 A and B, or SOCIO 792

SOCIO 796A  (60 Points)
SOCIO 796B  (60 Points)
Thesis
Prerequisite: A BA(Hons) in Sociology with at least a B+ average
To complete this course students must enrol in SOCIO 796 A and B

SOCIO 797A  (60 Points)
SOCIO 797B  (60 Points)
Research Portfolio
To complete this course students must enrol in SOCIO 797 A and B

Spanish

Stage I

SPANISH 103  (15 Points)
Iberian and Latin American Civilisations
Comparative approaches to the multicultural civilisations of the Iberian Peninsula and Ibero-America, focusing on parallel developments, diverse traditions and cultural representations. This course is highly recommended as a foundation for both Spanish and Latin American cultural/literary studies at Stage II and III.

SPANISH 104  (15 Points)

SPANISH 104G  (15 Points)
Beginners’ Spanish 1
Designed for students who have not studied Spanish before. In addition to providing a good grammar base, the course has a strong focus on listening and oral work. SPANISH 104 does not count towards a major in Spanish.
Restriction: SPANISH 107. May not be taken if a more advanced language acquisition course in this subject has previously been passed

SPANISH 105  (15 Points)
Beginners’ Spanish 2
This language acquisition course follows on from SPANISH 104, giving students a thorough grounding in Spanish on which they can build in future years.
Prerequisite: SPANISH 104 or 109
Restriction: SPANISH 108. May not be taken if a more advanced language acquisition course in this subject has previously been passed

Stage II

SPANISH 200  (15 Points)
Intermediate Spanish 1
Second-year language, building on the basic knowledge obtained in SPANISH 105 or 108, revising and expanding work covered in Stage I.
Prerequisite: SPANISH 105 or 108
Restriction: SPANISH 277. May not be taken if a more advanced language acquisition course in this subject has previously been passed
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Points</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>SPANISH 201</td>
<td>Intermediate Spanish 2</td>
<td>15</td>
<td>Builds on skills obtained in SPANISH 200 with special emphasis on practical work, spoken Spanish and development of aural-oral skills. Prerequisite: SPANISH 200. Restriction: SPANISH 278. May not be taken if a more advanced language acquisition course in this subject has previously been passed.</td>
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<tr>
<td>SPANISH 202</td>
<td>Iberian Cultures and Literatures</td>
<td>15</td>
<td>An introduction to the development of Iberian literatures in their cultural contexts from the medieval to the modern era. Prerequisite: SPANISH 105 or 108. Restriction: SPANISH 324.</td>
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<tr>
<td>SPANISH 205</td>
<td>Latin American Cultures and Literatures</td>
<td>15</td>
<td>An introduction to the development of Latin American literatures in their cultural contexts from the colonial to the modern era. Prerequisite: SPANISH 105 or 108.</td>
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<tr>
<td>SPANISH 215</td>
<td>Special Topic: The Spanish Civil War</td>
<td>15</td>
<td>Examines the Spanish Civil War (1936-39) through cultural, literary and visual texts produced both during the conflict and retrospectively, up to the present day. Lectures are supplemented by bibliographical material and films. A sociohistorical overview of the Civil War addresses Republicans’, Nationalists’ and foreign representations. Picasso’s Guernica and post-Francoist literary representations critique ideological, nationalist and cultural systems thereafter. Prerequisite: SPANISH 105 or 108.</td>
</tr>
<tr>
<td>SPANISH 223</td>
<td>Special Topic</td>
<td>15</td>
<td>Prerequisite: SPANISH 105 or 108.</td>
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<tr>
<td>SPANISH 277</td>
<td>Spanish Study Abroad 2A</td>
<td>15</td>
<td>For approved courses at overseas institutions with permission of the Head of Department. Prerequisite: Departmental approval required.</td>
</tr>
<tr>
<td>SPANISH 278</td>
<td>Spanish Study Abroad 2B</td>
<td>15</td>
<td>For approved courses at overseas institutions with permission of the Head of Department. Prerequisite: Departmental approval required.</td>
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**Stage III**

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<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPANISH 301</td>
<td>Iberian Conquests: Epic Stories, Black Legends</td>
<td>15</td>
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<tr>
<td>SPANISH 302</td>
<td>Culture of the Baroque and the Golden Age</td>
<td>15</td>
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<tr>
<td>SPANISH 305</td>
<td>Modern Latin American Literary Texts</td>
<td>15</td>
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<tr>
<td>SPANISH 308</td>
<td>Cultural Critics</td>
<td>15</td>
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<tr>
<td>SPANISH 310</td>
<td>Gender Perspectives on Hispanic Literature</td>
<td>15</td>
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<tr>
<td>SPANISH 311</td>
<td>Literature and its Others</td>
<td>15</td>
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<td>SPANISH 313</td>
<td>Engendering Nations</td>
<td>15</td>
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<tr>
<td>SPANISH 314</td>
<td>Commerce and Communication</td>
<td>15</td>
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<tr>
<td>SPANISH 315</td>
<td>Special Topic</td>
<td>15</td>
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<tr>
<td>SPANISH 316</td>
<td>Special Topic</td>
<td>15</td>
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or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

SPANISH 317
Hispanic Cultures in Cinema
A study of Spanish and/or Latin American cultures and their representation in films. Emphasis on critical theories and cultural contexts of representation.
Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or LATINAM 216
Restriction: SPANISH 718

SPANISH 318
Making Modern Spain 1840-1939
The making of modern Spain charts a period in which gender, class and ideological upheavals intersect with enquiry and debate as to what constitutes the Spanish nation. An overview of key moments of Spanish cultural politics from high Romanticism through to the end of the Spanish Civil War, examining the connections between seduction, both personal and intellectual, and social revolutions.
Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216
Restriction: SPANISH 725

SPANISH 319
Advanced Spanish 1
Advanced study of Spanish language.
Prerequisite: SPANISH 201 or 278
Restriction: SPANISH 300, 377

SPANISH 321
Advanced Spanish 2
A continuation of SPANISH 319, further advanced areas of Spanish language and grammar. Students who have passed SPANISH 300 in 2006 or 2007 may enrol in the course with permission of the Department.
Prerequisite: SPANISH 319 or 377 or Departmental approval
Restriction: SPANISH 378

SPANISH 323
Historical Crossroads in Literature
Examines critical moments in Spain’s and/or Latin America’s history through contemporary theatre, narrative and poetry. Contexts addressed may include dictatorship and dissident writing, political transitions and consolidations of democracy, and Spain and/or Latin America as new crossroads of cultures.
Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216
Restriction: SPANISH 214

SPANISH 324
Iberian Cultures 1200-1600
An introduction to the development of Iberian literatures in their cultural contexts from the Mediaeval, Renaissance and Early-Colonial eras, from the thirteenth to the sixteenth centuries.
Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216
Restriction: SPANISH 202

SPANISH 326
Tradition and Dissidence
An introduction to the historical background of modern Spain and/or Latin America and to literature produced in Spain and/or Latin America from nineteenth and twentieth centuries to recent times.
Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or LATINAM 216
Restriction: SPANISH 204

SPANISH 327
Urban Culture and Popular Media
Urban culture as it illustrates the negotiation between the forces of globalisation and the resistance to homogeneity. We look at a variety of forms of material culture in relation to popular media: press, advertisements, films, plays, short stories.
Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or LATINAM 216
Restriction: SPANISH 222

SPANISH 341
Spanish Sound Structure
Provides advanced Spanish learners with a solid foundation in Spanish phonetics and phonology. Spanish sounds are explained and practiced in order to minimise native-language transfer. Students learn articulatory phonetics, phonetic transcription, and sound-pattern recognition, skills that enable them to discern native pronunciations and discover the principles that underlie the Spanish sound system.
Prerequisite: SPANISH 201 or 278
Restriction: SPANISH 741

SPANISH 345
Peripheric Cultures and Literatures
Focuses on the study of peripheric cultures and literatures in the Hispanic world, historically marginalised by issues of language, ethnicity, and/or geopolitical positioning, which have excluded them from traditionally centralist, homogeneous and monolithic definitions of the nation.
Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216
Restriction: SPANISH 745

SPANISH 350
Directed Reading and Research
Supervised research projects.
Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216 and permission of Head of Department

SPANISH 377
Spanish Study Abroad 3A
For approved courses at overseas institutions with permission of the Head of Department.
Prerequisite: Departmental approval required

SPANISH 378
Spanish Study Abroad 3B
For approved courses at overseas institutions with permission of the Head of Department.
Prerequisite: Departmental approval required

Postgraduate 700 Level Courses

SPANISH 700A
(15 Points)

SPANISH 700B
(15 Points)

Language Acquisition
Aims to consolidate all language skills in a variety of registers and situations. Material will be drawn from a wide range of sources designed to expand vocabulary and grammar, as well as focusing on aural and oral skills by exposing students to the language in different contexts and specialised uses.
To complete this course students must enrol in SPANISH 700 A and B
SPANISH 703 and Dystopias 1200-1600 (30 Points)
Iberian Utopias and Dystopias 1200-1600
A comparative study of the development of utopian and dystopian models of society in works from Mediaeval and Golden Age Iberia and Early-Colonial Latin America. Special attention is paid to epic, chivalric, humanist, picaresque, colonialist and missionary texts.

SPANISH 708 (30 Points)
Cultural Critics
A study of the role of major intellectuals and writers and their concern with Spanish and/or Latin American cultural and political regeneration. Restriction: SPANISH 308

SPANISH 709 (30 Points)
Spanish Novel
Topics in Spanish novels.

SPANISH 710 (30 Points)
Spanish Poetry
Topics in Spanish poetry.

SPANISH 711 (30 Points)
Spanish Theatre
Topics in Spanish theatre and drama.

SPANISH 712 (30 Points)
Latin American Novel
Topics in Latin American novels.

SPANISH 713 (30 Points)
Latin American Poetry
Topics in Latin American poetry.

SPANISH 714 (30 Points)
Latin American Theatre
Topics in Latin American theatre.

SPANISH 718 (30 Points)
Hispanic Cultures in Cinema
A study of Spanish and/or Latin American cultures and their representation in films. Emphasis on critical theories and cultural contexts of representation. Restriction: SPANISH 317

SPANISH 719 (30 Points)
Special Topic

SPANISH 722 (30 Points)
Gender Perspectives on Hispanic Literature
An examination of a selection of Hispanic literary texts in the light of contemporary gender studies. Restriction: SPANISH 310

SPANISH 723 (30 Points)

SPANISH 723A (15 Points)
SPANISH 723B (15 Points)
Advanced Spanish Translation Practice
Practical skills in translating from and into Spanish in fields most commonly required in New Zealand. Restriction: SPANISH 309
To complete this course students must enrol in SPANISH 723 A and B. or SPANISH 723

SPANISH 725 (30 Points)
Making Modern Spain 1840-1939
The making of modern Spain charts a period in which gender, class and ideological upheavals intersect with enquiry and debate as to what constitutes the Spanish nation. An overview of key moments of Spanish cultural politics from high Romanticism through to the end of the Spanish Civil War, examining the connections between seduction, both personal and intellectual, and social revolutions. Prerequisite: SPANISH 300 Restriction: SPANISH 318

SPANISH 728 (30 Points)
Research Essays
Essays within a field, genre or period of literature.

SPANISH 729 (30 Points)
Latin American Icons: Political Economy of Otherness
The ways in which Latin America as a place and a people has served as a site of otherness and exoticism providing economic and symbolic capital for the consumption and pleasure of colonial, neo-colonial, and neo-liberal powers. Latin American cultural studies texts offer students a way to read against the grain established by this process. Prerequisite: SPANISH 300 or 311 or 313 or HISTORY 310 or POLITICS 332 Restriction: LATINAM 306, SPANISH 306

SPANISH 730 (30 Points)
Iberian Conquests: Epic Stories
Cultural-literary interpretations of Iberian expansion during the Reconquest from the Moors, colonising of the Mediterranean and Atlantic, and Conquest of America. Special attention is paid to various historiographic genres and critiques of colonialist discourse. Restriction: SPANISH 301

SPANISH 731 (30 Points)
Modern Hispanic Historical Fiction
A study of the literary development and ideological function of historical fiction in modern Spain and Spanish America. Special attention is paid to issues of narrative, propaganda and reception in relation to cultural-historical developments.

SPANISH 734 (30 Points)
Culture of the Baroque and the Golden Age
An introduction to the main intellectual and philosophical currents of Golden Age literature covering drama, novel and poetry. Restriction: SPANISH 302

SPANISH 735 (30 Points)
Special Topic in Latin American Cultural Studies

SPANISH 736 (30 Points)
Special Topic

SPANISH 737 (30 Points)
Special Topic

SPANISH 738 (30 Points)
Special Topic
Prerequisite: SPANISH 300 or Departmental approval Corequisite: SPANISH 700 Restriction: SPANISH 313, 316

SPANISH 741 (30 Points)
Spanish Sound Structure
Provides advanced Spanish learners with a solid foundation in Spanish phonetics and phonology. Spanish sounds are explained and practiced in order to minimise native-language transfer. Students learn articulatory phonetics, phonetic transcription, and sound-pattern recognition, skills that enable them to discern native pronunciations and discover the principles that underlie the Spanish sound system. Prerequisite: SPANISH 319 or 321 or 377 or 378 Restriction: SPANISH 341
SPANISH 745  
Peripheric Cultures and Literatures  
Focuses on the study of peripheric cultures and literatures in the Hispanic world, historically marginalised by issues of language, ethnicity, and/or geopolitical positioning, which have excluded them from traditionally centralist, homogeneous and monolithic definitions of the nation.

Restriction: SPANISH 345

SPANISH 750  
SPANISH 750A  
SPANISH 750B  
Special Study  
Supervised research on a topic or topics approved by the Head of Department.  
To complete this course students must enrol in SPANISH 750 A and B, or SPANISH 750

SPANISH 777  
Study Abroad  
Formal study in an approved overseas university where the language of instruction is Spanish. Supplementary study at The University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Head of Spanish. Enrolment requires the approval of the Head of Spanish.

Stage I

THEOLOGY 100  
Beginning Theology in Aotearoa New Zealand  
An introduction to some of the established processes or methods of doing theology in context. It will provide development of skills in recognising and analysing the sources for contextual theology and of doing theology in relation to a particular question or issue. This course may also be available in flexible mode.

THEOLOGY 101  
THEOLOGY 101G  
The Bible in Popular Culture  
An exploration of biblical themes, images, and metaphors in contemporary film, music and cultural arts through which religion and culture intersect. It develops tools appropriate for analysing popular culture, as it moves from the local to the national to the global.

THEOLOGY 102  
Christianity among Contemporary Religions in Aotearoa New Zealand  
An exploration of Christianity within the multi-religious context of contemporary Aotearoa New Zealand and its relationship to some of the religious traditions visible within New Zealand society such as Traditional Māori Religion, Judaism, Islam, Hinduism, Buddhism, and New Age Spirituality/Religion.

THEOLOGY 103  
Reading the Bible  
Introduces students to various ways of reading the Bible, with attention to major types of literature in the Bible. Skills will be cultivated in biblical analysis and contemporary approaches to and uses of the text will be evaluated.

Restriction: BSTHEO 110

THEOLOGY 104  
Christianity in Aotearoa New Zealand  
An introduction to issues and themes in the history of Christianity in New Zealand, including: the interaction of missionaries and Māori, the settler churches, the church in the twentieth century, and the interface between church and society.

Restriction: CTHTHEO 142

THEOLOGY 105  
THEOLOGY 105G  
Worlds and Cultures of the Bible  
Selected biblical texts are situated within their historical and socio-cultural contexts. Students will study the cultures of the Ancient Near East and the Graeco-Roman world, and develop competencies in using historical and socio-cultural methodologies, and literary and artefactual data necessary for understanding and interpreting biblical texts. Attention will also be given to these texts and their contexts in contemporary politics and religion in the Middle East.

Restriction: BSTHEO 111

Stage III

THEOLOGY 301  
Māori Theology  
An integration of biblical, theological, ethical and spiritual insights in a Māori theology for the contemporary context of Aotearoa New Zealand. It will
do this by developing a theological framework drawn from Māori experience past and present and from Māori concepts and principles.

Prerequisite: Any 30 points at Stage II courses from BTheol Schedule

THEOLOGY 302 (15 Points)

Theology of Place
An examination of the relationship of place to cultural identity with specific reference to the cultures of Aotearoa New Zealand and Oceania. Theologies of place and related themes in the Bible will be explored in dialogue with contemporary understandings of place and identity.

Prerequisite: Any 30 points at Stage II courses from BTheol Schedule

THEOLOGY 303 (15 Points)

Feminist Theologies
An engagement with a variety of critical theologies developed by women in recent decades. Students will explore one or more of these approaches and use these in undertaking a major theological project from one of the critical perspectives explored and developed during the course.

Prerequisite: Any 30 points at Stage II courses from BTheol Schedule

THEOLOGY 304 (15 Points)

Ecology
An examination of the relationship of scripture and theology to ecological issues facing contemporary society. Theories and perspectives from the biblical and theological traditions and environmental sciences will be critically examined and brought into dialogue with local ecological issues and their resolution.

Prerequisite: Any 30 points at Stage II courses from BTheol Schedule

THEOLOGY 305 (15 Points)

Missiology
Missiology draws on biblical, historical and theological scholarship in order to reflect critically on the interaction between the theory and praxis of mission. It uses the tools of the social sciences to identify and critique different missiological dynamics, and encourages students to respect the multi-cultural and multi-religious reality of contemporary society.

Prerequisite: Any 30 points at Stage II courses from BTheol Schedule

THEOLOGY 306 (15 Points)

Religious Themes in the Arts
Investigates how biblical and theological themes and spiritualities are interpreted and expressed in historical and contemporary art forms, such as literature, film, art, architecture, music and dance.

Prerequisite: Any 30 points at Stage II courses from BTheol Schedule

THEOLOGY 307 (15 Points)

The Gendered Church
Scripture has been pivotal in passing on understandings of “normative” gender roles which have been reinforced by Christian theology. This course critically appraises biblical studies, Christian thought and history, and practical theology from the point of view of the construction of gender. It also investigates this construction in the symbols, signs and metaphors of the church, both past and present, as these reflect cultural and historical contexts.

Prerequisite: Any 30 points at Stage II courses from BTheol Schedule

THEOLOGY 308 (15 Points)

Special Topic in Theology

Postgraduate 700 Level Courses

THEOLOGY 701 (15 Points)

Hermeneutics
A critical examination of the development of the theory of hermeneutics within the philosophy of the twentieth century and its implications for the various sectors of theological study. It will explore how hermeneutical perspectives combine with methodologies particular to Biblical Studies, Christian Thought and History and Practical Theology.

THEOLOGY 702 (15 Points)

Doing Theology in Context
A critical reflection on the processes of doing theology, with special reference to Aotearoa New Zealand. Using a theme or issue, students will engage with a variety of theological approaches from Biblical Studies, Christian Thought and History, and Practical Theology. Students will relate these approaches to, and integrate them with, the subject area in which they are majoring.

THEOLOGY 703 (15 Points)

Special Topic

Tongan

Stage I

TONGAN 101 (15 Points)

Tongan Language 1
Focuses on developing initial fluency in the communication skills of listening, speaking, reading and writing. Intended for students with no previous knowledge or familiarity with the language, and for those with limited fluency.

Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed.

TONGAN 101G (15 Points)

Stage II

TONGAN 201 (15 Points)

Tongan Language 2
Extends language fluency developed in TONGAN 101 by progressively introducing more challenging reading and writing tasks, such as narrating myths and legends and describing aspects of Tongan culture.

Prerequisite: TONGAN 101

Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed.

TONGAN 203 (15 Points)

Special Topic

TONGAN 301 (15 Points)

Tongan Language 3
Extends the level of fluency and literacy developed in TONGAN 201. Skills in oral and written Tongan will be extended through intensive study of Tongan history and culture.

Prerequisite: TONGAN 201
**Translation Studies**

**Postgraduate 700 Level Courses**

*Note: The following courses in Translation Studies may also be taken, with the permission of the relevant Heads(s) of Department, as part of an MA in a language subject.*

**TRANSLAT 702** (15 Points)

**Theory and Methodology of Translation**
A critical analysis of different theoretical models of translation will engender a greater understanding of the real nature of translation and the many phases of the translator’s task. Methods will be established for the translation of a wide range of text categories.

**TRANSLAT 703** (15 Points)

**Issues in Translation**
Examines views of translation that encompass history, culture, politics and gender. The basic premise upon which the analysis and evaluation of views is based is that the act and the process of translation involve much more than language.

**TRANSLAT 705** (30 Points)

**Advanced Interpreting Practice – Chinese**
Students will be taken from basic dialogue interpreting skills and short segments of discourse through to unilateral consecutive interpreting in legal, medical and business settings of medium to long segments of discourse.

**TRANSLAT 707** (30 Points)

**Advanced Translation Practice**
The focus is on further developing competence in translation. Students will translate a wide variety of professional texts. Emphasis is on longer texts, which may require special subject knowledge and terminology research.

To complete this course students must enrol in TRANSLAT 707 A and B, or TRANSLAT 707

**TRANSLAT 708** (30 Points)

**Advanced Interpreting Practice – Japanese**
A practice-oriented course that will take students from basic dialogue interpreting skills and short segments of discourse through to unilateral consecutive interpreting in legal, medical and business settings of medium to long segments of discourse.

Prerequisite: TRANSLAT 713

Restriction: This course is available only to students enrolled in Master of Professional Studies, Postgraduate Certificate in Advanced Interpreting, or Certificate of Proficiency

**TRANSLAT 709** (30 Points)

**Advanced Interpreting Practice**
A practice-oriented course that will take students from basic dialogue interpreting skills and short segments of discourse through to unilateral consecutive interpreting in legal, medical and business settings of medium to long segments of discourse.

Prerequisite: TRANSLAT 713

Restriction: This course is available only to students enrolled in Master of Professional Studies, Postgraduate Certificate in Advanced Interpreting, or Certificate of Proficiency

**TRANSLAT 711** (30 Points)

**Professional English Communication for Translators**
Aims at improving the professional communication skills of translators from non-English-speaking backgrounds. Provides students with an introduction on how to produce clear, concise and correct technical texts in English through practical advice on editing and revising techniques, and focuses on the production of clear, concise and correct written and spoken discourse in English.

Restriction: TRANSLAT 721, 722. This course is available only to students of non-English speaking backgrounds

**TRANSLAT 712** (30 Points)

**Computer-aided Translation (CAT) Tools**
Introduces students to a wide range of computer skills for professional translators. Participants will learn how to set up an efficient professional IT environment and how to use software solutions to improve both the quality and the productivity of their work. Special emphasis will be placed on the generation and management of domain-specific terminology. In addition, this course provides students with an overview of and hands-on experience in the use of two market-leading translation memory systems, namely Déjà Vu and SDL Trados.

Restriction: TRANSLAT 710, 723

**TRANSLAT 713** (30 Points)

**Community Interpreting and Contextual Studies**
Aims to provide students with the linguistic, translational, and cognitive skills to provide community translation and interpreting services. Focus will be on providing an overview of community translation and interpreting, focusing on the theories, techniques, and ethics that are essential for interpreters working in legal, medical, and business settings; and introducing translators to the subject areas of Law and Medicine, two of the professional areas that they will be working in as community translators and interpreters.

Restriction: TRANSLAT 601, 602, 704, 706

**TRANSLAT 714** (30 Points)

**Research Methods in Translation Studies**
Enhances students’ knowledge of research methods in Translation and Interpreting Studies, including data collection and analysis as well written and oral presentation.

Restriction: This course is available only to students enrolled in a Master of Professional Studies degree or equivalent

**TRANSLAT 724** (30 Points)

**Localisation**
Theoretical and practical questions of localisation. Students will analyse a variety of electronic, or screen texts and will learn to translate software applications and websites using a variety of computer-based translation tools. Also deals with theoretical issues arising from the localisation paradigm.

**TRANSLAT 725** (15 Points)

**Research Essay**
A supervised research essay or project on a specific topic in Translation Studies.

**TRANSLAT 726** (30 Points)

**TRANSLAT 726A** (15 Points)

**TRANSLAT 726B** (15 Points)

**Translation Project**
A supervised research project on a topic in Translation Studies.

To complete this course students must enrol in TRANSLAT 726 A and B, or TRANSLAT 726
TRANSLAT 727 (45 Points)
TRANSLAT 727A (22.5 Points)
TRANSLAT 727B (22.5 Points)
Translation Project
A supervised research project on a topic in Translation Studies.
To complete this course students must enrol in TRANSLAT 727 A and B, or TRANSLAT 727

TRANSLAT 728 (15 Points)
Special Topic
TRANSLAT 729 (15 Points)
Special Topic
TRANSLAT 790 (30 Points)
TRANSLAT 790A (15 Points)
TRANSLAT 790B (15 Points)
Dissertation
To complete this course students must enrol in TRANSLAT 790 A and B, or TRANSLAT 790

TRANSLAT 792 (45 Points)
TRANSLAT 792A (22.5 Points)
TRANSLAT 792B (22.5 Points)
Dissertation
To complete this course students must enrol in TRANSLAT 792 A and B, or TRANSLAT 792

Women's Studies

Stage I

WOMEN 100 (15 Points)
Gender and the Culture of Everyday Life
Gender is a significant marker in the understanding of contemporary life and experience. Focuses on four themes: home; work; consumption and leisure; and public worlds to explore how gender shapes and is shaped by everyday actions and encounters. These themes are explored in terms of current issues and of how the future is being shaped by the trends of today.

Stage II

WOMEN 202 (15 Points)
Gender and Visual Culture in the Pacific
Issues of gender and migration in the contemporary Pacific. Considers the formation of Pacific Islands diaspora as well as the ways that visual culture, including popular film, media and a range of art forms, have developed and impacted on Pacific Islands cultures.
Prerequisite: Any 30 points in BA courses or Certificate in Women's Studies

WOMEN 206 (15 Points)
Special Topic
Prerequisite: Any 30 points in BA courses or Certificate in Women's Studies

WOMEN 207 (15 Points)
Special Topic
Prerequisite: Any 30 points from courses listed in the Schedule for the BA degree or Certificate in Women's Studies

Stage III

WOMEN 306 (15 Points)
Special Topic
Prerequisite: 30 points in BA courses

WOMEN 307 (15 Points)
Special Topic
Prerequisite: Any 30 points at Stage II

WOMEN 310 (15 Points)
Thinking Gender
Explores the current issues and debates in the scholarship on gender, focusing in particular on those issues which cross disciplinary boundaries and those which are currently the subject of intense debate in journals.
Prerequisite: Any 30 points at Stage II from courses listed in the Schedule for the BA degree in Women's Studies

Postgraduate 700 Level Courses

WOMEN 700A (15 Points)
WOMEN 700B (15 Points)
Contemporary Debates in Feminist Theory
The focus will be on the politics of difference, including how feminist theory has dealt with notions of ethnicity, class and gender, identity politics, nationalism and issues of post-coloniality.
To complete this course students must enrol in WOMEN 700 A and B

WOMEN 701 (30 Points)
Research Design in Women's Studies
Debates on feminist research methodologies provide a theoretical framework for considering issues central to the design of a research project, including problem formation, research ethics and accountability, literature review, development of appropriate methods, analysis and report writing. Students will formulate and pilot an individual or joint research project.

WOMEN 702 (30 Points)
WOMEN 702A (15 Points)
WOMEN 702B (15 Points)
Special Study
To complete this course students must enrol in WOMEN 702 A and B, or WOMEN 702

WOMEN 705 (15 Points)
Special Topic
WOMEN 706 (15 Points)
Special Topic
WOMEN 785 (45 Points)
WOMEN 785A (22.5 Points)
WOMEN 785B (22.5 Points)
Dissertation
To complete this course students must enrol in WOMEN 785 A and B, or WOMEN 785

WOMEN 792 (45 Points)
WOMEN 792A (22.5 Points)
WOMEN 792B (22.5 Points)
Dissertation
To complete this course students must enrol in WOMEN 792 A and B, or WOMEN 792
WOMEN 796A (60 Points)
WOMEN 796B (60 Points)
Thesis
Prerequisite: A BAI(Hons) in Women’s Studies with at least Second Class Honours, First Division, or equivalent
To complete this course students must enrol in WOMEN 796 A and B

WOMEN 797A (60 Points)
WOMEN 797B (60 Points)
Research Portfolio
To complete this course students must enrol in WOMEN 797 A and B

Writing Studies

For the list of courses please refer to the Bachelor of Arts Schedule. Prescriptions are listed under their respective subject codes.

Faculty of Business and Economics

Accounting

Stage I

ACCTG 101 (15 Points)
Accounting Information
Business decisions require accounting information. Covers the role of accounting information and systems to support decision making, control, and monitoring in organisations. Examines general purpose financial statements and the analysis and interpretation of accounting information. Assesses investment opportunities using capital budgeting techniques and compares and evaluates alternative funding sources.
Restriction: 600.121, 600.171, ACCTG 191

ACCTG 102 (15 Points)
Accounting Concepts
Basic principles and concepts of accounting that underlie the production of information for internal and external reporting. This course provides the technical platform for second year courses in financial and management accounting, finance, and accounting information systems.
Prerequisite: ACCTG 101 or 191
Restriction: 600.111, ACCTG 192

ACCTG 151G (15 Points)
Financial Literacy
People who understand the basic principles of finance are likely to get much more mileage out of their money – whether spending, borrowing, saving or investing – than those who do not. Develop an understanding of how to be in control of spending and saving; understand borrowing; make informed investment decisions; know broadly what to insure and what not to; recognise scams and consider whether money is the key to happiness.
Restriction: May not be taken by students with a concurrent or prior enrolment in Accounting or Finance courses

Stage II

ACCTG 211 (15 Points)
Financial Accounting
The study of financial accounting principles within New Zealand, to enable students to: (i) understand how they are developed and influenced; (ii) understand and apply New Zealand Financial Reporting Standards; (iii) report the results of complex business structures involving multiple entities and segments. Completing students will understand the role financial statements play in investment, analysis and contracting decisions, providing a base for advanced study and supporting other areas, particularly finance.
Prerequisite: ACCTG 102 or 192
Restriction: ACCTG 292

ACCTG 221 (15 Points)
Cost and Management Accounting
Budgets and standards, costing systems, cost information for decision-making and control, performance appraisal, and contemporary related issues.
Prerequisite: ACCTG 102 or 192
Restriction: ACCTG 291

ACCTG 222 (15 Points)
Accounting Information Systems
Encompasses the development and distribution of economic information about organisations for internal and external decision-making. Major themes include: objectives and procedures of internal control, the database approach to data management, data modelling, typical business documents and reports and proper system documentation through data flow diagrams and flowcharts.
Prerequisite: INFOSYS 110 or 120 or INFOMGMT 191, and ACCTG 102 or 192

Stage III

ACCTG 311 (15 Points)
Financial Accounting
Explanatory and prescriptive theories of accounting provide the context for an examination of the determinants of financial reporting practice in New Zealand with special reference to accounting for pensions, foreign currency, deferred tax and financial instruments. Issues in international accounting and professional ethics are also addressed.
Prerequisite: ACCTG 211 or 292
Restriction: ACCTG 392

ACCTG 312 (15 Points)
Auditing
An introduction to the audit of financial statements. The objective of an audit is to add credibility to the information contained in the financial statements. Emphasises the auditor’s decision-making process in determining the nature and amount of evidence necessary to support management’s assertions. The end result of a financial statement audit is a report that expresses the auditor’s opinion on the fair presentation of the client’s financial statements.
Prerequisite: ACCTG 211 or 292, and INFOMGMT 296 or 294 or ACCTG 222

ACCTG 321 (15 Points)
Strategic Management Accounting
A study of the design of revenue and cost management systems to facilitate strategic decisions. This includes activity-based costing and activity-based management. The learning environment is student-centred with the seminar leader’s role being that of facilitator rather than lecturer. Students work not only as individuals but also in teams. The learning environment is a combination of lectures, case studies and related readings.
Prerequisite: ACCTG 221 or 291
ACCTG 323 (15 Points)
Performance Measurement and Management Control
The design of planning and control systems in organisations. This includes issues from control theory, strategic management and information systems, with an emphasis on performance evaluation, measurement and analysis. Pertinent areas from productivity theory and Data Envelopment Analysis support the performance analysis.
Prerequisite: ACCTG 221 or 291

ACCTG 331 (15 Points)
Revenue and Cost Management
Revenue management concepts and techniques and their support by cost management systems are studied with particular reference to service organisations. The range of services encompasses both private and public sector organisations. Components include: yield management, pricing, linear programming, project management, valuation principles and methodologies.
Prerequisite: ACCTG 221 or 291

ACCTG 371 (15 Points)
Financial Statement Analysis
How is financial statement information used to evaluate a firm’s performance, risk and value? An opportunity to examine this question and to gain experience in evaluating performance, assessing risk and estimating value.
Prerequisite: FINANCE 251 or 261, and ACCTG 211 or 292

ACCTG 381 (15 Points)
Special Topic

ACCTG 382 (15 Points)
Special Topic

Postgraduate 700 Level Courses

ACCTG 701 (15 Points)
Research Methods in Accounting
The theory and application of modern research methods in accounting. The content will include the philosophy, process and design of scientific research. Prior knowledge of basic statistical techniques is assumed.
Restriction: FINANCE 701

ACCTG 702 (15 Points)
Governance Issues in Accounting
An introduction to the economic literatures relating to property rights, transaction cost economics, and agency theory. Application of these notions to the way in which organisations are structured. Identification of why some transactions are internalised and some are undertaken through markets. The application of these ideas to financial and managerial accounting.
Restriction: FINANCE 702

ACCTG 711 (15 Points)
Financial Accounting Research
A study of the contracting-cost theories of accounting policy choice and the related empirical literature. It focuses on agency and efficient contracting explanations for accounting choice. In particular, the course explores the role of accounting in contracts between parties to the firm (e.g., manager, shareholders, debtholders, customers etc). The political process is also analysed to determine the impact on accounting policy choice. Incentives for managers to manipulate earnings under various economic settings are examined and the implications of this behaviour for accounting policy makers are analysed.

ACCTG 712 (15 Points)
International Accounting
An examination of the international dimensions of accounting in an environment that is increasingly global. Examines the international influences on current New Zealand practice and the diversity in accounting practices among New Zealand’s economic partners. International harmonisation issues are studied as well as issues generated by foreign trade, e.g., accounting for foreign currency transactions and transnational business organisations.

ACCTG 713 (15 Points)
Accounting History
Issues in the methodology of historical research, and substantive topics including: ancient and medieval accounting systems, charge and discharge accounting, the invention of double entry book-keeping, cost and management accounting, corporate financial reporting, auditing, accounting standard setting, and a topic chosen from New Zealand’s accounting history.

ACCTG 714 (15 Points)
Contemporary Auditing Research
An examination of the theoretical and empirical literature relating to the demand and supply of auditing, theoretical support for auditing activity, measures of audit quality and related topics.

ACCTG 721 (15 Points)
Research in Management Control
Provides an insight into the theoretical and empirical literature relating to management planning and control in private and public sector organisations. Explores the relationship between strategy, organisation design, performance measurement and evaluation, application of productivity analysis and Data Envelopment Analysis.

ACCTG 722 (15 Points)
Research in Revenue and Cost Management
An examination of revenue and cost management arising from changes in competitive environments. Includes recent research on the design of revenue and cost management systems including developments such as theory of constraints in manufacturing, service and public sector organisations.
Prerequisite: ACCTG 221 or equivalent

ACCTG 732 (15 Points)
Public Sector Management and Control
Critically reviews management accounting’s decision-support role in public sector policy and service delivery. Theme-based seminars will focus on contemporary issues including health, transportation and local government.

ACCTG 771 (15 Points)
Accounting Information and Capital Markets
The study of issues in evaluating accounting information and the use of accounting information by investors and analysts. This includes the examination of the empirical relationship between accounting earnings and share prices and the relationship between financial statement analysis and market efficiency. Perceived market failures will be analysed.

ACCTG 780 (15 Points)
Special Topic
ACCTG 781 (15 Points)
Special Topic
**Stage I**

**BUSINESS 101 (15 Points)**  
Business and Enterprise 1  
Businesses compete for ideas, customers, employees and capital. Entrepreneurs and managers make choices about how to create and capture value through innovation, differentiation of products and services, and how they utilise resources and organise activities. Explores frameworks for understanding how these choices are shaped by markets, technologies, government and society. Develops entrepreneurial thinking, management skills and professional capabilities needed in business.  
Restriction: MGMT 191

**BUSINESS 102 (15 Points)**  
Business and Enterprise 2  
Builds on BUSINESS 101 and further explores the frameworks for understanding choices by entrepreneurs and managers. Continues to develop individual entrepreneurial thinking, management skills and professional capabilities needed for business success. Positions students to undertake disciplinary specialisations, informed by an understanding of the context and cross-functional nature of business.  
Prerequisite: BUSINESS 101  
Restriction: MGMT 101, BUSINESS 191

**BUSINESS 151G (15 Points)**  
Communication in a Multicultural Society  
Develops communication knowledge and skills for students’ careers and interpersonal and intercultural relationships in this theory-based, but practical study of communication knowledge. Offers opportunities to improve your communication knowledge, competencies and skills through the study of interpersonal and intercultural relationships, information literacy, different forms of writing, group communication processes, oral presentations and the impact of technology on communication behaviours.  
Restriction: BUSINESS 291, MGMT 291

**BUSINESS 191 (15 Points)**  
Introduction to Business  
Business success comes through effective business practices. Covers competitive environments, goals and strategy, organisational culture and structure, marketing and operations management. Develops essential skills for independent thinking, carrying out research in an electronic environment, and business report writing.  
Restriction: MGMT 191

**Stage II**

**BUSINESS 201 (15 Points)**  
Special Topic

**BUSINESS 291 (15 Points)**  
Communication Processes  
Employers are demanding business school graduates with strong communication skills. Covers the theory and process of communication in today’s knowledge and information intensive organisations. Develops oral and written communication skills, including professional presentations. Focuses on the role of interpersonal and team-based communication in building more effective business relationships.  
Restrictions: BUSINESS 101 and 102, or BUSINESS 191 and 192, or MGMT 191 and 192, or MGMT 101

**BUSINESS 390 (15 Points)**  
BBIM Capstone Project  
Applied project that requires the integration of skills and theory in both business and information management. Builds directly on courses previously completed in the BBIM programme, consolidating existing skills and knowledge in an applied business setting.  
Prerequisites: BUSINESS 291 or MGMT 291; BUSINESS 292 or OPSMGMT 357 or MGMT 292; INFOMGMT 293 or INFOMGMT 294 or INFOMGMT 296; and either: MKTG 201 or 291, MKTG 202 or 292, MKTG 303 or 293; or ACCTG 102 or 192, and ACCTG 221 or 291, and ACCTG 211 or 292  
Restrictions: MKTG 393, ACCTG 393, MGMT 393, BUSINESS 391, 392, 393

**BUSINESS 391 (15 Points)**  
Integrated Marketing Project  
Applied marketing project that requires the integration of skills and theory in both business and information management. Builds directly on courses previously completed in the BBIM programme, consolidating existing skills and knowledge in an applied business setting.  
Prerequisites: BUSINESS 291 or MGMT 291 and BUSINESS 292 and INFOMGMT 293 and MKTG 291, 292, 293  
Restrictions: MKTG 393, ACCTG 393, MGMT 393, BUSINESS 390, 392, 393
BUSINESS 392 (15 Points)  
Integrated Accounting Project  
Applied accounting project that requires the integration of skills and theory in business and information management. Builds directly on courses previously completed in the BBIM programme, consolidating existing skills and knowledge in an applied business setting.  
Prerequisite: BUSINESS 291 or MGMT 291 and BUSINESS 292 and INFOMGMT 294 and ACCTG 192, 291, 292  
Restriction: ACCTG 393, MKTG 393, MGMT 393, BUSINESS 390, 391, 393

Postgraduate 700 Level Courses

BUSINESS 703 (15 Points)  
Case Studies: Teaching and Research  
An examination of case study methodology and its relationship to theory building and pedagogy. Building cases for the classroom as well as research purposes.

BUSINESS 704 (15 Points)  
Quantitative Research Methods  
Students will become familiar with underlying theory and current best practice in quantitative research through discussion and application of topics including measurement, design (including survey design), and computer-based data analysis.

BUSINESS 705 (15 Points)  
Qualitative Research Methods  
Students will become familiar with current theory and practice as well as methodological debates in the use of qualitative methodologies, including ethnography, case studies, archival research, participant observation, interview and focus group methods, as well as transcription and analysis. A workshop on coding qualitative data will be included.

BUSINESS 706 (15 Points)  
Directed Readings in Business

BUSINESS 707 (15 Points)  
Research Essay

BUSINESS 708 (15 Points)  
Special Topic

BUSINESS 709 (15 Points)  
Special Topic

BUSINESS 710 (15 Points)  
Research Design  
The pursuit of new knowledge requires the ability to recognise and design appropriate and robust research studies. Students explore the principles and practices of research design, including the fundamentals of where knowledge comes from; if and to what degree we can be certain about our findings; the ethics of research activities; and how a topic might be investigated from multiple approaches and philosophical perspectives.

Business Administration

Postgraduate 700 Level Courses

BUSADMIN 701 (20 Points)  
Accounting and Finance  
The interpretation of information contained in accounts prepared for use within the firm and for parties external to the firm. Understanding the sources of information contained in accounting statements. An overview of modern day capital budgeting techniques, the cost of capital, capital structures and their application to the business environment. Acceptance into this course is subject to sitting and passing a quantitative test to demonstrate competence in basic mathematics and algebra.

BUSADMIN 702 (20 Points)  
Accounting for Decision Makers  
Financial analysis and management in decision contexts. Strategic analysis, evaluation and use of accounting information.

BUSADMIN 705 (20 Points)  
Business Law  
Examines the legal environment of business, contract law, legal rules governing the management of businesses, directorships and partnerships, selected aspects of the Commerce Act and the Fair Trading Act.

BUSADMIN 710 (20 Points)  
Economics  
Principles and frameworks of economic thought to inform managerial decision-making. Monetary and fiscal policy, interpretation of the economic press, and the impact of globalisation of trade are considered.

BUSADMIN 712 (20 Points)  
Leadership in Organisations  
An exploration of leadership from personal, relational and organisational perspectives. A focus on leadership reflective practice and development of skills. Importance of contextual factors and their influence on contemporary leadership. Topics include leadership and communication processes, organisation culture, change and transition, and diversity.

BUSADMIN 713 (20 Points)  
Managing People  
Conceptual frameworks, theories and research relevant to the management of people in contemporary NZ businesses. Topics include: perception and personality, employee motivation and commitment, psychological contracting, work design, team dynamics, recruitment and selection, learning and development, performance management and remuneration. Integration of these topics through goal-setting and problem-solving related to the management of people.

BUSADMIN 715 (20 Points)  
Special Topic

BUSADMIN 716 (20 Points)  
Special Topic

BUSADMIN 717 (10 Points)  
Special Topic

BUSADMIN 753 (20 Points)  
Special Topic

BUSADMIN 754 (20 Points)  
Special Topic

BUSADMIN 760 (15 Points)  
Business Law  
Examines the legal environment of business, contract law, legal rules governing the management of businesses, directorships and partnerships, selected aspects of the Commerce Act and the Fair Trading Act.  
Restriction: BUSADMIN 705, 784
BUSADMIN 761 (15 Points)
Management
Core theories and their implications for the art and practice of management in modern organisations.
Restriction: BUSADMIN 713, 771

BUSADMIN 762 (15 Points)
Marketing
Customer value and value-creation in markets and the implications for marketing, marketing decision-making, and marketing strategy development.
Restriction: BUSADMIN 772, MARKET 713

BUSADMIN 763 (15 Points)
Quantitative Analysis
Quantitative analysis theory, techniques, and tools to support and facilitate managerial decision-making. Includes financial, statistical, and operational modelling.
Restriction: BUSADMIN 773

BUSADMIN 764 (15 Points)
Accounting
The ‘language of business’ and related knowledge essential for effective resource allocation and for assessing and communicating the accounting performance of the firm.
Prerequisite: BUSADMIN 763
Restriction: BUSADMIN 702, 774

BUSADMIN 765 (15 Points)
Finance
Describes the role of the financial manager in the creation of wealth for shareholders and stakeholders. Examines the working of the markets for real and financial assets, including techniques for their valuation. Assesses the potential for wealth creation from investment (or divestment) in real assets, the firm’s mix of financial assets, and mergers, acquisitions and divestments.
Prerequisite: BUSADMIN 764
Restriction: BUSADMIN 702, 775

BUSADMIN 766 (15 Points)
Supply Chain Management
Creating value through effective and efficient operating and information systems in both product and service-based firms. Emphasises process inter-relationships and infrastructural requirements.
Prerequisite: BUSADMIN 763
Restriction: BUSADMIN 776, OPSMAN 703

BUSADMIN 767 (15 Points)
Economics
Examines consumers, firms, markets, business cycles, behaviours, and policy formation from both micro- and macroeconomics perspectives in a managerial context.
Prerequisite: BUSADMIN 763
Restriction: BUSADMIN 710, 777

BUSADMIN 768 (15 Points)
Strategy
A case-based course addressing the nature and methods of competition, the role and perspective of the general manager, and the art of strategic thinking.
Prerequisite: 60 points from BUSADMIN 761–764 and an additional 30 points from schedule of the Postgraduate Diploma in Business
Restriction: BUSADMIN 729, 778

BUSADMIN 769 (15 Points)
Special Topic
Restriction: BUSADMIN 779

BUSADMIN 771 (15 Points)
Managing Organisations and People
The theory and practice of organising, managing, and leading within the workplace and the implications for both business efficiency and effectiveness.
Restriction: BUSADMIN 713, 761

BUSADMIN 772 (15 Points)
Marketing for Growth
Processes which shape and drive buyer behaviour and value creation for both customers and enterprise. Examines the nature of marketing, marketing decision-making, and the development of marketing strategies for both consumer and business-to-business markets. Emphasises marketing to achieve substantive growth.
Restriction: BUSADMIN 762, MARKET 713

BUSADMIN 773 (15 Points)
Modelling and Analysing for Management
The use of models and statistical analysis to facilitate managerial decision-making, including decision making under uncertainty and risk assessment and the quantitative evaluation and qualitative assessment of data. The course is multi-disciplinary in nature and links to a number of functional areas including finance and accounting, marketing and operations management.
Restriction: BUSADMIN 763

BUSADMIN 774 (15 Points)
Financial Reporting and Control
Accounting is the language that pervades organisations and markets because it is used to engage and measure commercial transactions and to determine performance. This course covers accounting knowledge essential for effective resource allocation and for quantifying, assessing, and communicating information about the economics and performance of the enterprise.
Restriction: BUSADMIN 701, 702, 764

BUSADMIN 775 (15 Points)
Financial Management
Assesses the role financial managers play within the management team as they seek to create wealth for shareholders and stakeholders. Examines the working of the markets for real and financial assets, including techniques for their valuation. Assesses the potential for wealth creation from investment (or divestment) in real assets, the firm’s mix of financial assets, and mergers, acquisitions and divestments.
Prerequisite: BUSADMIN 774
Restriction: BUSADMIN 701, 702, 765

BUSADMIN 776 (15 Points)
Operations and Supply Chain Management
Focuses on the development of important managerial skills needed to ensure the continuing effective contribution of an enterprise’s productive processes and information systems to its competitive position and performance. Emphasises learning about the complex operations and infrastructure required for (1) product development and manufacture and (2) service design and delivery.
Prerequisite: BUSADMIN 773
Restriction: BUSADMIN 766, OPSMAN 703

BUSADMIN 777 (15 Points)
Business Economics
Micro- and macroeconomic aspects of consumers, firms, markets, business cycles, and policy formation from a managerial perspective. Examines attributes
and behaviours of units comprising the economy – consumers, markets, individual firms, and industries – as well as the nature, roles, and impacts of policy-making on the macroeconomy.
Prerequisite: BUSADMIN 773
Restriction: BUSADMIN 710, 767

BUSADMIN 778 (15 Points)
Strategic Management
The art, science, and practice of strategic thinking and entrepreneurial action. Examines the logics and processes of opportunity recognition and competitive strategy formation and implementation, in both national and global contexts, for a variety of enterprise types. A case-intensive course requiring extensive analysis of business situations and the preparation and communication of pragmatic, ‘real world’ recommendations.
Prerequisite: BUSADMIN 768 or 778
Restriction: BUSADMIN 729, 768

BUSADMIN 779 (15 Points)
Special Topic
Restriction: BUSADMIN 769

BUSADMIN 780 (15 Points)
Managing Business Growth
A project based course in which teams take on the role of planning the growth of an enterprise. It examines possible growth strategies with emphasis on growth by acquisition or merger. Provides practical experience in identifying, assessing, and valuing strategic opportunities for growth.
Prerequisite: BUSADMIN 768 or 778

BUSADMIN 781 (15 Points)
Leadership and Ethics
Alternative leadership styles, self-knowledge, and the dynamics of leadership as a vital process. Examines the nature, need for, and impacts of creativity, responsibility, and probity in enterprise leadership and related communications.
Prerequisite: BUSADMIN 768 or 778

BUSADMIN 782 (15 Points)
Entrepreneurship and Innovation
Contemporary theory and practice of entrepreneurship and innovation in small-to-medium-sized enterprises (SMEs). Topics include opportunity recognition, new product and venture development, risk management, and venture financing.
Prerequisite: BUSADMIN 763 or 773, and 768 or 778

BUSADMIN 783 (15 Points)
International Business
Factors impacting enterprises seeking to globalise and contemporary issues in the conduct of international business. Examines the impacts of other countries’ economic, political, cultural, and legal environments on an enterprise’s operational and strategic alternatives and its managerial decisions.
Prerequisite: BUSADMIN 768 or 778

BUSADMIN 784 (15 Points)
Managers and the Law
Impact of the law on management of the enterprise. Legal requirements, issues, and mechanisms critical to achieving the strategic objectives and managing the risk/reward profile of the firm. Identification of sources of potential legal problems. Law and the international business environment.
Prerequisite: BUSADMIN 768 or 778
Restriction: BUSADMIN 705, 760

BUSADMIN 785 (15 Points)
Special Topic

BUSADMIN 786 (15 Points)
Special Topic

BUSADMIN 787 (15 Points)
Special Topic

BUSADMIN 788 (15 Points)
Contemporary Topics in Management
Contemporary issues and topics which impact the formulation and administration of management policy.
Prerequisite: BUSADMIN 768 or 778

BUSADMIN 789 (15 Points)
Advanced Professional Development
Students develop their personal professional skills in order to make a difference in organisations in the future. Personal portfolios reflect individual competences and advancement in conceptual thinking, facilitation, written and oral presentation skills including the use of new media.
Prerequisite: BUSADMIN 768 or 778

BUSADMIN 790 (15 Points)
Organisational Studies
Selected theories, principles and concepts applicable to contemporary management thought and related productive activities.
Prerequisite: BUSADMIN 768 or 778

BUSADMIN 798 (30 Points)

BUSADMIN 798A (15 Points)

BUSADMIN 798B (15 Points)
MBA Research Project
Individual or group project addressing a specific management challenge or business issue facing an organisation.
To complete this course students must enrol in BUSADMIN 798 A and B, or BUSADMIN 798

Commercial Law

Stage I

COMLAW 101 (15 Points)
Law in a Business Environment
Decision makers in commerce and industry require an understanding of legal structures, concepts and obligations. Provides an introduction to the New Zealand legal system and the legal environment in which businesses operate, and also introduces legal concepts of property and the law of obligations, including detailed study of various forms of legal liability relevant to business.
Restriction: COMLAW 191

COMLAW 151G (15 Points)
The (Un)Lawful World: Law in Contemporary Life
An examination of and guide to the laws and legal institutions that shape contemporary life. The focus will be on the laws that people are most likely to brush up against in everyday life and current legal controversies. Topics may include crime and the criminal justice system, residential tenancies, employment disputes, consumer transactions, and the protection of creativity and innovation.
Stage II

**COMLAW 201** (15 Points)
**Commercial Contracts**
Every business transaction involves a contract. Commercial Contracts examines the general principles of the law of contract including the process of formation of a contract, the interpretation of contractual terms and the various obstacles which may impede the enforceability of a bargain. Introduces the special features of contracts in digitally networked environments and issues relating to breach of contract and consumer protection.
Prerequisite: COMLAW 101 or 191

**COMLAW 203** (15 Points)
**Company Law**
Companies are by far the most used vehicle for doing business and an understanding of the rules that govern them is essential for everyone involved in commerce and industry. Examines the nature of a company, incorporation and share capital, the concept of separate legal personality, how a company interacts with the world and the roles of the stakeholders in a company including directors and shareholders. A sound understanding will help decision makers to take the advantages of corporate structure while avoiding pitfalls and legal liability.
Prerequisite: COMLAW 101 or 191

**COMLAW 209** (15 Points)
**Special Topic**
Prerequisite: COMLAW 101 or 191

Stage III

**COMLAW 301** (15 Points)
**Taxation**
An introduction to the Income Tax Act and the Goods and Services Tax Act, with emphasis on developing an understanding of these types of tax as relevant to taxpayers. Specific topics include the nature of income, taxation of common types of income (such as wages, shares and land), the deduction and prohibition of various types of expenses, tax accounting issues (cash or accrual basis), provisional tax, rebates, PAYE system, tax returns and an introduction to GST.
Prerequisite: COMLAW 201 or 202 or 203

**COMLAW 303** (15 Points)
**Receiverships and Reconstructions**
A business in difficulty may fail or it may be rehabilitated. Receiverships and Reconstructions looks at aspects of business failure and near failure including informal workouts, formal business rescue regimes, company receiverships and personal bankruptcy. Students will develop the skills and expertise to operate in these fields.
Prerequisite: COMLAW 203 or LAW 417

**COMLAW 304** (15 Points)
**Business Structures for Enterprises**
Business advisors need to be familiar with a wide variety of business structures other than companies. Emphasis is on the most common of these including franchises, joint ventures, trading trusts, partnerships, unincorporated societies and State Owned Enterprises in order to ensure that advisors are familiar with their merits and legal consequences of utilising these structures.
Prerequisite: COMLAW 203

**COMLAW 305** (15 Points)
**Securities Markets and Investment Law**
Businesses need investment to grow. Many raise finance from the securities markets, in particular by listing on the Stock Exchange. Topics include raising money from the public and the rules relating to insider trading, market manipulation, disclosure obligations, takeovers and listing on the Stock Exchange and will benefit investment advisors and anyone involved in the financial markets.
Prerequisite: COMLAW 202 or 203

**COMLAW 306** (15 Points)
**Marketing Law**
Marketers are not free to say what they want. A variety of laws and codes govern the claims made about goods and services and the ways in which they are presented and sold. Marketing Law covers consumer legislation, product distribution, advertisement regulation, branding, privacy and competition law. It builds skills in problem solving, decision making and written communication.
Prerequisite: COMLAW 201 or 203; or COMLAW 101. MKTG 201; or COMLAW 191, MKTG 291
Restriction: COMLAW 205

**COMLAW 307** (15 Points)
**International Trade Law**
An introduction to the private law relationships which exist between buyers, sellers, insurers and bankers concerned with international trade. Major topics include: the sale of goods contract, the Vienna Convention, CIF and FOB contracts, marine insurance, the bill of lading, the Warsaw Convention and regional trade agreements such as CER.
Prerequisite: COMLAW 201

**COMLAW 311** (15 Points)
**Advanced Taxation**
An advanced study of Income Tax and Goods and Services Tax, with emphasis on the important tax regimes applicable to business taxpayers and high-income individuals. Specific topics include corporate taxation, dividends and imputation, company losses and grouping, qualifying companies, trusts, partnerships, financial accruals, international taxation, the disputes procedure and penalties regime, and evasion and avoidance.
Prerequisite: COMLAW 203 and 301, or LAW 429 and LLB Part II
Restriction: LAW 409

**COMLAW 314** (15 Points)
**Employment Law**
The success of a business depends on the maintaining of a productive relationship with its employees. Employment Law covers the legal principles governing the employment relationship. Specific topics include bargaining, personal grievances, enforcement of employment contracts, strikes and lockouts, the rules regarding holidays, and health and safety obligations.
Prerequisite: COMLAW 201 or 203; or COMLAW 101 and MKTG 223; or COMLAW 191 and MGMT 292 or 293 or BUSINESS 292 or 293
Restriction: COMLAW 204

**COMLAW 315** (15 Points)
**Finance and Property Law**
Examines the legal concepts of property and ownership which are central to securing repayment of debt. Major topics include types of security over personal and real property; statutory provisions regulating
credit contracts and property rights; general principles relating to guarantees; legal aspects of commercial leasing; liability of professional advisers and aspects of unsecured lending. 

Prerequisite: COMLAW 201 or 203 or PROPERTY 271 
Restriction: COMLAW 202

**COMLAW 318**  
Special Topic

**COMLAW 320**  
(15 Points)

**Intellectual Property and Innovation**

Managers and entrepreneurs need to understand the legal rules governing the protection and commercialisation of innovative ideas and information and their application in business. Topics covered include the role of copyright in a technological society, the importance of secrecy in protecting valuable ideas by way of patents and the common law, and the interaction of contract with elements of intellectual property. 

Prerequisite: COMLAW 101 or 191 or LAW 101 and 15 points from Stage II COMLAW

**COMLAW 321**  
Special Topic

**Postgraduate 700 Level Courses**

**COMLAW 740A**  
(15 Points)

**The Tax Base**

An advanced study of the breadth of the New Zealand income tax base, including the different concepts of income, its timing and recognition. Comparisons between the nature of capital and income, and the differing treatment of each, provides a deeper understanding of the policy behind the New Zealand income tax regime. Provides a theoretical background and detailed technical knowledge of the scope and application of the most significant regimes for income, deduction and timing in the Income Tax Act 2004. 

To complete this course students must enrol in COMLAW 740 A and B

**COMLAW 741A**  
(15 Points)

**COMLAW 741B**  
(15 Points)

**International Taxation**

Tests of residence for individuals and corporations. The wider tax base for off-shore income of New Zealand residents. Income derived by overseas residents from New Zealand activities. The Double Tax Treaty System. Selecting the country of residence. Anti-avoidance measures directed at transnational activity. The use of tax havens. As well as New Zealand taxation law, the course also examines the municipal revenue law of some of our trading partners. 

To complete this course students must enrol in COMLAW 741 A and B

**COMLAW 746**  
(15 Points)

**Taxation of Corporate and Other Entities**

An advanced study of the tax liability of different business structures and their members, particularly the taxation issues affecting companies and their shareholders. Considers the different tax regimes applicable to companies, trusts, partnerships, charities and Māori authorities. Comparison between these entities is intended to provide a deeper understanding of the policy behind New Zealand’s corporate tax regimes and the allocation of the tax burden between companies, shareholders and other investors.

**COMLAW 747**  
(15 Points)

**The Goods and Services Tax**

An advanced study of Goods and Services Tax. Provides both a theoretical background and high level of technical knowledge of the GST Act 1985. Comparisons with other indirect taxes and overseas variations of GST (notably Australian GST and UK VAT) provide a deeper understanding of the policy behind the New Zealand GST regime. Major topics include taxable activities, input tax, output tax, registration, adjustments, taxable supplies, timing and the GST anti-avoidance provisions.

**COMLAW 748**  
(15 Points)

**Tax Disputes**

An advanced study of the statutory disputes and challenge procedures in the Tax Administration Act 1994. Covers the power of the Commissioner to propose adjustments, conduct investigations and raise assessments. Reviews the administrative law responses to tax avoidance in other jurisdictions, including Australia, Canada, the UK and US provide a deeper understanding of the policy behind New Zealand’s general anti-avoidance provision.

**COMLAW 749**  
(15 Points)

**Avoidance Provisions**

An advanced study of all aspects of the general anti-avoidance provision contained in the Income Tax Act 2004. Provides a detailed analysis of the structure, function and application of the general anti-avoidance provision and of its relationship to the “black-letter” tax law. Comparisons with the statutory and common law responses to tax avoidance in other jurisdictions, including Australia, Canada, the UK and US provide a deeper understanding of the policy behind New Zealand’s general anti-avoidance provision.

**COMLAW 750**  
(15 Points)

**Tax Policy**

An examination of the tax policy issues arising in New Zealand and all tax systems. Topics studied may include historical background, the objectives of taxation and various criteria for evaluating tax systems, basic economic concepts used to analyse tax systems, economic analysis of types of taxation, distinction between capital and income, theory of capital taxation, and the structure of indirect taxation.

**COMLAW 751**  
(15 Points)

**Taxation of Property Transactions**

This course examines all the tax consequences of acquiring, holding, developing, building on, leasing or otherwise dealing with land and personal property.

**COMLAW 752**  
(15 Points)

**Taxation of Corporate Finance**

An examination of the theory and practice of the taxation of corporate finance and financial institutions. Topics considered in the analysis of the taxation of corporate finance include the major activities carried on by banks and companies of all descriptions in order to raise capital, return value to shareholders, and acquire, reorganise and dispose of businesses.

**COMLAW 753**  
(15 Points)

**Special Topic in Taxation Law** 
(For the MTaxS.)

**COMLAW 754**  
(15 Points)

**Special Topic in Taxation Law** 
(For the MTaxS.)
ECON 101 (15 Points) Microeconomics
Offers an introduction to the workings of market systems. This course deals with the economic behaviour of consumers and firms, covering analysis of demand and supply of goods, services and resources within an economy. The framework developed is used to examine and evaluate the operation of the market mechanism for various market structures and government policies.
Prerequisite: ECON 101 or 191, and 111 and MATHS 108 or 150

ECON 111 (15 Points) Macroeconomics
Analyses aggregate economic activity in the national economy and its interrelationships with the rest of the world. Emphasis is placed on basic principles involved in the determination of the level of national output, the aggregate price level, and the money supply. Alternative explanations of key macroeconomic problems and relevant economic policies are compared. The theoretical concepts are illustrated from a range of New Zealand and international applications.
Prerequisite: ECON 101

ECON 151G (15 Points) Understanding the Global Economy
Economics affects our daily lives and the global environment in many ways. Through the media we are constantly made aware of price increases, interest rate changes, exchange rate movements and balance of payments problems, growth and recessions, standard of living comparisons, regional trading agreements. What does it all mean and how does it all work?
Restriction: May not be taken by students with a concurrent or prior enrolment in Economics courses

ECON 191 (15 Points) Business Economics
Introduction to economic analysis, with an emphasis on firms and their operating environment. Pricing and output decisions and cost and profit determination in competitive, imperfectly competitive, and monopolistic markets. Macroeconomic factors and policies affecting business activity in a small open economy.
Restriction: ECON 101 and 111

Stage II
Note: Students intending to major in Economics must include ECON 201 and 211 in their programme.

ECON 201 (15 Points) Microeconomics
Study of the allocation of scarce resources among competing end uses. Intermediate-level analysis of the economic behaviour of individual units, in particular consumers and firms. Although the focus is on perfectly competitive markets, attention is also given to other types of markets. Analysis also includes concepts of expected utility and uncertainty, and welfare economics.
Prerequisite: ECON 101 or 191, and 111 and MATHS 108 or 150

ECON 202 (15 Points) Managerial Economics
An applied economics course which shows how various concepts and techniques drawn from economics, finance, mathematics and statistics can be used to develop and use computer-based models in decision-making, particularly in an uncertain environment.
Prerequisite: ECON 101 or 191, and 111

ECON 204 (15 Points) The Economics of the Internet
An introduction to the economics of the Internet using microeconomic concepts, practical examples, and case studies. Topics to be covered include: the development of the Internet, access pricing, network effects and standardisation, business-to-consumer and business-to-business e-commerce, online auctions, open source software, and the law and economics of information goods such as software and music.
Prerequisite: ECON 101 or 191

ECON 211 (15 Points) Macroeconomics
Provides an introduction to the dynamic microfoundations of macroeconomics, and demonstrates how we can utilise these foundations (i) to understand the trends and fluctuations of macroeconomic aggregates like national output, unemployment, inflation and interest rates, and (ii) to predict the outcome of alternative government policies related to current economic problems of New Zealand and the rest of the world.
Prerequisite: ECON 101 or 191, and 111 and MATHS 108 or 150

ECON 212 (15 Points) Game Theory and Economic Applications
Introduction to non-cooperative and cooperative game theory: n-person non-cooperative games and Nash equilibrium; examples and applications in economics, political science and other fields; the idea of backward
induction and sub-game perfection; introduction to games in coalitional form; the core and (Shapley) value; models of power and voting; problems in fair division, and optimal and stable matching.

Prerequisite: ECON 101 or 191 or MATHS 108 or 150

ECON 221
Introduction to Econometrics
An introduction to model building and empirical research methods in economics. Emphasises the use and interpretation of single equation regression techniques in formulating and testing microeconomic and macroeconomic hypotheses. Cross-section and time series modelling, as well as qualitative choice models will be covered. There will be examples of the uses of econometrics in a variety of areas through statistical analysis, problem solving and econometric estimation using a statistical computer package.

Prerequisite: ECON 101 or 191, and 111 and MATHS 108 or 150 and STATS 101 or 102 or 108 or 125 or 191

ECON 232
Development of the International Economy
The development of the international economy and changing economic relationships that have taken place since the late nineteenth century. The causes and consequences of growing interdependency among nations are examined. Changing patterns of trade and migration of capital and labour are analysed, as are cyclical and secular trends in output, employment and investment. The focus is on the development of institutions as well as the economic and social conditions that induce and validate change.

Prerequisite: ECON 101 or 191, and 111

ECON 241
International Economics
An introduction to issues in international trade and finance. Important issues for the international economy and the development of conceptual frameworks for understanding and analysing these issues will be discussed. Topics include: theories of international trade, exchange rate regimes, international capital flows and speculation, multilateral and regional trade agreements, issues in trade policy and the political economy of trade policy.

Prerequisite: ECON 101 or 191, and 111

ECON 271
Special Topic
Prerequisite: ECON 101 or 191, and 111

ECON 272
Special Topic
Prerequisite: ECON 101 or 191, and 111

ECON 273
Special Topic
Prerequisite: ECON 101 or 191, and 111

Stage III

ECON 301
Advanced Microeconomics
Advanced treatment of aspects of general equilibrium and game theory. Applications of this basic theory to the analysis of topics in uncertainty, contracts, auctions, oligopoly, and information economics.

Prerequisite: ECON 201

ECON 302
Economics of Labour Markets
The application of economics to issues that confront policy makers all over the world. Covers the workings of labour markets and teaches how to use economic frameworks to judge the appropriateness of education, training, employment, taxation, immigration and other labour market policies.

Prerequisite: ECON 201

ECON 303
Law and Economics
Economic analysis of law and organisation, and the application of economics to property rights, patents and natural resource management. Includes: contracts, transaction cost analysis, classical contracting, long-run contracts, enforcement, role of market forces, risk aversion, remedies for breach, economic theory for torts, negligence rules, strict liability, multiple torts, product liability. Special topics may include: crime, insider trading, and business law.

Prerequisite: COMLAW 101 or LAW 101, and ECON 201

ECON 304
Firms and Markets
An introduction to Industrial Organisation, the analysis of markets with imperfect competition. Industrial Organisation is concerned with the interdependence of market structure, firm behaviour and market outcome. Basic concepts of game theory will be systematically introduced and applied to study strategic firm behaviour in a variety of general and more industry-specific market settings. In each case, we will analyse the implications of the market behaviour for consumers and society and explore the potential role for public policy with instruments like regulation, competition policy and patent policy.

Prerequisite: ECON 201

ECON 311
Macroeconomic Theory and Policy
This course is designed to teach students modern macroeconomic analysis and focuses on the standard dynamic general equilibrium model, which is central to current macroeconomic research. Students are given a careful introduction to the overlapping generations version of this model and shown how this model can be adapted in different ways to address a wide variety of economic issues and policy questions.

Prerequisite: ECON 211

ECON 321
Econometrics
Development of the linear regression model. Its basis, problems, applications and extensions. Attention is also given to techniques and problems of simultaneous equations modelling, time-series analysis and economic forecasting.

Prerequisite: ECON 201 or 211, and ECON 221 or STATS 207 or 208 or 210

ECON 322
Applied Econometrics
Provides a basic understanding of some of the econometric methods and models. Applications of basic linear regression, including: demand systems, time-series analysis including unit roots and co-integration, simulation and resampling methods. Also includes practical computing classes.

Prerequisite: ECON 201 or 211, and ECON 221

ECON 341
International Trade
The main theories of international trade in goods and services, and of international movements of capital and labour. Partial equilibrium and general equilibrium analysis of the major instruments of trade policy.
their economic effects, and the issues created by their use in practice. The economics of regional trading arrangements, such as free trade areas, customs unions and common markets.  
Prerequisite: ECON 201

ECON 342  
International Economic Policy  
(15 Points)
An analysis of current international economic policy issues, including their implications for New Zealand. A variety of approaches are used, including issue-based analysis of key international economic policy problems, comparative analysis of regional trading arrangements, and a case study that focuses on international economic policy issues related to a selected region.  
Prerequisite: ECON 241 or 341 or 352

ECON 343  
East Asian Growth and Trade  
(15 Points)
A study of the economic factors underlying the dynamic trade and growth performance of the major economies of contemporary East Asia, and of the impact of their development on New Zealand’s international trading environment. Study of individual East Asian economies is strongly emphasised.  
Prerequisite: ECON 201

ECON 351  
Financial Economics  
(15 Points)
A study of the modern literature on corporate finance, investments and derivative securities. An analysis of consumption and investment decisions in the presence of time and risk, asset pricing models and market efficiency. The term structure of interest rates and various issues in debt and equity financing. The use of derivative securities, eg, forwards and/or options to manage exchange rate risk.  
Prerequisite: ECON 201

ECON 352  
International Finance  
(15 Points)
A study of the modern literature on exchange rate markets, exchange rate determination and the implications of exchange rate movements for various economic issues. Students will gain an understanding of why exchange rates change, of financial market arrangements, and of the reasons for, and implications of, recent events in international financial markets.  
Prerequisite: ECON 201 and 211

ECON 361  
Public Economics  
(15 Points)
A study of the role of the state in a modern mixed economy; its roles, measurement and accountability. Topics include: welfare theory, theory of public goods, cost-benefit analysis, budgetary issues, taxation theory and practice, insurance markets, and social insurance.  
Prerequisite: ECON 201

ECON 372  
Resource Economics  
(15 Points)
Examines the economics of resource use with a particular emphasis on world oil markets and issues surrounding energy security. Energy markets are analysed with an emphasis on the electricity market. Issues surrounding energy economics and climate change, energy efficiency and policy measures to promote renewable energy sources are also discussed.  
Prerequisite: ECON 201

ECON 373  
Environmental Economics  
(15 Points)
An overview of the theory and empirical practice of economic analysis as it is used in evaluating environmental problems. Topics include: static and dynamic efficiency; environmental policy (pollution and economic efficiency); analysis of economic instruments, such as tradable property rights and pollution taxes; the allocation of non-renewable and renewable resources; and contemporary issues of growth, trade and the environment, and sustainable development.  
Prerequisite: ECON 201

ECON 374  
Special Topic  
(15 Points)

ECON 381  
Foundations of Economic Analysis  
(15 Points)
A grounding in the quantitative methods of economic analysis with application to commonly used formal models in microeconomics, macroeconomics and econometrics. The emphasis will be on the unifying structure of the theory with a systematic treatment of the mathematical techniques involved. Preparation for continuing study in economic theory and econometrics.  
Prerequisite: ECON 201

Postgraduate 700 Level Courses

ECON 701  
Microeconomic Theory 1  
(15 Points)
A variety of topics in traditional “core” microeconomics from an advanced perspective as well as a selection of issues arising from recent research directions.

ECON 702  
Industrial Organisation  
(15 Points)
Industrial Organisation (IO) is concerned with the interdependence of market structure, firm behaviour and market outcome. Concepts of game theory will be systematically introduced and applied to study strategic firm behaviour in a variety of general and more industry-specific market settings. In each case, we will analyse the implications of the market behaviour for consumers and society and explore the potential role for public policy with instruments like regulation, competition policy and patent policy.

ECON 703  
Labour Economics and Human Resources  
(15 Points)
An advanced survey with emphasis on microeconomic modelling, econometric analysis and policy applications. Topics include: labour force participation, investment in education, hiring and lay-offs, distribution of earnings, unemployment, evaluation of labour market policies, worker mobility and immigration issues.

ECON 711  
Macroeconomics 1  
(15 Points)
This is a core course in macroeconomic theory which addresses fundamental problems including output growth and business cycles, unemployment and inflation in the context of mainstream models of the economy, fiscal and monetary policies.

ECON 712  
Macroeconomics 2  
(15 Points)
This is an advanced course in dynamic macroeconomic modelling, with an emphasis on applications. Models of business cycles, growth, unemployment, and government policy are covered, drawing from papers
at the current research frontier. Students will learn to apply these methods to analyse contemporary economic problems in New Zealand and other countries.

**ECON 713**
**Monetary Economics**
(15 Points)
Examine a number of advanced topics in monetary economics. Topics include: relations of money, prices and output, macroeconomic models with money, monetary policy, roles of central banks, and monetary business cycles.

**ECON 721**
**Econometrics 1**
(15 Points)
Core econometrics including theory and applications. The development of the classical linear regression model and extensions to the most general case. Applications to types of linear models involving cross-section and time-series data, and simultaneous equation models. The method of maximum likelihood, other extrema estimators and associated methods of testing.

**ECON 723**
**Econometrics 2**
(15 Points)
An overview of time series econometrics, designed to introduce a range of material in stationary and nonstationary time series including: modern model determination methods, unit root and cointegration theory, non-linear time series analysis and continuous time models. Students will be introduced to practical time series forecasting methods.

**ECON 725**
**Microeconometrics**
(15 Points)
Empirical analysis of microeconomic data, covering theoretical and practical issues. Model design, identification, estimation and hypothesis testing in a range of microeconomic contexts to provide a basis for the analysis of public policy and/or commercial decisions.

**ECON 741**
**Economics of Development**
(15 Points)
Contemporary issues in development economics. Topics include: the way economists’ approaches to “economic development” have evolved and changed from 1945 to the present, and looks at leading development issues in this perspective; sources of economic growth; the role of population and innovation; and strategies for sustainable economic development. There is emphasis on “Newly Industrialising Countries (NICs)” and other Third World ‘developing’ countries.

**ECON 742**
**Trade Policy**
(15 Points)
Economic analysis of current trade policy issues, with an emphasis on the theoretical, empirical and policy dimensions of international trade negotiations in the WTO, and the spread of preferential trading arrangements such as free trade areas.

**ECON 743**
**Economic Integration in the Pacific Rim**
(15 Points)
Analysis of the developing economic relationships among the nations of the Pacific Rim, including both trade and investment flows and financial market integration. The economics of regional trade liberalisation initiatives, including both established arrangements such as NAFTA, CER and AFTA, and the new initiatives that have emerged in increasing numbers in recent years. Implications of these initiatives for wider economic integration, for example, through APEC. Comparative analysis of factors underlying the economic performance of Pacific Rim economies.

**ECON 747**
**The European Economies**
(15 Points)

**ECON 751**
**Advanced International Finance**
(15 Points)
A study of open-economy macroeconomic topics (theoretic, empirical and policy oriented), including models of exchange rate behaviour.

**ECON 761**
**Public Economics and Policy 1**
(15 Points)
Fundamental theorems of public economics, market failure, public choice theory, and distribution; the role of the economist in the making of public policy in a modern mixed economy, ideologies and critiques of the market model, the economics of the welfare state, welfare and tax reform in New Zealand, and applied poverty issues.

**ECON 763**
**Public Economics and Policy 2**
(15 Points)
Theoretical foundations of equity, taxation in partial and general equilibrium, limitations of private insurance markets, health insurance; interpreting the government’s budget, social insurance, the economics of an ageing population, pensions, savings issues, annuities and old age care, intergenerational and intra-generational equity issues.

**ECON 764**
**Health Economics**
(15 Points)
Economic aspects of health and health services. Analysis of expenditure on healthcare. The structure and financing of health services and health reform. Cost benefit and cost-effectiveness and analysis in healthcare. Specific healthcare issues in the New Zealand health system.

**ECON 771**
**Economies of Development**
(15 Points)
Advanced treatment of selected developments in international trade theory, current trade policy issues, and trade policy modelling.

**ECON 772**
**Trade and Development**
(15 Points)
Focuses on the link between trade and development and contemporary issues relating to trade strategies and structural adjustment policies with particular emphasis on developing countries.

**ECON 773**
**The History of Economic Thought I**
(15 Points)
Covers a selection of topics in the history of economic ideas, including classical economics, post-classical microeconomics, topics in twentieth century economics and business cycle theory and twentieth century debates on international monetary reform.

**ECON 774**
**The History of Economic Thought II**
(15 Points)
A survey course covering a selection of topics in...
the history of economic ideas including: classical economics, post-classical microeconomics, Keynesian economics, monetarism, and developments in twentieth century macroeconomics, business cycle theory and international monetary economics.

ECON 775 (15 Points)
Economics of the Environment

ECON 776 (15 Points)
Experimental Economics
Experiments provide an important link between economic theory and observation. This course will (1) undertake a systematic evaluation of the existing experimental literature with emphasis on game theoretic experiments; (2) instruct students on how to design suitable experiments to test a theoretical conjecture; (3) teach students how to collect and analyse data in a controlled setting and (4) help students begin doing actual research.

ECON 781 (15 Points)
Microeconomic Theory 2
A variety of topics from theoretical microeconomics at the advanced level.

ECON 782 (15 Points)
Regulation and Competition Policy
This course discusses utility regulation linked to the economics of telecommunication, electricity, water and gas. It introduces the economic principles of competition policy and discusses them with the most recent regulation and competition policy cases in New Zealand and elsewhere.

ECON 783 (15 Points)
Energy Economics
Discusses regulation and market design issues for energy and carbon markets. Natural resource economics and electricity markets are covered in depth. Peak oil issues are discussed as well as the economics of climate change.

ECON 784 (15 Points)
Special Topic

ECON 788A (15 Points)
Honours Dissertation
Restriction: ECON 789
To complete this course students must enrol in ECON 788 A and B

ECON 790A (15 Points)
ECON 790B (15 Points)
Dissertation (MCom/MA)
To complete this course students must enrol in ECON 790 A and B

ECON 794A (45 Points)
ECON 794B (45 Points)
Thesis for MCom/MA
To complete this course students must enrol in ECON 794 A and B

Finance

Stage II

FINANCE 251 (15 Points)
Financial Management
Focuses on practical aspects of corporate finance. Topics covered include: concepts of value creation, risk and required rates of return, financial maths, capital budgeting, capital structure and dividend policies. Prerequisite: ACCTG 102 or 192

FINANCE 261 (15 Points)
Introduction to Investments
Markets for shares, fixed income securities, options and futures. Methods of valuing shares, fixed income securities, options, and futures. Simple techniques of hedging risk. Portfolio diversification. Portfolio evaluation. Prerequisite: FINANCE 251

Stage III

FINANCE 310 (15 Points)
Applied Financial Modelling
Develops technical skills in building models to solve problems in Finance. A series of case studies involving basic financial decisions are used to integrate financial modelling skills. Builds on material introduced in FINANCE 251/261 in an applied setting. Prerequisite: FINANCE 251 and 261, or 251 and ACCTG 371
Restriction: FINANCE 383

FINANCE 351 (15 Points)
Advanced Financial Management
A rigorous study of advanced capital budgeting procedures, more difficult aspects associated with capital structure and dividend decisions, mergers and acquisitions. Case study applications of financial management are used. A continuation of the material introduced in FINANCE 251. Prerequisite: FINANCE 251

FINANCE 361 (15 Points)
Modern Investment Theory and Management
Portfolio theory and equilibrium asset pricing models and empirical tests. Portfolio management (forecasting, construction, administration and evaluation) including issues relating to fixed interest and international equity investment. A continuation of the material introduced in FINANCE 261. Prerequisite: FINANCE 261 and MATHS 208 or 250

FINANCE 362 (15 Points)
Risk Management
Examines theoretical and practical aspects of risk management with an emphasis on the effective use of futures, options and other financial derivatives to control market risk exposure. Reviews no-arbitrage methods used to value financial futures and options, including the Black-Scholes model and binomial tree numerical methods. Prerequisite: FINANCE 261 and MATHS 208 or 250

FINANCE 383 (15 Points)
Special Topic

FINANCE 384 (15 Points)
Special Topic
Postgraduate 700 Level Courses

FINANCE 701
Research Methods in Finance
The theory and application of modern research methods in finance. The content will include the philosophy, process and design of scientific research. Prior knowledge of basic statistical techniques is assumed.
Restriction: ACCTG 701

FINANCE 702
Governance Issues in Finance
An introduction to the economic literatures relating to property rights, transaction cost economics, and agency theory. Application of these notions to the way in which organisations are structured. Identification of why some transactions are internalised and some are undertaken through markets. The application of these ideas to finance.
Restriction: ACCTG 702

FINANCE 705
Empirical Finance
Examines the theory and application of modern research methods in finance. Through exposure to a range of contemporary research issues students will develop a basic framework of how to conduct research, and an overview of some of the pitfalls. Students will get started in a research project.

FINANCE 706
Financial Modelling
Concentrates on the theme of financial econometrics, a topic of fundamental and increasing importance in finance research. Students study finance research through training in various statistical procedures, techniques and models in financial econometrics, such as bootstrap methods, autoregressive models, unit root tests, and ARCH and GARCH modelling and the examination of current issues. Students gain knowledge of major international databases, statistical packages and software essential for advanced research.

FINANCE 751
Modern Corporate Finance
Examines fundamental principles of corporate financial theory and discusses current issues, seminal theoretical contributions and empirical evidence regarding those theories. Specific topics will be chosen from capital structure, dividend policy, security issuance, mergers and acquisitions, corporate control and initial public offerings.

FINANCE 761
Portfolio Theory and Investment Analysis
Advanced coverage of contemporary issues in investments through readings of classic theoretical articles and recent empirical studies. Topics include: market efficiency and empirical anomalies, risk-return relationships and alternative investment vehicles and strategies. This course builds on material covered in FINANCE 261 and 361 and presumes the student has completed MATHS 208 or its equivalent.

FINANCE 762
Risk Management
The theory and practice of financial risk management for portfolio managers with an emphasis on defining and measuring market risk. This course builds on material covered in FINANCE 362 and MATHS 208 with extensions to include the use of futures, options and other financial derivatives to manage market risk.

FINANCE 763
International Finance
An examination of theoretical and empirical perspectives on important issues in international finance. Topics will include: financial management of a multinational enterprise, macroeconomic effects, currency risk management and international capital budgeting. A portion of the course will also be devoted to international portfolio investments and diversification. This course builds on knowledge gained in FINANCE 251, 261 and 702.

FINANCE 781
Special Topic in Finance
FINANCE 782
Special Topic
FINANCE 783
Special Topic
FINANCE 784
Directed Readings in Literature Topics
FINANCE 785
Directed Readings in Literature Topics
FINANCE 788
Dissertation in Finance for BCom(Hons)
Restriction: FINANCE 789

FINANCE 796A
(60 Points)
FINANCE 796B
(60 Points)
Thesis
To complete this course students must enrol in FINANCE 796 A and B

Finance – Graduate Programmes

Postgraduate 700 Level Courses

FINMGT 704
(15 Points)
Investments
An intensive study of the basic concepts and tools of investment analysis. Topics which are given particular emphasis include: efficiency of capital markets, role of diversification, risk assessment, relationship between risk and expected return, portfolio formation, financial statement analysis, derivative securities (options, futures etc) and international finance.
Prerequisite: 60 points from BUSADMIN 761–764, 765, 771–774, 775
Restriction: FINMGT 702

FINMGT 705
(15 Points)
Case Studies in Finance
A study of corporate finance, investments and business management issues using case studies. Topics covered may include: capital expenditure decision making, capital structure choices, dividend policy, mergers and acquisitions, security pricing and selection, portfolio management, asset allocation and international pricing.
Prerequisite: 60 points from BUSADMIN 761–764, 765, 771–774, 775. FINMGT 704
Restriction: FINMGT 703

FINMGT 713
(10 Points)
Special Topic
FINMGT 714
(10 Points)
Special Topic
FINMGT 715
(10 Points)
Special Topic
Human Resource Management

Postgraduate 700 Level Courses

HRMGMT 702 (20 Points)
Employment Law and Relations
Employer and employee rights and responsibilities. Interests, ideologies and equity issues in employment relationships. The structure, strategies and behaviour of trade unions. The dynamics of collective bargaining and mediation including the nature of position-based and interest-based bargaining strategies.
Prerequisite: HRMGMT 707 or EDPROFST 738

HRMGMT 704 (20 Points)
Managing Change in Organisations
Conceptual, theoretical and practical perspectives on change management, examining the change agent role and issues associated with change management in the contemporary context. Individual, group and organisational strategies for change and the role of HRM in the effective management of change.
Prerequisite: HRMGMT 702 and 707, or BUSADMIN 761 and EDPROFST 738

HRMGMT 705 (20 Points)
Strategic Human Resource Management
The role of HR strategy in underpinning organisational viability and its potential to contribute to competitive advantage. The importance of contextual factors in shaping HR strategy. HR strategy, SMEs and entrepreneurial growth. Typologies of HR systems and their links to performance outcomes.
Prerequisite: HRMGMT 702, 707, 708

HRMGMT 706 (20 Points)
Personal and Professional Development
Professional competencies in HRM, including interpersonal skills, coaching and feedback skills, interviewing skills, negotiation skills, and career development skills.
Prerequisite: HRMGMT 707

HRMGMT 707 (20 Points)
Staffing and Employee Development
The ‘make versus buy’ decision in HRM. Studies of job analysis, recruitment, selection, socialisation, employee development and labour turnover. Management selection and development. Equal employment opportunity (EEO) issues.

HRMGMT 708 (20 Points)
Performance Management and Reward Systems
Prerequisite: HRMGMT 707 or EDPROFST 738

HRMGMT 760 (20 Points)
Special Topic

HRMGMT 761 (20 Points)
Special Topic

Information Management

Stage I

INFOMGMT 192 (15 Points)
Introduction to Web Development
The rapid growth of the internet has had an enormous impact on the ways that companies conduct their business. Covers the design and programming requirements of internet-based applications. Builds applied skills in the development of web-based solutions to practical business problems.
Prerequisite: INFOMGMT 191 or INFOSYS 110
Restriction: INFOSYS 120, 280, COMPSCI 101, 105

Stage II

INFOMGMT 291 (15 Points)
Business Analysis and Applications
The rapid development of the internet has had an enormous impact on the ways that companies conduct their business. Covers the analysis and design requirements of web applications. Builds applied skills in developing web-based solutions to practical business problems.
Prerequisite: INFOMGMT 192
Restriction: INFOSYS 222

INFOMGMT 292 (15 Points)
Database Applications
Businesses need to develop effective mechanisms for storing and retrieving information. Examines different ways of understanding, storing, and viewing business data using the latest information technology tools. Builds skills in problem analysis, data modeling, and database design.
Prerequisite: INFOMGMT 192
Restriction: INFOSYS 222

INFOMGMT 296 (15 Points)
Information Systems for Business
Integrates the study of Information Technology tightly within a business context. Focuses on the practical design and maintenance of information systems, including issues of information security, internal controls, data analysis and modeling.
Prerequisite: MKTG 201 or 291 or ACCTG 102 or 192 or MGMT 294, and INFOMGMT 192
Restriction: INFOMGMT 293, 294, 295, ACCTG 222

Stage III

INFOMGMT 391 (15 Points)
Information Systems Management
To use information effectively, businesses need people who are able to leverage a strong set of skills in Information Technology while also interacting with others who may not have these same skills. Covers current issues and future trends in the use of information communication technology, and focuses on the challenges managers face in linking information systems with other functional business areas.
Prerequisite: INFOMGMT 291, 292

INFOMGMT 392 (15 Points)
Digital Media Production
Great ideas need to be communicated. Explores a range of technologies and media that can be used to present business information to different audiences. Develops practical skills in information visualisation, digital photography, videography, and the use of communications and presentation tools, underpinned by an understanding of the psychology of learning, communication and persuasion.
Prerequisite: INFOMGMT 291, 292

INFOMGMT 393 (15 Points)
Data Mining and Decision Support
Successful businesses generate immense amounts of data. Focuses on how businesses use information technology to extract value by converting raw data into useful business information. Develops applied
skills in managing information to support effective business decision making.
Prerequisite: INFOMGMT 292

**Information Systems**

**Stage I**

**INFOSYS 110** (15 Points)
**Business Computing**
Information Systems has the potential to deliver business value by strategically managing, coordinating and controlling organisations. Students will explore Information Systems support transactional, decisional and collaborative business processes by capturing, processing, storing, and distributing information as well as learn about systems to manage the enterprise, customers, and suppliers.
Prerequisite: INFOMGMT 191, INFOSYS 120

**INFOSYS 220** (15 Points)
**Business Systems Analysis**
An Information Technology (IT) professional must understand how IT systems are constructed and tested and how quality is assessed, in order to manage, develop or provide innovative business solutions. Business Systems Analysis introduces systems development process concepts and activities, with a strong focus on understanding the problem and solution through modelling.
Prerequisite: INFOSYS 110 or 120 or INFOMGMT 192 or COMPSCI 105

**INFOSYS 222** (15 Points)
**Database Systems**
Managers and other knowledge workers find that many of their duties revolve around accessing, organising, and presenting organisational and external information. The ability to develop and use computer databases is becoming a critical skill that is required in many disciplines. These skills are developed through an introduction to data modelling, relational theory, database design, and the management of databases.
Prerequisite: INFOSYS 110 or 120 or INFOMGMT 192 or COMPSCI 105

**INFOSYS 224** (15 Points)
**Data Communications and the Internet**
The Internet is a network of networks that is revolutionising business, work and play. It provides access to email, voice services, video on demand and distributed games. Explores the operation of the Internet, from the representation and transmission of information to network architectures, to applications and network security protocols. Other topics include: wide area networking devices, technologies, and standards, Internet addressing, TCP/IP protocols, router components and configurations, routing protocols and network troubleshooting.
Prerequisite: INFOSYS 110 or 120 or INFOMGMT 192 or COMPSCI 101
Restriction: 636.324

**INFOSYS 280** (15 Points)
**Web Development**
Web developers require solid technical skills to make the most of the opportunities provided by the internet as a platform. Students learn to design, build and maintain interactive, feature-rich, database-driven websites. Students gain practical skills in using industry standard client-side and server-side technologies to solve business problems.
Prerequisite: INFOSYS 110 or 120 or COMPSCI 101 or INFOMGMT 191
Restriction: COMPSCI 280, INFOMGMT 192

**Stage II**

**INFOSYS 220** (15 Points)
**Business Systems Analysis**
Prerequisite: INFOMGMT 191, INFOSYS 120

**INFOSYS 222** (15 Points)
**Database Systems**
Prerequisite: INFOSYS 110 or 120 or INFOMGMT 192 or COMPSCI 105

**INFOSYS 224** (15 Points)
**Data Communications and the Internet**
Prerequisite: INFOSYS 110 or 120 or INFOMGMT 192 or COMPSCI 101
Restriction: 636.324

**INFOSYS 280** (15 Points)
**Web Development**
Prerequisite: INFOSYS 220, 222, 280, or INFOSYS 220, 222, COMPSCI 280, or equivalent

**INFOSYS 320** (15 Points)
**Information Systems Design**
Prerequisite: INFOSYS 220, 222, 280, or INFOSYS 220, 222, COMPSCI 280, or equivalent

**INFOSYS 321** (15 Points)
**Enterprise Systems**
Prerequisite: Any 15 points at Stage II in Accounting, Computer Science, Engineering Science, Information Systems, Marketing, Operations Management, Software Engineering
Restriction: OPSMGMT 333

**INFOSYS 323** (15 Points)
**Management of Information Systems**
Prerequisite: Any 30 points at Stage II in Accounting, Computer Science, Engineering Science, Information Systems, Marketing, Operations Management, Software Engineering
Restriction: OPSRES 393 is subject to approval of Head of Department.

**INFOSYS 330** (15 Points)
**Databases and Business Intelligence**
Prerequisite: INFOSYS 220, 222, 280, or INFOSYS 220, 222, COMPSCI 280, or equivalent

For further information please refer to the note on page 349.
Contemporary Issues in Information Systems
Examines emerging information technologies and explores their theoretical and practical implications. The focus will be on social networking and online communities such as micro blogging and massively multiplayer online role playing games (MMORPG).
Pre-requisite: INFOSYS 220 or 222

Computer Networks
A detailed exploration of how digital networks operate. Provides exposure to a range of different networking technologies. Topics include LAN switching, VLANs and Spanning Tree Protocols, Wireless networks and security. IP Telephony, congestion control, quality of service issues for Internet protocols and improving network protocols.
Pre-requisite: INFOSYS 224

Management of Information Security
An overview of activities, methods, methodologies, and procedures related to establishing sound information security policies. Topics include: defining security requirements; security management models and practices; risk management; identification and authentication; access control; information security technologies and encryption techniques. Some key legal and ethical issues associated with the management of information security will be discussed.
Pre-requisite: 15 points from INFOSYS 220, 222, 223, 224 or ACCTG 222

Special Topic

Business Project
Industry sponsored real-world project. Through on-site work a group of students will provide a solution to business needs of the sponsoring organisation. The projects will be offered from the domains of information systems or operations management. In the process of completing the projects, students will gain practical skills in group dynamics, public presentation skills, project management, and business behaviour.
Pre-requisite: INFOSYS 220, 222 and 280 or COMPSCI 280 or equivalent; or OPSMGT 255 and 258 and GPA of 4 or higher.
Final enrolment subject to course supervisor approval
Restriction: INFOSYS 342
To complete this course students must enrol in INFOSYS 345 A and B

Postgraduate 700 Level Courses

Information Systems Research
A substantive review of research in the discipline of information systems. Behavioural, strategic and social issues relating to the design, implementation and impact of information technology applications will be studied.

Decision Support Systems
A review of the literature in the area of decision support systems (DSS) and DSS frameworks. Understanding the process of decision-making and issues involved in the design, implementation and evaluation of DSS. Additional topics include data mining, user interfaces, knowledge-based DSS, and research directions in DSS. Knowledge gained will be applied through the design and implementation of a DSS prototype.

New Perspectives on Organisations and Information Systems
Investigates major issues facing organisations in adopting, implementing and using information systems for competitive advantage. Explores a set of critical issues from both an academic and practical perspectives. Topics include: Strategic Information Systems, Ecommerce, Knowledge Management, the Emergence of the Business Process, ERP Implementation, Virtual Teams and Global IT, IS and Developing Countries.

Information Modelling
A study of various approaches to modelling information systems. Complex decision support problems are viewed as abstractions made up of diverse objects such as data, models and interfaces. Focuses on the representation of the semantics of complex problems and their manipulation. Prominent approaches such as semantic, object-oriented, structured and unified modelling are studied. An organisational problem, modelled and implemented, forms the project section.

Advanced Information Security
Focuses on technical security issues of the end systems used in today's information technology applications. Presentation of the practical issues like identification and authentication, security of operating systems, cryptography, disaster recovery and contingency planning, is accompanied by discussion of theoretical models supporting these issues. Managerial aspects of information security issues as well as legal and ethical issues arising from protecting computer files both from a New Zealand and world perspective will be addressed.

Telecommunications Management
Through the use of case studies, the course seeks to expose students to current issues in telecommunications and computer networking as the involved industries move towards networks and services convergence. Cases include: Ethernet and its prevalence in network backbones, ATM and evolution towards MPLS, wireless communications, congestion control, VoIP vs. traditional voice service, cloud computing, and emerging trends in Telecommunications.

Readings in Information Systems
An independent study of the research literature in a particular area of information systems. An opportunity to investigate a topic in depth, and gain valuable research skills. The particular area of research must be jointly agreed upon by the lecturer and students, and approved by the Head of Department.

Electronic Commerce
Focuses on major research issues covering the design of information systems architectures for business-to-business, business-to-consumer and cross-national processes. Application development and design strategies specific to electronic commerce are formulated and evaluated.
reduce the risk of failure are presented. Problems are identified and the practices which best.

Common managerial personnel are described within the context of various system development life cycles. Guidelines for both technical and quick and effective development and deployment of information systems. Examines the cross-functional, integrated computer-based information systems, commonly referred to as Enterprise Resource Planning (ERP) systems. Systems, common business processes, re-engineering/change management, and enterprise reference models are introduced with a holistic and research-oriented perspective. Considers issues associated with the analysis, design, implementation, and configuration of such enterprise systems and investigates topics such as: supply chain, planning and control systems, optimisation, scheduling systems, electronic commerce and business information warehousing.

The concepts, theories and modelling tools of system dynamics are used to deal with the dynamic complexities arising from interdependencies and interactions amongst various parts and functions within organisations and societies alike. Qualitative and computer modelling are used to gain insight and to foresee the intended outcomes as well as unintended consequences of policies and strategic decisions. All aspects of organisations including HR, IT, operations, marketing and strategy are considered and their interdependencies explored.

A comprehensive review of the methodological issues in systems research, including detailed coverage of univariate and multivariate data analysis.

Focus is on the conducts and evaluation of qualitative research. Reviews various qualitative research methods and ways of analysing qualitative data and the challenges of writing up qualitative research work for conferences and peer-reviewed academic journals.

The cross-functional, integrated computer-based information systems, commonly referred to as Enterprise Resource Planning (ERP) systems, designed to support an organisation’s information needs. Management systems, common business processes, re-engineering/change management, and enterprise reference models are introduced with a holistic perspective. Considers issues associated with the analysis, design, implementation and configuration of such enterprise systems.

Restriction: OPSMGT 765

A supervised, independent study and investigation of a chosen aspect of information systems. The student is required to present a detailed investigative report.

Introduces the business application of computer technologies via the use of an existing MS Access database. Data modelling and database design are taught in conjunction with hands-on exercises in querying and reporting. The role of business information system requirements in the development and/or purchase of software is explored.

Examines how firms and industries compete. Focuses on the frameworks and tools needed to formulate, select and implement strategies. Case studies are used to encourage students to develop skills in formulating strategy in a practical context.

Prerequisite: BUSINESS 102 or 192 or MGMT 101 or 192
INTBUS 210 (15 Points)
International Business Environment
Explores current political and economic developments in the global business environment including international trade, foreign direct investment, the international financial monetary systems and regional integration.
Prerequisite: ECON 101 and 111, or 191

INTBUS 211 (15 Points)
International Business Operations
In-depth and systematic analysis of international business firm activities, encompassing the following functional areas and core topics: strategy and structure of international business, strategic choice, control and coordination of international activities, modes of entry and strategic alliances, exporting and importing, global manufacturing, global marketing, global R&D, global HRM, accounting and financial management.
Prerequisite: ECON 191 or 101, and MGMT 101 or BUSINESS 102 or 192 or MGMT 192

Stage III

INTBUS 301 (15 Points)
Strategy and International SMEs
Examines international growth strategy options for small and medium-sized enterprises. These options are examined from a New Zealand perspective and within the context of contrasting internationalisation and strategic management frameworks. Case studies are used to facilitate practical application of concepts and techniques.
Prerequisite: INTBUS 202 or MKTG 391

INTBUS 302 (15 Points)
Strategy and Global Firms
Examines the core international business theories underlying the creation and existence of multinational corporations. It focuses on the role of multinationals in international trade and examines the strategies of these complex organisations.
Prerequisite: INTBUS 202 or MKTG 391

INTBUS 303 (15 Points)
Cross-cultural Management
Study of management in the context of international and multicultural work environments, aimed at developing understanding of the influence of culture on organisations and organisational practices. Special emphasis is placed on the behaviour of people and groups in international organisations. The focus of the course is on the interaction between people of different cultures in work settings.
Prerequisite: 15 points from INTBUS 211, MGMT 211, 212, 321, 322, 391, 392

INTBUS 304 (15 Points)
Government and the Global Firm
Examination of the relationship between governing actors and international businesses, and consideration of the international firm as a political strategist.
Prerequisite: INTBUS 210

INTBUS 310 (15 Points)
Business in Europe
Review, analysis and projection of the environment for business in the European region including: economic, political and legal factors, socio-cultural characteristics, scenarios for change, issues relating to the European market and the political economy of nation-states and regional groupings in the global context, and analysis of business strategies in the European market.
Prerequisite: 15 points from INTBUS 202, 210, 211, ECON 211, POLITICS 220

INTBUS 311 (15 Points)
Business in the Americas
Review, analysis and projection of the environment for business in the Americas including political and legal factors, socio-cultural characteristics, impacts on technological change, issues relating to the natural environment, and the political economy of nation-states, regional groupings, and relationships in the global context.
Prerequisite: 15 points from INTBUS 202, 210, 211, ECON 211, POLITICS 218, 234, HISTORY 231

INTBUS 312 (15 Points)
Business in Asia-Pacific
Focuses on business and economic development of the Asia Pacific countries, with an emphasis on business strategies and government-business relations from managerial and cultural perspectives.
Prerequisite: 15 points from INTBUS 202, 210, 211, ECON 211, GEOG 202, POLITICS 226

INTBUS 313 (15 Points)
New Zealand Competing Internationally
Review, analysis and projection of the international environment for business in New Zealand, including economic, political and legal factors, sociocultural characteristics and impacts of technological change. Focuses on the impact of regional integration and trade agreements on the strategic positioning of business enterprises.
Prerequisite: 15 points from INTBUS 202, 210, 211, ECON 205, 211, GEOG 202, MGMT 231

Postgraduate 700 Level Courses

INTBUS 701 (15 Points)
International Business Theory
Advanced study of trade and investment issues facing firms doing business across national boundaries. A focus on the development of theoretical and conceptual models prepares the way for more in-depth investigation of international business issues.

INTBUS 702 (15 Points)
Research in International Business
Advanced study of international management research. This serves as a springboard for more in-depth studies by dissertation or thesis.

INTBUS 703 (15 Points)
Strategic Management Theory
Advanced study of strategic management theory and empirical research. This serves as a springboard for more in-depth studies by research essay or thesis.

INTBUS 704 (15 Points)
Research in Strategic Management
Advanced study of a selected range of contemporary strategic management issues. The development of critical analytical skills facilitates the preparation of a subsequent in-depth research study in strategic management.

INTBUS 705 (15 Points)
International Entrepreneurship
Advanced study of entrepreneurship and innovation in an international context. Accent is placed on increasing the effectiveness of inquiry through cross-disciplinary research.

INTBUS 706 (15 Points)
Perspectives on Globalisation
Reviews the causes and consequences of globalisation from different perspectives, with particular emphasis on the globalisation of products, firms and markets.
Resulting analytical insight supports further in-depth research on a specific globalisation topic.

**INTBUS 707 (15 Points)**

**Research Methods**

Application of modern research methods in strategy and international business, including both qualitative and quantitative approaches.

**INTBUS 711 (15 Points)**

**Special Topic**

**INTBUS 712 (15 Points)**

**Special Topic**

**INTBUS 721 (15 Points)**

**Global Business Operations**

Focuses on key issues in the operation of businesses across national boundaries. The course provides a strong theoretical base, sound analytical skills and practical case studies.

*Restriction: INTBUS 751*

**INTBUS 722 (15 Points)**

**International Management**

Provides an analysis of aspects of management which are affected by conducting business across national and cultural boundaries. Topics include: cross-cultural organisational behaviour, cross-cultural communication, international human resource management, and comparative employment relations.

*Restriction: INTBUS 752*

**INTBUS 723 (15 Points)**

**Global Business Environment**

Provides an understanding of global political, economic, social, technological and ecological relations, associated international institutions, and their implications for international business. Analytical frameworks, case studies and research seminars are used in order to develop students' analytical thinking and decision-making skills.

*Restriction: INTBUS 753*

**INTBUS 724 (15 Points)**

**Global Firm Strategic Management**

Focuses on strategic management and marketing in the international firm, including management of international development in industries ranging from multi-domestic to global; development of export marketing and importing businesses; strategies for international networking and strategy implementation in multinational and transnational organisations.

*Prerequisite: INTBUS 721, 723*

*Restriction: INTBUS 754*

**INTBUS 725 (15 Points)**

**Global Trade and Finance**

Provides global managers with the ability to understand the economic environment in which they operate and apply the fundamental concepts of economic analysis to business decisions with regard to global trade and finance.

*Restriction: INTBUS 761*

**INTBUS 726 (15 Points)**

**International Relations**

Provides in-depth analysis and comparison of foreign policies and their implications for international business. Presents different perspectives to gain an appreciation of the complexity of international relations including consideration of the historical context of international politics and contemporary issues on foreign policy, international conflict, security, global political economy and multilateralism.

**INTBUS 727 (15 Points)**

**Competing in the Asia Pacific**

Focuses on the business environment in the Asia-Pacific region including economic, political and legal factors, socio-cultural characteristics, impacts of technological change, regional groupings and relationships in the global context. Considers changes taking place in key regional economies and their implications for international businesses.

*Prerequisite: INTBUS 721, 723, 724*

*Restriction: INTBUS 755*

**INTBUS 728 (15 Points)**

**Competing in Europe**

Focuses on the business environment in the European region including economic, trade, political and legal factors, socio-cultural characteristics, and on developing business strategies for competing in those markets in the global context.

*Prerequisite: INTBUS 721, 723, 724*

*Restriction: INTBUS 757*

**INTBUS 729 (15 Points)**

**New Zealand Competing Globally**

Examines New Zealand’s integration into the global economy by considering the changing economic, political, technological and socio-cultural environments and the implications for international competitiveness in a small geographically isolated trading nation.

*Prerequisite: INTBUS 721, 723, 724*

*Restriction: INTBUS 771*

**INTBUS 731 (15 Points)**

**Special Topic**

**INTBUS 732 (15 Points)**

**Special Topic**

**INTBUS 780 (45 Points)**

**Applied Research Project**

Provides an opportunity for students to experience the environment of international business through the applied research on an international business problem and execution of a written analytical research report.

*Prerequisite: BUSINESS 704*

*Restriction: INTBUS 773*

**INTBUS 781 (45 Points)**

**Internship**

Provides an opportunity for students to experience firsthand the environment of international business through an internship with a company or organisation to complete a research-informed project, and present both written and oral reports of the findings.

*Prerequisite: BUSINESS 704*

*Restriction: INTBUS 773*

**INTBUS 782 (45 Points)**

**Dissertation for MIntBus**

*Prerequisite: BUSINESS 704*

*Restriction: INTBUS 773*

**INTBUS 788 (30 Points)**

**Dissertation for BCom(Hons)**

*Restriction: INTBUS 789*

**INTBUS 796A (60 Points)**

**INTBUS 796B (60 Points)**

**Thesis (MCom)**

To complete this course students must enrol in INTBUS 796 A and B

For further information please refer to the note on page 349.
Management

Stage I

MGMT 101 (15 Points)
Organisation and Management
Organisations and their management play a fundamental role in contemporary society. Topics include the functions of management, employment relations, business and society, organisational theory and behaviour, and entrepreneurship. Develops essential skills for academic study, carrying out research and utilising University research tools, developing analytical thinking, and academic essay writing.
Restriction: MGMT 192, BUSINESS 101, 102, 192

Stage II

MGMT 202 (15 Points)
Innovation and the Entrepreneur
The development of innovative and entrepreneurial approaches to enterprise is key to New Zealand’s economic development. Drawing on case studies of New Zealand enterprises, explores the various approaches employed by entrepreneurial firms and considers the new skills and attributes that are needed to successfully operate in today’s complex, competitive and global environment. Develops skills in analytical thinking, written communication, and creative visual presentations.
Prerequisite: BUSINESS 101 and 102, or MGMT 101 or SCIGEN 201

MGMT 211 (15 Points)
Understanding Organisations
Understanding organisations is essential in today’s business environment. Considers organisations from three levels: environments; formal and informal structures; and people, as individuals and in teams. Recognises and explores organisational issues that cut across levels, including change, control, power and conflict. Begins to develop critical approaches and skills in organisational analysis.
Prerequisite: BUSINESS 101 and 102, or MGMT 101 or SCIGEN 201

MGMT 223 (15 Points)
Employment Relations
Work and employment relationships are central to contemporary life. Main theoretical schools of employment relations and frames of reference, including labour process. The social, political, economic and legal environment of employment relations. Begins to develop critical approaches and skills in analysis of employment relationships.
Prerequisite: BUSINESS 101 and 102, or MGMT 101 or SCIO 101

MGMT 231 (15 Points)
Business in Society
An in-depth look at the ideology of modern business, the economic and social ‘revolution’ in New Zealand and the process of globalisation. An integrative course, considering the economic, social, psychological and moral impacts of global capitalism. Most of the focus will be on the impacts of the market on key social indicators in New Zealand but time will also be devoted to international issues.
Prerequisite: BUSINESS 101 and 102, or MGMT 101 or SOCIO 105

Stage III

MGMT 301 (15 Points)
Management in Action
Students create and manage virtual companies in a 12-week business simulation. Theory is linked to practice in multidisciplinary teams and in personal and group effectiveness and other classic and contemporary management issues.
Prerequisite: MGMT 202 or ENNGEN 302 or 303 or SCIGEN 201, or 30 points at Stage II in Management

MGMT 302 (15 Points)
Strategic Thinking
A case-based course that focuses on analysing and responding to complex organisational situations from a general manager’s perspective. The processes of strategising, the impact of organisational contexts and the subsequent strategic tensions are explored so as to understand the adoption of various strategic practices.
Prerequisite: INTBUS 202 or any 15 points at Stage II in Management

MGMT 303 (15 Points)
Enterprise and New Ventures
Understanding of the role of entrepreneurship and innovation in new ventures and existing firms. Exposure to the issues related to starting and managing new ventures, and establishing entrepreneurial programmes in existing firms.
Prerequisite: MGMT 202 or ENNGEN 302 or 303 or SCIGEN 201, or 30 points at Stage II in Management

MGMT 304 (15 Points)
HR Policies and Practice
Historical and philosophical bases of HRM. Job analysis and design, recruitment and selection, training and development, performance appraisal, remuneration and benefits. Contemporary issues.
Prerequisite: MGMT 211 or 294 or PSYCH 263

MGMT 305 (15 Points)
Innovation
Multidisciplinary and team based projects with industry partner. Hands-on experience of the Innovation and New Product Development processes. Exposure to an iterative and applied approach which includes: the technical and organisational issues related to product innovation in a modern business environment, the application of creative methods, and state of art tools and techniques to the development of innovative products.
Prerequisite: At least a B grade average in 90 points at Stage II

MGMT 306 (15 Points)
Creating Wealth From Technology
An intensive course in identifying opportunity and commercialising technology.
Prerequisite: Departmental permission required
Restriction: MGMT 336

MGMT 307 (15 Points)
Special Topic
Prerequisite: Any 30 points at Stage II in Management, or any 15 points at Stage II in Management and PSYCH 263

MGMT 308 (15 Points)
Research Project
Students will undertake an independent research project, under supervision, in a topic related to
organisational behaviour, organisational theory or employment relations.
Prerequisite: Any 30 points at Stage II in Management

MGMT 314 (15 Points)
Contemporary Issues in Organisations
Contemporary organisations in a changing context. Each term the course engages with three key issues effecting organisational life, across levels of organisational analysis. Topics may be drawn from technology, structure and design, power and politics, the structure of work and occupations, or other perspectives.
Prerequisite: MGMT 211 or 212 or 294
Restriction: MGMT 311

MGMT 317 (15 Points)
Diversity at Work
The experiences and implications of increasing diversity (gender, ethnicity, age, and other social categories) in the paid workforce are explored from multiple perspectives. Topics include identity, issues of inclusion, exclusion and harassment, career development, management, leadership and power, and critiques of organisation and policy at the theoretical and practical level.
Prerequisite: MGMT 211 or 212 or 294 or WOMEN 100

MGMT 319 (15 Points)
Individuals, Behaviour and Work
The individual and their interactions in the workplace, including topics of perception, attribution, sense-making, norms, values and behaviour, personality and performance, wellbeing, discretion and decision-making, communication, and leadership.

MGMT 321 (15 Points)
Comparative Employment Relations
Theories of comparative employment relations. The influence of changes in the global economy on employment relations. Debates over a social dimension to multilateral and regional trade environments and response from employers, labour and government. The rise of transnational corporations, their influence on the employment relationship, and developing trade union strategies in the face of that influence.
Prerequisite: MGMT 223 or MGMT 293

MGMT 328 (15 Points)
Special Topic
Prerequisite: Any 30 points at Stage II in Management

MGMT 329 (15 Points)
Special Topic
Prerequisite: MGMT 223

MGMT 331 (15 Points)
Business Ethics
An examination of ethical issues which arise in business contexts. Several frameworks for resolving such issues are presented. Three main areas are covered: ethical dilemmas facing individuals within organisations, ethical issues for organisations, fundamental questions about the ethical nature of business.
Prerequisite: MGMT 231 or 291 or any 30 points at Stage II in the BA Ethics Programme

MGMT 332 (15 Points)
Business, Society and Culture
Advanced study of the issues at the interface of business and society, in particular the dynamics of business culture and the role of business in cultural change. Cross and inter-cultural issues in business and society, including Kaupapa Māori in business.
Prerequisite: MGMT 231
to make a difference in organisations of the future. Personal portfolios reflect individual competence and advancement in conceptual thinking, facilitation skills, oral and written presentations including the use of new media.

**MGMT 724** (15 Points)
Leadership
Provides a comprehensive review of contemporary leadership theory and research to enable students to design and conduct leadership research projects. Topics include transformational, charismatic, follower-centric, cross-cultural, critical, spiritual and shared/distributed leadership as well as issues that relate strongly to leadership such as gender, ethics and development.

**MGMT 725** (15 Points)
Special Topic

**MGMT 726** (15 Points)
Organisational Change and Innovation: Theory and Practice
Provides comprehensive and practical exposure to contemporary practices of organisational change and innovation in a closely supervised, team-taught, intensive format. Through interactions with companies, students will explore real change issues at the company or industry level of analysis.
Restriction: MGMT 722

**MGMT 731** (15 Points)
Contemporary Organisations and Management
The world of organisations and management is changing as a consequence of new technologies, globalisation and increased competition for resources. Students will examine the emergence of new organisational forms, such as network, project-based and virtual (e-business) organisations, and develop their theoretical understanding of the reasons for these developments. Students will also gain an understanding of the new managerial roles that are required in this new organisational environment. Through their participation in this course, students will also become familiar with, and be able to apply, the tools of organisational analysis.
Restriction: MGMT 751

**MGMT 732** (15 Points)
Critical Organisational Analysis
Critical theories and ideas about formal organisations in contemporary Western societies. The relationships between the social contexts of organisations and the development of organisational theory and practice. Micro-processes in organisational enactments such as organisational psychologies. The implications of the post-modern debate in social and cultural theory for organisational analysis. The problematics of rationality, structure, agency, authority, legitimacy and their counter-practices.
Prerequisite: MGMT 212
Restriction: MGMT 757

**MGMT 733** (15 Points)
Issues in Society, Culture and Business
Advanced study of issues arising at the interface between business, society and culture, and for analysis of the role of business and commerce in the construction and dissemination of culture. The ethics of modern business, business and the environment, the market culture and the culture industries.
Prerequisite: MGMT 231 and MGMT 351
Restriction: MGMT 770

**MGMT 734** (15 Points)
Gender and Diversity in Organisations
The identity of individuals and the concomitant gendered analysis of organisational processes. Interactions of gender, ethnicity, class and sexuality. The application of identity in organisations through the dilemmas of managing and valuing diversity, implications for everyday practice and alternate organisational forms.
Restriction: MGMT 752

**MGMT 735** (15 Points)
Kaupapa Māori and Organisations
Students will be introduced to a world view which draws on a uniquely Māori intellectual and philosophical framework that is manifest in tradition and practice (tikanga me ritenga). This is the basis from which the students will construct their perspectives (matauranga Māori) of Māori organisation and management.
Restriction: MGMT 771

**MGMT 736** (15 Points)
Special Topic

**MGMT 737** (15 Points)
Sustainability
Review of the development of the global interest in a more sustainable society, international issues related to sustainable development, corporate leadership in the area of sustainability, and social issues linked to stewardship, systems thinking and 'beyond the horizon' approaches to planning.

**MGMT 738** (15 Points)
Governance and Management
Governance deals with the complex set of relationships between the organisation, board of directors, management, and diverse stakeholders. Students will examine governance and management issues in various settings, in particular small-medium enterprises, large corporations and not-for-profit organisations. Particular attention will be given to behavioural perspectives of governance, board-management relationships, and board leadership and structure.

**MGMT 742** (15 Points)
Research Project in Employment Relations

**MGMT 743** (15 Points)
Directed Readings in Management

**MGMT 744** (15 Points)
Special Topic

**MGMT 788** (30 Points)
Dissertation for BCom(Hons)
Restriction: MGMT 789

**MGMT 796A** (60 Points)
**MGMT 796B** (60 Points)
Thesis (MCom)
To complete this course students must enrol in MGMT 796 A and B

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**Māori Development**

**Postgraduate 700 Level Courses**

**MAORIDEV 701** (20 Points)
Māori Society: History and Resources
A survey of Māori economic activity and resources by examining the interaction of culture, society and commerce. Considers the relevant regulatory
environmen as it pertains to Māori resource use and
c ommercial development, the relevant findings and
implications of the Waitangi Tribunal negotiations, Te Ture Whenua and the Māori Land Court.

MAORIDEV 704  (20 Points)
Māori Business Development: Te Whakapakari Huanga Māori
The principles of marketing and assessment and the
evaluation of business opportunities. Participants
examine an analysis of successful national and
international collective-entrepreneurship models to
develop a business checklist and present a case for
finance. The focus of this course is the integration of
concepts developed across all disciplines covered in
the course. Students examine specific case scenarios
relating to Māori development.
Prerequisite: MAORIDEV 701, 710, 712

MAORIDEV 710  (20 Points)
Accounting for Māori Business: Te Takinga mai me Te Tai
Accounting practice for Māori organisations exploring
the structure of accounting information and the use of
accounting data for managerial planning, decision-making and control. Topics include: an
introduction to financial statements, analysing
financial statements and an analysis of the types of
commercial information and accounting systems used
by Māori organisations.

MAORIDEV 722  (15 Points)
Legal Studies for Māori Business: Te Takinga mai me Te Tai
The general ideas, policies and practice of commercial
law, the legal environment of business, contract law,
legal aspects of company-directing, partnerships,
trust law, company floats, takeovers and legislation
governing private and corporate business practice in
New Zealand. Cases and study will emphasise aspects
of these in relation to their impact with and for Māori
business with additional emphasis placed on the
Treaty of Waitangi.
Prerequisite: MAORIDEV 704

MAORIDEV 711  (20 Points)
Legal Studies for Māori Business
The general ideas, policies and practice of commercial
law, the legal environment of business, contract law,
legal aspects of company-directing, partnerships,
trust law, company floats, takeovers and legislation
governing private and corporate business practice in
New Zealand. Cases and study will emphasise aspects
of these in relation to their impact with and for Māori
business with additional emphasis placed on the
Treaty of Waitangi.

MAORIDEV 712  (20 Points)
Management of Māori Organisations
Analysis of the nature of Māori enterprise and the
Māori manager in relation to modern management
theory and frameworks.

MAORIDEV 713  (10 Points)
Special Topic
Prerequisite: MAORIDEV 701, 710, 712

MAORIDEV 714  (10 Points)
Special Topic
Prerequisite: MAORIDEV 701, 710, 712

MAORIDEV 720  (15 Points)
Māori Society: History and Resources
A survey of Māori economic activity and resources
by examining the interaction of culture, society
and commerce. Considers the relevant regulatory
environment as it pertains to Māori resource use and
commercial development, the relevant findings and
implications of the Waitangi Tribunal negotiations, Te Ture Whenua and the Māori Land Court.
Prerequisite: 60 points from BUSADMIN 761–764, 771–774, 775
Restriction: MAORIDEV 701

MAORIDEV 721  (15 Points)
Māori Business Development: Te Whakapakari Huanga Māori
The principles of marketing and assessment and the
evaluation of business opportunities. Participants
examine an analysis of successful national and
international collective-entrepreneurship models to

For further information please refer to the note on page 349.
### Methods Include
- The use of case studies and the development of a marketing plan.
- Advanced Marketing Research
  - Focuses on the more technical components of marketing research. Covers advanced methods used in the statistical analysis of marketing research data including many multivariate methods. Students gain practical experience with the entire marketing research process through an applied project.
- Services Marketing and Management
  - The marketing and management issues faced by organisations competing in the service sector or other firms developing service as a source of competitive advantage. The course also looks at the implications of relationships, customer satisfaction, service recovery and other critical elements in services marketing.
- Buyer Behaviour
  - Essentially, the application of psychology to how people make consumption decisions and interpret advertising. This includes a consideration of individual differences and environmental/situational influences on consumers.
- Services Marketing and Management
  - The fundamentals of retail marketing including the integration of spatial and aspatial characteristics of consumer store choice, the role of retailing in the overall marketing concept, and the practice and future of retailing in New Zealand.
- Advertising and Promotion
  - Discusses the elements of the marketing communications mix. It considers important issues that relate to the development of promotional campaigns that are created to support a firm's strategy.
- Retailing
  - The fundamentals of retail marketing including the integration of spatial and aspatial characteristics of consumer store choice, the role of retailing in the overall marketing concept, and the practice and future of retailing in New Zealand.
- Creating and Managing Customer Value
  - Value creation is a fundamental part of modern marketing and firms increasingly utilise technology for this purpose. Explores cutting edge theory and the practice of customer-centricity, customer relationship management (CRM), customer information management, and sales and field force automation, as well as new models of organisational relationship and customer experience management (CEM).

### Postgraduate 700 Level Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>MKTG 701</td>
<td>Advanced Marketing 1</td>
<td>(15 Points)</td>
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<tr>
<td>MKTG 702</td>
<td>Advanced Marketing 2</td>
<td>(15 Points)</td>
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<tr>
<td>MKTG 703</td>
<td>Research Methods in Marketing 1</td>
<td>(15 Points)</td>
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<tr>
<td>MKTG 704</td>
<td>Research Methods in Marketing 2</td>
<td>(15 Points)</td>
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<tr>
<td>MKTG 705</td>
<td>Advanced Buyer Behaviour 1</td>
<td>(15 Points)</td>
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<tr>
<td>MKTG 710</td>
<td>Advanced Communications Research</td>
<td>(15 Points)</td>
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<tr>
<td>MKTG 716</td>
<td>Special Topic: Electronic Commerce</td>
<td>(15 Points)</td>
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<tr>
<td>MKTG 717</td>
<td>Special Topic</td>
<td>(15 Points)</td>
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<tr>
<td>MKTG 718</td>
<td>Special Topic</td>
<td>(15 Points)</td>
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</tbody>
</table>
For further information please refer to the note on page 349.

Course Prescriptions

MKTG 719 (15 Points)  
Special Topic

MKTG 788 (30 Points)  
Dissertation for BCom(Hons)  
Restriction: MKTG 789

MKTG 796A (60 Points)  
MKTG 796B (60 Points)  
Thesis (MCom)  
To complete this course students must enrol in MKTG 796 A and B

Marketing – Graduate Programmes

Postgraduate 700 Level Courses

MARKET 701 (20 Points)  
Marketing Strategy  
Explores development of competitive advantage. Builds understanding of issues affecting the creation and delivery of superior customer value. Examines linkages between strategic thinking, business operations and value creation. Considers the role of marketing in organisations, and the relationship of marketing to other disciplines. Procedures for analysing internal competencies and developing high-value strategies are studied.  
Prerequisite: MARKET 713

MARKET 702 (20 Points)  
Understanding Customers and Markets  
Develops an appreciation and understanding of consumer and buyer behaviour and market research, and their implications for management decision-making.  
Prerequisite: MARKET 701

MARKET 703 (20 Points)  
Marketing Communications  
Develops an appreciation and understanding of the individual elements of the marketing communications mix: advertising, direct marketing, sales promotion and public relations. Further, how these may be managed as an integrated programme to implement and support the brand, product or service strategy.  
Prerequisite: MARKET 702

MARKET 705 (20 Points)  
Special Topic  
Prerequisite: MARKET 713

MARKET 708 (10 Points)  
Advanced Marketing Strategy  
An intensive capstone module using leading-edge concepts and practices to expand on previous course material and to synthesise learnings. Use of a web-based business simulation provides experience in strategic decision making and in managing operating consequences for the organisation.  
Prerequisite: MARKET 713

MARKET 713 (20 Points)  
Marketing for Managers  
Marketing concept and process, the role of marketing and marketers within the organisation and wider social context, identification of marketing opportunities, developing marketing strategies, planning marketing programmes and managing the marketing effort.

MARKET 717 (15 Points)  
Customer Behaviour  
Analysis and evaluation of consumer and buyer behaviour and market research, and their implications for management decision-making.  
Prerequisite: 60 points from BUSADMIN 761–764, 771–774, 775  
Restriction: MARKET 702

MARKET 718 (15 Points)  
Marketing Communications  
Analysis and evaluation of the individual elements of the marketing communications mix: advertising, direct marketing, sales promotion and public relations. Further, how these may be managed as an integrated programme to implement and support the brand, product or service strategy.  
Prerequisite: 60 points from BUSADMIN 761–764, 771–774, 775  
Restriction: MARKET 703

MARKET 719 (15 Points)  
Advanced Marketing  
An advanced study of marketing theory and practice relating to contemporary issues. Emphasis is on providing students with an in-depth knowledge of key topics in marketing, based on critical evaluation of the field. Typical topics covered included marketing strategy, branding, services marketing, and the impact of ICT.  
Prerequisite: 60 points from BUSADMIN 761–764, 771–774, 775  
Restriction: MARKET 708

MARKET 720 (10 Points)  
Special Topic  
Prerequisite: MARKET 713

MARKET 722 (10 Points)  
Special Topic  
Prerequisite: MARKET 713

MARKET 723 (10 Points)  
Special Topic: Project in Marketing  
Prerequisite: MARKET 713

MMgt/PGDipBus

Postgraduate 700 Level Courses

Note: As indicated in the respective regulation, courses MANAGEMT 724, 725 are available for the MHalthMgt.

MANAGEMT 705 (90 Points)  
MANAGEMT 705A (45 Points)  
MANAGEMT 705B (45 Points)  
Organisational Research Project  
Supervised empirical investigation of general and strategic management initiatives within the organisational setting. May involve action research initiatives and/or development and implementation of strategies.  
Prerequisite: MANAGEMT 704 or 30 points from BUSINESS 703–705  
To complete this course students must enrol in MANAGEMT 705 A and B, or MANAGEMT 705

MANAGEMT 706 (30 Points)  
Business Research: Innovation and Enterprise  
An investigation of current and emerging knowledge on innovation, enterprise and growth. Involves an
empirical investigation on the topic resulting in a written case or research report.

Prerequisite: MANAGEMT 704

MANAGEMT 707 (30 Points)
Business Research: Strategic Management
An investigation of current and emerging knowledge on strategic management. Involves an empirical investigation on the topic resulting in a written case or research report.

Prerequisite: MANAGEMT 704

MANAGEMT 708 (30 Points)
Business Research: Organisational Change
An investigation of current and emerging knowledge on organisational change. Involves an empirical investigation on the topic resulting in a written case or research report.

Prerequisite: MANAGEMT 704

MANAGEMT 709 (30 Points)
MANAGEMT 709A (15 Points)
MANAGEMT 709B (15 Points)
Dissertation
Prerequisite: MANAGEMT 704 or 30 points from BUSINESS 703–705
To complete this course students must enrol in MANAGEMT 709 A and B, or MANAGEMT 709

MANAGEMT 724 (20 Points)
Strategic Management of Professional Organisations
Advanced analysis of strategic management issues that confront health care and other professional organisations in a dynamic environment. These will include managing with professionals, organisation design, strategic planning and the management of change in professional organisations.

MANAGEMT 725 (20 Points)
Contemporary Health Care Delivery Systems
Analysis of the management systems employed in contemporary health care organisations including case mix, managed care methods and health care integration systems. Comparative and international developments will be reviewed.

MANAGEMT 797A (60 Points)
MANAGEMT 797B (60 Points)
Thesis (MMgt)
Prerequisite: MANAGEMT 704 or 30 points from BUSINESS 703–705
To complete this course students must enrol in MANAGEMT 797 A and B

New Venture Management

Postgraduate 700 Level Courses

NEWVENT 716 (15 Points)
Business Development Project
Supervised field project on a high-potential-growth organisation.
Prerequisite: NEWVENT 710 and 711
Restriction: NEWVENT 713

NEWVENT 717 (15 Points)
Special Topic
Prerequisite: NEWVENT 710
Restriction: NEWVENT 714, 715

NEWVENT 718 (15 Points)
Entrepreneurial Thought in Action
Entrepreneurial perspectives on opportunity, risk, and growth; entrepreneurial business development and entrepreneurial action. The context for business development.
Prerequisite: 60 points from BUSADMIN 761–764, 771–774, 775
Restriction: NEWVENT 601, 701

NEWVENT 719 (15 Points)
Growth Strategies
Prerequisite: 75 points from BUSADMIN 761–764, 771–774, 775, NEWVENT 718
Restriction: NEWVENT 601, 711

NEWVENT 720 (15 Points)
Leading Growth
Prerequisite: 75 points from BUSADMIN 761–764, 771–774, 775, NEWVENT 719
Restriction: NEWVENT 712

Operations Management

Stage II

OPSMGT 255 (15 Points)
Introduction to Operations and Supply Chain Management
An introduction to a subset of important decision areas in operations and supply chain management, eg. quality management, capacity and aggregate planning, inventory and transportation networks. Modeling and analytical skills will be developed and supporting techniques/tools will be introduced including forecasting and linear programming. Common qualitative and quantitative aspects of supply chain management will be discussed.
Prerequisite: INFOSYS 110 or 120 and STATS 108, or INFOMGMT 192 and STATS 191
Restriction: 636.251, 636.252

OPSMGT 258 (15 Points)
Business Process Design
Business process modelling using visual maps or diagrams underpins all electronic commerce initiatives. Introduces the elements of business process modelling through mapping and design. Emphasis is on the analysis of how organisational processes need to be redefined in the electronic commerce context. Includes event-driven process chain (EPC) diagrams which are used to model process, data, organisation and interaction. Other topics include: basic flows and processes, business process management and supply chain and organisational performance metrics.
Prerequisite: INFOSYS 110 or 120 and STATS 108, or INFOMGMT 192 and STATS 191

Stage III

OPSMGT 357 (15 Points)
Project Management
An introduction to the management of projects in organisations, with a particular emphasis placed on the interdisciplinary nature and broad applications
of projects. Topics covered include: project selection and initiation, external issues, human resources, planning, financing, ethics, scheduling and resource allocation, information systems control, evaluation and termination.

Prerequisite: INFOSYS 110 or 120 and 30 points at Stage II, or INFOMGMT 192

Restriction: 636.380, OPSMGT 257, BUSINESS 292, MGMT 291

OPSMGT 370 (15 Points)
Operations and Supply Chain Strategy
Understanding and resolving complex and dynamic issues associated with the design, execution, and improvement of supply chain and operating processes. Exploits an applied, integrated, and systems/network approach – considering strategy and interactions with other business areas such as information technology, human factors, and performance measurement. Theories/frameworks supported with business cases.
Prerequisite: OPSMGT 255

OPSMGT 371 (15 Points)
Business Logistics
Covers current issues in business logistics. Focuses on logistics at company level as well as at the level of the entire supply chain. Topic coverage has a modelling emphasis and includes forecasting and inventory control models suitable for use in a distribution and supply-chain context.
Prerequisite: OPSMGT 255

OPSMGT 372 (15 Points)
Systems Thinking for Quality Management
The principles for delivering quality products and services that have value for both external and internal customers, while reducing waste throughout the system.
Prerequisite: INFOSYS 110 or 120, and 30 points at Stage II
Restriction: OPSMGT 256

OPSMGT 373 (15 Points)
e-Business and Supply Chains
Studies the role of information technology in the management of supply chains in the business environment. Examines the use of exchanges and Internet-enabled collaboration in planning and product/process design. Topics include enterprise resource planning systems, decision support systems, electronic data interchange, and the internet.
Prerequisite: OPSMGT 258

OPSMGT 376 (15 Points)
Strategic Procurement
Strategic issues in procurement and supply management, covering analysis, planning, and management of domestic and international procurement and supply activities within the supply chain context. Topics include purchasing process, procurement cycle, purchasing research, relationships with suppliers, negotiation, and commodity planning; cost, price, and value analysis; and the role of E-procurement and business-to-business Web-based marketplaces.
Prerequisite: INFOSYS 110 or 120 and 30 points at Stage II

OPSMGT 384 (15 Points)
Special Topic

OPSMGT 385 (15 Points)
Special Topic

OPSMGT 732 (15 Points)
Readings in Operations Management
A comprehensive review of the research literature in a particular area of operations management. The particular area of research must be jointly agreed upon by the lecturer and student(s) and approved by the Head of Department.

OPSMGT 752 (15 Points)
Research Methods – Modelling
Mathematical modelling methods in operations management research. Includes simulation techniques, Markov decision models, optimisation methods, game theoretic formulations, and other modelling methods.

OPSMGT 760 (15 Points)
Advanced Operations Systems
An important opportunity for students to gain knowledge regarding ways in which they can efficiently improve the internal and external service aspects of business. Production and operations decisions can provide major competitive advantage. The focus is on the methods of building a comprehensive enterprise system.

OPSMGT 762 (15 Points)
Quality Management
An investigation of the key concepts and theories of total quality management and its links between systems theory and learning organisation. Topics will include: theoretical underpinning of quality management, Denning’s theory of profound knowledge, links between systems theory and learning organisations, continuous improvement models and planning as learning.

OPSMGT 763 (15 Points)
Integrated Performance Frameworks
Addresses both intra and inter-organisational performance at multiple levels. Views on organisational performance are changing rapidly, inline with the critical mass of accessible Information and Communication Technologies (ICTs). The information age brings a whole new set of frameworks that are likely to be key to future organisational success. Examines both ‘information age’ models, largely based on organisational networks, which have complexity theory as the underlying paradigm, as well as industrial age models such as the Balanced Scorecard and Hoshin planning. The course is cross-functional; studying material which has been developed from a broad range of disciplines including operations, accounting and human resources.

OPSMGT 764 (15 Points)
Systems Analysis for Operations Management
Business operations are becoming increasingly integrated and multifaceted, demanding novel approaches to managing their complexity. For example, the management of supply chains and of projects is particularly demanding, typically involving interrelated mission-critical activities that organisations must plan and control if they are to maximise their business opportunities and utilise their resources effectively. Develops some of the key concepts of stochastic and dynamic control and shows how they are applied in different circumstances.

OPSMGT 780 (15 Points)
Special Topic in Operations Management
Course Prescriptions

**OPSMGT 788** (30 Points)
Dissertation in Operations Management for BCom(Hons)
Restriction: OPSMGT 789

**OPSMGT 796A** (60 Points)
**OPSMGT 796B** (60 Points)
The Thesis in Operations Management for MCom
To complete this course students must enrol in OPSMGT 796 A and B

**Operations Management – Graduate Programmes**

**Postgraduate 700 Level Courses**

**OPSMAN 703** (20 Points)
Operations Management
An understanding of the importance of the operations management function for organisations, the strategic issues involved and the tools and techniques used to solve operations management issues. Topics include: decision analysis, resource planning, capacity planning and scheduling, supply and demand issues, location and layout and other issues considered core to the operations of an organisation.

**OPSMAN 705** (20 Points)
Project Management
An exploration of the methods and issues inherent in planning programmes and projects. Topics include: the role of project management in new business thinking, the dynamics of project management, project organisation planning and scheduling, using computerised project management tools, politics and leadership in projects, building and managing a team and handling conflict.

**OPSMAN 710** (15 Points)
Project Management
An exploration of the methods and issues inherent in planning programmes and projects. Topics include: the role of project management in new business thinking, the dynamics of project management, project organisation planning and scheduling, using computerised project management tools, politics and leadership in projects, building and managing a team and handling conflict.
Prerequisite: 60 points from BUSADMIN 761–764, 771–774, 775
Restriction: OPSMAN 705

**Operations Research**

**Stage III**

**OPRES 385** (15 Points)
Simulation Modeling
Uncertainty exists in all management decisions and simulation is used for analysing systems in industry. This course focuses on modeling real-world problems using a commercial simulation tool. Industrial case studies will motivate the content of the course. Topics include the simulation process, general queue modeling, modeling networks (computer or transportation networks) and simulating operations (machine scheduling or assembly line modeling). The emphasis is on "learning by doing".
Prerequisite: STATS 255 or ENGSCI 235

**Property**

**Stage I**

**PROPERTY 102** (15 Points)
Introduction to Property
Knowledge of how property markets work and how properties are valued, managed and financed is critical for property professionals and for understanding modern life. Key terms and definitions surrounding the property profession and introductory analyses of supply and demand characteristics unique to property markets will be key learning outcomes. Students will also learn key concepts surrounding residential property valuation and construction.

**PROPERTY 151** (15 Points)
**PROPERTY 151G** (15 Points)
Property Market Dynamics
The dynamics of property markets (housing, retail, office, industrial) help shape our daily lives and can have profound impacts for wealth creation. Property Market Dynamics is designed to introduce students to key economic and property concepts that help understand urban development. National and international property trends, property development and investment processes, tenure and property rights, and mortgage issues are examined.
Restriction: PROPERTY 102

**Stage II**

**PROPERTY 211** (15 Points)
Property Valuation
As every property is unique, the valuation of property presents many challenges and has a strong influence on the financial viability of both existing buildings and the development process. General models for valuing commercial property, industrial property, and land will be introduced.
Prerequisite: PROPERTY 102 and 141
Corequisite: PROPERTY 251

**PROPERTY 221** (15 Points)
Property Marketing
Effective marketing is at the core of successful property management, development and investment. Covers buyer behaviour, marketing research, segmentation and targeting, the marketing plan, the listing process and selling techniques all in the context of the property industry. Develops essential skills for independent thinking, strategic problem solving, effective teamwork and business report writing.
Prerequisite: PROPERTY 102 and 141

**PROPERTY 231** (15 Points)
Property Management
Achieving optimum performance from property assets is a multi-faceted process involving leases, financial structures, marketing, and occupier demand. Budgeting, operational expenditures, and capital expenditures will be introduced within the property context. An understanding of health and safety issues as well as leases will be provided.
Prerequisite: PROPERTY 102 and 141

**PROPERTY 241** (15 Points)
Land-Use Planning and Controls
Provides an understanding of the Resource Management Act and regional and district plans and how these affect land use and subdivision as well as resource consent applications and other property processes.
Prerequisite: PROPERTY 102 and 141
PROPERTY 251 (15 Points)
Property Finance and Investment
Financing represents a fundamental part of how properties are purchased, developed and managed. The application of general theories of property investment, discounted cash flow, risk and return, and financial mathematics is vital for property professionals. Debt and equity financing options are discussed for residential and income-producing property and development projects.
Prerequisite: PROPERTY 102 and 141

PROPERTY 261 (15 Points)
Property Economics
The supply and demand characteristics of urban developments have impacts on not only the price and availability of property, but on how we live and work. An understanding of development economics, urban policy, and land-use economics will provide students with knowledge of how the decisions of property professionals, policy makers, occupiers shape the built environment.
Prerequisite: PROPERTY 102 and 141

PROPERTY 271 (15 Points)
Property Law
Fundamental legal principles and issues affecting the property professional will be considered including contract law, common form contracts found in the property industry (including leasing, transfer, and valuation) land ownership and professional liability.
Prerequisite: PROPERTY 102 and 141

PROPERTY 281 (15 Points)
Building Construction
Knowledge of construction is vital in understanding property valuation, property management and property development. Building materials, structural options, and building services have a strong influence on how a property performs both financially and functionally. Provides general residential and commercial construction knowledge and an understanding of the construction process.
Prerequisite: PROPERTY 102
Restriction: PROPERTY 141

Stage III

PROPERTY 311 (15 Points)
Advanced Valuation
The theory and practice of valuing special categories of urban property. Topics include: valuation of CBD land and office buildings, shopping centres, hotels and leasehold land. Also covered are: statutory valuations (compulsory purchase), going-concern valuations, litigation, arbitration, and professional ethics and practice.
Prerequisite: PROPERTY 211

PROPERTY 312 (15 Points)
Plant and Machinery Valuation
Principles and practice of plant and machinery valuation, with case studies of insurance, market, existing use and infrastructural asset valuations.
Prerequisite: PROPERTY 211 and 251

PROPERTY 321 (15 Points)
Advanced Property Marketing
An understanding of how to market complex properties and real estate services is essential in creating a competitive advantage for property professionals. Covers review of current related academic literature, preparation of marketing strategies, marketing plans and market analysis relevant to the property market.

PROPERTY 323 (15 Points)
Financial Management
An introduction to the process of property development, including application of analytical methods to case studies.
Prerequisite: PROPERTY 241, 251, 261

PROPERTY 331 (15 Points)
Advanced Property Management
Property asset management theory through the study of its practical application in the strategic and estate management of property portfolios held in public and private ownership. The role of corporate real estate management in large organisations.
Prerequisite: PROPERTY 231 and 251

PROPERTY 342 (15 Points)
Property Development
An introduction to the process of property development, including application of analytical methods to case studies.
Prerequisite: PROPERTY 241, 251, 261

PROPERTY 351 (15 Points)
Advanced Property Finance and Investment
An understanding of how to research, analyse and advise on property financing and investment decisions is an essential analytical skill for property professionals. Topics include: asset pricing models, capital structure decision, weighted average cost of capital and adjusted present value, property as an asset class, and financing and investment strategies.
Prerequisite: PROPERTY 251

PROPERTY 371 (15 Points)
Property Project
A research project, feasibility study or structured internship on an approved topic.
Prerequisite: BProp Part II

PROPERTY 372 (15 Points)
Applied Valuation Project
The completion of a range of practical valuation reports in conjunction with industry mentors.
Prerequisite: BProp Part II
Corequisite: PROPERTY 311
Restriciton: PROPERTY 371

PROPERTY 380 (15 Points)
Property Issues and Trends
Property development and investment practices have significant consequences for economic, social and environmental outcomes. Uses relevant literature to provide a critical analysis of contemporary dynamics and problems in international and national property markets.
Prerequisite: BProp Part II

PROPERTY 382 (15 Points)
Māori Land Issues
History of land conflicts in New Zealand, Waitangi Tribunal process, and development of portfolio management strategies.
Prerequisite: PROPERTY 241 and 271

PROPERTY 383 (15 Points)
Special Topic
A seminar or individual course of study on a specialised aspect of property.
Prerequisite: BProp Part II

PROPERTY 384 (15 Points)
Special Topic
A seminar or individual course of study on a specialised aspect of property.
Prerequisite: BProp Part II

For further information please refer to the note on page 349.
Postgraduate 700 Level Courses

PROPERTY 701 (15 Points)
Research Methods for Property
A core course for all postgraduate students. Introduction to quantitative and qualitative research techniques and research design. Assists students to think critically when designing a research study.

PROPERTY 713 (15 Points)
Seminar in Valuation
Advanced studies in the theory and practice of valuation.
Prerequisite: PROPERTY 311

PROPERTY 714 (15 Points)
Plant and Machinery Valuation
Principles and practice of plant and machinery valuation. Includes case studies of insurance market, existing use and infrastructural asset valuations.
Prerequisite: PROPERTY 312

PROPERTY 715 (15 Points)
Specialised Valuations in Property
Advanced studies in specialised valuations involving unique, unusual or infrequently traded properties.

PROPERTY 723 (15 Points)
Property Market Behaviour
An exploration into the behavioural approach to property research providing for a deeper understanding into market behaviour of participants within the property industry.
Prerequisite: PROPERTY 321

PROPERTY 724 (15 Points)
Property Trends and Issues
Analysis of specialised topics associated with emerging trends and issues in the property industry using national and international literature and case studies.

PROPERTY 733 (15 Points)
Seminar in Property Management
Advanced studies in the theory and practice of property management.
Prerequisite: PROPERTY 331

PROPERTY 743 (15 Points)
Seminar in Property Development
Advanced studies in the theory and practice of property development.
Prerequisite: PROPERTY 261, 342, 344, 351

PROPERTY 753 (15 Points)
Seminar in Property Finance and Investment
Advanced studies in the theory and practice of property finance and investment.
Prerequisite: PROPERTY 351

PROPERTY 754 (15 Points)
Financial Analysis for Property
Practical application of real estate financial software, through interactive examples and case studies. Participants will be exposed to software capabilities, fundamentals and unique nuances.

PROPERTY 755 (15 Points)
International Property Markets
Property markets are characterised by significant institutional differences that affect the nature and performance of national markets. Analysis of socio-economic and cultural factors influencing the operation of international markets.

PROPERTY 763 (15 Points)
Urban Economic Analysis
Analysis of macro-economic and institutional factors that affect urban property markets. Covers dynamic processes in the build environment from a variety of theoretical perspectives and examines the nature of local government and planning processes as they affect property development.
Prerequisite: PROPERTY 261 and 351 and, 362 or 363

PROPERTY 764 (15 Points)
Seminar in Building Economics
Advanced studies in the theory and practice of building economics.
Prerequisite: PROPERTY 381

PROPERTY 773 (15 Points)
GIS and Property Analysis
The increasing availability of geographically referenced property data offers significant potential for property research and modeling. Covers fundamentals of Geographic Information Systems (GIS) (concepts, principles and functions) and essential skills for applying GIS to solve real-world property problems.

PROPERTY 783 (15 Points)
Special Topic
A seminar or individual study on a specialised aspect of property.
Corequisite: At least 30 points selected from PROPERTY 701–773, and 784

PROPERTY 784 (15 Points)
Market Analysis for Property
Provides market analysis techniques and theories relating to commercial, industrial, and residential property. Includes the application of supply and demand analyses, retail trade area analysis, and forecasting techniques.
Corequisite: At least 30 points selected from PROPERTY 713–763

PROPERTY 785 (15 Points)
Special Topic
A seminar or individual study on a specialised aspect of property.
Corequisite: At least 30 points selected from PROPERTY 701–773, and 784

PROPERTY 786 (15 Points)
Special Topic

PROPERTY 789 (30 Points)
Honours Dissertation
A dissertation on a topic in property approved by the Head of Department.
Prerequisite: At least 30 points selected from PROPERTY 703–763

PROPERTY 790 (30 Points)
Dissertation
A dissertation on an approved topic in property.
Prerequisite: At least 30 points selected from PROPERTY 701–773, and 784

PROPERTY 796A (60 Points)
Thesis for MProp

PROPERTY 796B (60 Points)
To complete this course students must enrol in PROPERTY 796 A and B
Architectural Design

Stage I

ARCHDES 100 (20 Points)
Design 1
The Conceptual: An introduction, in studio format, to the conceptual realm in which architecture operates, making connections to the cultural, physical, formal, social and political dimensions of architectural design. Emphasises the development of skills and abilities in conceptual thinking and design realisation using a range of representational materials.
Restriction: ARCHDES 110, 750.100

ARCHDES 101 (20 Points)
Design 2
The Formal: An introduction, in studio format, to the discipline of architectural organisation and form-making. Re-examines the traditional notions of typology, precedent, geometry, parti, and diagrams. Emphasises strategies that build on and transform understanding for organising form given contemporary programmes and digital modes of representation.
Restriction: ARCHDES 111, 750.101

Stage II

ARCHDES 200 (30 Points)
Design 3
The Domestic: An introduction to those things both familiar and unfamiliar in our understanding of home, family, privacy, identity, and community. Explores both the most intimate and the most exposed aspects of dwelling, and addresses scales ranging from the room to the block.
Prerequisite: ARCHDES 100 or 110 or 750.100
Restriction: ARCHDES 210, 750.200

ARCHDES 201 (30 Points)
Design 4
The Constructed: An introduction to full-scale fabrication. Offers the opportunity to work directly with various materials, fabrication processes, and detailing. Requires students to understand the full range of drawings required to move from design concept to actual construction.
Prerequisite: Any two of ARCHDES 100, 101, 110, 111, 750.100, 750.101
Restriction: ARCHDES 211, 750.201

Stage III

ARCHDES 300 (30 Points)
Design 5
The Collected: An introduction to a complex building program that demands the gathering together of small objects/units combined with large-scale public functions. Examines both repeatable units and exceptional spaces and develops an understanding of the corresponding appropriate structural systems.
Prerequisite: ARCHDES 200 or 210 or 750.200
Restriction: ARCHDES 310, 750.300

ARCHDES 301 (30 Points)
Design 6
The Systemic: The culmination of all aspects – conceptual, formal, material, tectonic, structural – of architectural design within the context of a larger network of infrastructural services. Also requires an understanding of the full range of drawings describing the workings of the building as both an active “machine” and place for human comfort.
Prerequisite: ARCHDES 200 or 210 or 750.200
Restriction: ARCHDES 311, 750.301

Stage IV

ARCHDES 400 (30 Points)
Design 7
Advanced design studies in which social, cultural, environmental and technological issues are investigated and synthesised in the context of an architectural project and setting of moderate complexity.
Prerequisite: Any two of ARCHDES 300, 301, 310, 311, or 750.300 and 750.301
Restriction: ARCHDES 410, 750.400

ARCHDES 401 (30 Points)
Design 8
Advanced design studies in which social, cultural, environmental and technological issues are investigated and synthesised in the context of an architectural project and setting of moderate complexity.
Prerequisite: ARCHDES 301 or 311 or 750.301
Restriction: ARCHDES 411, 750.401

Stage V

ARCHDES 502 (30 Points)
Design 9
Culminating studies in which students are expected to address a challenging and conceptually complex architectural design and to achieve a fully resolved architectural design project, together with developed design studies sufficient to explain the building’s construction, structure, materials and environmental performance. A report is required to elucidate the design.
Prerequisite: ARCHDES 400 or 410 or 750.400
Restriction: ARCHDES 500, 512, 750.500

ARCHDES 503 (30 Points)
Design 10
Culminating studies in which students are expected to engage with complex architectural design issues, with an opportunity to explore areas of specific personal interest, leading to an architectural design. Documentation is required to elucidate the design.
Prerequisite: ARCHDES 400 or 410 or 750.400
Restriction: ARCHDES 501, 513, 750.501

ARCHDES 512 (34.28 Points)
Design 9
Culminating studies in which students are expected to address a challenging and conceptually complex architectural design and to achieve a fully resolved architectural design project, together with developed design studies sufficient to explain the building’s construction, structure, materials and environmental performance. A report is required to elucidate the design. Available to transition students only.
Prerequisite: ARCHDES 400 or 750.400
Restriction: ARCHDES 500, 502, 750.500

For further information please refer to the note on page 349.
COURSE PRESCRIPTIONS 2011 CALENDAR

ARCHDES 513 (34.28 Points)
Design 10
Culminating studies in which students are expected to engage with complex architectural design issues, with an opportunity to explore areas of specific personal interest, leading to an architectural design. Documentation is required to elucidate the design. Available to transition students only.
Prerequisite: ARCHDES 400 or 750.400
Restriction: ARCHDES 501, 503, 750.501

Postgraduate 700 Level Courses

ARCHDES 700 (30 Points)
Advanced Design 1
A studio based inquiry into an architectural topic approved by the Head of School of Architecture and Planning intended to facilitate in-depth study that is both tailored to a student's own interest and aligned with the School's research clusters, sharing workshops, discussions, pin-ups and tutorials.

ARCHDES 701 (30 Points)
Advanced Design 2
A studio based inquiry into an architectural topic approved by the Head of School of Architecture and Planning intended to facilitate in-depth study that is both tailored to a student's own interest and aligned with the School's research clusters, sharing workshops, discussions, presentations and tutorials.

ARCHDES 770 (30 Points)
ARCHDES 770A (15 Points)
ARCHDES 770B (15 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.
To complete this course, students must enrol in ARCHDES 770 A and B, or ARCHDES 770

ARCHDES 771 (10 Points)
Design Elective 1
An advanced study in architectural design on a topic approved by the Head of School of Architecture and Planning.

ARCHDES 772 (10 Points)
Design Elective 2
An advanced study in architectural design on a topic approved by the Head of School of Architecture and Planning.

ARCHDES 773 (10 Points)
Design Elective 3
An advanced study in architectural design on a topic approved by the Head of School of Architecture and Planning.

ARCHDES 796A (60 Points)
ARCHDES 796B (60 Points)
Thesis
A thesis involving a design-based discourse on a topic approved by the Head of School of Architecture and Planning for the degree of Master of Architecture (Professional) under the guidance of an appointed supervisor.
Prerequisite: ARCHDES 700, 701 and ARCHPRM 700, 701
To complete this course students must enrol in ARCHDES 796 A and B

Architectural History, Theory and Criticism

General Note: Stage I, II and III Architectural History, Theory and Criticism courses may be available to both Architecture and non-Architecture students.

Stage I
ARCHHTC 102 (15 Points)
ARCHHTC 102G (15 Points)
Modern Architecture and Urbanism
Examines through case studies the cultural contexts that shaped the development of architecture, urban design, landscape and the environment during the twentieth century. Emphasis is placed on the historical developments that influenced changes in style and the theoretical contexts that shaped attitudes towards inhabitation, social organisation, national identity, and cultural self-expression, amongst other things.
Restriction: ARCHHTC 100

Stage II
ARCHHTC 235 (10 Points)
History and Theory of Architecture and Urbanism 1
Examines late modern, postmodern and contemporary architecture and urbanism. Emphasis is placed on the analysis of buildings, projects and developments that have the potential to inform contemporary architectural design, and on the reading and writing of architectural criticism.
Prerequisite: ARCHHTC 102 or 102G, or ARCHHTC 100 and 101

ARCHHTC 236 (10 Points)
History and Theory of Architecture and Urbanism 2
An introduction to architectural and urban theory and criticism.

Stage III
ARCHHTC 335 (10 Points)
History and Theory of Architecture and Urbanism 3
Examines through case studies architectural landscapes, buildings, ensembles and urban projects, ornamental and iconographic programmes, and architectural texts from pre-history to the end of the fourteenth century. In considering the broad range of cultural and building traditions across the Old World, distinctions to be drawn between them with respect to: conceptual preoccupations, structural and spatial ideas and their use.
Prerequisite: ARCHHTC 235 and 236, or 202 and 230
Restriction: ARCHHTC 233

ARCHHTC 336 (10 Points)
History and Theory of Architecture and Urbanism 4
Examines through case studies the cultural contexts that shaped the development of architecture, urban design, landscape and the environment from the fifteenth to the eighteenth century. Emphasis on the historical developments that influenced changes in style and the theoretical contexts that shaped attitudes towards inhabitation, social organisation,
national identity and cultural expression, amongst other things.
Prerequisite: ARCHHTC 235 and 236, or 202 and 230
Restriction: ARCHHTC 234

ARCHHTC 337 (10 Points)
History and Theory of Architecture and Urbanism 5
Examines the development of architecture, urban design, landscape and the environment in historical, geographical and cultural contexts.
Prerequisite: ARCHHTC 235 and 236, or 202 and 230 or 233 and 234
Restriction: ARCHHTC 333

ARCHHTC 338 (10 Points)
History and Theory of Architecture and Urbanism 6
Examines the development of architecture, urban design, landscape and the environment in historical and theoretical contexts.
Prerequisite: ARCHHTC 235 and 236, or 202 and 230 or 233 and 234
Restriction: ARCHHTC 334

ARCHHTC 374 (10 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.

ARCHHTC 375 (10 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.

Stage IV
ARCHHTC 470 (10 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.

ARCHHTC 471 (10 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.

Postgraduate 700 Level Courses
ARCHHTC 770 (30 Points)
ARCHHTC 770A (15 Points)
ARCHHTC 770B (15 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.
To complete this course students must enrol in ARCHHTC 770 A and B, or ARCHHTC 770

ARCHHTC 771 (10 Points)
History Elective 1
An advanced study in architectural history, theory and criticism on a topic approved by the Head of School of Architecture and Planning.

ARCHHTC 772 (10 Points)
History Elective 2
An advanced study in architectural history, theory and criticism on a topic approved by the Head of School of Architecture and Planning.

ARCHHTC 773 (10 Points)
History Elective 3
An advanced study in architectural history, theory and criticism on a topic approved by the Head of School of Architecture and Planning.

ARCHDRC 102 (10 Points)
Architectural Media I
An introduction to drawing and computing techniques related to design studio practice and an overview of the analytical and critical value of these techniques for design.
Restriction: ARCHDRC 100, 101

Stage II
ARCHDRC 202 (10 Points)
Architectural Media II
The study of drawing, computing and related art practices in terms of architectural representation and analysis and the practice of selected techniques.
Prerequisite: Both ARCHDRC 100 and 101, or ARCHDRC 102
Restriction: ARCHDRC 200, 201

Stage III
ARCHDRC 300 (10 Points)
Life Drawing
Analysis and understanding of proportion, structure, scale and how the human figure relates to architectural space and form.
Prerequisite: ARCHDRC 202 or 201 or 752.201
Restriction: 752.300

ARCHDRC 301 (10 Points)
Measured Drawing
The measurement, recording and drawing of existing New Zealand architecture of historical and cultural significance.
Prerequisite: ARCHDRC 202 or 201 or 752.201
Restriction: 752.301

ARCHDRC 303 (10 Points)
Freehand Drawing
The examination, through penetrative seeing, of the basic structure, form, tonal colour and textural elements found in the environment and the development of these awarenesses in knowledgeable graphic communications with an emphasis on perceptual expression.
Prerequisite: ARCHDRC 202 or ARCHDRC 201 or 752.201
Restriction: 752.303

ARCHDRC 304 (10 Points)
Introduction to Architectural Photography
An introduction to architectural photography and photographic techniques.

ARCHDRC 370 (10 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.

ARCHDRC 371 (10 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.
ARCHDRC 372 (10 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.

ARCHDRC 373 (10 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.

Stage IV

ARCHDRC 402 (10 Points)
Advanced Drawing and Computing
An introduction to advanced theory and criticism of design media in architecture and research in drawing and computing.
Prerequisite: Both ARCHDRC 200 and ARCHDRC 201, or ARCHDRC 308
Restriction: ARCHDRC 400

ARCHDRC 470 (10 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.

ARCHDRC 471 (10 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.

Postgraduate 700 Level Courses

ARCHDRC 770 (30 Points)
ARCHDRC 770A (15 Points)
ARCHDRC 770B (15 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.
To complete this course, students must enrol in either ARCHDRC 770 A and B, or ARCHDRC 770

ARCHDRC 771 (10 Points)
Architectural Media Elective 1
An advanced study in architectural media on a topic approved by the Head of School of Architecture and Planning.

ARCHDRC 772 (10 Points)
Architectural Media Elective 2
An advanced study in architectural media on a topic approved by the Head of School of Architecture and Planning.

ARCHDRC 773 (10 Points)
Architectural Media Elective 3
An advanced study in architectural media on a topic approved by the Head of School of Architecture and Planning.

Stage V

ARCHPRM 401 (10 Points)
Practice Management 1
Introduction to the New Zealand legal system and the law of contract and torts. Negotiations, negligence, disputes and remedies relevant to architects in practice. Introduction to the professional institute, the registration procedure, risk management and professional ethics.
Prerequisite: Either ARCHPRM 401 and 402, or 756.400
Restriction: ARCHPRM 500, 531, 756.500

ARCHPRM 402 (10 Points)
Project Management 2
Management of the building project from the tendering stage through to project completion, including post-occupancy evaluation. Establishment of the building contract, contract administration and site observation, study of contract law and cost management during the construction phase. All aspects of documentation during construction and final project accounts.
Restriction: ARCHPRM 400, 432, 756.400

Postgraduate 700 Level Courses

ARCHPRM 700 (15 Points)
Professional Studies 1
The management of the building project from inception to tendering. An examination of client needs and agreements, feasibility studies, project constraints, cost planning and control, consultants, administration and quality control. An analysis of all aspects of the contracts and documentation during construction and final project accounts.
### Architectural Technology

#### Stage I

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<th>Title</th>
<th>Credits</th>
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<td>ARCHTECH 106</td>
<td>Architecture and Sustainability</td>
<td>15</td>
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<tr>
<td>ARCHTECH 107</td>
<td>Design Technology I</td>
<td>10</td>
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</tbody>
</table>

**ARCHTECH 106**

People and internal and external environments through history; climate and microclimate; resources; materials, production, properties and environmental impact; comfort – psychology and measurement (thermal, lighting, sound); the sustainable house in New Zealand; architecture, techniques and systems; building and lifestyle, and measurement techniques.  
Restriction: ARCHTECH 102, 103, 758.101

**ARCHTECH 107**

Structural concepts and construction principles relating to light timber, steel, concrete and other typical construction materials for domestic scale buildings. In depth investigations of structural systems, building envelopes and detailing. Application of principles to design studio projects.  
Restriction: ARCHTECH 100, 104, 105, 758.100

#### Stage II

<table>
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<td>ARCHTECH 202</td>
<td>Thermal and Services Design I</td>
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</tbody>
</table>

**ARCHTECH 202**

Climate, energy and sustainability considerations in building. Thermal performance, ventilation and condensation. Mechanical, electrical and hydraulic services for domestic-scale and low-rise buildings.  
Prerequisite: ARCHTECH 106 or 103 or 758.101  
Restriction: 758.201, ARCHTECH 212

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### Lighting and Acoustic Design I

**ARCHTECH 203**

Prerequisite: ARCHTECH 106 or 103 or 758.101  
Restriction: 758.201, ARCHTECH 213

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### Design Technology II

**ARCHTECH 206**

Structural concepts and construction principles relating to light timber, steel, concrete and other typical construction materials for domestic scale buildings. In-depth investigations of structural systems, building envelopes and detailing. Application of principles to design studio projects.  
Prerequisite: ARCHTECH 107, or 104 and 105  
Restriction: ARCHTECH 204, 205, 200, 758.200

**ARCHTECH 207**

Development of structural and construction principles and systems. Outline of forces acting in buildings. Characteristics and behaviour of common building materials. Standard details in residential housing. Outline of building codes, health and safety regulations and site operations. Active and passive building services and technology including heating, cooling, ventilation, water, waste, electrical services and vertical transportation. Application to design studio projects.  
Prerequisite: ARCHTECH 107, or 104 and 105  
Restriction: ARCHTECH 200, 204, 205, 206, 758.200

**ARCHTECH 208**

Prerequisite: ARCHTECH 106, or 102 and 103, or 758.101  
Restriction: ARCHTECH 202, 203, 212, 213, 758.201

**ARCHTECH 212**

Climate and energy considerations in buildings. Thermal performance, ventilation and condensation. Mechanical, electrical and hydraulic services for low-rise buildings. Available to transition students only.  
Prerequisite: ARCHTECH 106 or 103  
Restriction: ARCHTECH 202

**ARCHTECH 213**

Natural and artificial lighting; noise control and acoustical design principles and their application in buildings; requirements and recommendations to practice. Available to transition students only.  
Prerequisite: ARCHTECH 106 or 103  
Restriction: ARCHTECH 203
### Stage III

<table>
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<td>ARCHTECH 307</td>
<td>Environmental Design II</td>
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<td>ARCHTECH 312</td>
<td>Design Technology III</td>
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<td>ARCHTECH 421</td>
<td>Design Technology IV</td>
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### Stage IV

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<tr>
<td>ARCHTECH 704B</td>
<td>Elective Study</td>
<td>15</td>
</tr>
<tr>
<td>ARCHTECH 770</td>
<td>Energy and the Built Environment</td>
<td>30</td>
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<td>ARCHTECH 770A</td>
<td>Elective Study</td>
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<td>ARCHTECH 770B</td>
<td>Elective Study</td>
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### Postgraduate 700 Level Courses

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<td>Technology Elective 1</td>
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<td>ARCHTECH 772</td>
<td>Technology Elective 2</td>
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</tr>
<tr>
<td>ARCHTECH 773</td>
<td>Technology Elective 3</td>
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### Architecture: General

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<th>Course Name</th>
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<tbody>
<tr>
<td>ARCHGEN 300</td>
<td>Design as Research</td>
<td>10</td>
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</tbody>
</table>
achieve the expectations associated with a research-based thesis.
Restriction: ARCHGEN 400, 410, 758.400

Stage V
ARCHGEN 590 (20 Points)
Research Report
A research report on a topic approved by the Head of School of Architecture and Planning.
ARCHGEN 591 (20 Points)
Research Report
A research report on a topic approved by the Head of School of Architecture and Planning.
ARCHGEN 595 (30 Points)
Dissertation
A dissertation involving applied research and/or a development project on a topic approved by the Head of School of Architecture and Planning.

Postgraduate 700 Level Courses
ARCHGEN 700 (10 Points)
Research Process
An introduction to the research process including: research paradigms and strategies, the identification of research topics and research questions, the review and critique of literature, research methodologies, the structuring of research theses and reports, referencing and the preparation of a bibliography. The focus of the course is on preparing students to undertake their own research projects.
Restriction: ARCHGEN 400, 753.400, 753.600

ARCHGEN 710 (15 Points)
Cultural and Māori Studies Seminar
Postgraduate seminar topic approved by the Head of School of Architecture and Planning in the field of Cultural and Māori Studies, with topics that include Pacific, social and/or political contexts as they affect architectural production.

ARCHGEN 711 (15 Points)
Special Topic in History, Theory and Criticism 1
Seminar topic approved by the Head of School of Architecture and Planning in the field of History, Theory and Criticism studies.
Restriction: ARCHGEN 710, 712, 713, 714, 715

ARCHGEN 712 (15 Points)
Special Topic in History, Theory and Criticism 2
Seminar topic approved by the Head of School of Architecture and Planning in the field of History, Theory and Criticism studies.
Restriction: ARCHGEN 710, 711, 713, 714, 715

ARCHGEN 713 (15 Points)
Special Topic in History, Theory and Criticism 3
Seminar topic approved by the Head of School of Architecture and Planning in the field of History, Theory and Criticism studies.
Restriction: ARCHGEN 710, 711, 712, 714, 715

ARCHGEN 714 (15 Points)
Special Topic in History, Theory and Criticism 4
Seminar topic approved by the Head of School of Architecture and Planning in the field of History, Theory and Criticism studies.
Restriction: ARCHGEN 710, 711, 712, 713, 715

ARCHGEN 715 (15 Points)
Special Topic in History, Theory and Criticism 5
Seminar topic approved by the Head of School of Architecture and Planning in the field of History, Theory and Criticism studies.
Restriction: ARCHGEN 710, 711, 712, 713, 714

ARCHGEN 720 (15 Points)
Sustainable Design Seminar
Postgraduate seminar topic approved by the Head of School of Architecture and Planning in the field of sustainable design studies, with topics that include environmentalism, sustainability, and/or eco-technology and address issues ranging from building in extreme climates to global responses towards sustainability to the history of the environmental movement.

ARCHGEN 721 (15 Points)
Special Topic in Sustainable Design 1
Seminar topic approved by the Head of School of Architecture and Planning in the field of sustainable design studies.
Restriction: ARCHGEN 720, 722, 723

ARCHGEN 722 (15 Points)
Special Topic in Sustainable Design 2
Seminar topic approved by the Head of School of Architecture and Planning in the field of sustainable design studies.
Restriction: ARCHGEN 720, 721, 723

ARCHGEN 723 (15 Points)
Special Topic in Sustainable Design 3
Seminar topic approved by the Head of School of Architecture and Planning in the field of sustainable design studies.
Restriction: ARCHGEN 720, 721, 722

ARCHGEN 730 (15 Points)
Urban Design Seminar
Postgraduate seminar topic approved by the Head of School of Architecture and Planning in the field of urban design studies, with topics that include urban and settlement history and theory, and urban design methods.

ARCHGEN 731 (15 Points)
Special Topic in Urban Design 1
Seminar topic approved by the Head of School of Architecture and Planning in the field of urban design studies.
Restriction: ARCHGEN 730, 732, URBDES 702

ARCHGEN 732 (15 Points)
Special Topic in Urban Design 2
Seminar topic approved by the Head of School of Architecture and Planning in the field of urban design studies.
Restriction: ARCHGEN 730, 731, URBDES 702

ARCHGEN 740 (15 Points)
Materials and Fabrication Seminar
Postgraduate seminar topic approved by the Head of School of Architecture and Planning in the field of Materials and Fabrication, with topics that include the study of digital fabrication, timber frame construction, new materials, new tools and techniques, new modes of representation and new software.

ARCHGEN 741 (15 Points)
Special Topic in Materials and Fabrication 1
Seminar topic approved by the Head of School of Architecture and Planning in the field of materials and fabrication studies.
Restriction: ARCHGEN 740, 742, 743, 744, 745
ARCHGEN 742 (15 Points)
Special Topic in Materials and Fabrication 2
Seminar topic approved by the Head of School of Architecture and Planning in the field of materials and fabrication studies.
Restriction: ARCHGEN 740, 741, 743, 744, 745

ARCHGEN 743 (15 Points)
Special Topic in Materials and Fabrication 3
Seminar topic approved by the Head of School of Architecture and Planning in the field of materials and fabrication studies.
Restriction: ARCHGEN 740, 741, 742, 744, 745

ARCHGEN 744 (15 Points)
Special Topic in Materials and Fabrication 4
Seminar topic approved by the Head of School of Architecture and Planning in the field of materials and fabrication studies.
Restriction: ARCHGEN 740, 741, 742, 743, 745

ARCHGEN 745 (15 Points)
Special Topic in Materials and Fabrication 5
Seminar topic approved by the Head of School of Architecture and Planning in the field of materials and fabrication studies.
Restriction: ARCHGEN 740, 741, 742, 743, 744

ARCHGEN 770 (20 Points)
ARCHGEN 770A (10 Points)
ARCHGEN 770B (10 Points)
Elective Study
Topics approved by the Head of School of Architecture and Planning.
To complete this course students must enrol in ARCHGEN 770 A and B, or ARCHGEN 770

ARCHGEN 793A (60 Points)
ARCHGEN 793B (60 Points)
Thesis
A study of research processes, together with a thesis involving a discourse on a topic approved by the Head of School of Architecture and Planning for the degree of Master of Architecture under the guidance of an appointed supervisor.
Restriction: ARCHGEN 795, 796, 797
To complete this course students must enrol in ARCHGEN 793 A and B

ARCHGEN 795A (45 Points)
ARCHGEN 795B (45 Points)
Thesis
A study of research processes, together with a thesis involving a discourse on a topic approved by the Head of School of Architecture and Planning for the degree of Master of Architecture under the guidance of an appointed supervisor.
Restriction: ARCHGEN 793, 796, 797
To complete this course students must enrol in ARCHGEN 795 A and B

ARCHGEN 798 (40 Points)
ARCHGEN 798A (20 Points)
ARCHGEN 798B (20 Points)
Research Report
A report involving research and application in an architectural subject for the Postgraduate Diploma in Architecture under the guidance of an appointed supervisor on a topic approved by the Head of School of Architecture and Planning.
Corequisite: ARCHGEN 700
To complete this course students must enrol in ARCHGEN 798 A and B, or ARCHGEN 798

Dance Studies

Stage I

DANCE 101 (15 Points)
DANCE 101G
Introduction to Dance and Creative Processes
To develop an understanding of our moving bodies through movement awareness, dance improvisation, choreography and creative and analytic writing. Students will undertake both theoretical and practical classes focusing on a range of practices that dancers and movement practitioners use to facilitate kinaesthetic awareness, experimentation, communication and choreography. Students will explore somatic theory and practice, improvisation scores, choreography and dance analysis. (DANCE 101 not available for BDanceSt)

DANCE 107 (15 Points)
Dance History and Contexts
Study of the historical development in western theatre dance from the nineteenth century to the beginning of the twentieth century.

DANCE 110 (15 Points)
Contemporary Dance and Choreography 1
A study of contemporary dance practices through the choreography, creative facilitation and techniques of contemporary dance makers. For BDanceSt students only.

DANCE 112 (15 Points)
Dance Kinesiology
Introduction to physiological and kinesiological analysis of dance movements. The study of skeletal alignment, muscular balance and mechanical efficiency.

DANCE 120 (15 Points)
Dance Vocabulary I: Ballet
Introducing the study of ballet: history, social contexts, styles, dancing vocabulary, language, influential persons and events. Can you teach a balletic warm-up? Can you recognise and feel the difference between a classical and romantic ballet?
Restriction: DANCE 105

DANCE 121 (15 Points)
Dance Technique
Continuation of work undertaken in DANCE 120 with exploration of skills, repertoire, and merging dance styles.
Prerequisite: DANCE 120
Restriction: DANCE 105

DANCE 131 (15 Points)
Dance Education
The study of dance education practice and theory that shapes teaching and learning of dance in school and community contexts. Note, this course does not meet the requirements for teacher registration in New Zealand.
Restriction: DANCE 111. 130

Stage II

DANCE 200G (15 Points)
Dance and Culture
Examines the interrelationship between dance and wider political and cultural movements through practical dance classes and theoretical investigations into diverse cultural environments around the world. Students physically and theoretically engage in the study of various dance forms such as Tango, Salsa,
Dabkeh, traditional Chinese dance and Bharata Natyam.
Prerequisite: 60 points at Stage I in any subject(s)

DANCE 201 (15 Points)
Dance and Interdisciplinarity
Building integrated connections with other arts disciplines such as music, literature, art.
Prerequisite: DANCE 101 or 110

DANCE 207 (15 Points)
Choreography and Performance
Focuses on the development and consolidation of choreographic and performance skills.
Prerequisite: Any 30 points at Stage I in Dance Studies

DANCE 210 (15 Points)
Contemporary Dance and Choreography 2
The study of contemporary dance practices through the choreography, creative facilitation and techniques of contemporary dance makers in the twentieth century.
Prerequisite: DANCE 101 or 110

DANCE 211 (15 Points)
Special Topic
Prerequisite: Any 30 points at Stage I in Dance Studies

DANCE 212 (15 Points)
New Zealand Dance Contexts and History
Emphasis is on the socio-historical developments of dance in the twentieth century. Choreographers, dancers, designers and composers who have created, influenced and shaped dance in New Zealand will be studied via lectures, videos, scores, and reconstructions.
Prerequisite: DANCE 107

DANCE 215 (15 Points)
Special Topic
Prerequisite: Any 30 points at Stage I in Dance Studies

DANCE 220 (15 Points)
Dance Vocabulary II
Exploring and analysing contemporary dance practices and techniques. Movement skills and performance skills will be developed integrating personal movement with techniques.
Prerequisite: DANCE 120
Restriction: DANCE 205

DANCE 222 (15 Points)
Safe Dance Practices
Establishing the theory and practice of safe dance practices within education, performance and health related contexts. Anatomy, kinesiology and dance conditioning methodologies will be studied in relation to dance practice.
Prerequisite: DANCE 112
Restriction: DANCE 205, 221

DANCE 231 (15 Points)
Community Dance
Entering diverse community settings and teaching and learning dance: analysing the roles and functions of dance in your own and other’s communities. Note: this course does not meet the requirements for teacher registration in New Zealand.
Prerequisite: DANCE 131
Restriction: DANCE 230

DANCE 250 (15 Points)
Special Topic
Prerequisite: Any 30 points at Stage I in Dance Studies

Stage III

DANCE 300 (15 Points)
Dance Project
Resident/Guest Artist project that gives students an intensive experience of a particular choreographic vocabulary and repertoire. Not available to BA students.
Prerequisite: 30 points at Stage II in Dance Studies

DANCE 301 (15 Points)
Dance and Improvisation
Developing an embodied personal practice, and understanding of the theory and practice of contact improvisation and its influence in dance, education and community contexts.
Prerequisite: Any 30 points at Stage II in Dance Studies

DANCE 302 (15 Points)
Dance in Aotearoa/New Zealand
An examination of dance in New Zealand including Māori, Pacific Island, European, and Asian influences. Emphasis will be on developments during the twentieth century of traditional form into contemporary practice, indigenous forms in NZ society, the developments in ballet, contemporary and popular dance.
Prerequisite: DANCE 212

DANCE 310 (15 Points)
Contemporary Dance and Choreography 3
The study of contemporary dance practices through the choreography and techniques of contemporary dance makers.
Prerequisite: DANCE 210

DANCE 312 (15 Points)
Dance Production
Dance works are choreographed on the students by leading dance professionals in their chosen genre, resulting in a dance production. Not available to BA students.
Prerequisite: Any 45 points at Stage II in Dance Studies

DANCE 314 (15 Points)
Dance and Technology
Project based study of the interaction between technology and dance. Including hands-on practice with video, digital photography and the study of dance for film.
Prerequisite: Any 30 points at Stage II in Dance Studies

DANCE 315 (15 Points)
Dance Composition
Studio based course developing improvisational and compositional skills. Choreographic principles are studied as guidelines for structure and design in movement.
Prerequisite: Any 30 points at Stage II in Dance Studies

DANCE 320 (15 Points)
Dance Vocabulary III
Refining and deepening dance practices and pedagogy strategies specific to contemporary dance. Choreographic research methods are introduced with emphasis upon articulating key questions and processes for problem solving.
Prerequisite: Any 30 points at Stage II in Dance Studies
Restriction: DANCE 308

DANCE 322 (15 Points)
Professional Practices
Developing skills and knowledge in planning and managing for careers in the diverse dance professions. Students will develop arts management and financial
business skills, such as learning to write grant applications, CVs and personal plans that relate to employment and funding issues.

Prerequisite: DANCE 222
Restriction: DANCE 321

DANCE 331 (15 Points)
Dance Education Research
Analysis of dance teaching and learning philosophies, issues and theories as they are translated from texts and curriculum into classroom and community practice. This course does not meet the requirements for teacher registration in New Zealand.

Prerequisite: DANCE 231
Restriction: DANCE 330

DANCE 350 (15 Points)
Special Topic
Prerequisite: Any 30 points at Stage II in Dance Studies

DANCE 351 (15 Points)
Special Topic
Prerequisite: Any 30 points at Stage II in Dance Studies

Postgraduate 700 Level Courses

DANCE 730 (30 Points)
Dance Intensive
Advanced practice in the physicality and creation of dance.
Prerequisite: Departmental approval required

DANCE 734 (15 Points)
Dance Education and Community Dance Research
Students will examine issues and philosophies critical to the development of dance education and community dance in New Zealand and internationally. Personal pedagogical practice will be reviewed and dominant discourses critiqued.
Prerequisite: Departmental approval required

DANCE 735 (15 Points)
Research in Choreography
Students will investigate choreographic practice as a location for artistic production and academic research. They will reflect on their own choreographic practice through studio-based activities, while examining existing choreographies, choreographers and choreographic theory.
Restriction: DANCE 733, 760

DANCE 750 (15 Points)
Dance Writing, Performance and Analysis
Students will examine writing as a creative, analytical and performance practice. Students will discuss elements of creative writing such as metaphor, cadence, rhythm, character, narrative and subtext, and analytical writing such as reviews, critiques and transcripts. Students will practice manipulating these elements in order to develop their own writing from, through and about dance.
Prerequisite: Departmental approval required

DANCE 751 (15 Points)
Research Methodologies
An introduction to empirical and performance research methods. The course will address issues related to dance theory, current research methodologies, research design, archives and resources, literature reviews, research ethics, analysis and report writing.

DANCE 765 (15 Points)
Special Topic in Dance

DANCE 766 (15 Points)
Special Topic in Dance

DANCE 767 (15 Points)
Special Topic in Dance

DANCE 768 (15 Points)
Special Topic in Dance

DANCE 770 (30 Points)
Dance Project

DANCE 791 (30 Points)
Dissertation in Dance

DANCE 792A (45 Points)
DANCE 792B (45 Points)
Project
To complete this course students must enrol in DANCE 792 A and B

DANCE 796A (60 Points)
DANCE 796B (60 Points)
Thesis
Prerequisite: Departmental approval required
Restriction: DANCE 794
To complete this course students must enrol in DANCE 796 A and B

Fine Arts

Stage I

FINEARTS 101 (30 Points)
Studio 1.1
Students will work on a range of ‘ideas based’ activities that will challenge them progressively to develop and extend their knowledge and skills. These range from short focused projects to those allowing more time for research and personal development. Students will cover a range of the disciplines available in the school and be encouraged to explore in a cross-disciplinary manner.
Corequisite: FINEARTS 103

FINEARTS 102 (30 Points)
Studio 1.2
An extension of projects from FINEARTS 101 Studio 1.1. Students will be encouraged to develop personal creative directions with a focus on experimentation and interdisciplinary art and design outcomes.
Prerequisite: FINEARTS 101
Corequisite: FINEARTS 104

FINEARTS 103 (15 Points)
Drawing and Related Practices
An introduction to different approaches to drawing and its relationship with contemporary practices in art and design. Including traditional approaches to drawing and drawing techniques. Students will also explore drawing as a conceptual process. Research which investigates drawings as both a technical and conceptual practice is encouraged.
Corequisite: FINEARTS 101

FINEARTS 104 (15 Points)
Studio 1: Introduction to Critical Studies
An introduction to some key terms used in the discussion of contemporary art and design presented and discussed with reference to students’ learning in FINEARTS 101 and 102 in particular. This provides both an introduction to contemporary discourses and a means of enabling students to understand such discourses in relation to their own practices.
Corequisite: FINEARTS 101 or 102
FINEARTS 105
Special Topic

Stage II
FINEARTS 201 (30 Points)
Studio 2.1
Provides an understanding of contemporary artistic practice relevant to students’ developing artistic interests. Students engage with current art and/or design ideas, methodologies and positions and become experienced in understanding their own practice in relationship to contemporary practices in an increasingly reflexive manner. Consists of the supervised completion of a number of prescribed briefs from which students select.
Prerequisite: FINEARTS 101, 102, 103 and 104 or FINEARTS 100
Corequisite: FINEARTS 203

FINEARTS 202 (30 Points)
Studio 2.2
Focuses on the conditions of reception relevant to students’ work including: ways meaning is created; how art and/or design works are read; and the significance of presentation strategies. Consists of the supervised completion of longer briefs, of which one is self-generated.
Prerequisite: FINEARTS 201

FINEARTS 203 (15 Points)
Studio 2.3
Study and exploration through practice of an issue relevant to a discipline or area of contemporary discourse. Students will understand, explore and analyse a selected issue through readings, discussions and production and presentation of studio work.
Prerequisite: FINEARTS 101, 102, 103 and 104 or FINEARTS 100
Corequisite: FINEARTS 201 or 202

FINEARTS 204 (15 Points)
Studio 2 Critical Studies
Presents a range of different modes of cultural production and discusses the relationships of these with studio practices. It extends on the learning in FINEARTS 104 and leads to a more complex understanding of the ways in which art and design is produced and experienced.
Prerequisite: FINEARTS 101, 102, 103 and 104 or FINEARTS 100
Corequisite: FINEARTS 201 or 202

FINEARTS 205 (15 Points)
Special Topic

FINEARTS 206 (15 Points)
Fields of Practice 2
Allows students to study and explore through practice an issue relevant to a media area, with the aim of encouraging reflexivity in relation to media processes. In this course students will understand, explore and analyse a selected issue through readings, discussions and production and presentation of studio work.
Prerequisite: FINEARTS 101, 102, 103, 104, 201, 203
Corequisite: FINEARTS 202

FINEARTS 210G (15 Points)
Understanding Contemporary Visual Arts Practice
How does the contemporary artist and designer work? This course presents first hand, locally engaged practitioners’ perspectives on creative practice. On successful completion of this course students will be able to access local, contemporary art and design with confidence, and to discuss examples of practitioners’ methodologies and areas of investigation. Course work will involve active exploration of the local art world.
Prerequisite: 60 points at Stage I in any subject/s

Stage III
FINEARTS 302 (30 Points)
Studio 3.1
Builds on the conceptual, material, technical, and contextual work undertaken in Studio 2. Students will explore and develop, through studio activities, a range of methodologies required to generate and sustain an independent practice. Students are required to pursue open-ended exploration and critical analysis within their making and thinking with an emphasis on experimentation and reflexivity.
Prerequisite: FINEARTS 201, 202, 203, 206 or FINEARTS 200
Corequisite: FINEARTS 304

FINEARTS 303 (30 Points)
Studio 3.2
Extends the self-directed aspect of FINEARTS 301 through work on one or two long-term personal projects. A key focus is the identification of and response to a contextual issue relevant to contemporary art and/or design. Students will begin to develop an understanding of their practice within the context of a wider field of contemporary art and design practices.
Prerequisite: FINEARTS 302, 304

FINEARTS 304 (15 Points)
Studio 3.3
Builds on the different disciplines or areas of contemporary discourse explored in Studio 2. Students will study issues relevant to their individual practice and analyse, extend and develop an understanding of these through readings, discussions and the production and presentation of studio work.
Prerequisite: FINEARTS 201, 202, 203, 206 or FINEARTS 200
Corequisite: FINEARTS 302 or 303

FINEARTS 305 (15 Points)
Studio 3 Critical Practices
Analyses and provides discussion for the different ways in which art and design engage with social structures that, in turn, define creative practices. The course leads to a critical understanding of the insertion of practices into wider fields, which provides students with a means of understanding their studio-based practices in a range of relevant professional contexts.
Prerequisite: FINEARTS 201, 202, 203 or FINEARTS 200
Corequisite: FINEARTS 302 or 303

FINEARTS 306 (15 Points)
Special Topic

FINEARTS 307 (15 Points)
Fields of Practice 4
Building on the media areas explored in Studio 2, this course allows students to study and explore an idea or issue in and around an area of contemporary art and/or design discourse. Students will investigate, analyse and develop the selected idea or issue through readings, discussions alongside the production and presentation of studio work.
Prerequisite: FINEARTS 101, 102, 103, 104, 201, 202, 203, 206, 302, 304
Corequisite: FINEARTS 303
Stage IV

FINEARTS 402 (30 Points)
Studio 4.1
Places emphasis on students’ understanding and articulation of concepts and discourse surrounding their work. Promotes the development of independent artistic and/or design philosophies and their effective use in relation to studio practice.
Prerequisite: FINEARTS 302, 303, 304 and 305 or FINEARTS 300
Corequisite: FINEARTS 403

FINEARTS 403 (30 Points)
Studio 4.2
Advances students’ understanding of the way meaning effects are produced by things done or made and the way they are presented. Develops students’ personal methodology through the production of a coherent body of work supported by a considered use of studio research and explorative work.
Prerequisite: FINEARTS 302, 303, 304 and 305 or FINEARTS 300
Corequisite: FINEARTS 402

FINEARTS 404 (30 Points)
Studio 4.3
Further develops students’ understanding and articulation of concepts and discourse surrounding their studio work. Promotes the development of independent artistic and/or design philosophies and their effective use in relation to studio practice.
Prerequisite: FINEARTS 402
Corequisite: FINEARTS 403 or 405

FINEARTS 405 (30 Points)
Studio 4.4
Directed at the synthesis and refinement of previous studio practice towards the production and presentation of a body of studio work that demonstrates advanced understandings and professional capabilities. Emphasis placed on the development of presentation strategies appropriate to the exhibition and/or professional submission of work.
Prerequisite: FINEARTS 402
Corequisite: FINEARTS 403 or 404

FINEARTS 406 (30 Points)
Special Topic
A development of Part III Studio courses in selected fields.

FINEARTS 407 (30 Points)
Special Topic
A development of Part III Studio courses in selected fields.

FINEARTS 408 (60 Points)
Studio 4 A
Assists students to develop their creative practice through the production of a coherent body of studio-based work. This will be supported by considered development of an artistic and/or design philosophy and its effective use in relation to studio practice. The course encourages a solid understanding of presentation strategies appropriate to the exhibition and/or professional presentation of creative work.
Prerequisite: FINEARTS 302, 303, 304, 307
Restriction: FINEARTS 402, 403

FINEARTS 409 (60 Points)
Studio 4 B
Building on Studio 4A this course will assist students to develop further their creative practice through the production of a coherent body of studio-based work. Students will further develop their understanding and articulation of concepts and discourses relevant to their studio work. The course promotes a reflexive understanding of creative practice and strategies for its professional presentation.
Prerequisite: FINEARTS 100, 101, 102, 103, 104, 201, 202, 203, 206, 302, 303, 304, 307, 408
Restriction: FINEARTS 404, 405

Diploma Courses
Note: The proposed dissertation topic for each course is to be submitted for approval to the Head of Fine Arts by 31 March.

FINEARTS 650A (60 Points)
FINEARTS 650B (60 Points)
Graduate Studio 1
A presentation of creative work in some aspect of the fine arts.
To complete this course students must enrol in FINEARTS 650 A and B

FINEARTS 652A (30 Points)
FINEARTS 652B (30 Points)
Graduate Studio 2
A presentation of creative work in some aspect of the fine arts.
To complete this course students must enrol in FINEARTS 652 A and B

FINEARTS 691A (30 Points)
FINEARTS 691B (30 Points)
Dissertation
Documentation of the results of an original investigation or advanced study or research related to the student’s programme in studio.
To complete this course students must enrol in FINEARTS 691 A and B

Postgraduate 700 Level Courses
Note: The proposed dissertation topic for each course is to be submitted for approval to the Head of Fine Arts by 31 March.

FINEARTS 756A (60 Points)
FINEARTS 756B (60 Points)
Research Project
A research project in fine arts and/or design.
To complete this course students must enrol in FINEARTS 756 A and B

FINEARTS 763A (60 Points)
FINEARTS 763B (60 Points)
Studio 6C
A practical performance in some aspect of the fine arts and/or design.
To complete this course students must enrol in FINEARTS 763 A and B

FINEARTS 790A (60 Points)
FINEARTS 790B (60 Points)
Research Project
A research project focused on artistic or related outcomes. Individualised research-based programmes of study are supported through a range of studio critiques, various forms of group tutorials, technical workshops, reading groups, lectures and frequent one-to-one meetings with studio staff. Research projects are thus developed through an integrated programme
including studio practice, seminars, and/or written coursework and reading groups.

To complete this course students must enrol in FINEARTS 790 A and B

FINEARTS 796A (60 Points)
FINEARTS 796B (60 Points)
Masters Studio
An advanced studio based performance in fine arts and/or design.

To complete this course students must enrol in FINEARTS 796 A and B

FINEARTS 797A (60 Points)
FINEARTS 797B (60 Points)
Fine Arts Thesis
A thesis embodying the results obtained by the student of an original investigation or advanced study in fine arts and/or design.

To complete this course students must enrol in FINEARTS 797 A and B

FINEARTS 798A (60 Points)
FINEARTS 798B (60 Points)
Fine Arts Research Project
An advanced research project in fine arts and/or design.

To complete this course students must enrol in FINEARTS 798 A and B

Jazz

Stage I

JAZZ 101 (15 Points)
Applied Music Instruction 1
Development of student competence in the elements of music through an in-depth study of scales, chords, tuning, sound generation and relevant musical literature. Participation in a range of small ensembles selected for their diversity of style and instrumentation, designed to present varied musical experiences.
Prerequisite: Departmental approval required

JAZZ 102 (15 Points)
Applied Music Instruction 2
Continuation of the work undertaken in JAZZ 101.
Prerequisite: JAZZ 101

JAZZ 105 (15 Points)
Class Piano
Elementary keyboard training using theoretical, harmonic, and technical concepts in practical keyboard application: transposition, melody harmonisation, technique and repertoire.
Corequisite: JAZZ 101

JAZZ 107 (10 Points)
Intro to Jazz Improvisation 1
Elementary jazz improvisation dealing with linear, melodic, harmonic, and rhythmic fundamentals of improvisation, as well as the interactive and group aspects.
Corequisite: JAZZ 101

JAZZ 108 (10 Points)
Introduction to Jazz Improvisation 2
Continuation of the work undertaken in JAZZ 107.
Prerequisite: JAZZ 107

JAZZ 111 (10 Points)
Large Ensemble 1
Participation in large ensemble addresses development of sectional skills and musicianship as well as the interaction of the roles of various instruments and the development of communication and performance skills. Ensembles may include: big band, guitar ensemble, choir and other large ensembles.
Corequisite: JAZZ 101 or Departmental approval

JAZZ 112 (10 Points)
Large Ensemble 2
Continuation of the work undertaken in JAZZ 111.
Prerequisite: JAZZ 111 or Departmental approval

JAZZ 113 (15 Points)
Jazz History
Critical examination of musical styles, performers, cultural and industrial contexts surrounding jazz musics from the mid-nineteenth century, including ragtime, through New Orleans, swing, be-bop, cool, free, third-stream and post-bop. In-depth study of primary exponents of various styles. Audio and visual materials are a major component of study.

JAZZ 131 (15 Points)
Secondary Applied Music Instruction 1
Group lessons that provide the student with an introduction to jazz performance, technique development and repertoire. Not available to students in the Jazz major.
Prerequisite: Departmental approval required

JAZZ 132 (10 Points)
Secondary Applied Music Instruction 2
Continuation of the work undertaken in JAZZ 131.
Prerequisite: JAZZ 131 and Departmental approval

Stage II

JAZZ 201 (15 Points)
Applied Music Instruction 3
Development of mastering the elements of music through an in-depth study of scales, chords, tuning, sound generation and relevant musical literature. Participation in a range of small ensembles selected for their diversity of style and instrumentation, designed to present varied musical experiences.
Prerequisite: JAZZ 102

JAZZ 202 (15 Points)
Applied Music Instruction 4
Continuation of the work undertaken in JAZZ 201.
Prerequisite: JAZZ 201

JAZZ 203 (15 Points)
Jazz Theory and Ear Training
A study of diatonic and chromatic theory as related to jazz and contemporary music combined with melodic, harmonic and rhythmic aural skill development in the jazz and contemporary music idioms.
Prerequisite: 15 points from JAZZ 103, MUSIC 101, 103

JAZZ 205 (15 Points)
Jazz Piano
Harmonic concepts in keyboard application for jazz and contemporary music, chord voicing for popular tunes, standards and original harmonisation will be explored.
Prerequisite: JAZZ 105

JAZZ 206 (15 Points)
Jazz Arranging and Composition
A functional approach to ensemble scoring including score analysis, combo arranging, arranging for mixed instrumentation, musical settings for vocalists and arranging for medium sized ensembles.
Prerequisite: 15 points from JAZZ 103, MUSIC 101, 103
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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>JAZZ 207</td>
<td>Intermediate Jazz Improvisation 1</td>
<td>(10 Points)</td>
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<td></td>
<td>The application of improvisational techniques encompassing all standard forms and styles. Performance practices are related to the individual student's abilities, background and experience. Includes solo transcription and analysis, a comparison of improvisational methods and a survey of educational resources.</td>
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<tr>
<td>JAZZ 208</td>
<td>Intermediate Jazz Improvisation 2</td>
<td>(10 Points)</td>
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<td>Continuation of the work undertaken in JAZZ 207.</td>
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<tr>
<td>JAZZ 211</td>
<td>Large Ensemble 3</td>
<td>(10 Points)</td>
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<tr>
<td></td>
<td>Participation in large ensemble addresses development of sectional skills and musicianship as well as the interaction of the roles of various instruments and the development of communication and performance skills. Ensembles may include: big band, guitar ensemble, choir and other large ensembles.</td>
<td></td>
</tr>
<tr>
<td>JAZZ 212</td>
<td>Large Ensemble 4</td>
<td>(10 Points)</td>
</tr>
<tr>
<td></td>
<td>Continuation of the work undertaken in JAZZ 111.</td>
<td></td>
</tr>
<tr>
<td>JAZZ 231</td>
<td>Secondary Applied Music Instruction 3</td>
<td>(15 Points)</td>
</tr>
<tr>
<td></td>
<td>Group lessons that provide the student with an introduction to jazz performance, technique development and repertoire. Not available to students in the Jazz major.</td>
<td></td>
</tr>
<tr>
<td>JAZZ 232</td>
<td>Secondary Applied Music Instruction 4</td>
<td>(10 Points)</td>
</tr>
<tr>
<td></td>
<td>Continuation of the work undertaken in JAZZ 231.</td>
<td></td>
</tr>
<tr>
<td>Stage III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JAZZ 301</td>
<td>Applied Music Instruction 5</td>
<td>(15 Points)</td>
</tr>
<tr>
<td></td>
<td>Development of mastering of elements of music through an in-depth study of scales, chords, tuning, sound generation and relevant musical literature. Participation in a range of small ensembles selected for their diversity of style and instrumentation, designed to present varied musical experiences.</td>
<td></td>
</tr>
<tr>
<td>JAZZ 302</td>
<td>Applied Music Instruction 6</td>
<td>(15 Points)</td>
</tr>
<tr>
<td></td>
<td>Continuation of the work undertaken in JAZZ 301.</td>
<td></td>
</tr>
<tr>
<td>JAZZ 306</td>
<td>Composition and Arranging</td>
<td>(15 Points)</td>
</tr>
<tr>
<td></td>
<td>Arranging and composition in the jazz idiom: big band writing will be a major focus of this course as well as basic musical techniques, including scoring and writing for the jazz rhythm section and various ensemble voicing concepts. Final arrangements will be performed and recorded.</td>
<td></td>
</tr>
<tr>
<td>JAZZ 307</td>
<td>Advanced Improvisation 1</td>
<td>(10 Points)</td>
</tr>
<tr>
<td></td>
<td>Performance and analysis of more complex musical ideas and literature from the jazz idiom. Various ways of approaching tunes including: stylistic playing, advanced chord progressions, reharmonisation and other advanced musical concepts will be explored.</td>
<td></td>
</tr>
<tr>
<td>JAZZ 308</td>
<td>Advanced Improvisation 2</td>
<td>(10 Points)</td>
</tr>
<tr>
<td></td>
<td>Continuation of the work undertaken in JAZZ 307.</td>
<td></td>
</tr>
<tr>
<td>JAZZ 311</td>
<td>Large Ensemble 5</td>
<td>(10 Points)</td>
</tr>
<tr>
<td></td>
<td>Participation in large ensemble addresses development of sectional skills and musicianship as well as the interaction of the roles of various instruments and the development of communication and performance skills. Ensembles may include: big band, guitar ensemble, choir and other large ensembles.</td>
<td></td>
</tr>
<tr>
<td>JAZZ 312</td>
<td>Large Ensemble 6</td>
<td>(10 Points)</td>
</tr>
<tr>
<td></td>
<td>Continuation of the work undertaken in JAZZ 311.</td>
<td></td>
</tr>
<tr>
<td>JAZZ 313</td>
<td>Performance Research</td>
<td>(15 Points)</td>
</tr>
<tr>
<td></td>
<td>The preparation and presentation of two essays and two practical seminars on a performer or period of stylistic development related to principal instrument or major study.</td>
<td></td>
</tr>
<tr>
<td>JAZZ 331</td>
<td>Secondary Applied Music Instruction 5</td>
<td>(15 Points)</td>
</tr>
<tr>
<td></td>
<td>Group lessons that provide the student with an introduction to jazz performance, technique development and repertoire. Not available to students in the Jazz major.</td>
<td></td>
</tr>
<tr>
<td>JAZZ 332</td>
<td>Secondary Applied Music Instruction 6</td>
<td>(10 Points)</td>
</tr>
<tr>
<td></td>
<td>Continuation of the work undertaken in JAZZ 331.</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 100</td>
<td>Basic Musical Techniques</td>
<td>(15 Points)</td>
</tr>
<tr>
<td></td>
<td>An intensive overview of fundamental written skills in music, and practice in aural perception for the general interest student who has some rudimentary knowledge, and also for those wishing to bring their musical skills up to the level of entry to MUSIC 101. Restriction: May not be taken after passing MUSIC 101 or 102 or 103 or 104</td>
<td></td>
</tr>
<tr>
<td>MUSIC 101</td>
<td>Aural Skills and Perception 1</td>
<td>(15 Points)</td>
</tr>
<tr>
<td></td>
<td>The development of musical responses by means of aural perception and sight singing of scales, intervals, chords of various types, harmonic progressions, rhythms and simple musical forms.</td>
<td></td>
</tr>
</tbody>
</table>

Restriction: MUSIC 103, JAZZ 103
MUSIC 104 (15 Points)
Musicianship and Counterpoint
Exercises in and analysis of Renaissance polyphony in two and three parts, and the development of musical responses by means of keyboard or fretboard skills. Prerequisite: Departmental approval required for non-BMus students
Restriction: MUSIC 102, 103

MUSIC 105 (15 Points)
Musicianship and Harmony
The development of an understanding of the harmonic structure of music through analysis and exercises in Baroque common harmonic practice, particularly four-part chorales. Further development of keyboard or fretboard harmony skills. Prerequisite: MUSIC 104

MUSIC 106 (15 Points)
Conducting
An introduction to the study of conducting which includes an historical overview and work on posture, patterns and gesture. Emphasis will be placed on choral repertoire. Prerequisite: Departmental approval required for non-BMus students

MUSIC 107 (15 Points)
Aural Skills and Perception 2
Further development of musical responses by means of aural perception and sight singing, continuing work begun in MUSIC 101. Prerequisite: MUSIC 101

MUSIC 109 (15 Points)
Music Technology I
A survey of the technology available to assist musicians. Topics will include: audio recording, computer notation, sound editing and synthesis, sequencing, MIDI, instructional software, music and the Internet.

MUSIC 110 (10 Points)
Composition 1
Creativity and craftsmanship in original free composition are studied with some analysis of significant twentieth-century works and exercises in important twentieth-century techniques. Coordination with performers both within and outside the class is important. Prerequisite: Departmental approval required for non-BMus students

MUSIC 111 (10 Points)
Composition 2
Continuation of work begun in MUSIC 110. Prerequisite: MUSIC 110 Restriction: MUSIC 110B

MUSIC 120 (20 Points)
Performance 1
Performance work covering music from different periods: weekly individual lessons, performance classes and ensemble training in one of the following: singing, pianoforte, organ and/or harpsichord, guitar, recorder, baroque flute, baroque violin, baroque cello, percussion, an approved orchestral instrument. For the Performance major. Entrance is by audition. Prerequisite: Departmental approval Restriction: MUSIC 124, 125, 128, 129

MUSIC 121 (20 Points)
Performance 2
Continuation of work undertaken in MUSIC 120. Prerequisite: A pass of at least C in MUSIC 120

MUSIC 122 (10 Points)
Second Instrument Study 1
Performance work for students who wish to maintain a high level of study in voice or instrumental performance supplementary to their primary performance study. The work will include regular performance lessons and ensemble playing. Corequisite: MUSIC 120 and Departmental approval

MUSIC 123 (10 Points)
Second Instrument Study 2
Continuation of work undertaken in MUSIC 122. Prerequisite: MUSIC 122 and Departmental approval Corequisite: MUSIC 121

MUSIC 124 (15 Points)
Performance Studies 1
Performance work covering music from different periods. Weekly individual lessons and performance classes in one of the following: singing, choral conducting, pianoforte, organ and/or harpsichord, fortepiano, guitar, recorder, baroque flute, baroque violin, baroque cello, percussion, or an approved orchestral instrument. Not available for students in the Performance major. Prerequisite: Departmental approval Restriction: MUSIC 120, 128, 129

MUSIC 125 (15 Points)
Performance Studies 2
Continuation of work undertaken in MUSIC 124. Prerequisite: A pass of at least C in MUSIC 124 and Departmental approval Restriction: MUSIC 121, 128, 129

MUSIC 132 (10 Points)
Orchestra 1
Participation in section ensembles and full orchestral rehearsals and public performance; the study of ensemble techniques and discipline, and relevant orchestral repertory. Required for Performance majors in orchestral instruments. Prerequisite: Departmental approval

MUSIC 133 (10 Points)
Orchestra 2
Participation in section ensembles and full orchestral rehearsals and public performance; the study of ensemble techniques and discipline, and relevant orchestral repertory. Required for Performance majors in orchestral instruments. Prerequisite: Departmental approval

MUSIC 134 (10 Points)
Choral Ensemble
Participation in choral singing in rehearsal and public performance, and the study of vocal ensemble techniques and choral repertory. Prerequisite: Departmental approval required for non-BMus students

MUSIC 136 (10 Points)
Accompanying 1
Candidates presenting keyboard instruments for Performance will have the opportunity to work with singers or instrumentalists in a study of accompanying techniques and repertory, in rehearsal and public performance. Prerequisite: Departmental approval Corequisite: MUSIC 120

MUSIC 137 (10 Points)
Accompanying 2
Continuation of work begun in MUSIC 136. Prerequisite: Departmental approval Corequisite: MUSIC 121
MUSIC 144 (15 Points)
**Turning-points in Western Music**
A study of the significance of certain major discoveries, inventions and trends in Western music, and their effect on today's "classical" music. No previous knowledge of music is assumed.

MUSIC 149 (15 Points)
**New Zealand Music Studies**
New Zealand art music and popular music from World War II to the present, with a focus on contemporary practice. A broad range of musical styles and genres and their historical significance and wider social contexts will be discussed, together with notions of cultural identity in music at national and local levels. No previous knowledge of music is assumed.

MUSIC 154 (15 Points)
**Acoustics for Musicians**
The fundamental principles of: oscillations and wave propagation, stationary waves, resonance, loudness, pitch, tone quality, intervals and scales, the principles of operation of stringed, woodwind, brass and other instruments, and the acoustics of rooms.

MUSIC 170 (10 Points)
**Languages for Singers**
Language study, based on the needs of singers. The language taught will normally be Italian. In addition to the weekly meetings of the class there will be prescribed language laboratory work, and some intensive periods of language activity. Required for Voice majors.
Corequisite: MUSIC 120, and Departmental approval

MUSIC 180 (15 Points)
**Creative Studies in Popular Music 1**
Exploration of ideas and processes in the creation of popular music through workshops, seminars, group discussion and composition and arrangement exercises. Students will be required to present aspects of their coursework in live performance.
Restriction: POPMUS 100

MUSIC 181 (15 Points)
**Performance Practice in Popular Music 1**
Exploration of performance techniques employed by popular musicians through workshops, seminars, group discussion and live performance. Students will explore the association between these techniques and musical composition.
Restriction: POPMUS 101

MUSIC 182 (15 Points)
**The Popular Music Industry 1**
Practical perspective on power and practice in the popular music industry. Enriched by instruction from experts in the field, this course provides fundamental knowledge enabling students to begin functioning in and examining theoretically the complex workings of the local music industry and its multi-million dollar global counterpart. Practical areas covered include: music promotion, publishing and copyright, management, organisation of functions and festivals, legal issues and manufacture.
Restriction: POPMUS 102

MUSIC 183 (15 Points)
**Composing with Computers 1**
An introduction to writing music using the computer as the primary interface. Explores styles of electronic music that are technology dependent and also the uses of the computer in other sub-genre. Introduces the student to principles of composition specific to popular music.
Restriction: POPMUS 103

MUSIC 184 (15 Points)
**Styles and Techniques in Songwriting**
A survey of contemporary popular music styles from the perspective of tools of the creative songwriting process. Analysis and discussion of harmonic, melodic, rhythmic and structural concerns of works by prominent songwriters of the last five years. Explores connections between the traditional skills of songwriting and the international pop chart.
Restriction: POPMUS 107

**Stage II**

MUSIC 200 (15 Points)
**Harmony and Analysis**
The analysis of melodic, rhythmic and harmonic elements of music through the examination of a wide range of music, from plainsong and early polyphony to the present. Exercises in harmonisation based on eighteenth-century practice. Further work in keyboard or fretboard skills.
Prerequisite: MUSIC 102 and 103; or MUSIC 105 and 107
Restriction: MUSIC 201, 202

MUSIC 204 (15 Points)
**Counterpoint and Analysis**
Analysis of tonal forms and exercises in contrapuntal writing based on eighteenth-century practice. Further work in keyboard or fretboard skills.
Prerequisite: MUSIC 200
Restriction: MUSIC 201, 202

MUSIC 206 (15 Points)
**Conducting**
Continues the work in posture and gesture and adds keyboard score-reading and vocal production. Practicum sessions will include work with keyboard/choir and string ensemble.
Prerequisite: MUSIC 106 and Departmental approval

MUSIC 209 (15 Points)
**Music Technology II**
Electronic, digital and physical engineering and design practice; computer applications in audio and related fields; theory and practice of modern synchronisation systems for audio and visual environments.
Prerequisite: MUSIC 109 or POPMUS 103

MUSIC 210 (15 Points)
**Composition 3**
The composition of works for a wide variety of media in conjunction with a study of short pieces. Expansion of technique and realisation of performances.
Prerequisite: MUSIC 110 or MUSIC 111 and Departmental approval required

MUSIC 211 (15 Points)
**Composition 4**
Continuation of work undertaken in MUSIC 210.
Prerequisite: MUSIC 210 and Departmental approval

MUSIC 214 (10 Points)
**Orchestration 1**
Technical aspects of writing for instruments in various ensembles with a primary focus on the orchestra; problems of scoring and arranging for ensembles of various sizes. Emphasis is on practical examples and use of performers within the group wherever possible.
Relationships to acoustics, synthesis applications and educational implications will also be explored. Students are expected to develop their familiarity with concert repertoire.

Prerequisite: MUSIC 102 and 103, or MUSIC 105 and 107
Corequisite: Departmental approval

**MUSIC 215** (10 Points)
Orchestration 2
Continuation of work begun in MUSIC 214.
Prerequisite: MUSIC 214 and Departmental approval

**MUSIC 216** (10 Points)
Electronic Music 1
A study of the major works in this medium composed during the last forty years. Introduction to studio techniques, tape music and different methods of sound synthesis.
Prerequisite: MUSIC 102 and 103, or 105 and 107
Corequisite: Departmental approval

**MUSIC 220** (20 Points)
Performance 3
Further performance work, weekly individual lessons, performance classes and ensemble training.
Prerequisite: A pass of at least C in MUSIC 121 or MUSIC 128
Restriction: MUSIC 224, 225, 228, 229

**MUSIC 221** (20 Points)
Performance 4
Continuation of work undertaken in MUSIC 220.
Prerequisite: A pass of at least C in MUSIC 220
Restriction: MUSIC 224, 225, 228, 229

**MUSIC 222** (10 Points)
Second Instrument Study 3
Performance work for students who wish to maintain a high level of study in voice or instrumental performance supplementary to their primary performance study. The work will include regular performance lessons and ensemble playing.
Prerequisite: MUSIC 122 or 123 and Departmental approval
Corequisite: MUSIC 220

**MUSIC 223** (10 Points)
Second Instrument Study 4
Continuation of the work undertaken in MUSIC 222.
Prerequisite: MUSIC 222 and Departmental approval

**MUSIC 224** (15 Points)
Performance Studies 3
Further performance work, weekly individual lessons and performance classes.
Prerequisite: A pass of at least C in MUSIC 125, and Departmental approval
Restriction: MUSIC 220, 228, 229

**MUSIC 225** (15 Points)
Performance Studies 4
Continuation of work undertaken in MUSIC 224.
Prerequisite: A pass of at least C in MUSIC 224 and Departmental approval
Restriction: MUSIC 221, 228, 229

**MUSIC 230** (10 Points)
Music Project
Participation in a collaborative performance project involving any of the following: small instrumental and/or vocal ensemble, choir, orchestra.
Prerequisite: MUSIC 132 or 134 and Departmental approval

**MUSIC 232** (10 Points)
Orchestra 3
Continuation of the work undertaken in MUSIC 132 and/or 133. Required for Performance majors in orchestral instruments.
Prerequisite: MUSIC 132 or 133 and Departmental approval

**MUSIC 233** (10 Points)
Orchestra 4
Continuation of the work undertaken in MUSIC 132 and/or 133. Required for Performance majors in orchestral instruments.
Prerequisite: MUSIC 132 or 133 and Departmental approval

**MUSIC 234** (10 Points)
Choral Ensemble
Continuation of the work undertaken in the courses MUSIC 134.
Prerequisite: MUSIC 134

**MUSIC 236** (10 Points)
Accompanying 3
Continuation of the work undertaken in MUSIC 136 and/or 137.
Prerequisite: MUSIC 136 or 137 and Departmental approval
Corequisite: MUSIC 220

**MUSIC 237** (10 Points)
Accompanying 4
Continuation of the work undertaken in MUSIC 136 and/or 137.
Prerequisite: MUSIC 136 or 137 and Departmental approval
Corequisite: MUSIC 221

**MUSIC 238** (10 Points)
Chamber Music 1
Rehearsal and public performance of chamber music and ensemble playing.
Corequisite: MUSIC 220 and Departmental approval

**MUSIC 239** (10 Points)
Chamber Music 2
Rehearsal and public performance of chamber music and ensemble playing.
Corequisite: MUSIC 221 and Departmental approval

**MUSIC 240** (15 Points)
Music in the Theatre
The lyric stage, its conventions, problems and practices, and the function and typical structures of music in the theatre. Opera will be the primary focus, with some attention to operetta and musicals. Video and DVD will be the chief media for the study of particular works against their social, cultural, political and intellectual background.
Prerequisite: MUSIC 141 or 144 or EUROPEAN 100

**MUSIC 241** (15 Points)
Music in the Middle Ages 1
A survey of genre, compositional technique, form and style in music of the period. Work includes the examination of specific aspects and examples, set within the historical and cultural context.
Prerequisite: MUSIC 141 or 144
Restriction: MUSIC 341
MUSIC 242 (15 Points)
Music in the Renaissance 1
A survey of genre, compositional technique, form and style in music of the period. Work includes the examination of specific aspects and examples, set within the historical and cultural context.
Prerequisite: MUSIC 141 or 144
Restriction: MUSIC 342

MUSIC 243 (15 Points)
Music in the Classic-Romantic Era 1
A survey of genre, compositional technique, form and style in music of the period. Work includes the examination of specific aspects and examples, set within the historical and cultural context.
Prerequisite: MUSIC 141 or 144
Restriction: MUSIC 343

MUSIC 244 (15 Points)
Music from Modernism to the Present 1
A survey of genre, compositional technique, form and style in music of the period. Work includes the examination of specific aspects and examples, set within the historical and cultural context.
Prerequisite: MUSIC 141 or 144
Restriction: MUSIC 344

MUSIC 246 (15 Points)
Music in the Baroque Era 1
A survey of genre, compositional technique, form and style in music of the period. Work includes the examination of specific aspects and examples, set within the historical and cultural context.
Prerequisite: MUSIC 141 or 144
Restriction: MUSIC 346

MUSIC 247 (15 Points)
Music from Post-Romanticism to Modernism 1
A survey of genre, compositional technique, form and style in music of the period. Work includes the examination of specific aspects and examples, set within the historical and cultural context.
Prerequisite: MUSIC 141 or 144
Restriction: MUSIC 347

MUSIC 250 (15 Points)
Approaches to Music Study 1
The aims and scopes of musicological and performance-based research. Topics include the study of modern research tools, a survey of the changes to music study over the past 100 years, and an introduction to musicological literature and practice.
Prerequisite: MUSIC 141 or 144

MUSIC 251 (15 Points)
Studies in Performance Practice
A survey of baroque and classical instrumental and vocal performance practice, using eighteenth century treatises and modern commentaries. This is of particular interest for performance students, who will be encouraged to present historically informed Performances in class seminars.
Prerequisite: either MUSIC 105 and 107 or MUSIC 102 and 103
Restriction: MUSIC 351

MUSIC 262 (15 Points)
Perspectives on Instrumental and Vocal Teaching
An introduction to current issues in pedagogy for musicians considering instrumental or vocal teaching as part of a portfolio career. Exploration of issues relating particularly to the initial stages of learning an instrument or singing, working either in private practice or as part of a teaching team. Includes particular emphasis on progression and the balance of artistic and technical aspects of learning.
Prerequisite: MUSIC 102 and 103; or MUSIC 105 and 107; and MUSIC 132 or 134

MUSIC 270 (10 Points)
Languages for Singers
More advanced work on languages as required by singers. The languages studied will normally be German and French.
Prerequisite: MUSIC 170
Corequisite: MUSIC 220 or 221, and Departmental approval

MUSIC 280 (15 Points)
Creative Studies in Popular Music 2
Further exploration and development of ideas and processes in the creation of popular music through workshops, seminars, group discussion and live performance. Students will be required to present aspects of their coursework in live performance.
Prerequisite: MUSIC 180 or POPMUS 100
Restriction: POPMUS 200

MUSIC 281 (15 Points)
Performance Practice in Popular Music 2
Further exploration and development of performance techniques employed by popular musicians through workshops, seminars, group discussion and live performance. Students will explore the association between these techniques and musical composition.
Prerequisite: MUSIC 181 or POPMUS 101
Restriction: POPMUS 201

MUSIC 282 (15 Points)
The Popular Music Industry 2
A further examination and discussion of the popular music industry. Discussion and analysis of the following areas: self management for artist practitioners, record labels, the world wide web, media, legal issues, copyright, promotion and artist management. Students will be required to present aspects of their coursework in live performance.
Prerequisite: MUSIC 182 or POPMUS 102
Restriction: POPMUS 202

MUSIC 283 (15 Points)
Composing with Computers 2
Further instruction in writing music using the computer as the primary interface. Explores styles of electronic pop music that are technology dependant and also the uses of the computer in other sub-genre. Further studies of the principles of composition specific to popular music with an introduction to scoring for moving image and multimedia presentations.
Prerequisite: MUSIC 183 or POPMUS 103
Restriction: POPMUS 203

MUSIC 287 (15 Points)
Popular Music Analysis
Musical analysis in the popular music idiom. Techniques of deconstructing music and text from a variety of musical styles in order to identify significant characteristics or trends in composition and lyric writing. The interaction of composition, arrangement, text and instrumentation is a central focus of this study.
Prerequisite: JAZZ 103 or MUSIC 101 or 103
Restriction: POPMUS 207

MUSIC 289 (15 Points)
Practical Singing and Musicianship
Training in practical musicianship and contemporary
music writing skills for students with prior music training and/or performance experience. Further development of aural recognition of rhythms, scales, intervals, chords and chord progressions, with a strong emphasis on the confident use of singing skills.
Pre requisite: MUSIC 101
Restriction: POPMUS 210

Stage III

MUSIC 301 (15 Points)
Analysis
The extension of analytical skills and the introduction of major current analytical theories of tonality and twentieth century music.
Pre requisite: MUSIC 201 or 204

MUSIC 302 (15 Points)
Advanced Harmony
Exercises and analysis of harmonic and contrapuntal techniques based on nineteenth and early twentieth century practices.
Pre requisite: MUSIC 202 or 204

MUSIC 306 (15 Points)
Conducting
Elements of baton technique, rehearsal planning, management, and advanced score preparation.
Pre requisite: MUSIC 206 and Departmental approval

MUSIC 310 (20 Points)
Composition 5
Composing for various instrumental and vocal resources; computer notation; study of major twentieth century composers and their methods.
Pre requisite: MUSIC 210 or 211
Corequisite: MUSIC 214 and Departmental approval

MUSIC 311 (20 Points)
Composition 6
Continuation of work undertaken in MUSIC 310, including a substantial chamber work.
Pre requisite: MUSIC 310
Corequisite: MUSIC 214B or 215, and Departmental approval

MUSIC 316 (10 Points)
Electronic Music 3
Composition using advanced studio techniques; methods of analog synthesis, FM synthesis, sampling, use of microcomputers for data storage, MIDI and synchronisation. Aesthetics of electronic music, study of selected examples from past and contemporary sources, especially New Zealand studios.
Pre requisite: MUSIC 216 or 217 and Departmental approval

MUSIC 317 (10 Points)
Electronic Music 4
Continuation of work undertaken in MUSIC 316.
Pre requisite: MUSIC 316
Corequisite: Departmental approval
Restriction: MUSIC 316B

MUSIC 320 (20 Points)
Performance 5
Further performance work, weekly individual lessons, performance classes and ensemble training.
Pre requisite: A pass of at least C in MUSIC 221 or MUSIC 228
Restriction: MUSIC 328, 329

MUSIC 321 (20 Points)
Performance 6
Continuation of work undertaken in MUSIC 320.
Pre requisite: A pass of at least C in MUSIC 320

MUSIC 322 (10 Points)
Second Instrument Study 5
Performance work for students who wish to maintain a high level of study in voice or instrumental performance supplementary to their primary performance study. The work will include regular performance lessons and ensemble playing.
Pre requisite: MUSIC 222 or 223
Corequisite: MUSIC 320 and Departmental approval

MUSIC 323 (10 Points)
Second Instrument Study 6
Continuation of work undertaken in MUSIC 322.
Pre requisite: MUSIC 322 and Departmental approval

MUSIC 324 (15 Points)
Performance Studies 5
Further performance work, weekly individual lessons and performance classes.
Pre requisite: A pass of at least C in MUSIC 225, and Departmental approval
Restriction: MUSIC 320, 328, 329

MUSIC 325 (15 Points)
Performance Studies 6
Continuation of work undertaken in MUSIC 324.
Pre requisite: A pass of at least C in MUSIC 324 and Departmental approval
Restriction: MUSIC 321, 328, 329

MUSIC 330 (10 Points)
Music Project
Participation in a collaborative performance project involving any of the following: small instrumental and/or vocal ensemble, choir, orchestra.
Pre requisite: MUSIC 232 or 234 or Departmental approval

MUSIC 332 (10 Points)
Orchestra 5
Continuation of the work undertaken in MUSIC 232 and/or 233. Required for Performance majors in orchestral instruments.
Pre requisite: MUSIC 232 or 233, and Departmental approval

MUSIC 333 (10 Points)
Orchestra 6
Continuation of the work undertaken in MUSIC 232 and/or 233. Required for Performance majors in orchestral instruments.
Pre requisite: MUSIC 232 or 233, and Departmental approval

MUSIC 334 (10 Points)
Choral Ensemble
Continuation of the work undertaken in MUSIC 234.
Pre requisite: MUSIC 234

MUSIC 336 (10 Points)
Accompanying 5
Continuation of the work undertaken in MUSIC 236 and/or 237.
Pre requisite: MUSIC 236 or 237
Corequisite: MUSIC 320, and Departmental approval

MUSIC 337 (10 Points)
Accompanying 6
Continuation of the work undertaken in MUSIC 336.
Pre requisite: MUSIC 336
Corequisite: MUSIC 321, and Departmental approval
MUSIC 338 Chamber Music 3
Advanced work in the fields of chamber music and ensemble playing.
Prerequisite: MUSIC 238 or 239
Corequisite: MUSIC 320, and Departmental approval

MUSIC 339 Chamber Music 4
Advanced work in the fields of chamber music and ensemble playing.
Prerequisite: MUSIC 238 or 239
Corequisite: MUSIC 321, and Departmental approval

MUSIC 341 Music in the Middle Ages 2
A survey of genre, compositional technique, form and style in music of the period. Work includes the examination of specific aspects and examples, set within the historical and cultural context.
Prerequisite: 30 points at Stage II in Music, or EUROPEAN 100 and 15 points at Stage II in Music
Restriction: MUSIC 241

MUSIC 342 Music in the Renaissance 2
A survey of genre, compositional technique, form and style in music of the period. Work includes the examination of specific aspects and examples, set within the historical and cultural context.
Prerequisite: 30 points at Stage II in Music, or EUROPEAN 100 and 15 points at Stage II in Music
Restriction: MUSIC 242

MUSIC 343 Music in the Classic-Romantic Era 2
A survey of genre, compositional technique, form and style in music of the period. Work includes the examination of specific aspects and examples, set within the historical and cultural context.
Prerequisite: 30 points at Stage II in Music, or EUROPEAN 100 and 15 points at Stage II in Music
Restriction: MUSIC 243

MUSIC 344 Music from Modernism to the Present 2
A survey of genre, compositional technique, form and style in music of the period. Work includes the examination of specific aspects and examples, set within the historical and cultural context.
Prerequisite: 30 points at Stage II in Music, or EUROPEAN 100 and 15 points at Stage II in Music
Restriction: MUSIC 244

MUSIC 346 Music in the Baroque Era 2
A survey of genre, compositional technique, form and style in music of the period. Work includes the examination of specific aspects and examples, set within the historical and cultural context.
Prerequisite: 30 points at Stage II in Music, or EUROPEAN 100 and 15 points at Stage II in Music
Restriction: MUSIC 246

MUSIC 347 Music from Post-Romanticism to Modernism 2
A survey of genre, compositional technique, form and style in music of the period. Work includes the examination of specific aspects and examples, set within the historical and cultural context.
Prerequisite: 30 points at Stage II in Music, or EUROPEAN 100 and 15 points at Stage II in Music
Restriction: MUSIC 247

MUSIC 350 Approaches to Music Study 2
Continuation of work undertaken in MUSIC 250. Particular attention will be given to musical editions, using editions critically, and related bibliographical and reference tools.
Prerequisite: MUSIC 250

MUSIC 351 Advanced Studies in Performance Practice
A survey of baroque and classical instrumental and vocal performance practice, using eighteenth century treatises and modern commentaries. Practical application of principles in small group performances, in directing ensembles, or in the presentation of a performing edition of a work.
Prerequisite: MUSIC 204
Restriction: MUSIC 251

MUSIC 357 Special Topic
Prerequisite: 30 points at Stage II in Music

MUSIC 358 Special Topic
Prerequisite: 30 points at Stage II in Music

MUSIC 360 Creative Studies in Popular Music 3
Specific exploration and continued development of ideas and processes in the creation of popular music through workshops, seminars, group discussion and composition and arrangement exercises. Students will be required to present aspects of their coursework in live performance.
Prerequisite: MUSIC 280 or POMUS 200
Restriction: POMUS 300

MUSIC 381 Performance Practice in Popular Music 3
Specific exploration and continued development of performance techniques employed by popular musicians through workshops, seminars, group discussion and live performance. Students will explore the association between these techniques and musical composition.
Prerequisite: MUSIC 281 or POMUS 201
Restriction: POMUS 301

MUSIC 382 Popular Musicology
Musicalological method applied to the analysis of pop songs, trends and genres. Development of a musicalological understanding of theoretical assertions of 'authenticity' and 'success.' Particular attention is paid to the publications of established musicologists, with an opportunity to debate their conclusions. New Zealand music provides a focus for some of this course.
Prerequisite: MUSIC 203 or 289 or POMUS 210
Restriction: POMUS 302

MUSIC 383 Advanced Composing with Computers
Advanced instruction in writing music using the computer as the primary interface. Explores styles of alternative to avant-garde electronic pop musics. Further studies of the principles of composition specific to popular music with opportunities to engage in the performance of electro-acoustic works.
Prerequisite: MUSIC 216 or 283 or POMUS 203
Restriction: POMUS 303
### Course Prescriptions

#### Diploma Courses

**MUSIC 620A** (30 Points)
**MUSIC 620B** (30 Points)

**Performance Studies and Recital**
Advanced work in all aspects of solo performance. Relevant ensemble work, including orchestral rehearsals and performance, may be required. Preparation for and performance of a public recital.

- **Prerequisite:** At least a B– grade in MUSIC 321 or 328 and Departmental approval
- **To complete this course students must enrol in MUSIC 620 A and B**

### Postgraduate 700 Level Courses

**MUSIC 701** (15 Points)
**Advanced Analysis: Schenkerian**
The study of Schenkerian analytical theory.

- **Prerequisite:** MUSIC 301

**MUSIC 702** (15 Points)
**Advanced Analysis: Post-tonal Music**
The extension of analytical techniques to more complex works of the twentieth century, with particular attention to set theory.

- **Prerequisite:** MUSIC 301

**MUSIC 710A** (15 Points)
**MUSIC 710B** (15 Points)

**Composition Research Portfolio**
A portfolio of composition for a wide range of media: voices, instruments, and electronic resources.

- **Prerequisite:** MUSIC 311
- **To complete this course students must enrol in MUSIC 710 A and B**

**MUSIC 714A** (15 Points)
**MUSIC 714B** (15 Points)

**Advanced Orchestration**
Orchestration and instrumentation in the twentieth century, including contemporary instrumental and vocal techniques, with practical scoring exercises.

- **Prerequisite:** MUSIC 215
- **To complete this course students must enrol in MUSIC 714 A and B**

**MUSIC 715A** (15 Points)
**MUSIC 715B** (15 Points)

**Electronic Music**
Composition using advanced studio techniques, computer synthesis and study of relevant programming languages such as Csound. The introduction to the programming language MAX.

- **Prerequisite:** MUSIC 317
- **To complete this course students must enrol in MUSIC 715 A and B**

**MUSIC 720** (30 Points)

**Performance Research I**
Creative research in aspects of solo performance.

### Relevant ensemble work, including orchestral rehearsals and performance, may be required.

- **Prerequisite:** MUSIC 321 or 328, or Departmental approval
- **Restriction:** MUSIC 722, 723, 728

**MUSIC 721** (30 Points)
**Performance Research II**
Continuation of the creative research undertaken in MUSIC 720.

- **Prerequisite:** MUSIC 720
- **Restriction:** MUSIC 722, 723, 728

**MUSIC 738** (15 Points)
**Chamber Music 1**
Advanced work in the field of chamber music and ensemble playing.

- **Corequisite:** MUSIC 720 or 721

**MUSIC 739** (15 Points)
**Chamber Music 2**
Advanced work in the field of chamber music and ensemble playing.

- **Corequisite:** MUSIC 720 or 721

**MUSIC 744A** (15 Points)
**MUSIC 744B** (15 Points)

**Studies in New Zealand Music**
Historical, analytical and bibliographical approaches to New Zealand music, with the emphasis on major composers and works of the last fifty years.

- **To complete this course students must enrol in MUSIC 744 A and B**

**MUSIC 745A** (15 Points)
**MUSIC 745B** (15 Points)

**Music and Text 1750-1950**
A study of the theory and practice of music-with-words, in the context of European literature and theatre during the period 1750-1950.

- **To complete this course students must enrol in MUSIC 745 A and B**

**MUSIC 746** (15 Points)
**Stylistic Studies 1**
Detailed survey of genre, compositional technique, form and style in a period not previously covered in MUSIC 241–247, or 341–347.

**MUSIC 747** (15 Points)
**Stylistic Studies 2**
Detailed survey of genre, compositional technique, form and style in a period not previously covered in MUSIC 241–247, or 341–347.

**MUSIC 748** (15 Points)
**Choral Repertoire and Pedagogy**
An overview of choral literature and the pedagogical skills to bring the discipline to the rehearsal room and the concert platform. The course includes analysis, score preparation and attendance at rehearsals/performances of community, tertiary and secondary ensembles.

- **Prerequisite:** MUSIC 206
- **Restriction:** MUSIC 348

**MUSIC 750A** (15 Points)
**MUSIC 750B** (15 Points)

**Research in Musicology**
Musical auditory method; bibliographical studies; working with primary sources. Selected problems for discussion and investigation, with an individual research project presented orally and in writing.

- **Prerequisite:** MUSIC 350, or Departmental approval
- **To complete this course students must enrol in MUSIC 750 A and B**
MUSIC 751 (30 Points)
MUSIC 751A (15 Points)
MUSIC 751B (15 Points)
**Aspects of Performance Practice**
Selected topics for discussion and investigation from the field of Performance Practice and its historical documentation. The study of source materials; individual projects; performance and/or teaching and direction of music from the area studied.
Prerequisite: Either MUSIC 251 or 351
To complete this course students must enrol in MUSIC 751 A and B, or MUSIC 751

MUSIC 752 (15 Points)
**Studies in Music Notation 1**
Detailed study of white mensural notation of the fifteenth and sixteenth centuries. Basic principles of notation, transcription and editing, including Latin and vernacular text underlay, with weekly assignments and a final editing project.

MUSIC 753 (15 Points)
**Studies in Music Notation 2**
Detailed study of lute and keyboard tablatures of the fifteenth and sixteenth centuries, including the relation to contemporary mensural notation. Basic principles of intabulation, transcription and editing, with weekly assignments and a final editing project.
Prerequisite: MUSIC 752

MUSIC 757 (15 Points)
**Special Studies in Music**
Supervised study on a topic in music.

MUSIC 758 (15 Points)
**Special Topic**

MUSIC 759 (15 Points)
**Special Topic**

MUSIC 782A (15 Points)
**Popular Musicology**
Theory, method and discussion of analysis in popular musicology.
Prerequisite: MUSIC 382 or POPMUS 302
Restriction: POPMUS 702
To complete this course students must enrol in MUSIC 782 A and B

MUSIC 789A (15 Points)
MUSIC 789B (15 Points)
**Dissertation**
To complete this course students must enrol in MUSIC 789 A and B

MUSIC 792A (60 Points)
MUSIC 792B (60 Points)
**Performance**
Performance Ensemble – Presentation of at least one of the following: a concerto or similar work with orchestra; a lecture recital; a chamber work; such other work as has been approved by the Head of Music. Recital – A concert recital in an approved instrument or voice.
Prerequisite: MUSIC 721, or 722 and 723, or 728
To complete this course students must enrol in MUSIC 792 A and B

MUSIC 795A (60 Points)
MUSIC 795B (60 Points)
**Composition**
Prerequisite: MUSIC 710
To complete this course students must enrol in MUSIC 795 A and B

Music Education

**Stage I**

MUSED 160 (15 Points)
**Foundations of Music Education**
A conceptual and practical foundation for ongoing work in music education. A survey of the field, the role of the music educator and the meaning and function of music in society. School and other pedagogical contexts are explored. Students are asked to critically reflect on their own musicianship and musical experiences.

MUSED 260 (15 Points)
**Critical Studies in Music Education**
A critical examination of issues and concepts related to the learning and teaching of music. Māori music education, music from a cultural studies perspective and music in the postmodern condition. The impact of music technologies on education and the preparation of curriculum materials within the framework of the New Zealand Arts Curriculum. Practical considerations in relation to these theories.
Prerequisite: MUSED 160

MUSED 261 (15 Points)
**Music Education Practicum Project**
Students undertake investigations of music education practice. Various aspects of learning and teaching music in action are considered: planning and lesson design, teaching strategies, educational contexts, methodologies, assessment and evaluation. A range of situations are explored including private, community and school music teaching.
Prerequisite: MUSED 160 or Departmental approval

**Stage II**

MUSED 360 (15 Points)
**Music Education Research**
Current research in the fields of social psychology and the philosophy of music education and an introduction to music education research methodologies. Students undertake their own fieldwork in schools and the community, in which this knowledge is applied.
Prerequisite: MUSED 260 or MUSIC 262

MUSED 361 (15 Points)
**Music Education Leadership Project**
Students prepare and implement a leadership project in music education. The project involves planning, organisation, teaching and, if appropriate, performing and sharing of outcomes. Project outcomes are reflected on and evaluated.
Prerequisite: 30 points in Music Education or Departmental approval
MUSED 366 (15 Points)
Performance Practices and Analysis in Music Education
Provides students with an opportunity to develop experience in a selected group of musical genres and practices in a school context. Contemporary, Māori and Pacific music are examined along with the formation of active performance groups. Students arrange and lead their own performance project using music technology where applicable.
Prerequisite: MUSED 260 or 261

Postgraduate 700 Level Courses

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Performing Arts

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Planning

Stage I

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<td>PLANNING 201</td>
<td>Introduction to Planning Legislation</td>
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<td>PLANNING 202</td>
<td>Planning Physical and Social Infrastructure</td>
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<td>PLANNING 221</td>
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<td>PLANNING 222</td>
<td>Planning Studio 4</td>
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Creative Communities: An Introduction to Planning
The evolution of modern planning as an intellectual and professional movement.
Stage III

PLANNING 300 (15 Points)
Māori and Resource Management
Traditional and contemporary relationships between tangata whenua and their environment. Māori perspectives and roles on public policy, planning and development.

PLANNING 301 (15 Points)
Planning and Resource Management Law
Prerequisite: PLANNING 201

PLANNING 305 (10 Points)
Governance and Planning
Methods and tools for effective urban governance and planning, including those for achieving a high level of co-ordination and integration in local governance.
Restriction: PLANNING 310

PLANNING 322 (10 Points)
Planning Studio 5
Responding to a planning issue in a diverse society with particular recognition of cultural difference.
Prerequisite: 30 points from PLANNING 200, 203, 221

PLANNING 323 (15 Points)
Planning Studio 6
Community planning project for a nominated area.
Prerequisite: PLANNING 322 and either 222 or 210 and 220

PLANNING 330 (15 Points)
Planning for Community and Economic Development
The theories, policies and practices of community and economic development planning. International and New Zealand case studies are examined.

PLANNING 331 (15 Points)
Special Topic

PLANNING 332 (15 Points)
Comparative Planning
A series of international perspectives on tackling the challenges of planning for urban sustainability.

PLANNING 333 (15 Points)
Special Topic

PLANNING 334 (15 Points)
Special Topic

PLANNING 335 (10 Points)
Special Topic

PLANNING 336 (10 Points)
Special Topic: Planning Management

PLANNING 337 (10 Points)
Special Topic

PLANNING 338 (10 Points)
Special Topic

PLANNING 339 (10 Points)
Special Topic

PLANNING 340 (15 Points)
Special Topic

Stage IV

PLANNING 400 (15 Points)
Planning Theories and Professional Practice
Theoretical approaches concerning the nature, scope and purpose of planning. Professional practice in public and private agencies. The roles and function of planners in society.

PLANNING 402 (10 Points)
Gender and Equity in Planning
Community and individual attitudes and values towards gender and equity issues, and their significance for planning.

PLANNING 403 (10 Points)
Housing
Housing policy and practice. Attitudes and values to housing. Housing market critique; structure and functions.

PLANNING 404 (10 Points)
Sustainable Development
Issues of more sustainable development and their long term application to actual locations and situations.
Restriction: PLANNING 401, 433

PLANNING 405 (10 Points)
Planning and Urban Design
Traditional town development is critiqued. Ecology and sustainability are considered in settlement design.

PLANNING 410 (15 Points)
Research Project
An investigation of an issue or technique relevant to planning.

PLANNING 420 (20 Points)
Planning Studio 7
Project work linked to planning and development of diverse environments. The application of advanced planning methodology to achieve policy objectives.
Prerequisite: PLANNING 323 and 434

PLANNING 434 (10 Points)
Planning Applications and Methods
Considers the planning application process under the Resource Management Act 1991, including the assessment of environmental effects process, with an insight into the rationale for the methods and tools currently used within the land use planning process.
Prerequisite: PLANNING 201 and 301
Postgraduate 700 Level Courses

PLANNING 700 (15 Points)
Planning Theory and Method
A comparative exploration of the development of planning theories, concepts and methods in the context of socio-economic and political change. New issues and debates.

PLANNING 701 (15 Points)
Advanced Planning and Design
The principles and practices of design within the theories and methods of planning.

PLANNING 702 (15 Points)
Legal and Institutional Context of Planning
An introduction to key statutes and legal concepts for planning and development in New Zealand.

PLANNING 703 (15 Points)
Infrastructure and Planning
The role of physical and social infrastructure in urban and regional planning. Policies and requirements for the provision of infrastructure.
Restriction: PLANNING 714

PLANNING 704 (15 Points)
Resource Management and Māori
Māori attitudes and values towards the environment and resource management: traditional and contemporary. Tangata whenua views of public policy, planning and development. Institutional critiques.

PLANNING 705 (15 Points)
Theories and Practice for the Planning Professional
The nature, scope and purpose of planning, relating advanced theoretical and practical perspectives. Professional roles, ethics, functions and practice in the context of public and private agencies.

PLANNING 707 (10 Points)
Planning’s Response to Gender and Equity Issues
The nature and significance of gender and equity issues for planning.

PLANNING 708 (10 Points)
Shelter, Housing and Society
Policy and practice concerning the need for shelter. Attitudes and values to housing. The structure and function of the housing market.

PLANNING 709 (15 Points)
Resource Management and Planning Law
Legislation and case law relevant to public and private sector planning, with particular reference to the Resource Management Act 1991 and related statutes.

PLANNING 711 (10 Points)
Policy Analysis in Planning
Strategic environmental assessment, including the analysis of economic and social implications of policy.

PLANNING 712 (20 Points)
Research Project
An original investigation of an issue or technique relevant to planning.

PLANNING 713 (15 Points)
Sustainable Development
The study of futures in the context of more sustainable development and their application to actual locations and situations.

PLANNING 723 (15 Points)
Advanced Planning Studio 1
Introduction to the professional skills base and analytical technique for planning.

PLANNING 724 (20 Points)
Advanced Planning Studio 2
The application of skills and methods to produce a case study of an actual location.
Prerequisite: PLANNING 723

PLANNING 725 (15 Points)
Advanced Planning Studio 3
Prerequisite: PLANNING 724
Restriction: PLANNING 722

PLANNING 730 (10 Points)
Designing Settlements
Traditional town development in relation to contemporary attitudes in planning, including the application of ecological principles.

PLANNING 731 (10 Points)
Community and Economic Development
Community development and the initiatives available for action by public, private and non-profit sectors. Case studies of planning for local and regional development.

PLANNING 732 (10 Points)
Special Topic

PLANNING 733 (10 Points)
Special Topic

PLANNING 734 (10 Points)
Special Topic

PLANNING 735 (10 Points)
Special Topic

PLANNING 736 (10 Points)
Special Topic

PLANNING 737 (10 Points)
Special Topic

PLANNING 738 (10 Points)
Special Topic

The above Special Topic courses are specified by the Head of School in cases where courses gained from a previous degree have included a part or all of a core Planning course in Part I for which an exemption may be granted.

PLANNING 760 (15 Points)
Special Topic

PLANNING 761 (15 Points)
Special Topic

PLANNING 762 (15 Points)
Special Topic

PLANNING 763 (15 Points)
Special Topic

PLANNING 764 (15 Points)
Special Topic

PLANNING 765 (15 Points)
Special Topic

PLANNING 766 (15 Points)
Special Topic

PLANNING 767 (15 Points)
Special Topic

PLANNING 768 (15 Points)
Special Topic

For further information please refer to the note on page 349.
PLANNING 69
Special Topic

PLANNING 770
Case Study Report
A description and critical analysis of a significant planning issue.

PLANNING 780
Research Project
A project involving research in a planning subject. The project may be a design study, a technological or historical investigation, an experimental or theoretical topic, the development of a new planning procedure or the development of a computer package.

To complete this course students must enrol in PLANNING 780 A and B, or PLANNING 780

PLANNING 781A (45 Points)
PLANNING 781B (45 Points)
Research Portfolio
To complete this course students must enrol in PLANNING 781 A and B

PLANNING 797A (60 Points)
PLANNING 797B (60 Points)
Thesis
An original piece of research.

To complete this course students must enrol in PLANNING 797 A and B

Sound Recording and Design

Postgraduate 700 Level Courses

SOUND 702 (15 Points)
Live Recording Research and Practice
The construction of electronic and electro-acoustic systems, microphone design, application and placement; engineering suitable systems for live studio and ‘in concert’ recording. Particular emphasis on acoustic instruments/ensemble recording.

SOUND 703 (15 Points)
Physical and Cognitive Sound
The application of physical acoustic sound properties to the recording process, the physiology and functioning of the ear, aural cognition and human perception, and sound processing as these affect the production and recording process. Audience preferences in live and recorded sound.

SOUND 706 (15 Points)
Sound Design
The application of technological music skills to a range of media. The selection, preparation and integration of electronic or electro-acoustic sounds into live drama, video, film, web sites etc, as background music, sound effects or other component parts of multimedia productions or installations. Introduction to aesthetic considerations for sound design and to technological methodologies such as surround format and audio/video synchronisation.

SOUND 707 (15 Points)
Acoustics for Recording
Study of the behaviour of sound in an enclosed space. Moves progressively towards research, analysis of design criteria and the engineering of appropriate acoustic environments. The primary focus is on recording studios and control rooms. The practical testing of acoustic spaces and electronic systems is covered, as are certain aspects of budgeting for recording studio construction.

SOUND 710 (15 Points)
Research in Sound
Guided research in a topic chosen with approval of the academic supervisor. Assessed work may be academic, technical or creative.

SOUND 712 (15 Points)
Special Topic

SOUND 713 (15 Points)
Special Topic

SOUND 715 (15 Points)
Creative Sound Design and Installation
The creation and application of electronic and electro-acoustic music in multi-media projects and/or installations. The creation of effective sound environments. The collaborative use of sound design to supplement installations in other media and the creation of interactive sound sculptures whether real or virtual.

SOUND 791A (15 Points)
SOUND 791B (15 Points)
Professional Practice and Research
An audio engineering research course, in which an investigation into professional, technological or industrial issues is conducted through practical experience in a professional/industrial setting. With approval of the coordinator and subject to availability of suitable placement, this course may include placement and internship in practical settings throughout New Zealand. Professional practice is to be complemented by written work presenting theoretical and technical insights based on the work undertaken. Students considering enrolling for this course must obtain prior departmental approval.

To complete this course students must enrol in SOUND 791 A and B

SOUND 793A (15 Points)
SOUND 793B (15 Points)
Dissertation
To complete this course students must enrol in SOUND 793 A and B

SOUND 796A (60 Points)
SOUND 796B (60 Points)
Thesis
Academic research project in areas of sound recording or design. Developed in consultation with the academic supervisor and approved by the programme coordinator.

To complete this course students must enrol in SOUND 796 A and B

Urban Design

Postgraduate 700 Level Courses

URBDES 700 (10 Points)
Sustainable Development
A critical exploration of the concepts, principles and indicators of sustainable urban development.
exploration, interpretation and communication of ideas

The language of urban design, urban analysis, urban history, contemporary theory, international and local practice, allied disciplines, cities in the developing world and pacific urbanism.

Restriction: ARCHHTC 700

Topics approved by the Head of School of Architecture and Planning.

An overview of urban development processes in New Zealand and around the world.

Restriction: PROPERTY 784, URBDES 701

Topics approved by the Head of School of Architecture and Planning.

Foundation urban design studio.

Development urban design studio.

Urban Design Research Project

Individual research project in an aspect of urban design theory or practice.

Stage I

VISARTS 151

Contextual Studies 1A

An introduction to some key terms used in the discussion of contemporary art and applied media practices. Provides an opportunity to explore the contexts of contemporary creative practices and their connection to a range of relevant other academic disciplines. The course will be delivered so as to link with students’ studio practice and their learning in VISARTS 171.

VISARTS 152

Contextual Studies 1B

An extension of VISARTS 151 Contextual Studies 1A. Students will be encouraged to investigate critically some of the key concepts used in the discussion of contemporary art and applied media practices. In addition to continuing to provide an introduction to contemporary discourses the course will encourage and enable students to understand such discourses in relation to their own practices.

VISARTS 161

Drawing 1A

An introduction to different approaches to drawing and their relationship to contemporary practices in art and applied media. Develops skills in visualisation, exploration, interpretation and communication of ideas through drawing in relation to given topics. In addition to traditional and experimental drawing techniques students will be encouraged to explore drawing as a conceptual process.

VISARTS 162

Drawing 1B

An extension of VISARTS 161 Drawing 1A. The course expands on the exploration and practice of a diverse range of drawing methodologies by focusing on ideas-driven approaches to drawing and their relationship to contemporary art and applied media. In addition to traditional and experimental drawing techniques students will be encouraged to explore drawing as a conceptual process.

VISARTS 171

Studio 1A

An overview of urban development processes in New Zealand and around the world.

Restriction: PROPERTY 784, URBDES 701

Topics approved by the Head of School of Architecture and Planning.

Foundation urban design studio.

Development urban design studio.

Individual research project in an aspect of urban design theory or practice.

Stage II

VISARTS 251

Contextual Studies 2

Selected topics of relevance to aspects of contemporary practices and theories of visual arts and applied media. Students will be encouraged to investigate those topics critically to develop a fuller understanding of the contexts of contemporary art, applied media and related fields. Encourages and enables students to understand such discourses in relation to their own practices and to recognise contexts of potential connection.

Prerequisite: VISARTS 151, 152, 161, 162, 171, 172

VISARTS 261

Drawing 2A

A programme of drawing study and practice that is oriented toward the development of drawing as an ideas-based and ideas-generating resource for studio outcomes. The course is delivered through directed briefs that give students the opportunity to extend their knowledge and practice of drawing.

Prerequisite: VISARTS 151, 152, 161, 162, 171, 172

VISARTS 262

Drawing 2B

A programme of drawing study and practice that is oriented toward the development and consolidation of drawing as a means of supporting and expanding outcomes in studio practice. The course is delivered through directed briefs that give students the opportunity to extend their knowledge and practice of drawing.

Prerequisite: VISARTS 151, 152, 161, 162, 171, 172
VISARTS 271
Studio Practice 2A
(10 Points)
Enables students to develop technical skills in selected areas of studio practice in art and applied media. The course allows for students to develop areas of practice that extend and/or complement their studio practice in VISARTS 273.
Prerequisite: VISARTS 151, 152, 161, 162, 171, 172

VISARTS 272
Studio Practice 2B
(10 Points)
Enables students to develop additional technical skills in selected areas of studio practice in art and applied media to those offered in VISARTS 271. The course allows for students to develop areas of practice that extend and/or complement their studio practice in VISARTS 274.
Prerequisite: VISARTS 151, 152, 161, 162, 171, 172

VISARTS 273
(20 Points)
Studio 2A
Provides an understanding of contemporary practices in art and applied media relevant to students’ developing studio practice interests. Students will engage with current methodologies, ideas and practical issues and become experienced in understanding their interests in a reflexive manner. Consists of the supervised completion of prescribed briefs.
Prerequisite: VISARTS 151, 152, 161, 162, 171, 172

VISARTS 274
(20 Points)
Studio 2B
Provides an extended understanding of contemporary practices in art and applied media relevant to students’ developing studio practice interests. Students will engage with current methodologies, ideas and practical issues and become more experienced in understanding their interests in an increasingly reflexive manner. Consists of the supervised completion of prescribed briefs with students encouraged to adopt an increasingly independent position.
Prerequisite: VISARTS 151, 152, 161, 162, 171, 172

VISARTS 275
(15 Points)
Studio Special Topic 2A
A development of Part I Studio courses in selected fields.

VISARTS 351
(15 Points)
Contextual Studies 3
A readings-based programme emphasising a critical engagement with contemporary and historic visual arts, applied media and other relevant theories and ideas. Drawn from a range of textual sources, it encourages students to engage with a variety of texts before enabling them to develop individualised reading programmes that complement their studies in VISARTS 372.
Prerequisite: VISARTS 251, 261, 262, 271–274

VISARTS 361
(15 Points)
Drawing 3A
A development of VISARTS 262, students are encouraged to advance media and conceptual skills in drawing relevant to their developing studio interests. Consists of the supervised completion of an extended brief that gives students the opportunity to experiment with and develop drawing and drawing-related outcomes that realise an independent position.
Prerequisite: VISARTS 251, 261, 262, 271–274

VISARTS 362
(15 Points)
Drawing 3B
The refinement of media and conceptual skills and knowledge towards the development of an independent drawing practice. Through supported critical supervision in studio, students are encouraged to initiate, develop and realise a body of drawing and drawing-related outcomes. The course develops understandings of appropriate modes of exhibition and/or professional submission of those outcomes.
Prerequisite: VISARTS 251, 261, 262, 271–274

VISARTS 371
(30 Points)
Studio 3A
A development of VISARTS 274. Students are encouraged to advance media and conceptual skills in art and applied media studios relevant to their studio practice interests. Consists of the supervised completion of an extended brief that gives students the opportunity to develop studio outcomes that realise an independent position.
Prerequisite: VISARTS 251, 261, 262, 271–274

VISARTS 372
(30 Points)
Studio 3B
Through supported critical supervision in studio, students are encouraged to initiate, develop and realise a body of studio work that supports the development of an independent studio practice. Develops understandings of appropriate modes of exhibition and/or professional submission of that work. It also encourages students to understand their work in relation to the context of a wider field of contemporary art and applied media practices.
Prerequisite: VISARTS 251, 261, 262, 271–274

VISARTS 373
(15 Points)
Studio Special Topic 3A
A development of Part II Studio courses in selected fields.

Stage IV

VISARTS 471
(60 Points)
Studio 4A
Facilitated studio and contextual research project, oriented towards personalised studio outcomes in art and/or applied media. Students are encouraged to experiment with methodologies and ideas relevant to their field of inquiry in a manner that develops knowledge and skills that establish their independent practice. Establishes a sound understanding of an area or areas of practice and relevant contexts that may be extended in VISARTS 472.
Prerequisite: VISARTS 351, 361, 362, 371, 372

VISARTS 472
(60 Points)
Studio 4B
Facilitated studio and contextual research, oriented to the refinement of technical and conceptual skills and knowledge relevant to the realisation of a coherent outcome or set of outcomes resulting from studio-based independent research. A development of the research project initiated in VISARTS 471, emphasis will be given to the development of presentation strategies appropriate to the exhibition and/or professional submission of the outcomes of studio research.
Prerequisite: VISARTS 351, 361, 362, 371, 372, 471
Faculty of Education

Academic Practice

Postgraduate 700 Level Courses

ACADPRAC 701 (30 Points)
ACADPRAC 701A (15 Points)
ACADPRAC 701B (15 Points)

Learning, Teaching and Assessment
Participants will become familiar with theoretically informed scholarly literature on tertiary learning and teaching, including the educational literature of their own disciplines, and they will test pedagogical theory against practice. All assignments and assessments will be integrated as closely as possible with the participants’ current teaching activities.

To complete this course students must enrol in ACADPRAC 701 A and B, or ACADPRAC 701

ACADPRAC 702 (15 Points)
Academic Citizenship and Professionalism
Designed to help academic staff negotiate the apparently conflicting demands of teaching, research and service. Participants will explore the governmental, institutional and disciplinary contexts in which their professional practice takes place, and they will devise and implement synergistic strategies for fostering their own continuing professional development as teachers, researchers, and citizens of the academy.

ACADPRAC 703 (15 Points)
Special Topic: Academic Writing and Research Productivity
For academics who want to become more engaging and productive writers, whatever their research field. Participants will interrogate their own writing practices and explore strategies for communicating effectively with both academic and non-academic audiences. All assignments and assessments will dovetail closely with participants’ current research activities.

ACADPRAC 704 (15 Points)
Special Topic: Supervising Graduate Research Students
Enquires into the theory and practice of graduate research supervision, including the nature of the relationship, what makes it effective, how to address the challenges that will inevitably arise, and ways to evaluate it. Readings and assignments will require a critical engagement with course participants’ experiences of supervision as students and supervisors.

ACADPRAC 705 (15 Points)
Special Topic
ACADPRAC 706 (15 Points)
Independent Project
A guided research project based on current issues in learning and teaching. Participants will attend periodic ‘community of practice’ seminars in which they will discuss their work in progress and their finished projects with their peers.

Disability Studies

Stage I

DISABLTY 110 (15 Points)
Introduction to Intellectual Disability
An overview of the characteristics of people with an intellectual disability. Covers definition, assessment and classification systems, etiology, and educational, social, behavioural and medical services. Discusses the physiological, psychological, sociological, and educational implications of having an intellectual disability. Current trends in care, education and habilitation will be examined from both descriptive and best practice perspectives.

DISABLTY 111 (15 Points)
Disability and Support
Examines key perspectives and influences found in support for disabled people. The role of staff and services is critically analysed in light of concepts such as, autonomy, choice and self-determination. Alongside these, practice for supported living and transition to employment and continuing education are examined.

DISABLTY 112 (15 Points)
Theories of Disability
Introduces the way in which society defines and constructs disability. A range of discourses and cultural understandings related to disability are examined. The historical development of social understandings and accounts of the lived experience of disability are examined.

Prerequisite: SOCWORK 112
Restriction: ACE 962.601

DISABLTY 113G (15 Points)
Making Disabilities: The Construction of Ideas
Examines the expression of social and cultural ideas of disability in popular culture through film, television and print media. The course aims to develop skills to examine the construction and maintenance of concepts of disability and disabling identities in popular culture. The consequences of these processes are also discussed and their implications for perpetuating social devaluation, discrimination, and disadvantage.

Stage II

DISABLTY 230 (15 Points)
Positive Behaviour Support
An introduction to critical features of positive behaviour support which have emerged from applied behaviour analysis with a focus on community participation, and person-centred values. Assists students to examine assumptions about behaviour, undertake problem identification and functional assessment, and design and evaluate behaviour plans in relation to community settings.

Prerequisite: Any 30 points passed from the BHumServ Schedule
Restriction: ACE 560.708, EDSPEC 230

DISABLTY 281 (15 Points)
Special Topic
Prerequisite: Any 30 points passed from the BHumServ Schedule

Stage III

DISABLTY 311 (15 Points)
Disability Research in Human Services
A critical examination of the social science research in the field of disability studies. Introduces a range of methodologies and methods of data collection and analysis commonly used in disability research. The course will promote the critical evaluation of a range of research approaches.

Prerequisite: Any 30 points passed at Stage II from the BHumServ Schedule
DISABLTY 312 (15 Points)
Quality of Life
An in-depth examination of the subjective and objective nature of the quality of life construct as it relates to the experience of disabled people. Key features and theories will be explored, with an emphasis on the application of the construct to service provision and support.
Prerequisite: Any 30 points passed at Stage II from the BHumServ Schedule
Restriction: ACE 963.702

DISABLTY 313 (15 Points)
Contemporary Disability Theory and Policy
Examines contemporary theory and policy in the health and disability sector and critiques theories and models of disability, mental health and aging. Critically examines the interface between the state and the individual and includes an examination of changing assumptions of needs, rights and responsibilities in the context of the provision of disability support.

DISABLTY 314 (15 Points)
The Legal Context of Disability Support
Explains and evaluates features of the health and disability, accident and rehabilitation environments in New Zealand. Introduces and examines current legislation relevant to the health and disability sector including mental health and support for older adults including the rights of service users.

DISABLTY 315 (15 Points)
Management Processes in Disability Support
Offers a framework for the critique and analysis of the impact of personal professional practice on needs assessment and service coordination provision in the context of middle level management. In consultation with an off-site professional supervisor and on-site colleague, students will complete practical requirements related to the theory and practice of contract management.

DISABLTY 381 (15 Points)
Special Topic
Prerequisite: Any 30 points passed at Stage II from the BHumServ Schedule

Education

Stage I

EDUC 113 (15 Points)
Current Issues in Education
Educational issues are pressing concerns in our society. The course will help develop understanding of the background of today's public debates around schooling and will introduce ways in which educational thought and research address big topics.

EDUC 114 (15 Points)
Introduction to Māori Education
An introduction to Māori education and to the education of Māori in Aotearoa. A range of critical issues related to Māori experiences both in and as a result of schooling and education in Aotearoa, and Māori educational interventions that have emerged, are examined.
Restriction: EDUC 103, EDPROFST 100

EDUC 115 (15 Points)
Introduction to Child and Adolescent Development
Study of factors influencing children's development and socialisation within the culturally and linguistically diverse context of New Zealand. Research from developmental psychology and from family and parenting will be drawn upon to explore physical, emotional, social, cognitive and language development during childhood and adolescence.

EDUC 116 (15 Points)
Introduction to Educational Thought
Why do we go to school? What is the purpose of schooling in society and do good grades translate into good jobs? An introduction to the study of education from sociological, historical and philosophical perspectives with reference to the forces that have shaped the development of education, especially in New Zealand. Understanding social inequalities in education relating to ethnicity, gender and class form a central concern of this course.

EDUC 117 (15 Points)
Teaching and Learning: An Educational Psychological Perspective
Includes an examination of core aspects of educational psychology that include thinking, learning, and behaving. An analysis of relevant theory and research within psychology in education: topics include behaviour analysis, measurement and assessment, cognition, socialisation, and individual differences. Students will explore these in relation to different educational settings and contexts, for example, culture, community, school, and classroom.
Restriction: EDUC 111, 121, 121G

EDUC 118 (15 Points)
History and Society in New Zealand Education
Examines the wider context of New Zealand education through a historical and contemporary overview. Draws on a critical sociological analysis of selected issues in society. Some emphasis is given to learners and their communities, including Māori, Pasifika, new migrants, and people with disabilities.
Restriction: ACE 903.501, EDUC 111, 112, 140, EDUCM 140

EDUC 119 (15 Points)
Development, Learning and Teaching
Presents an introduction to developmental and psychological theory and research and its application to teaching and learning within a variety of educational settings. Understandings for creating effective learning environments which foster high levels of motivation for all learners will be identified through an exploration of typical and atypical development; and behavioural, cognitive, constructivist and social approaches to teaching and learning.

EDUC 121 (15 Points)
EDUC 121G (15 Points)
How People Learn
Focuses on learning in formal and informal settings and addresses such questions as: why do some things seem easier to learn than others, why do we forget things we once knew, and why do some people learn faster or better than others? Examines the nature of intelligence and how to help personal learning or the learning of others.
Restriction: EDUC 111, 117

EDUC 122G (15 Points)
Learning Sexualities
How and what do we learn about sexualities in New Zealand? Learning about sexualities is viewed as occurring both formally (eg, through sexuality education) and informally (eg, through the media) in
EDUC 130 (15 Points)
**Philosophy of Education**
An introduction to relevant philosophical schools of thought including elements of philosophical reasoning in Western and other cultural contexts. Focus will be on the philosophy of education and its purpose in achieving excellence in education.
*Prerequisite: Student must be enrolled in BED(TESOL)*

EDUC 131 (15 Points)
**Human Development**
Designed to help students analyse human development with particular emphasis on secondary school-age children. It will be concerned with the development of knowledge of constancy, change and individual differences as a perspective on all aspects of development. As a consequence, students will be able to interact effectively with a diverse group of children in a wide range of educational settings.
*Prerequisite: Student must be enrolled in BED(TESOL)*

EDUC 132 (15 Points)
**Learning and the Learner**
Learning is examined from a variety of perspectives including behaviourism, social learning theory, cognitivism, constructivism, as well as humanistic approaches to learning. Within this learning theory framework, consideration is given to how learners construct knowledge and how teachers can assist them to become self-motivated, self-regulated and independent in their learning. Attention is paid to the development of thinking skills, including the ability to think about one's own thinking (metacognition), and development of creative problem-solving skills.
*Prerequisite: Student must be enrolled in BED(TESOL)*

EDUC 142 (15 Points)
**Health and Physical Education in a Diverse Society**
Introduces students to thinking critically about Health and Physical Education. Examines discourses about health and physical activity from historical and sociological perspectives. Introduces diversity as it relates to educational opportunity in Health and Physical Education. Addresses such questions as: How are notions about health and physical education and difference constructed and supported?
*Restriction: ACE 923.551, EDUC 141, EDUCM 141*

EDUC 201 (15 Points)
**History of Education**
An examination of the nature of historical inquiry with reference to New Zealand’s educational past; questions why education has been analysed largely as something planned rather than something experienced and introduces oral history as methodology. Selected aspects of the educational histories of other countries will be discussed for comparative analysis.
*Prerequisite: Any 60 points passed*

EDUC 204 (15 Points)
**Philosophy and Sociology of Education**
An exploration of key educational themes and questions from philosophical and sociological perspectives.
*Prerequisite: Any 60 points passed
*Restriction: EDUC 206, 208*

EDUC 207 (15 Points)
**Decolonising Education**
An examination of the interaction of the state and indigenous peoples in the contested area of education and schooling; a focus on de/colonisation develops an understanding of the origins and philosophies of contemporary educational structures such as kohanga reo, kura kaupapa Māori and wānanga in Aotearoa New Zealand, together with examples of other indigenous educational issues and initiatives.
*Prerequisite: Any 60 points passed*

EDUC 211 (15 Points)
**Schooling Ethnic Diversity**
A critical examination of research on ethnic diversity in New Zealand schools. The course discusses equity, ‘race’, ethnicity, biculturalism, ‘multicultural education’, equal opportunity, and other theories, structures and strategies developed in New Zealand and overseas in response to ethnic diversity.
*Prerequisite: Any 60 points passed
*Restriction: EDUC 310*

EDUC 213 (15 Points)
**Education and Social Justice**
Can education contribute to social justice? A critical examination of the contemporary concern with social justice in education. Drawing on local and international research, this course explores debates about the nature of power, and the ways that gender and sexuality, ethnicity, indigeneity, social class, and other social identities are taken up in the pursuit of social justice within education.
*Prerequisite: Any 60 points passed*

EDUC 221 (15 Points)
**Child Development**
A study of key issues in development, with a focus on early and middle childhood. Topics include family, peer, cultural, and media influences on typical and atypical development.
*Prerequisite: Any 60 points passed*

EDUC 223 (15 Points)
**Educational Psychology**
An introduction to new ways of thinking about learning in educational settings: how students can develop their learning abilities, be more strategic in their learning, and increase their motivation. These questions and themes can be applied to educational, family and work settings, and to students with different learning needs. A foundation to advanced courses in psychological studies in education.
*Prerequisite: Any 60 points passed*

EDUC 224 (15 Points)
**Assessment and Evaluation in Education**
An examination of the theoretical and practical dimensions of assessment and evaluation including an introduction to valid and reliable data collection and interpretation practices. Recent New Zealand assessment policy and practice will also be analysed.
*Prerequisite: Any 60 points passed
*Restriction: EDUC 225, 230, 231, 232, EDUCM 230*

EDUC 225 (15 Points)
**Curriculum, Assessment and Evaluation**
A general introduction to curriculum development and implementation as well as classroom assessment and evaluation focussing on theoretical and practical issues. Includes critical evaluation of recent New Zealand assessment policy and practice.
*Prerequisite: Any 60 points passed
*Restriction: EDUC 210, 224, 230, 231, 232, EDUCM 230*
EDUC 283 (15 Points)
**Pedagogy – Beyond Skills and Methods**
Examines personal experiences and views of teaching and learning and the impact of theories of learning on classroom practices. The course also includes discussion of the relationship between pedagogy and race, class and gender; Māori pedagogy; pedagogy and student achievement; and New Zealand and international examples.
Prerequisite: Any 45 points passed at Stage II
Restriction: EDUC 383

**Stage III**

EDUC 304 (15 Points)
**Educational Philosophy and Policy**
Examines the competing ideologies of individualism and community, their influence in recent educational reforms in New Zealand, and their wider implications for education, society and culture. Introduces the basic concepts and themes of classical liberalism, comparing and contrasting them with versions of neo-liberalism, and outlines the case for a community-based social policy and the renewal of social democracy.
Prerequisite: Any 45 points passed at Stage II

EDUC 306 (15 Points)
**Akonga Māori: Issues in Māori Education 1**
Critical in-depth analysis of current key issues, practices and research in a range of Māori educational settings, including kura kaupapa Māori and ‘mainstream’ schooling, as well as community education at hapū and iwi levels.
Prerequisite: Any 45 points passed at Stage II

EDUC 308 (15 Points)
**Teachers and Teaching**
Examines the development of teaching and of the role of “teacher” over time. Draws on examples of teachers from different time periods and cultures to analyse what teaching means and how and why it is valued. Explores implications of different perceptions of the role of teaching and teachers.
Prerequisite: Any 45 points passed at Stage II

EDUC 309 (15 Points)
**Issues in Pacific Nations’ Education**
A critical examination of current issues and debates in Pacific Nation education for Pacific Island countries and for Pasifika communities in New Zealand.
Prerequisite: Any 45 points passed at Stage II

EDUC 311 (15 Points)
**Teaching in Diverse Urban Schools**
An examination of learning and teaching in schools with children from diverse cultural and language backgrounds. The developmental focus includes research and theory relating to language and literacy development (and bilingual and biliteracy development) in early childhood and primary school contexts.
Prerequisite: Any 45 points passed at Stage II

EDUC 312 (15 Points)
**Learning and Reading Disabilities**
An examination of the special educational and teaching needs of children with learning disabilities, including reading difficulties. The course will include a practical project involving 20 hours of supervised individualised tutoring.
Prerequisite: Any 45 points passed at Stage II and Departmental approval

EDUC 313 (15 Points)
**Special Study in Education**
Supervised inquiry in an area of education approved by the Head of the Liberal Arts Programme in the Faculty of Education.
Prerequisite: Any 45 points at Stage II and Departmental approval

EDUC 314 (15 Points)
**Special Topic**
A study in a topical area of educational inquiry.
Prerequisite: Any 45 points passed at Stage II

EDUC 315 (15 Points)
**Conceptions in Education**
An examination of the implicit beliefs or conceptions teachers, students, and parents have about key processes in education (eg, teaching, learning, curriculum, assessment) and how conceptions relate to each other, to educational practices, and to educational outcomes. Introduces qualitative and quantitative methods for discovering conceptions and modelling them. Includes two small-scale research assignments.
Prerequisite: Any 45 points passed at Stage II

EDUC 316 (15 Points)
**Gifted Education**
An analysis of the gifted education movement and of the need for appropriate educational provision for gifted and talented students. The course draws on current research to assist with the identification of gifted and talented students and with the development of strategies to meet their learning and emotional needs.
Prerequisite: Any 45 points passed at Stage II

EDUC 317 (15 Points)
**History and Sociology of Education**
An analysis of historical and contemporary developments in education taking account of the major influences, national and international, which shape education policy, practice and experience.
Prerequisite: Any 45 points passed at Stage II
Restriction: EDUC 302, 303

EDUC 318 (15 Points)
**Teaching Languages in Schools**
Students who have a working knowledge of a second language will study and apply strategies for classroom teaching of second languages in schools. Following critical reflection on different teaching models used in schools, students will prepare teaching materials, plan class lessons and apply information and communication technology in teaching and learning second languages.
Prerequisite: Any 45 points passed at Stage II

EDUC 319 (15 Points)
**Special Topic**
Prerequisite: Any 45 points passed at Stage II

EDUC 321 (15 Points)
**Politics, Philosophy and Education**
Investigates the relationship between local, national and global politics, and education in Aotearoa New Zealand. Explores philosophical perspectives on teaching and the relationship between educational theory and practice.
Prerequisite: EDUC 140 or EDUC 118 or EDUCM 118
Restriction: ACE 903.702, EDUC 320, EDUCM 320
EDUC 341 (15 Points)
Introduction to Counselling in the Community
An examination of the application of basic principles of counselling to the needs of individual children and adults and to couples, families and other groups. 
Prerequisite: Any 45 points passed at Stage II

EDUC 342 (15 Points)
Educational Psychology: A Behavioural Approach
A study of contemporary ideas and research in human learning and instruction. Topics will include the analysis of child and adult behaviour in school, home and residential settings. 
Prerequisite: Any 45 points passed at Stage II

EDUC 348 (15 Points)
The Reading Process
Theories of reading are introduced. The components of literacy learning are examined using a literacy acquisition framework of: learning the code, making meaning and thinking critically. A range of approaches and texts for engaging diverse learners at primary and secondary school are examined. 
Prerequisite: Any 45 points passed at Stage II

EDUC 351 (15 Points)
Understanding Behaviour in Classrooms
The contribution of social psychological theories and methods to educators’ understanding and management of learning and instruction in New Zealand classrooms. 
Prerequisite: Any 45 points passed at Stage II

EDUC 352 (15 Points)
Adolescence
Selected aspects of adolescent psychology including theories of development and an examination of contemporary issues in development such as positive youth development, cognitive transitions, family and peer contexts, sexuality, identity, and psychosocial problems. 
Prerequisite: Any 45 points passed at Stage II
Restriction: EDUC 343, 344

EDUC 360 (15 Points)
Treaty Politics in Education
A critical examination of the emergence of the Treaty of Waitangi in education, and the tensions and convergences that exist between Māori aspirations and state policies. Key themes, initiatives, relationships and policies in education are considered within the broader question of the place of the Treaty in Aotearoa New Zealand. 
Prerequisite: Any 45 points passed at Stage II

EDUC 384 (15 Points)
Information Technology in Education
Includes internet safety, critical analysis of educational web sites and software, issues involved in using ICT in homes and schools and participation in online class work. This course requires basic computer literacy only; it provides some computer skill development but has a principal focus on appropriate educational use of computers. 
Prerequisite: Any 45 points passed at Stage II

EDUC 400 (15 Points)
Professional Development
Covers topics related to professional and personal development. Discusses the status and challenges of teaching as a profession and includes the varying roles of teachers in keeping up with the rapid changes and expectations required of them. Continuing education for self-improvement is also given emphasis. 
Prerequisite: Student must be enrolled in BEdTESOL

EDUC 702 (30 Points)
Historical Research in Educational Settings
Explores and applies historical research methods to the field of education. Using documentary sources, oral and/or visual evidence, students will be expected to design and carry out a supervised inquiry.

EDUC 703 (30 Points)
Educational Philosophy
Current themes in the philosophy of education in the light of broader tendencies in modern and post-modern thought.

EDUC 704 (30 Points)
Sociology of Education
Examines global, national and local influences that impact on education policy and on contemporary teaching and learning contexts from a sociological perspective.

EDUC 705 (30 Points)
Education and Development Policy
This course will explore the following topics and themes: policy analysis and formulation in the context of development; the impact of the globalisation on, and the role of international agencies in, education for development; human capital theory and human resource development; education and aid; research and consultancy strategies and ethics; New Zealand’s ODA policy towards Oceania; global and local intersections in Oceanic education.

EDUC 710 (30 Points)
Issues in Indigenous Education
Applied critical studies of selected, topical educational questions of international importance to indigenous peoples. May include the politics and practices of language regeneration, social and educational transformative initiatives, indigenous educational leadership, training and professional practice for indigenous educators, indigenous knowledge and curricula. The course assumes experience or knowledge of indigenous education contexts.

EDUC 712 (30 Points)
Race, Ethnicity and Education
An examination of discourses of race and theories of
EDUC 713 (30 Points)
Childhood and Globalisation
Critically investigates the interplay between globalisation and childhood by using theoretical perspectives from critical childhood studies, the sociology of childhood and early childhood education. The course addresses questions such as: How is globalisation affecting concepts of childhood? How is childhood changing? How do changing understandings of childhood affect children’s lives? How does globalisation affect curriculum in early childhood education?

EDUC 714 (30 Points)
Gender, Sexuality and Education
Offers those considering research in education the opportunity to critically engage with current literature and debates around gender and sexualities. Through engagement with concepts, theories and methodologies pertaining to gender and sexualities students are encouraged to begin shaping a potential Masters thesis. Special emphasis is given to theories of feminist post-structuralism, sexualities and masculinities.

EDUC 715 (30 Points)
Language and Education: Rights and Recognition
Examines the growing pressure exerted by minority groups for distinct language and education rights and recognition within nation-states. Links to developments in human rights, and to often-contentious debates about the management of diversity in modern nation-states will be explored. The approach is interdisciplinary, drawing on sociolinguistics, political theory, sociology, law and education, and international, with examples from Europe, North America and New Zealand.

EDUC 717 (30 Points)
EDUC 717A (15 Points)
EDUC 717B (15 Points)
Special Study
Supervised inquiry in an area of education approved by the Head of the Liberal Arts Programme in the Faculty of Education.

To complete this course students must enrol in EDUC 717 A and B, or EDUC 717

EDUC 718 (30 Points)
The Pedagogy of Paulo Freire
Explores Paulo Freire’s philosophy, pedagogical theory, and practice of adult literacy education. Major critiques of Freire’s work are discussed, and consideration is given to the application of Freirean ideas in a variety of first world and third world settings.

EDUC 727 (15 Points)
Māori Education Research Topic
A programme of study on an approved research topic in Māori Education. Previous independent studies have included: literature reviews of language issues in the classroom, small case studies of teaching practice, education policy analysis.

EDUC 730 (30 Points)
Atypical Development in Childhood
An advanced study of the developmental processes that contribute to maladaptive behaviour in childhood and adolescence. The course critically examines theory and research on the nature, origins and developmental progression of emotional and behavioural difficulties.

There is a particular focus on family and peer relationships and influences.

Restriction: EDUC 743, 768

EDUC 741 (30 Points)
Educational Psychology
An advanced study of cognitive, motivational and social factors influencing learning.

EDUC 742 (30 Points)
Developmental Psychology
An advanced examination of theory and research in selected topics in child and adolescent development.

EDUC 743 (30 Points)
Assessment and Programming
A study of principles of assessment and academic programming for individuals, including standardised testing and of learning processes. Students will acquire and practise skills in curriculum-based assessment and the measurement of learning leading to the development of individualised programmes. Evidence-based and measurably superior approaches to teaching learners who have not made optimal academic progress will be emphasised.

EDUC 747 (30 Points)
EDUC 747A (15 Points)
EDUC 747B (15 Points)
Issues in Adolescent Development
An advanced study of the theories of adolescent development and a critical examination of research dealing with issues which affect development.

To complete this course students must enrol in EDUC 747 A and B, or EDUC 747

EDUC 753 (30 Points)
Lifelong Learning: Principles and Practice
Considers adult education and life-long learning: the practice of educating adults in and for varying contexts including tertiary education, degree teaching, professional development, community action. Participants will be expected to relate the concept of lifelong learning to a selected educational and/or social context.

EDUC 763 (30 Points)
Special Study
An advanced study in a topical area of educational inquiry.

EDUC 764 (15 Points)
Special Study
An advanced study in a topical area of educational inquiry.

EDUC 766 (15 Points)
Education and the Development Process
Examines the role of education within the process of economic, political, social and cultural change within the ‘developing’ world, with a particular focus on the small island states of the Pacific. Theories, concepts and models of ‘development’ and how these influence educational policy and practice are explored.

Restriction: EDUC 705

EDUC 767 (30 Points)
Special Topic
EDUC 768 (15 Points)
Special Topic
EDUC 769 (15 Points)
Special Topic
A and B

To complete this course students must enrol in EDUC 796 research course Class Honours, First Division, or equivalent, and an approved prerequisite: A BA(Hons) in Education with at least Second Thesis EDUC 796B (60 Points) EDUC 796A (60 Points) Research Portfolio Prerequisite: A BA(Hons) in Education with at least Second Class Honours, First Division, or equivalent, and an approved research methodology course in Education. To complete this course students must enrol in EDUC 797 A and B

Education Curriculum Māori

Stage I

EDCURRM 101 (15 Points) Ngā Toi: He Whakatakinga Develops students’ knowledge, skills and attitudes associated with planning, teaching and assessing children’s learning in Ngā Toi: dance, drama, music and visual art. Addresses questions such as: Why are Ngā Toi important to children’s learning? How do teachers design quality learning experiences that encourage individual responses from a diverse range of learners? How do we monitor and assess learning? Restriction: ACE 922.511, 922.611, EDCURRIC 101

EDCURRM 102 (15 Points) Pānui-Tuhi Tuhi Te Pihinga Develops the knowledge, skills and attitudes associated with planning, teaching and assessing for students’ literacy learning across ngā Marautanga Māori. Addresses questions such as: What do teachers need to know to teach literacy effectively? How do teachers’ literacy competencies affect student learning? How do teachers balance the needs of the curriculum and the needs of learners? Restriction: ACE 920.511, 920.611, EDCURRIC 102

EDCURRM 103 (15 Points) Te Whaiora Develops understanding of Hauora, philosophies and practices that support learning and teaching within ngā Marau. Addresses questions such as: How do teachers implement quality learning experiences based on te akoranga kōrī me ngā mātauranga hauora for effective learning to occur for a diverse range of learners? How is learning monitored and assessed? Restriction: ACE 923.511, EDCURRIC 103

EDCURRM 104 (15 Points) Pāngarau: He Whakatakinga Develops knowledge and understanding of the nature of Pāngarau and tauanga. Considers questions related to primary school Pāngarau and tauanga education such as: What is the purpose and role of Pāngarau and tauanga in the New Zealand Curriculum Framework? What is meant by thinking mathematically and statistically? What are the components of, and key concepts in the Marautanga Pāngarau? Restriction: ACE 921.511, 921.611, EDCURRIC 104

EDCURRM 105 (15 Points) Pūtaiao: He Whakatakinga Develops an appreciation of the nature of Pūtaiao that supports conceptual understandings and quality teaching and learning approaches in Pūtaiao education. Addresses questions such as: How do teachers design quality learning environments based on the Marautanga Pūtaiao so that positive engagement and effective learning can occur for a diverse range of learners? How is learning monitored and assessed? Restriction: ACE 924.511, EDCURRIC 105

For further information please refer to the note on page 349.
EDCURRM 106  (15 Points)
Tikanga-ā-Iwi: He Whakatakanga
Develops students’ knowledge and skills associated with planning for teaching and learning in Tikanga ā Iwi. Addresses questions such as: What do teachers need to know and understand about the history, nature and purpose of Tikanga ā Iwi education? How are curriculum requirements, teaching methodologies, management strategies and resources used to plan for students’ diverse needs? How is learning monitored and assessed?
Restriction: ACE 926.511, EDCURRIC 106

EDCURRM 107  (15 Points)
Hangarau: He Whakatakanga
Develops knowledge, skills and attitudes associated with planning, teaching and assessing for children’s learning in the Marautanga Hangarau. Addresses questions such as: What do teachers need to know about the nature and purpose of the Marautanga Hangarau? How do teachers design quality learning experiences for a diverse range of learners? How is learning monitored and assessed?
Restriction: ACE 925.511, EDCURRIC 107

Stage II

EDCURRM 202  (15 Points)
Pānui-Tuhituhi Te Puanga
Deepens the knowledge, skills and attitudes associated with planning, teaching and assessing for individual students’ learning in the Marautanga Reo Māori. Addresses questions such as: What are effective literacy practices for working with individual learners? How are wider concepts of literacy including bilingualism and biliteracy developed? How is learning monitored and assessed?
Restriction: ACE 920.711, EDCURRIC 202

EDCURRM 204  (15 Points)
Pāngarau: Te Whakaako
Develops knowledge, skills and understanding for designing quality learning experiences in Pāngarau and tauanga for diverse learners. Considers questions related to primary Pāngarau and tauanga education such as: What are the mathematical and statistical concepts and learning progressions in Marautanga? What theoretical models of teaching, learning and assessment best inform teachers about the growth of understanding? What constitutes effective teaching practice?
Restriction: ACE 921.713, EDCURRIC 204

EDCURRM 220  (15 Points)
Special Topic

Stage III

EDCURRM 301  (15 Points)
Te whakako i Te Reo Māori – Teaching Te Reo Māori
Integrates curriculum content with approaches to planning, teaching and assessing Te Reo Māori up to year 10. Addresses such questions as: Why is it important to learn Te Reo Māori? What do teachers need to know to teach Te Reo Māori effectively? What strategies, approaches and resources maximise students’ motivation and language acquisition in Te Reo Māori?
Restriction: ACE 902.702, EDCURR 606, 630, EDCURRM 320, EDPROFST 353, EDCURSEC 678

EDCURRM 304  (15 Points)
Tū Tangata
Critically examines subjective positions from which groups and individuals make sense of the world and act in it. Asks questions such as: What is social and critical literacy? How can critical literacies be used to challenge our subjectivities and assumptions? How do these literacies intersect with underlying notions and philosophies imbedded in Kaupapa Māori education initiatives? What are the issues and tensions in applying a Kaupapa Māori philosophy in education?

EDCURRM 320  (15 Points)
Special Topic
EDCURRM 321  (15 Points)
Special Topic
EDCURRM 322  (15 Points)
Special Topic
EDCURRM 323  (15 Points)
Special Topic
EDCURRM 324  (15 Points)
Special Topic

Education Curriculum Pasifika

Stage I

EDCURRPK 111  (15 Points)
Ng u'e'aki e Tekinolosia
Develops knowledge and understanding of components of technological literacy as it relates to young children, including Pasifika children. Develops understanding of appropriate pedagogy to enhance learning in technology in Pasifika and general ECE settings. What is technological literacy? How can technological literacy be developed through drawing upon Pasifika languages and cultures? What environments encourage children’s exploration of technological experiences?
Restriction: ACE 571.622, 925.501, 925.601, EDCURRIC 111

EDCURRPK 115  (15 Points)
Apīi taieni i nga mataiiti mua
Develops an appreciation of the nature of science, which supports conceptual understandings and quality teaching and learning approaches to science education in Pasifika ECE settings. How do teachers foster quality learning environments for infants, toddlers and young children based on the ECE curriculum so that learning in science can occur for diverse learners? How can science literacy be developed through Pasifika languages and cultures?
Restriction: ACE 570.624, 924.521, EDCURRIC 115

EDCURRPK 116  (15 Points)
Lafiāfia Tau tufuga Pasifika
Explores Pasifika perspectives on the four distinct disciplines of dance, drama, music and visual arts within the Arts. Students are encouraged to express ideas, feelings, beliefs and values that foster understanding of others. Theoretical and philosophical perspectives will be examined within the context of Pasifika Arts Education. How are Pasifika Arts interpreted within Early Childhood Education settings?
Restriction: ACE 570.526, 570.525, 570.727, EDCURRIC 116
EDCURRPK 120 (15 Points)
Na i vakarau ni vuli ka ena Pasifika
Examines Te Whāriki Early Childhood Curriculum with specific reference to Pasifika learners. Pasifika pedagogies will be explored in relation to the principles, strands and goals of the curriculum. What do teachers need to know about the philosophical, theoretical and socio-cultural basis of Te Whāriki? How do Pasifika pedagogies, including teaching through language and culture, relate to the principles, strands and goals of Te Whāriki? Explores social sciences in Te Whāriki and other examples in Pasifika and general ECE settings.
Restriction: ACE 570.523

EDCURRPK 121 (15 Points)
Mouli olaioa
An introduction to human development from conception to old age and death within a holistic framework. Pasifika and other theoretical perspectives will be discussed in relation to understanding child development in the early years. Students will explore social theories to inform and develop effective teaching and learning strategies inclusive of Pasifika. How can Pasifika languages and cultures boost holistic development in Pasifika and general ECE?
Restriction: ACE 931.721, EDCURRPK 210

Stage II

EDCURRPK 210 (15 Points)
Aoanga o fanau laiti
Critically examines influences of historical and contemporary theory and practice for infants/toddlers in Pasifika and general ECE settings. Develops pedagogies responsive to early learners. How do such pedagogies address a responsive infant/toddler curriculum with Pasifika learners? How do relationship-based pedagogies address issues for teachers of infants and toddlers? What is the tension between education and care from Pasifika cultural perspectives?
Restriction: ACE 931.721, EDCURRIC 210

EDCURRPK 211 (15 Points)
Gagana ma lana matafaoi
Develops knowledge, skills, dispositions associated with assessing, planning and teaching for children's learning in Pasifika languages and critical literacies. Addresses such questions as: What do teachers need to know to teach learners in Pasifika ECE settings, and with fanau and communities? What educational resources and strategies might be used so all children become competent, confident communicators in Aotearoa New Zealand?
Restriction: ACE 570.528, EDCURRPK 211

EDCURRPK 212 (15 Points)
Fika‘i he Fanau liki
Develops knowledge and understanding of early mathematical concepts and their relationship with holistic learning environments in Pasifika ECE and general settings. What are early mathematical concepts as evident in Pasifika cultures? What is effective planning for mathematical possibilities drawing upon Pasifika languages and cultures within a play based ECE programme? What constitutes a holistic approach to mathematics learning?
Restriction: ACE 570.527, 921.521, 921.621, EDCURRIC 212

Stage III

EDCURRPK 313 (15 Points)
Tuvatuva vakarautaki ena vuli me qito
Develops a critical understanding of play within a broader context of learning and teaching in Pasifika and general ECE settings. How do Pasifika and other theoretical and philosophical perspectives on play impact on personal pedagogy? What are the pedagogical implications of play interfacing between individual freedom, fanau and community? What is the significance of play for adult creativity, communication and citizenship?
Restriction: ACE 570.621, EDPROFST 314

EDCURRPK 322 (15 Points)
Mouli fakaagaga i loto he tau Aoga Fanau Ikiiki he Pasifika
Explores and critically analyses the notion of spiritual development, spirituality and culture within the context of Pasifika ECE education. Students will explore how to utilise cultural and spiritual knowledge to enhance Pasifika children's learning. What are the implications of spirituality, cultural knowledge and practices for pedagogy and curriculum that enhance holistic development?
Restriction: ACE 570.627, EDCURRPK 122

EDCURRPK 353 (15 Points)
Su'esu'ega loloto i le faaaogaina o gagana
Develops a critical understanding of the place of bilingualism/biliteracy in relation to policy and practice of the ECE curriculum Te Whāriki, the New Zealand Curriculum and Pasifika languages. Learning and teaching in the medium of Pasifika languages involves knowledge and skills from the bilingual professional education field. Students are expected to critique the best of local and international bilingual and immersion theory and practice.
Restriction: EDCURRPK 253

Education Curriculum Secondary Diploma

Diploma Courses

EDCURSEC 601 (15 Points)
Teaching Years 7-10 Mathematics and Statistics
Develops knowledge and understanding of mathematics and statistics learning and teaching in the middle school by considering the questions: What is mathematical and statistical thinking? What are the components of, and key concepts and learning progressions in, the national curriculum? What is quality learning in mathematics and statistics? What constitutes effective teaching practices in mathematics and statistics?
Restriction: ACE 721.658, EDCURSEC 605, 606, EDCURR 607, 631

EDCURSEC 602 (15 Points)
Teaching Years 9-11 Mathematics and Statistics
Develops the knowledge, skills and understanding for designing quality learning experiences in mathematics and statistics for diverse learners by considering the questions related to secondary school mathematics and statistics education: What are the key concepts and learning progressions in the national curriculum? What theoretical models best inform as to the growth of understanding? What constitutes effective teaching and assessment practices?
Prerequisite: EDCURSEC 601
Restriction: ACE 721.758, EDCURR 607, 631, EDCURSEC 605, 606

For further information please refer to the note on page 349.
EDCURSEC 603 (15 Points)
Curriculum Statistics Education 2
Develops the knowledge, skills and understanding for designing quality learning experiences and internal national assessment tasks in statistics for diverse learners by considering the questions related to senior secondary school statistics education: What are the concepts and learning progressions in the national curriculum? What statistical ideas pose greatest difficulty for learners? What constitutes effective teaching and assessment practices?
Corequisite: EDCURSEC 601
Restriction: EDCURR 607, 631, EDCURSEC 605, 606

EDCURSEC 604 (15 Points)
Senior Mathematics Education
Develops the knowledge, skills and understanding for designing quality learning experiences and internal national assessment tasks in mathematics for diverse learners by considering the questions related to senior secondary school mathematics education: What are the concepts and learning progressions in the national curriculum? What mathematical ideas pose greatest difficulty for learners? What constitutes effective teaching and assessment practices?
Prerequisite: EDCURSEC 601
Corequisite: EDCURSEC 602
Restriction: ACE 721.659, EDCURR 607, 631, EDCURSEC 605, 606

EDCURSEC 607 (15 Points)
Physical Education Practice
Develops the practical pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing physical education in learning contexts related to teaching Years 9-11. Addresses questions such as: How do teachers plan lessons in, through and about movement? What do teachers need to know to teach in movement-based learning contexts effectively?
Corequisite: EDCURSEC 608
Restriction: ACE 723.651

EDCURSEC 608 (15 Points)
Physical Education Curriculum
Develops the curriculum knowledge associated with planning, teaching and assessing physical education in secondary schools. Addresses questions such as: What is physical education and why is it important? How are units and programmes planned using the curriculum and national assessment requirements? How do teachers accommodate assessment qualification requirements in their planning?
Corequisite: EDCURSEC 607
Restriction: ACE 723.751

EDCURSEC 609 (15 Points)
Teaching Physical Education
Examines the knowledge, skills and attitudes associated with effective pedagogical practice in physical education. Addresses questions such as: How do teachers plan lessons that engage students in quality learning opportunities? How can diverse needs of students be addressed in physical education contexts? What teaching methodologies, management strategies and resources maximise success?
Prerequisite: EDCURSEC 607, 608
Restriction: ACE 723.752

EDCURSEC 610 (15 Points)
Education Outside the Classroom
Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing EOTC learning contexts related to teaching in a range of outdoor settings. Addresses questions such as: What is EOTC? Why is it important? What pedagogies support safe, effective learning in EOTC? How may ngā tikanga Māori influence outdoor education? Requires participation in a camp-based learning experience.
Restriction: ACE 723.656

EDCURSEC 611 (15 Points)
Teaching Health Education 1
Integrates multidisciplinary-based knowledge and pedagogical content knowledge with developing understanding, skills, attitudes and values associated with teaching in health education across the secondary school. Addresses questions such as: Why is health education important? How are teachers informed in this subject? How is health education taught ethically and effectively for a diverse range of learners?
Restriction: ACE 723.661, EDCURR 648

EDCURSEC 612 (15 Points)
Teaching Health Education 2
Examines further the theories, concepts and research central to the teaching of health education. Addresses questions such as: What do teachers need to know to teach and assess learning in health education? What is authentic health education assessment and how do we determine and monitor success? How does knowledge of curriculum concepts determine learning at senior school levels?
Prerequisite: EDCURSEC 611
Restriction: ACE 723.761, EDCURR 648

EDCURSEC 613 (15 Points)
Teaching and Learning Science 1
Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in intermediate and secondary science education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for a diverse range of learners? How is achievement determined and monitored?
Restriction: ACE 724.751, EDCURR 619, 620

EDCURSEC 614 (15 Points)
Teaching and Learning Science 2
Integrates research, theory and practical experience in examining secondary school science learning contexts. Addresses questions such as: Why is Science important? What is scientific literacy? What pedagogical content knowledge is needed to teach science effectively? How is achievement determined and monitored?
Restriction: ACE 724.753, EDCURR 608, 633, EDCURSEC 619, 620

EDCURSEC 615 (15 Points)
Teaching and Learning Science 3
Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior secondary science education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for a diverse range of learners? How is achievement determined and monitored?
Corequisite: EDCURSEC 613
Restriction: ACE 724.752, EDCURR 608, 633, EDCURSEC 619, 620
EDCURSEC 616A (7.5 Points)  
EDCURSEC 616B (7.5 Points)  
Teaching Chemistry Education  
Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior chemistry education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for senior secondary students? How is achievement determined and monitored?  
Corequisite: EDCURSEC 613, 615 or 619, 620  
Restriction: ACE 724.765, 724.766, EDCURR 638  
To complete this course students must enrol in EDCURSEC 616 A and B

EDCURSEC 617A (7.5 Points)  
EDCURSEC 617B (7.5 Points)  
Teaching Biology Education  
Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior biology education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for senior secondary students? How is achievement determined and monitored?  
Corequisite: EDCURSEC 613, 615 or 619, 620  
Restriction: ACE 724.755, 724.756, EDCURR 636  
To complete this course students must enrol in EDCURSEC 617 A and B

EDCURSEC 618A (7.5 Points)  
EDCURSEC 618B (7.5 Points)  
Teaching Physics Education  
Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior physics education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for senior secondary students? How is achievement determined and monitored?  
Corequisite: EDCURSEC 613, 615 or 619, 620  
Restriction: ACE 724.755, 724.756, EDCURR 636  
To complete this course students must enrol in EDCURSEC 618 A and B

EDCURSEC 624 (15 Points)  
Social Studies Education 1  
Develops the knowledge and skills associated with planning, teaching, learning and assessing Social Studies. Addresses questions such as: What do teachers need to know and understand about the purpose and nature of Social Studies education? What methodologies, management strategies and resources can be used to maximise student motivation and address the diverse needs of students?  
Restriction: ACE 726.751, EDCURR 641

EDCURSEC 625 (15 Points)  
Social Studies Education 2  
Develops the knowledge and skills associated with planning and teaching Social Studies and includes methodologies for addressing national assessment for years 11-13. Addresses questions such as: How do teachers plan and implement learning experiences, units and programmes that meet national requirements? How can students be challenged to debate and consider social issues?  
Prerequisite: EDCURSEC 624  
Restriction: ACE 726.752, EDCURR 619, 681

EDCURSEC 626 (15 Points)  
Geography for Teaching 1  
Integrates expertise in the discipline of geography with expertise in planning, teaching and assessing the subject in schools. Develops the conceptual knowledge and skills that are central to the geography curriculum and addresses questions such as: How is geography important? What do teachers need to know to teach and assess geography effectively? What resources and strategies maximise motivation and learning?  
Corequisite: EDCURSEC 624  
Restriction: ACE 726.754, EDCURR 604, 628, EDCURSEC 628, 629

EDCURSEC 627 (15 Points)  
Geography for Teaching 2  
Enhances the integration of expertise in the discipline of geography with expertise in planning, teaching and assessing the subject in schools. Deepens understanding of the conceptual knowledge and skills that are central to the geography curriculum and addresses questions such as: How do teachers determine and monitor success? How do teachers address common difficulties that students face?  
Prerequisite: EDCURSEC 626  
Restriction: ACE 726.755, EDCURR 604, 628, EDCURSEC 628, 629

EDCURSEC 630 (15 Points)  
History for Teaching 1  
Integrates disciplinary expertise in relation to History content and historiography while developing the knowledge and skills associated with planning, teaching and assessing the subject. Addresses questions such as: Why is History an important subject? How can History be taught and assessed effectively? What resources and strategies can be used to maximise student motivation in learning History?  
Corequisite: EDCURSEC 624  
Restriction: ACE 726.757, EDCURR 605, 629, EDCURSEC 632, 633

EDCURSEC 631 (15 Points)  
History for Teaching 2  
Enhances disciplinary expertise in relation to developing an appropriate knowledge of content and historiography for Years 11 to 13 History, while further developing the knowledge and skills associated with planning, teaching and assessing the subject. Addresses questions such as: How can teachers challenge students to explore historical issues, understand and develop the methodologies employed by historians?  
Prerequisite: EDCURSEC 630  
Restriction: ACE 726.758, EDCURR 605, 629, EDCURSEC 632, 633

EDCURSEC 634 (15 Points)  
Economics Education 1  
Develops knowledge and skills associated with planning for teaching and learning in Economics. Addresses questions such as: What are important principles, concepts and skills associated with Economics education? What do teachers need to know and understand about teaching methodologies, management strategies and resources to successfully plan for the diverse needs of students?  
Restriction: ACE 726.761, EDCURR 611, 635

EDCURSEC 635 (15 Points)  
Economics Education 2  
Enhances the integration of disciplinary based content knowledge, theory and research with knowledge, skills
and attitudes associated with planning and assessment in Economics. Addresses questions such as: What difficulties do secondary students commonly face? How do teachers determine and monitor success? What do teachers need to understand about assessment principles and practices, particularly in relation to national assessment? 
Prerequisite: EDCURSEC 634
Restriction: ACE 726.762, EDCURR 611, 635

EDCURSEC 636 (15 Points)
Accounting Education 1
Develops knowledge and skills associated with planning for teaching and learning in Accounting. Addresses questions such as: What are important principles, concepts and skills associated with Accounting education? What do teachers need to know and understand about teaching methodologies, management strategies and resources to successfully plan for the diverse needs of students?
Restriction: ACE 726.765, EDCURR 602, 624

EDCURSEC 637 (15 Points)
Accounting Education 2
Enhances the integration of disciplinary based content knowledge, theory and research with knowledge, skills and attitudes associated with planning and assessment in Accounting. Addresses questions such as: What difficulties do secondary students commonly face? How do teachers determine and monitor success? What do teachers need to understand about assessment principles and practices, particularly in relation to national assessment?
Prerequisite: EDCURSEC 636
Restriction: ACE 726.766, EDCURR 602, 624

EDCURSEC 638A (7.5 Points)
EDCURSEC 638B (7.5 Points)
Business Studies 1
Integrates disciplinary based content knowledge, theory and research with developing knowledge, skills and attitudes associated with planning and assessment in Business Studies. Addresses questions such as: Why is this subject important? What do teachers need to know to teach this subject effectively? What motivates students in the subject and what resources and strategies maximise motivation?
To complete this course students must enrol in EDCURSEC 639 A and B

EDCURSEC 639 (15 Points)
Understanding the Technology Curriculum
Develops the knowledge, understanding and attitudes associated with technology education and the New Zealand Technology Curriculum. Addresses questions such as: What is technology? Why is this subject important? What are the important principles and concepts underpinning the Technology Curriculum?
Restriction: ACE 725.651

EDCURSEC 640 (15 Points)
Developing Technological Literacy
Develops the knowledge, skills and understanding that constitute technological literacy and an understanding of pedagogical approaches to learning in technology. Addresses questions such as: What is technological knowledge? How do the components of practice relate to project development? What is the relationship between knowledge and capability? What do teachers need to know to teach this subject effectively?
Prerequisite: EDCURSEC 639

EDCURSEC 641 (15 Points)
Teaching Specialist Technological Practice
Develops pedagogical content knowledge: skills and attitudes associated with specialist domains of practice in technology. Addresses questions such as: What is technological practice? How does industry practice relate to classroom practice? What strategies are effective for teaching technology to diverse learners? How does specialist knowledge contribute to classroom practice? What teaching methodologies and resources maximise student success?
Corequisite: EDCURSEC 639

EDCURSEC 642 (15 Points)
Implementing the Technology Curriculum
Develops pedagogical content knowledge: skills and attitudes for designing quality learning experiences and Senior Level assessment tasks in Technology. Addresses questions such as: How are units and programmes planned using the curriculum and national assessment requirements? What teaching methodologies, management strategies and resources maximise success for diverse learners? How do teachers determine and monitor success?
Prerequisite: EDCURSEC 639

EDCURSEC 643 (15 Points)
Educating for Visual Communication
Develops pedagogical content knowledge, skills and attitudes for quality visual communication across the Curriculum. Addresses questions such as: What is the value of learning to communicate visually? What are the important principles, concepts and skills in Visual Communication? How can visual communication contribute to children’s learning in a range of curriculum areas? How do teachers encourage effective visual communication?

EDCURSEC 644 (15 Points)
Teaching Graphics and Design
Develops pedagogical content knowledge, skills and attitudes for designing quality learning experiences and Senior Level assessment tasks in Graphics and Design. Addresses questions such as: What are the important principles, concepts and skills in Graphics and Design? How are units and programmes planned using the curriculum and national assessment requirements? What is the importance of design in graphics?
Restriction: ACE 725.736

EDCURSEC 645 (15 Points)
Music Education 1
Integrates disciplinary-based content knowledge and scholarship with developing knowledge, skills and attitudes associated with planning, teaching and assessing Music. Addresses questions such as: What musical experiences are important to adolescent cognitive and affective development? What do teachers need to know to teach Music effectively? What strategies and resources maximise motivation and learning in Music?
Restriction: ACE 722.761, EDCURR 646, 661, 662

EDCURSEC 646 (15 Points)
Music Education 2
Enhances the integration of disciplinary-based content knowledge and scholarship with the knowledge, skills and attitudes required to teach and assess Music in the New Zealand curriculum. Addresses questions such as: What principles, strategies and understandings are necessary to plan, teach and assess music effectively
in senior secondary environments? How can these be scaffolded and monitored?
Corequisite: EDCURSEC 645
Restriction: ACE 722.762, EDCUR 646, 661, 662

EDCURSEC 647  (15 Points)
Music Education Research
Provides an opportunity for students to engage in research into an area of the Music curriculum. Addresses the question: What teaching methodologies, management strategies and resources best inform and maximise teacher and student success in secondary music education? Critically evaluates music education in contemporary societies in order to reach an informed understanding of how music education in New Zealand secondary schools might be structured and framed.
Prerequisite: EDCURSEC 646
Restriction: ACE 722.761, EDCUR 646, 661, 662

EDCURSEC 648  (15 Points)
Visual Arts Education 1
Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing visual arts education. Addresses questions such as: What is the relationship between art, culture, New Zealand society and the curriculum? How can visual arts education address the needs of ethnically and culturally diverse students? What teaching methodologies, management strategies and resources motivate students and maximise achievement?
Corequisite: EDCURSEC 649
Restriction: ACE 722.751

EDCURSEC 649  (15 Points)
Visual Arts Education 2
Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing visual arts education. Addresses questions such as: What are the important principles, concepts and skills for teaching the visual arts discipline in the arts curriculum? How do visual arts programmes promote development of practical knowledge, exploration and expression of ideas, and understanding of the contexts of art?
Corequisite: EDCURSEC 648
Restriction: ACE 722.752

EDCURSEC 650  (15 Points)
Visual Arts Education 3
Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing visual arts education in the senior school. Addresses questions such as: What are the important principles, concepts and skills for teaching the specialist disciplines in the visual arts curriculum? How are programmes for senior students planned, resourced, managed and implemented to meet national curriculum and assessment requirements?
Prerequisite: EDCURSEC 648, 649
Restriction: ACE 722.753

EDCURSEC 651  (15 Points)
Teaching Drama 1
Develops pedagogical and content knowledge and skills for planning, teaching and assessing drama. Addresses questions such as: What important principles, skills, teaching methodologies and strategies support teaching drama in the secondary school? How can drama education address needs of diverse students? How do drama programmes extend practical knowledge, developing ideas, performance and interpretation and understanding of drama contexts?
Restriction: ACE 722.761, 722.769, EDCURSEC 661

EDCURSEC 652  (15 Points)
Teaching Drama 2
Develops pedagogical and content knowledge, skills and attitudes for planning teaching and assessing drama education in the senior school. Addresses questions such as: What are the important principles, concepts and teaching skills that support specialist drama programmes in the senior secondary school? How are programmes for senior students planned, resourced, and implemented for national curriculum and assessment requirements?
Prerequisite: EDCURSEC 651
Restriction: EDCUR 679, ACE 722.766, 722.769, EDCURSEC 661

EDCURSEC 653  (15 Points)
Teaching Dance Education 1
Develops pedagogical and content knowledge and skills for planning, teaching and assessing dance. Addresses questions such as: What important principles, skills, teaching methodologies and strategies support teaching dance in the arts curriculum? How can dance education address the needs of diverse students? How do dance programmes extend practical knowledge, dance making, performance and interpretation, and understanding of dance contexts?
Restriction: EDCUR 679, ACE 722.767, 722.768

EDCURSEC 654  (15 Points)
Teaching Dance Education 2
Develops pedagogical and content knowledge, skills and attitudes for planning teaching and assessing dance education in the senior school. Addresses questions such as: What are the important principles, concepts and teaching skills that support specialist dance programmes in the senior secondary school? How are programmes for senior students planned, resourced, and implemented for national curriculum and assessment requirements?
Prerequisite: EDCURSEC 653
Restriction: EDCUR 679, ACE 722.767, 722.768

EDCURSEC 655A  (7.5 Points)
EDCURSEC 655B  (7.5 Points)
Art History Education
Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing art history education. Addresses questions such as: What are the important principles, concepts and skills for teaching art history? How can studies in language and visual literacy be maximised for student achievement? How are programmes planned, resourced, managed and implemented to meet national curriculum and assessment requirements?
Restriction: ACE 722.755, 722.756
To complete this course students must enrol in EDCURSEC 655A and B

EDCURSEC 656  (15 Points)
Teaching and Learning English 1
Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing English. Addresses questions such as: Why is this subject important? What are the important principles, concepts and skills in this subject? How can the diverse needs of students be addressed? How do teachers plan lessons? What teaching methodologies, management strategies and resources maximise success?
Corequisite: EDCURSEC 657
Restriction: EDCURSEC 659, 660, EDCUR 603, 626, ACE 720.751
EDCURSEC 657  (15 Points)
Teaching and Learning English 2
Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing English. Addresses questions such as: How are units and programmes planned using the curriculum and national assessment requirements? How is success determined for the beginning stages of national qualifications?
Corequisite: EDCURSEC 656
Restriction: EDCURSEC 659, 660, EDCURR 603, 626, ACE 720.752

EDCURSEC 658  (15 Points)
Teaching and Learning English 3
Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing English. Addresses questions such as: What are the important principles, concepts and skills for teaching the senior curriculum? How are senior curriculum units and programmes planned using national qualification assessment requirements? What teaching methodologies, management strategies and resources maximise student success? How is student success determined?
Prerequisite: EDCURSEC 656, 657
Restriction: EDCURSEC 659, 660, EDCURR 603, 626, ACE 720.753

EDCURSEC 659  (30 Points)
English for Teaching 1
Integrates disciplinary-based content knowledge and scholarship with developing the knowledge, skills and attitudes associated with planning, teaching and assessing for diverse learners of English. Addresses questions such as: Why is this subject important? What do teachers need to know to teach English effectively? What strategies and resources maximise motivation and learning in English?
Restriction: EDCURSEC 656, 657, 658, EDCURR 603, 626, ACE 720.751, 720.752, 720.753

EDCURSEC 660  (30 Points)
English for Teaching 2
Enhances the integration of disciplinary-based content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing for diverse learners of English. Addresses questions such as: What do teachers need to know to assess English effectively? What difficulties do students commonly face? How do we determine and monitor success?
Prerequisite: EDCURSEC 659
Restriction: EDCURSEC 656, 657, 658, EDCURR 603, 626, ACE 720.751, 720.752, 720.753

EDCURSEC 661  (15 Points)
Drama within English Education
Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing Drama within English. Addresses questions such as: Why is this subject important? What are the important principles, concepts and skills in this subject? How can diverse needs of students be addressed? How do teachers plan lessons? What teaching methodologies, management strategies and resources maximise success?
Corequisite: EDCURSEC 656, 657
Restriction: ACE 720.758, EDCURSEC 651, 652

EDCURSEC 662  (15 Points)
Senior Media Studies
Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing Media Studies. Addresses questions such as: What are the important principles, concepts and skills for teaching the senior curriculum? How are senior curriculum units and programmes planned using national qualification assessment requirements? What teaching methodologies and management strategies maximise student success? How is student success determined?
Restriction: EDCURSEC 663, 664, EDCURR 632, 682, ACE 720.756

EDCURSEC 663  (15 Points)
Teaching Media Studies 1
Integrates disciplinary-based content knowledge and scholarship with developing the knowledge, skills and understandings associated with planning, teaching and assessing diverse learners in Media Studies. Addresses questions such as: What do teachers need to know to teach and assess for national qualifications? What strategies and resources maximise motivation and learning in Media Studies?
Restriction: EDCURR 632, 682, ACE 720.756, EDCURSEC 662

EDCURSEC 664  (15 Points)
Teaching Media Studies 2
Enhances the integration of disciplinary-based content knowledge and scholarship with the knowledge, skills and understandings associated with planning, teaching and assessing diverse learners in Media Studies. Addresses questions such as: How do teachers structure programmes for students years 9-13 in Media Studies? What knowledge, skills and understandings are central to this subject? How do teachers determine and monitor success?
Prerequisite: EDCURSEC 663
Restriction: EDCURSEC 662, EDCURR 632, 682, ACE 720.756

EDCURSEC 665  (15 Points)
Teaching ESSOL 1
Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing ESSOL. Addresses questions such as: Why is this subject important? What are the important principles, concepts and skills in this subject? How can the diverse needs of students be addressed? How do teachers plan lessons? What teaching methodologies, management strategies and resources maximise success?
Restriction: EDCURR 627, ACE 720.761

EDCURSEC 666  (15 Points)
Teaching ESSOL 2
Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing ESSOL. Addresses questions such as: How are units and programmes planned using the curriculum and national assessment requirements? How is success determined for the beginning stages of high stakes assessment?
Prerequisite: EDCURSEC 665
Restriction: EDCURR 627, ACE 720.762

EDCURSEC 667A  (15 Points)
EDCURSEC 667B  (15 Points)
Teaching Languages
Addresses the methodologies for teaching languages by developing the knowledge, skills and attitudes associated with planning, teaching and assessing Languages. Addresses questions such as: Why is language learning important? What do teachers need
to know to teach languages effectively? What strategies and resources maximise student motivation and language acquisition when learning a language?

**Restriction:** EDCURR 665, 678, 680, ACE 720.765, 720.766

*To complete this course students must enrol in EDCURSEC 667 A and B*

EDCURSEC 667A (7.5 Points)
EDCURSEC 667B (7.5 Points)

**Teaching Chinese**
Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Chinese. Addresses questions such as: Why is it important to learn Chinese? What do teachers need to know to teach Chinese effectively? What strategies and resources maximise motivation and language acquisition in learning Chinese?

*Corequisite:* EDCURSEC 667

*Restriction:* EDCURR 601, 620, 623, 649, 663, ACE 720.767C

*To complete this course students must enrol in EDCURSEC 668 A and B*

EDCURSEC 668A (7.5 Points)
EDCURSEC 668B (7.5 Points)

**Teaching French**
Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing French. Addresses questions such as: Why is it important to learn French? What do teachers need to know to teach French effectively? What strategies and resources maximise motivation and language acquisition in learning French?

*Corequisite:* EDCURSEC 667

*Restriction:* EDCURR 601, 623, 649, 663, ACE 720.767C

*To complete this course students must enrol in EDCURSEC 669 A and B*

EDCURSEC 669A (7.5 Points)
EDCURSEC 669B (7.5 Points)

**Teaching German**
Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing German. Addresses questions such as: Why is it important to learn German? What do teachers need to know to teach German effectively? What strategies and resources maximise motivation and language acquisition in learning German?

*Corequisite:* EDCURSEC 667

*Restriction:* EDCURR 601, 623, 680, ACE 720.767G

*To complete this course students must enrol in EDCURSEC 670 A and B*

EDCURSEC 670A (7.5 Points)
EDCURSEC 670B (7.5 Points)

**Teaching Japanese**
Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Japanese. Addresses questions such as: Why is it important to learn Japanese? What do teachers need to know to teach Japanese effectively? What strategies and resources maximise motivation and language acquisition in learning Japanese?

*Corequisite:* EDCURSEC 667

*Restriction:* EDCURR 612, 639, ACE 720.767J

*To complete this course students must enrol in EDCURSEC 671 A and B*

EDCURSEC 671A (7.5 Points)
EDCURSEC 671B (7.5 Points)

**Teaching Samoan**
Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Samoan. Addresses questions such as: Why is it important to learn Samoan? What do teachers need to know to teach Samoan effectively? What strategies and resources maximise motivation and language acquisition in learning Samoan?

*Corequisite:* EDCURSEC 667

*Restriction:* EDCURR 647, 665

*To complete this course students must enrol in EDCURSEC 674 A and B*

EDCURSEC 674A (7.5 Points)
EDCURSEC 674B (7.5 Points)

**Teaching Spanish**
Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Spanish. Addresses questions such as: Why is it important to learn Spanish? What do teachers need to know to teach Spanish effectively? What strategies and resources maximise motivation and language acquisition in learning Spanish?

*Corequisite:* EDCURSEC 667

*Restriction:* EDCURR 613, 640, ACE 720.767S

*To complete this course students must enrol in EDCURSEC 675 A and B*

EDCURSEC 675A (7.5 Points)
EDCURSEC 675B (7.5 Points)

**Teaching Religious Education**
Develops the pedagogical content and subject matter knowledge: skills and attitudes associated with planning, teaching and assessing Religious Education in Catholic/Christian schools. Addresses questions such as: Why is this subject important? What do teachers need to know to teach RE effectively? How can diverse needs of students be addressed? What teaching methodologies, management strategies and resources maximise success?

*Restriction:* ACE 927.731, 927.732

EDCURSEC 676A (15 Points)
EDCURSEC 676B (15 Points)

**Teaching Classical Studies**
Integrates disciplinary-based content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Classical Studies. Addresses questions such as: Why is it important to study Classical Studies? What do teachers need to know to teach and assess for senior qualifications? What strategies and resources maximise motivation and learning in Classical Studies?

*Restriction:* EDCURR 620, 622

*To complete this course students must enrol in EDCURSEC 677 A and B*

EDCURSEC 677A (7.5 Points)
EDCURSEC 677B (7.5 Points)

**Te Whakapauaitanga**
Integrates content knowledge with knowledge, skills and attitudes associated with planning, teaching and assessing Te Reo Māori at years 7-10. Addresses such questions as: Why is it important to learn Te Reo Māori? What do teachers need to know to teach Te Reo Māori effectively? What strategies and resources maximise motivation and language acquisition in learning Te Reo Māori?

*Restriction:* EDCURR 606, 630, EDCURRM 320, ACE 902.702

*To complete this course students must enrol in EDCURSEC 678 A and B*

EDCURSEC 678A (15 Points)
EDCURSEC 679  (15 Points)
Te Whakawhanaketanga
Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing Te Reo Mäori in years 11-13. Addresses such questions as: What key factors contribute to the teaching of senior students? How are curriculum units and programmes planned in order to meet high stakes assessment requirements? How do teachers formatively assess student learning?
Prerequisite: EDCURSEC 678
Restriction: EDCURR 606, 630, ACE 902.712

EDCURSEC 680  (15 Points)
Te Whakatairanga
Develops a growing professional understanding of national requirements in curriculum and assessment necessary for effective teaching and learning in Te Reo Mäori. Addresses such questions as: What is the place of ICT in the teaching of Te Reo Mäori? How can a teacher be a researcher in the classroom? What teaching methodologies, management strategies and resources maximise student success?
Corequisite: EDCURSEC 678
Restriction: EDCURR 606, 630

EDCURSEC 681  (10 Points)
Special Study
Students undertake a supervised study into an aspect of the New Zealand curriculum, or relevant to education in New Zealand or the wider context. Key questions are formulated and specified outcomes addressed.

EDCURSEC 682  (15 Points)
Special Study
Students undertake a supervised study into an aspect of the New Zealand curriculum, or relevant to education in New Zealand or the wider context. Key questions are formulated and specified outcomes addressed.

EDCURSEC 683  (15 Points)
Curriculum Content for Science Teaching
Develops knowledge and understanding of the range of curriculum content required to teach science from years 9-12 in the disciplines of Biology, Chemistry, Physics and Geology. Aims to increase confidence in teaching this content to enhance the quality of teaching and student learning.
Prerequisite: Enrolment in GradDipTchg(Sec), or concurrent enrolment in at least 30 points at Stage III from courses listed in a major/specialisation in the BSc Schedule and Department approval
Restriction: ACE 724.751, 724.752, 724.753, EDCURR 606, 633

EDCURSEC 684  (15 Points)
Special Topic
Develops the content knowledge and understanding required to teach a selected subject and the pedagogical knowledge and skills associated with planning, teaching and assessing the subject, consistent with curriculum requirements. Addresses questions such as: What do teachers need to know to teach this subject effectively? What resources and strategies maximise the motivation and learning of students in this subject?

EDCURSEC 685  (30 Points)
Special Topic
Develops the content knowledge and understanding required to teach a selected subject and the pedagogical knowledge and skills associated with planning, teaching and assessing the subject, consistent with curriculum requirements. Addresses questions such as: What do teachers need to know to teach this subject effectively? What resources and strategies maximise the motivation and learning of students in this subject?

EDCURSEC 686  (15 Points)
Environmental Education
Develops the content knowledge, skills and understanding consistent with the environmental education guidelines to enable effective teaching and learning approaches about, for and within the environment. Addresses questions such as: How do teachers design quality learning experiences for a diverse range of learners? How can social sciences, science and technology education enhance the potential of this educational focus?

EDCURSEC 687  (15 Points)
Multi-Disciplinary Approaches
Develops pedagogical knowledge, skills and attitudes associated with teaching in multi disciplinary contexts incorporating information and communication technologies. Addresses questions such as: What are the important principles, concepts and skills associated with multi-disciplinary teaching? How do teachers plan for cross-curricular projects? How can multi-disciplinary teams operate effectively? How can the use of ICT contribute to effective learning?
Restriction: EDCURR 625, ACE 704.751, 704.757

Education Curriculum Studies

Stage I

EDCURRIC 101  (15 Points)
Arts Education Primary
Develops students' knowledge, skills and attitudes associated with planning, teaching and assessing children's learning in the arts: dance, drama, music and visual art. Addresses questions such as: Why are the arts important to children’s learning? How do teachers design quality learning experiences that encourage individual responses from a diverse range of learners? How do we monitor and assess learning?
Restriction: ACE 922.533, 922.632, 922.634, EDCURR 106, 206, EDCURRM 101

EDCURRIC 102  (15 Points)
Language and Literacy Education Primary 1
Develops the knowledge, skills and attitudes associated with planning, teaching and assessing for students’ learning in the English curriculum. Addresses questions such as: What do teachers need to know to teach the curriculum effectively? How do teachers’ literacy competencies affect student learning? How do teachers balance the needs of the curriculum and the needs of learners?
Restriction: ACE 920.351, EDCURR 202, EDCURRM 102

EDCURRIC 103  (15 Points)
Health and Physical Education
Develops understandings of the theories, concepts and practices that support learning and teaching in health and physical education. Addresses questions such as: How do teachers implement quality learning experiences based on the health and physical education curriculum for effective learning to occur for a diverse range of learners? How is learning monitored and assessed?
Restriction: ACE 923.531, 923.631, EDCURR 108, EDCURRM 103
EDCURRIC 104 (15 Points)
**Primary Mathematics and Statistics Education 1**
Develops knowledge and understanding of the nature of mathematics and statistics. Considers questions related to primary school mathematics and statistics education such as: What is the purpose and role of mathematics and statistics in the New Zealand Curriculum Framework? What is meant by thinking mathematically and statistically? What are the components of, and key concepts in, the national curriculum?
Restriction: ACE 921.531, 921.631, EDCURR 203, EDCURRM 104

EDCURRIC 105 (15 Points)
**Science Education Primary**
Develops an appreciation of the nature of science that supports conceptual understandings and quality teaching and learning approaches in science education. Addresses questions such as: How do teachers design quality learning experiences based on the science curriculum so that positive engagement and effective learning can occur for a diverse range of learners? How is learning monitored and assessed?
Restriction: ACE 924.531, EDCURR 204, EDCURRM 105

EDCURRIC 106 (15 Points)
**Social Studies Education Primary**
Develops students' knowledge and skills associated with planning for teaching and learning in Social Studies. Addresses questions such as: What do teachers need to know and understand about the history, nature and purpose of Social Studies education? How are curriculum requirements, teaching methodologies, management strategies and resources used to plan for students' diverse needs? How is learning monitored and assessed?
Restriction: ACE 926.531, EDCURR 107

EDCURRIC 107 (15 Points)
**Technology Education Primary**
Develops knowledge, skills and attitudes associated with planning, teaching and assessing for children's learning in Technology Education. Addresses questions such as: What do teachers need to know about the nature and purpose of Technology Education? How do teachers design quality learning experiences for a diverse range of learners? How is learning monitored and assessed?
Restriction: ACE 925.501, EDCURR 106, 209, EDCURRM 107

EDCURRIC 110 (15 Points)
**Dance/Drama in the Early Years**
Develops fundamental knowledge, skills and attitudes associated with planning, teaching and assessing children's dance and drama learning in early childhood. Addresses questions such as: Why are dance and drama important to children's learning? How do teachers design quality learning experiences that encourage individual responses from a diverse range of learners? How do we assess children's learning?
Restriction: ACE 922.622

EDCURRIC 111 (15 Points)
**Experiencing Technology**
Develops knowledge and understanding of the components of technological literacy as it relates to young children. Develops understanding of appropriate pedagogical strategies to enhance children's learning in technology. Addresses questions such as: What is technological literacy? How can we develop technological literacy in young children? What environments encourage children's exploration of technological experiences?
Restriction: ACE 925.501, 925.601

EDCURRIC 112 (15 Points)
**Hauora: Early Years Movement**
Develops knowledge and understanding of the place of movement in childhood development, growth and learning. Examines questions such as: What is the nature and purpose of physical activity in the early years? What learning and teaching strategies, teacher disposition and practices ensure quality experiences for learning of, through and about movement for diverse learners?
Restriction: ACE 923.621

EDCURRIC 114 (15 Points)
**Music in the Early Years**
Develops fundamental understanding of knowledge, skills, and attitudes required to assess, plan, and facilitate children's learning through listening, singing, moving, playing and creating with music. Addresses questions such as: What is the value of music in early childhood? How do teachers design quality-learning experiences that motivate and enhance children's learning through music?
Restriction: ACE 922.523

EDCURRIC 115 (15 Points)
**Science in the Early Years**
Develops an appreciation of the nature of science, which supports conceptual understandings and quality teaching and learning approaches to science education. Examines questions such as: How do teachers foster quality learning environments for infants, toddlers and young children based on the early childhood curriculum so that effective learning in science can occur for a diverse range of learners?
Restriction: ACE 924.521

EDCURRIC 116 (15 Points)
**Visual Arts in the Early Years**
Develops fundamental knowledge, skills and attitudes associated with planning, teaching and assessing children's visual arts learning in early childhood. Examines questions such as: Why is visual arts important to children's learning? What are effective design features of quality learning experiences that encourage individual responses from a diverse range of learners? How do we assess for children's learning?
Restriction: ACE 922.624

EDCURRIC 130 (15 Points)
**Physical Education Practice 1**
Introduces students to the practical foundations of physical education. Involves experiential learning including residential field-based experiences. Addresses such questions as: How do I perform selected physical activities, improve my technical knowledge of the competencies required in the selected activities, analyse selected movements and provide feedback to others?
Restriction: ACE 923.555

EDCURRIC 131 (15 Points)
**Physical Education Practice 2**
Develops students' competency and knowledge about the physical foundations of physical education. Emphasis is placed on experiential learning. Addresses such questions as: Do I have the knowledge and competence: to be able to perform selected physical activities, to apply appropriate technical knowledge to specific physical activities, and to analyse selected movements and provide feedback?
Prerequisite: EDCURRIC 130
EDCURRIC 132 (15 Points)
Bio-Physical Foundations of Health and Physical Education
Introduces students to the anatomical and physiological foundations of Health and Physical Education with particular reference to the roles of body systems in human movement. Addresses such questions as: What roles do the musculo-skeletal systems play in movement and learning? How do the circulo-respiratory systems work during rest and activity? How do the neuro-muscular systems function to produce movement?
Restriction: ACE 923.553, 923.554

EDCURRIC 133 (15 Points)
Concepts Underpinning Skilled Movement
Introduces students to the bio-physical foundations of Health and Physical Education including the roles of skill acquisition and bio-mechanics in physical education contexts. Addresses such questions as: How can knowledge of the internal and external mechanics be applied to understand human movement? What is skill and how do people learn motor skills?
Restriction: 923.553, 923.554

EDCURRIC 134 (15 Points)
Expressive Movement and Physical Education
Develops an understanding of purposeful expressive physical activity that embraces aesthetic and inherent cultural values in learning dance and te ao kori. Addresses such questions as: What knowledge do teachers need in a range of aesthetic and bicultural physical education contexts to develop this work in schools? What choreographic skills are needed for devising aesthetic movement compositions?
Restriction: ACE 923.559

EDCURRIC 135 (15 Points)
Socio-Cultural Foundations of Health and Physical Education
Introduces subject matter knowledge in the socio-cultural foundations of Health and Physical Education. Addresses such questions as: What is the nature of sport and why do people play it? In what ways is the body a cultural construct? What educational and cultural practices influence human movement culture and mediate understanding of human physicality?
Restriction: ACE 923.551

Stage II

EDCURRIC 200 (15 Points)
Biophysical Concepts in Physical Education
Develops knowledge and understanding of exercise physiology and motor skill learning in the context of the teaching of Physical Education. Addresses such questions as: What role does physiology play during exercise? What physiological responses occur during, and as a result of exercise? What is the nature of skill learning? What theories inform our understanding of skill acquisition?
Prerequisite: EDCURRIC 132, 133
Restriction: ACE 923.653, 923.654

EDCURRIC 202 (15 Points)
Languages and Literacy Education Primary 2
Deepens the knowledge, skills and attitudes associated with planning, teaching and assessing for individual students’ learning in the English curriculum. Addresses questions such as: What are effective literacy practices for working with individual learners? How are wider concepts of literacy including bilingualism and biliteracy developed? How is learning monitored and assessed?
Prerequisite: EDCURRIC 102
Restriction: ACE 920.631, 920.731, EDCURR 203, EDCURRM 202

EDCURRIC 204 (15 Points)
Primary Mathematics and Statistics Education 2
Develops the knowledge, skills and understanding for designing quality learning experiences for diverse learners. Considers questions related to primary school mathematics and statistics education such as: What are the concepts and learning progressions in the national curriculum? What theoretical models of teaching, learning and assessment best inform teachers about the growth of understanding? What constitutes effective teaching practice?
Prerequisite: EDCURRIC 104
Restriction: ACE 921.632, EDCURR 203, EDCURRM 204

EDCURRIC 210 (15 Points)
Infants/Toddlers Pedagogies
Critically examines the influences of historical and contemporary theory and practice for infants and toddlers. Develops pedagogies that are responsive to early learners. Addresses questions such as: How do such pedagogies address a responsive infant-toddler curriculum in the New Zealand context? How do relationship-based pedagogies address issues for teachers of infants and toddlers? What is the tension between education and care?
Restriction: ACE 931.721

EDCURRIC 211 (15 Points)
Languages and Literacies
Develops knowledge, critical skills and dispositions associated with assessing, planning and teaching for children’s learning in languages and literacies. Addresses questions such as: What do teachers need to know and be, to teach with diverse learners, family, whänau and communities? What resources and strategies maximise complexity and continuity such that all children identify as competent and confident communicators in Aotearoa New Zealand?
Restriction: ACE 920.621, 920.721

EDCURRIC 212 (15 Points)
Mathematics in the Early Years
Develops knowledge and understanding of early mathematical concepts and their relationship with holistic learning environments. Considers questions such as: What are early mathematical concepts? What is effective planning for mathematical possibilities within a play-based early childhood programme? What constitutes an holistic approach to mathematics learning?
Restriction: ACE 921.521, 921.621

EDCURRIC 213 (15 Points)
Social Sciences Education
Develops knowledge, skills, dispositions associated with children’s learning and social sciences education. Addresses questions such as: What do teachers need to know about belonging, contribution, family and community, and empowerment? What do teachers need to understand about culture and identity? How does pedagogical documentation support learning and teaching? What resources and strategies maximise contribution and participation?
Restriction: ACE 926.521, 926.621

EDCURRIC 220 (15 Points)
Special Topic

EDCURRIC 221 (15 Points)
Complementary Studies
Develops curriculum-based knowledge about minor teaching subjects for second language teachers working in education systems other than New Zealand.
Prerequisite: Student must be enrolled in BEd(TESOL)
EDCURRIC 230  (15 Points)
Physical Education Ngā Kākano
Examines ngā tikanga Māori in the physical education context. Addresses such questions as: How can teachers understand what it is to be Māori? What is the cultural significance of Māori movement forms and ngā mahi a rēhia (games and pastimes)? What is a culturally responsive pedagogy? Includes marae based experiences where Māori values, traditions and beliefs are practised.
Prerequisite: EDUC 142
Restriction: ACE 923.557

EDCURRIC 231  (15 Points)
Physical Education Practice 3
Further develops the knowledge, skills and dispositions relating to a practical knowledge base with emphasis being placed on integrating theory and practice. Involves practical learning and addresses such questions as: What knowledge is relevant to: teach physical skills effectively, analyse the learning environment and the diverse needs of learners and provide appropriate feedback to assist learning?
Prerequisite: At least 15 points from EDCURRIC 130, 131
Restriction: ACE 923.655, 923.656

EDCURRIC 232  (15 Points)
Physical Education Practice 4
Broadens the practical knowledge base of physical activities appropriate for inclusion in physical education. Emphasis is placed on practical learning about differing physical activity practices in our diverse society. Addresses such questions as: What is the place and range of possibilities of physical activity in contemporary society? How do different communities engage in physical activity?
Prerequisite: At least 15 points from EDCURRIC 130, 131
Restriction: ACE 923.655, 923.656

EDCURRIC 233  (15 Points)
Youth Health Education
Develops an understanding of adolescent health priorities in New Zealand and their influences on teaching and learning in schools. Addresses such questions as: Why is this subject important? What is the health status of adolescents in New Zealand? What content knowledge is relevant to teaching and learning in Health?
Prerequisite: EDUC 142
Restriction: ACE 923.558

EDCURRIC 234  (15 Points)
Physical Activity and Health
Examines human physiological responses to physical work and the research evidence linking health and physical activity. Addresses such questions as: What is the nature of work? How do humans respond and adapt to work? What activities promote adaptation to physical work? What is the veracity of the evidence linking physical activity and health?
Prerequisite: At least 45 points from EDUC 142, EDCURRIC 132, 133, 135
Restriction: ACE 923.653

EDCURRIC 235  (15 Points)
Senior School Health and Physical Education
Examines and critically evaluates Health and Physical Education in the New Zealand Curriculum and contemporary assessment and qualifications for years 11-13. Addresses such questions as: What knowledge, skills and attitudes are required to teach and assess year 11-13 students? What are the issues associated with the learning environments, teaching and assessment methods used by teachers at these levels?
Prerequisite: At least 45 points from EDUC 142, EDCURRIC 132, 133, 135
Restriction: ACE 923.658

EDCURRIC 236  (15 Points)
Teaching Outdoor Education
Examines the role of outdoor education as an educational process in physical education contexts. Involves camping and other experiential learning to develop outdoor skills, knowledge, attitudes and behaviours for teaching outdoor education in schools. Addresses such questions as: How does pedagogy and programme design support safe, effective learning in the outdoors? What are the legal responsibilities for teaching outdoor education?
Restriction: ACE 923.651

EDCURRIC 237  (15 Points)
Recreation and Leisure
Examines the nature of recreation and leisure in contemporary society. Addresses such questions as: How does leisure relate to concepts of lifestyle, work and play? What factors influence participation in recreation and leisure activities? How does one educate for leisure? Involves practical learning experiences.
Restriction: ACE 923.664

EDCURRIC 239  (15 Points)
Teaching and Coaching Sport
Examines principles and practices associated with teaching and coaching sport. Emphasis is given to practice in applied settings. Addresses such questions as: What is the role of the coach? How do coaches provide quality coaching and management of sports teams? What knowledge is relevant to coaching sport? How do coaches analyse the playing environment and needs of players?
Restriction: ACE 923.668

Stage III

EDCURRIC 301  (15 Points)
Social Critical Literacies
Critically examines subjective positions from which groups and individuals make sense of the world and act in it. Asks questions such as: What does it mean to be socially and critically literate? How can critical literacies be used to challenge our subjectivities and assumptions? How do these manifest themselves in teaching and learning processes?
Prerequisite: At least 225 points passed in the BEd(Tchg)

EDCURRIC 302  (15 Points)
Physical and Aesthetic Literacies: Primary
Critically examines the nature of physical and aesthetic literacies and the pedagogies that might be used to develop such literacies in learners. Asks questions such as: What are physical and aesthetic literacies? How do these literacies contribute to the development of self? What pedagogies may support physical and aesthetic ways of knowing and being?
Prerequisite: At least 225 points passed in the BEd(Tchg)

EDCURRIC 303  (15 Points)
Scientific and Technological Literacies: Primary
Develops a critical view of scientific and technological literacies and an understanding of their inter-relationship within a range of learning environments. Asks questions such as: What are scientific and technological literacies? What do teachers need to know to be scientifically and technologically literate?
How can teachers develop a quality science/technology learning environment?
_Phrase: At least 225 points passed in the BEd(Tchg)_

EDCURRIC 307 (15 Points)
**Junior Primary**
Investigates quality teaching and learning across the curriculum for learners in years 0-3. Addresses questions such as: What constitutes effective teaching for diverse learners at these levels? How can curriculum be integrated at this level and how can the effectiveness of this integration be monitored?
_Phrase: At least 225 points passed in the BEd(Tchg)_

EDCURRIC 308 (15 Points)
**Middle Primary**
Investigates quality teaching and learning across the curriculum for learners in years 4-6. Addresses questions such as: What constitutes effective teaching for diverse learners at these levels? How can curriculum be integrated at this level and how can the effectiveness of this integration be monitored?
_Phrase: At least 225 points passed in the BEd(Tchg)_

EDCURRIC 309 (15 Points)
**Senior Primary**
Investigates quality teaching and learning across the curriculum for learners in years 7-8. Addresses questions such as: What constitutes effective teaching for diverse learners at these levels? How can curriculum be integrated at this level and how can the effectiveness of this integration be monitored?
_Phrase: At least 225 points passed in the BEd(Tchg)_

EDCURRIC 310 (15 Points)
**Pasifika Learners**
Examines what helps Pasifika learners to succeed in New Zealand education. Addresses questions such as: Who are Pasifika learners? How is Pasifika success addressed in classrooms/centres? How can the study of Pasifika learners help promote effective teaching in multiethnic primary and intermediate schools in New Zealand?
_Phrase: At least 225 points passed in the BEd(Tchg)_

EDCURRIC 311 (15 Points)
**Junior Primary Pasifika Focus**
Focuses on the teaching of the NZ curriculum framework in years 0-3 with particular attention to Pasifika learners. Addresses questions such as: What do teachers need to know to teach the curriculum effectively with Pasifika children in years 0-3? What teaching approaches and resources maximise Pasifika student success in years 0-3?
_Phrase: At least 225 points passed in the BEd(Tchg)_

EDCURRIC 312 (15 Points)
**Middle and Senior Primary Pasifika Focus**
Examines principles and practices of excellent teaching in years 4-8, with particular attention to Pasifika student success. Addresses questions such as: What do teachers need to know and utilise in classroom practices to teach the curriculum effectively with Pasifika children in years 4-8? Also addresses the wider context of excellent teaching in multiethnic schools.
_Phrase: At least 225 points passed in the BEd(Tchg)_

EDCURRIC 313 (15 Points)
**Play and Pedagogy**
Develops a critical understanding of play within a broader context of learning and teaching. Addresses questions such as: How do varied theoretical and philosophical perspectives on play impact on personal pedagogy? What are the pedagogical implications of positioning play as the interface between individual freedom and social constraint? What is the significance of play for adult creativity, communication and citizenship?
_Phrase: At least 225 points passed. Restriction: ACE 931.723, EDCURRIC 215_
EDCURRIC 341 (15 Points)
Solving Science Education Issues
An in-depth analysis of a social, political or cultural issue in learning and teaching in science in years 1-10 and early childhood education with an emphasis on programme design.
Restriction: ACE 924.701

EDCURRIC 343 (15 Points)
Indigenous Issues in Social Studies
An examination of Indigenous issues and perspectives as they relate to the teaching and learning of Social Studies.
Restriction: ACE 926.701

EDCURRIC 344 (15 Points)
Social Studies: Changes and Challenges
An examination of changes in the New Zealand Social Studies curriculum since 1940; the nature and purpose of Social Studies education; citizenship in a diverse society; planning for teaching, learning and assessment in Social Studies; challenges associated with planning engaging and effective Social Studies programmes.
Restriction: ACE C04.44

EDCURRIC 345 (15 Points)
Literacy in the Primary School
An exploration of a variety of literacy processes, approaches, strategies and resources relevant to literacy learning and teaching in the New Zealand primary school curriculum. The emphasis will be on the place of reading and its relationship to oral, written and visual language.
Restriction: ACE 798.702

EDCURRIC 346 (15 Points)
Motivating Language Learners
Knowledge of theories, content and resources relevant to effective language programmes for Years 5-10 will be developed.
Restriction: ACE 920.706

EDCURRIC 347 (15 Points)
Helping Children Succeed in Maths
The development of a theoretical base for analysing children’s mathematics understanding and associated pedagogies.
Restriction: ACE 795.706

EDCURRIC 349 (15 Points)
Understanding and Extending Mathematical Thinking
An investigation of a wide range of strategies that children use to solve mathematical problems. Reflects on reasons for learners’ naive conceptions and subsequent planning for teaching thinking strategies.
Restriction: ACE 796.709

EDCURRIC 350 (15 Points)
Using Investigative Approaches
An examination of investigative approaches to the teaching and learning of mathematics within the context of problem solving.
Restriction: ACE 921.705

EDCURRIC 351 (15 Points)
3D Visual Arts Processes
An exploration of some approaches to three-dimensional processes that may be used in primary and early childhood educational settings. The emphasis will be on learning about visual arts education through practical understanding. The place of the visual arts within the curriculum will be examined as well as the significance and implications of the curriculum for teaching.
Prerequisite: EDCURRIC 356
Restriction: ACE 922.704

EDCURRIC 352 (15 Points)
Toi Ataata for the Classroom
An advanced exploration of the special nature of Māori art with emphasis on participation in practical activities.
Prerequisite: EDCURRIC 356
Restriction: ACE C14.36

EDCURRIC 353 (15 Points)
Multicultural Art Education
An investigation of the theory of multicultural art education including a critical examination of contemporary developments and debates about multicultural issues. There will be an emphasis on practical workshops and the development of appropriate programmes.
Prerequisite: EDCURRIC 356
Restriction: ACE 793.702

EDCURRIC 354 (15 Points)
Printmaking for Teaching
An investigation of selected printmaking approaches and an examination of the processes involved in initiating, developing and refining printed art works. A printmaking programme will be developed, implemented and critically evaluated.
Prerequisite: EDCURRIC 356
Restriction: ACE 793.703

EDCURRIC 355 (15 Points)
Painting for Teaching
An investigation of selected painting approaches and an examination of the processes involved in initiating, developing and refining painted art works. A painting programme will be developed, implemented and critically evaluated.
Prerequisite: EDCURRIC 356
Restriction: ACE 793.704

EDCURRIC 356 (15 Points)
Teaching and Learning in the Visual Arts
Extends the theoretical and practical knowledge base for visual arts teaching and learning. Examines pedagogies used to support the development of visual arts literacy. Connects learning in the visual arts with the guiding structures of national curriculum documents and investigates issues such as addressing diversity and using new technologies. Identifies action and reflection practices that enhance visual arts learning.
Restriction: ACE 922.704

EDCURRIC 357 (15 Points)
Dance Studies
An exploration of the processes underlying creation and presentation of dance performance. There will be opportunity, through practical and theoretical activities, to develop abilities to integrate elements of dance and choreography.
Restriction: ACE 795.703

EDCURRIC 358 (15 Points)
Learning Through Dance
An exploration of the theoretical and practical underpinnings of the practice of dance and movement. Arts collaboration and cross-curricular programmes in movement and dance will be investigated.
Restriction: ACE 796.704
EDCURRIC 360 (15 Points)
Teaching and Planning in Technology
An in-depth analysis of technology, and technology education and teaching practice, in primary and early childhood environments.
Restriction: ACE 925.601, EDCURRIC 265

EDCURRIC 361 (15 Points)
The Performance Arts in Education
A critical examination of the performance of creating in the arts. The processes of creating and shaping works selected from dance, drama, music and the visual arts will be analysed and used to plan and implement arts education practices in specified educational settings.
Restriction: ACE 795.705

EDCURRIC 362 (15 Points)
Drama and Learning
An examination of the learning processes initiated by the use of drama in the classroom with a particular focus on language use. There will be opportunity to design, implement and evaluate drama programmes.
Restriction: ACE C28.11

EDCURRIC 363 (15 Points)
Drama Studies
An exploration of practical and theoretical activities relating to drama and performance in a range of contexts.
Restriction: ACE 795.704

EDCURRIC 364 (15 Points)
Special Topic

EDCURRIC 365 (15 Points)
Special Topic

EDCURRIC 366 (15 Points)
Special Topic

EDCURRIC 367 (15 Points)
Teaching Children's Literature
A close examination of selected children's literature texts (focusing mainly on novels and picture books) with reference to literary and pedagogical theories. Implications for classroom practice are critically examined.
Restriction: ACE BO3.12, EDCURRIC 262

EDCURRIC 368 (15 Points)
Initiating and Supporting Learning in Music
Development of the knowledge base for the teacher of Music, linking curriculum design and principles with practical experience of The Arts in the New Zealand Curriculum document, while offering opportunities for reflection on practice.
Restriction: ACE 922.705

EDCURRIC 369 (15 Points)
Mathematical Literacy for Lower-Achieving Students
Approaches for teaching individuals or small groups who have been identified as achieving below expectations in mathematics in New Zealand primary and secondary schools will be explored. Numeracy assessment tools that identify the problems that students have with mathematical language and mathematical symbols will be explored.
Prerequisite: EDCURRIC 347, 349

Stage IV

EDCURRIC 430 (15 Points)
Curriculum Issues in Health and Physical Education
Critically examines the construction of health and physical education in the curriculum. Addresses questions such as: What stands for health and physical education in the curriculum? What contemporary issues face health and physical education teachers? What factors influence how curriculum is constructed and experienced?
Prerequisite: At least 60 points from EDCURRIC 230–241, 333–337
Restriction: ACE 923.762

EDCURRIC 431 (15 Points)
Physical Education Pedagogy
Examines the nature and characteristics of quality teaching in physical education. Addresses such questions as: What legal and ethical issues mediate professional practice? How can a focus on diversity help learners in physical education contexts? What teaching methodologies, management strategies and resources underpin quality practice in physical education?
Prerequisite: EDPROFST 303
Restriction: ACE 923.752

EDCURRIC 432 (15 Points)
Research Project in Health and Physical Education
Prerequisite: EDCURRIC 337 and approval of Head of Programme required
Restriction: ACE 923.761

EDCURRIC 433 (15 Points)
The Health Educator
Critically analyses the professional responsibilities and roles of health educators in schools. Addresses such questions as: What are the issues and dilemmas associated with teaching health education? What values and beliefs underpin teaching approaches in health education? How is health education influenced by external factors? How do teachers resolve ethical and professional dilemmas and challenges related to teaching this subject?
Prerequisite: EDCURRIC 235, 333
Restriction: ACE 923.758

Diploma Courses

EDCURRIC 603 (10 Points)
Arts Education
Develops fundamental knowledge, skills and attitudes associated with planning, teaching and assessing children's learning in the arts: dance, drama, music and visual art. Addresses such questions as: Why are the arts important to children's learning? How do teachers design quality learning experiences that encourage individual responses from a diverse range of learners? How do we monitor and assess achievement?
Restriction: ACE 722.631

EDCURRIC 604 (10 Points)
Health and Physical Education
Develops understandings of the theories, concepts and practices that support learning and teaching in health and physical education. It will examine such questions as: How are teachers informed in these subjects? How do teachers implement quality learning experiences based on the health and physical education curriculum for effective learning to occur for a diverse range of learners?
Restriction: ACE 723.631

EDCURRIC 605 (10 Points)
Language and Literacy Education 1
Develops knowledge, skills and dispositions necessary for planning, teaching and assessment for learning in the language and literacies curricula. Addresses such
EDCURRIC 606  
Language and Literacy Education 2  
(10 Points)

Deepens knowledge, skills and dispositions about language, literacy and biliteracy necessary for integrated planning, teaching and assessment. Addresses such questions as: What resources, strategies and approaches will support independence in oral, written and visual literacy, including information processing? What does a teacher need to know to ensure achievement for literacy learners in the middle and upper primary school? 
Prerequisite: EDCURRIC 605 
Restriction: ACE 720.631

EDCURRIC 608  
Mathematics and Statistics Education 1  
(10 Points)

Develops knowledge and understanding of the nature of mathematics and statistics by addressing questions related to primary school mathematics and statistics education, such as: What is the purpose and role of mathematics and statistics in the New Zealand Curriculum Framework? What is meant by, thinking mathematically and statistically? What are the components and key concepts in the national curriculum? 
Restriction: ACE 721.638

EDCURRIC 609  
Mathematics and Statistics Education 2  
(10 Points)

Develops the knowledge, skills and understanding for designing quality learning experiences in mathematics and statistics for diverse learners by addressing questions related to primary school mathematics and statistics education, such as: What are the mathematical and statistical concepts and learning progressions in the national curriculum? What theoretical models best inform understanding? What constitutes effective teaching practices? 
Prerequisite: EDCURRIC 608 
Restriction: ACE 721.738

EDCURRIC 610  
Science Education  
(10 Points)

Develops an appreciation of the nature of science which supports conceptual understandings and quality teaching and learning approaches in science education. Addresses questions such as: How do teachers design quality learning environments based on the science curriculum so that positive engagement and effective learning can occur for a diverse range of learners? How is achievement determined and monitored? 
Restriction: ACE 724.731

EDCURRIC 611  
Social Studies Education  
(10 Points)

Develops students' knowledge and skills associated with planning for teaching and learning in Social Studies. Addresses questions such as: What do teachers need to know and understand about the history, nature and purpose of Social Studies education? What do teachers need to know about curriculum requirements, teaching methodologies, management strategies and resources to successfully plan for students' diverse needs? 
Restriction: ACE 720.631

EDCURRIC 612  
Technology Education  
(10 Points)

Develops knowledge, skills and attitudes associated with planning, teaching and assessing for children's learning in the Technology Education curriculum. Addresses questions such as: What do teachers need to know about the nature and purpose of the curriculum? How do teachers design quality learning experiences based on the curriculum so that effective learning can occur for a diverse range of learners? 
Restriction: ACE 725.631

EDCURRIC 613  
Special Topic  
(10 Points)

EDCURRIC 620  
Special Topic  
(15 Points)

EDCURRIC 621  
Arts, Language and Literacies Education 1  
(15 Points)

Develops knowledge, skills and understandings necessary to plan, teach and assess diverse learners in arts, language and literacies by addressing such questions as: Why are these curriculum areas important in the junior school and beyond? How do teachers design and resource quality programmes in order to encourage children to become confident, competent communicators and to maximise their achievement in these areas? 
Prerequisite: EDCURRIC 621 
Restriction: EDCURRIC 101, 202, 605

EDCURRIC 622  
Arts, Language and Literacies Education 2  
(15 Points)

Extends knowledge, skills and dispositions necessary to plan for, teach and assess diverse learners in arts, language and literacies by addressing such questions as: Why are these curriculum areas important to middle/senior primary school learning? How resources, strategies and approaches will maximise achievement? How do teachers design quality teaching and learning programmes which encourage children to become competent communicators in these areas? 
Prerequisite: EDCURRIC 621 
Restriction: EDCURRIC 101, 202, 606

EDCURRIC 628  
Mathematics, Statistics and Technology Education 1  
(15 Points)

Develops knowledge and understanding of the nature of mathematics, statistics and technology education by addressing questions such as: What is the nature and purpose of mathematics, statistics and technology education in the New Zealand Curriculum? What are the components, key concepts and learning progressions in the national curriculum? What constitutes effective teaching practices? 
Restriction: EDCURRIC 608, 612

EDCURRIC 629  
Mathematics, Statistics and Technology Education 2  
(15 Points)

Develops the knowledge, skills and understanding for designing quality learning experiences in mathematics, statistics and technology education for diverse learners by addressing questions such as: What are the mathematical, statistical and technological concepts and learning progressions in the national curriculum? What constitutes effective teaching practices? 
Prerequisite: EDCURRIC 628 
Restriction: EDCURRIC 609, 612

EDCURRIC 630  
Early Years Curriculum  
(15 Points)

Critically evaluates appropriate curriculum for infants, toddlers and young children in early years
settings. Integrated approaches to learning and teaching will be emphasised. Addresses, explores and examines questions about complex relationships between curriculum theory, current learning theory, teachers' subject knowledge, planning, assessment and evaluation practices with reference to early childhood curriculum.

Restriction: ACE 731.724

EDCURRIC 631 (15 Points)
Languages and Cultures
Develops knowledge, skills and attitudes associated with the planning, teaching and assessing of languages and literacies. Addresses such questions as: What are the interrelationships between languages and cultures in a Pacific nation? What influences construction and interpretation of meaning in text? What are the issues for family/whanau, teachers and learners relating to all children becoming confident, competent communicators in Aotearoa?

Restriction: ACE 920.721

EDCURRIC 632 (15 Points)
The Arts
Develops understanding of the knowledge, skills and attitudes required to optimise learning and teaching in the arts. Involves a focused inquiry into music, dance, drama and visual arts in early childhood settings. Addresses such questions as: How do specific learning and teaching approaches and strategies motivate and enhance all children’s learning?

Restriction: ACE 922.021

EDCURRIC 633 (15 Points)
Te Ao Māori Early Childhood Education
Develops competence in Te Reo Māori and mātauranga Māori. Addresses the needs and aspirations of Māori learners and communities in order to improve educational outcomes. Critically reviews Te Tiriti o Waitangi and Māori pedagogies in relation to teachers’ practices. Addresses questions such as: What are the historical and contemporary research and issues for Māori in education?

Restriction: ACE 922.622

EDCURRIC 634 (15 Points)
Hauora
Develops understandings of hauora/well-being and belonging. Inquires into key concepts of health, physical education and social sciences. What images do we hold of children? What does identity mean for learners in a Pacific nation? Why is identity critical for Pasifika learners? What specific learning and teaching approaches and resources enhance the well-being and participation of children in a diverse society?

Restriction: ACE 921.623

EDCURRIC 635 (15 Points)
Exploration
Develops pedagogical content knowledge and understanding in science, mathematics and technology. Considers such questions as: What are key early concepts, processes and possible learning progressions? What constitutes effective learning and teaching approaches to promote children’s exploration?

Restriction: ACE 921.625

Postgraduate 700 Level Courses

EDCURRIC 703 (30 Points)
Issues in Science and Technology Education
Critically explores contentious issues in science and technology education, and develops an appreciation of complexities and inter-relationships. Provides theoretical underpinning for the development of pedagogical practice for teachers aimed at supporting students’ informed discussion about contentious issues in science and technology.

Restriction: EDPROFST 775

EDCURRIC 704 (30 Points)
Teaching for Scientific Literacy
A detailed exploration, focusing on the merits and challenges, of the concept of scientific literacy. Topics will include the nature of science; the process of scientific inquiry; and the role of science education in improving public understanding of science.

Restriction: ACE 824.801, EDPROFST 729

EDCURRIC 708 (30 Points)
EDCURRIC 708A (15 Points)
EDCURRIC 708B (15 Points)
Special Topic
To complete this course students must enrol in EDCURRIC 708 A and B, or EDCURRIC 708

EDCURRIC 710 (30 Points)
Learning and Language in Mathematics Education
An examination of the application of psychological theories of learning and language to mathematics education. General issues such as attitude and gender difference may also be addressed.

Restriction: EDUC 761, EDPROFST 720

EDCURRIC 711 (30 Points)
Development of Students’ Mathematical Concepts
A critical examination of recent research on students’ learning of specific aspects of mathematics.

Restriction: EDUC 762, EDPROFST 721

EDCURRIC 713 (30 Points)
Refining your Mathematics Practice
A critical examination of a variety of theoretical frameworks, including social, cultural and political aspects, relating to Mathematics and Statistics learning and teaching in New Zealand educational contexts.

Restriction: ACE 821.802, 821.902, EDPROFST 718

EDCURRIC 714 (30 Points)
EDCURRIC 714A (15 Points)
EDCURRIC 714B (15 Points)
Exploring Mathematical Thinking
Provides an opportunity for teachers to critique historical number systems as a way of illuminating theoretical issues, and informing their teaching practice, around learning number and place value concepts.

Restriction: EDPROFST 784
To complete this course students must enrol in EDCURRIC 714 A and B, or EDCURRIC 714

EDCURRIC 715 (30 Points)
EDCURRIC 715A (15 Points)
EDCURRIC 715B (15 Points)
Understanding Difficulties in Number Learning
Critically examines how conceptual early number learning proceeds, and the key difficulties in learning number concepts and generalisations considered from a psychological perspective. There is an emphasis on the link between the language, symbols, and place-value used for instruction and the conceptual underpinnings of the mathematics to be learnt.

Prerequisite: EDCURRIC 349 or EDPROFST 784
Restriction: EDPROFST 787, 788
To complete this course students must enrol in EDCURRIC 715 A and B, or EDCURRIC 715
EDCURRIC 717 (30 Points)  
EDCURRIC 717A (15 Points)  
EDCURRIC 717B (15 Points)  
Development of Numeracy Practice  
A critical examination of the following themes: theories of learning and models of teaching of numeracy and their effects on students' mathematics learning; New Zealand government policy on mathematics education since 1950 and its influences on teaching numeracy; the influence of central government on curriculum materials in selected countries.  
Restriction: ACE 821.806, EDPROFST 719  
To complete this course students must enrol in EDCURRIC 717 A and B, or EDCURRIC 717

EDCURRIC 718 (30 Points)  
EDCURRIC 718A (15 Points)  
EDCURRIC 718B (15 Points)  
Special Topic  
To complete this course students must enrol in EDCURRIC 718 A and B, or EDCURRIC 718

EDCURRIC 724 (30 Points)  
Technological Literacy  
An advanced understanding of technological literacy by an exploration of technology as a domain. The implications of the need for a broad technological literacy for classroom practice in varied educational settings will be explored.  
Restriction: ACE 825.801, EDPROFST 730

EDCURRIC 729 (30 Points)  
EDCURRIC 729A (15 Points)  
EDCURRIC 729B (15 Points)  
Special Topic  
To complete this course students must enrol in EDCURRIC 729 A and B, or EDCURRIC 729

EDCURRIC 740 (30 Points)  
Special Topic

EDCURRIC 760 (30 Points)  
Special Topic

EDCURRIC 780 (30 Points)  
Psychology of Writing  
An advanced study of contemporary theories, research and ideas that relate to the psychology of writing. This includes particular consideration of the development of expertise in writing and the role of instruction. Implications for practice will be at the forefront in the examination of theory and research.  
Restriction: EDPROFST 754

EDCURRIC 781 (30 Points)  
Theories and Literacy Intervention  
Examines and evaluates literacy intervention theories and assessment methodologies relating to early and emerging literacy, models of literacy processing and pedagogical implications, Evaluates recent and seminal research and theory related to literacy difficulties, comparative research on literacy interventions, and applies and reflects on theoretical knowledge in relation to assessment and teaching of individual children with literacy difficulties.  
Restriction: EDPROFST 780

EDCURRIC 783 (30 Points)  
Reading Recovery Practice  
Explains the objectives of, and critically evaluates, the programme of study for Reading Recovery Tutors. Critically evaluates adult professional learning literature and research, reflective practice and its applicability to Reading Recovery. Applies critical understanding of literacy processing and Reading Recovery practices in order to support Reading Recovery practitioners' work with young children having difficulty in literacy learning.  
Restriction: EDPROFST 783

EDCURRIC 784 (30 Points)  
Implementation of Reading Recovery  
Investigates and appraises structures required for Reading Recovery to be implemented effectively in international education systems, including the leadership role in coordinating, and evaluating the delivery of Reading Recovery and appraising changes and refinements needed to sustain existing implementations and support new developments. Issues impeding or facilitating effective implementation and the efficacy of Reading Recovery for subgroups of children are investigated.  
Restriction: EDPROFST 786

EDCURRIC 791 (30 Points)  
Enterprise and Innovation in Education  
Develops a critical understanding of relationships between business and education, the role of business, enterprise and innovation in the community and various theoretical underpinning frameworks. Develops an in-depth understanding of business practice and critique opportunities for interaction between enterprise and educational institutions. This would include commercial opportunities for educational institutions as well as contribution to curriculum delivery.  
Restriction: EDUC 767

Education Foundation

EDFOUND 10F (15 Points)  
Academic Literacy I  
An introduction to relevant academic literacy and study skills, providing students with skills to access a wide range of information literacy strategies.

EDFOUND 11F (15 Points)  
Academic Literacy II  
Extends students academic literacy into more complex uses of information, academic writing and reading skills and strategies for management of time and resources.

EDFOUND 12F (15 Points)  
Introduction to Computing  
Introduces students with little previous computing experience to basic word processing, database development and spreadsheets. Course participants choose work related tasks to develop word processing, database and spreadsheet skills. These skills will be embedded in the context of tertiary study.  
Restriction: ACE 480.405, 453.401

EDFOUND 13F (15 Points)  
Child Development and Learning  
An overview of language and learning development,
introducing strategies for helping children to develop as learners and readers.  
Restriction: ACE 481.405, 451.402

EDFOUND 14F  
An Introduction to the New Zealand Education System  
Introduction to the education system of New Zealand.  Includes a focus on the diversity of education at all levels. Introduces students to the historical development of the New Zealand education system and the governance of this system, to the curriculum in New Zealand with a focus on the concept of 'curriculum', the range of current curriculum documents and the professional nature of teaching.  
Restriction: ACE 481.502

EDFOUND 15F  
Mathematics Preliminary  
Basic mathematics including an understanding of arithmetic ideas (knowledge and strategies), fractions, decimals and percentages; ratio and proportion, algebraic thinking, measurement using the metric system, and estimation and its uses in context.

EDFOUND 16F  
Science and Mathematics for Teaching  
Mathematics and science for teacher education students in preparation for degree level study.  
Prerequisite: EDFOUND 15F

EDFOUND 17F  
Pasifika Academic Literacy  
Particular consideration will be given to an understanding of the “whole” person within Pasifika contexts, teaching and learning processes for success, self-management strategies, and development of communication skills.  
Restriction: ACE 481.404

Education Foundation Māori

EDFOUNDM 10F  
Te Pū  
Introduction to functional and instructional Māori including everyday vocabulary, basic sentence structures, pronouns, possessives and positional language. Aspects of tikanga will include meeting and greeting people with waiata, karakia and hime, and values such as whānau, whakawhanaungatanga and aroha. Referring to their own hapū/iwi students will introduce and locate themselves in relation to their whakapapa and carry out a short mihi.  
Restriction: ACE 403.404

EDFOUNDM 11F  
Te More  
Builds on the introductory course Te Pū. Sentence structures will be extended into tenses, negatives, passives and more complex possessives and phrases. The pōwhiri will be the context for tikanga studies along with values and practices such as manaaki, awhi and koha. Hapū/iwi studies will include the study of student’s own marae history and pepeha.  
Restriction: ACE 403.405

EDFOUNDM 12F  
Te Weu  
Students’ Māori language skills will be extended to include particles, adverbs, prefixes, suffixes and transitive verbs and prepositions. The marae will be the context for tikanga studies along with the values of tau-toka, tapu/noa and mana. Hapū/iwi studies will include whai-kōrero, pepeha, waiata, tupuna, kaumatua/kuia.  
Restriction: ACE 403.406

EDFOUNDM 13F  
Te Aka  
Study of complex Māori clauses and sentences, interrogatives and conditional constructions. Tikanga studies further develop the context of the marae to include the tangi, kawae mate, hura kōhatu and rāhui. Hapū/iwi studies involve study of taonga and art from student’s own rohe.  
Restriction: ACE 403.407

EDFOUNDM 14F  
Te Rea  
Study of Te Reo Māori including complex negatives, particles, verbs and agents. Tikanga studies explore Māori cosmology including te kore, te po, te ao, and ngā atua. Hapū/iwi studies introduce students to Te Tiriti o Waitangi, Tino Rangatiratanga and related iwi initiatives. Students carry out an independent study on a topic of their choice pertaining to their own hapū/iwi.  
Restriction: ACE 403.408

EDFOUNDM 15F  
Te Whakahaere Tūhurutanga  
Intended for students who may already have tertiary study experience but limited Māori language skills. Students carry out a structured investigation whereby they can demonstrate and apply study skills already gained from other contexts.

EDFOUNDM 16F  
Te Rangahau Kaupapa Māori  
Intended for students who may already have tertiary study experience but limited Māori language skills. Students carry out an investigation on a topic of their choice related to their own hapū/iwi.  
Restriction: ACE 403.409

EDFOUNDM 17F  
Te Anga Marautanga o Aotearoa  
An examination of Māori language and content in the Te Anga Marautanga o Aotearoa.

EDFOUNDM 18F  
Te Reo Tātai  
Development of numeracy skills within a Māori language context to the level of current NCEA requirements for entry to university.

EDFOUNDM 19F  
Te Reo Ako o te Whare Wänanga  
Academic literacy in Māori language contexts.

Education Māori

Stage I

EDUCM 118  
He Tirohanga ki te Mātauranga i Aotearoa  
History and Society in New Zealand Education  
Examines the wider context of New Zealand education through a historical and contemporary overview. Draws on a critical sociological analysis of selected issues in society. Some emphasis is given to learners and their communities, including Māori, Pasifika, new migrants, and people with disabilities.  
Restriction: ACE 903.501, EDUC 111, 112, 140, EDUCM 140
Course Prescriptions

2011 Calendar
Education 555

EDUCM 119 (15 Points)
Te Whanaketanga me te Ako
Presents an introduction to developmental and psychological theory and research and its application to teaching and learning within a variety of educational settings. Understandings for creating effective learning environments which foster high levels of motivation for all learners will be identified through an exploration of typical and atypical development; and behavioural, cognitive, constructivist and social approaches to teaching and learning.

Stage III
EDUCM 321 (15 Points)
Te Ao Tūrangapū me te Mātauranga
Investigates the relationship between local, national and global politics, and education in Aotearoa New Zealand. Explores philosophical perspectives on teaching and the relationship between educational theory and practice.
Prerequisite: EDUC 118 or EDUCM 118 or EDUC 140 or EDUCM 140
Restriction: ACE 903.702, EDUC 320, EDUCM 320

Education Practice

Stage I
EDPRAC 101 (15 Points)
The Professional Teacher: Primary 1
Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: What does it mean to be a teacher? What does it mean to be a professional? How are teachers learners? How do teachers establish professional relationships in complex environments? Requires demonstration of emerging pedagogical practice.
Prerequisite: Any 45 points from courses in the BEd(Tchg) Schedule
Restriction: ACE 911.531, EDPROF 100, EDPRAC 102, 103, EDPRACM 101

EDPRAC 102 (15 Points)
The Professional Teacher: Early Childhood 1
Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: What does it mean to be a teacher? What does it mean to be a professional? How are teachers learners? How do teachers establish professional relationships in complex environments? Requires demonstration of effective emerging pedagogical practice.
Prerequisite: Any 45 points from courses in the BEd(Tchg) Schedule
Restriction: ACE 911.521, EDPRAC 101, 103, EDPRACM 101

EDPRAC 103 (15 Points)
The Professional Teacher: Health and Physical Education
Develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses such questions as: What does it mean to be a teacher, to be a professional, and to establish professional relationships in complex environments? Requires demonstration of developing pedagogical practice.
Restriction: ACE 923.551, EDPRAC 101, 102, EDPRACM 101

Stage II
EDPRAC 201 (15 Points)
Practicum Primary 2
Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: How do I teach responsibly and purposefully? How do I establish and maintain professional relationships in complex environments and manage the learning environment effectively and professionally to enable success for learners? Requires demonstration of effective developing pedagogical practice.
Prerequisite: EDPRAC 102 and any 75 points from courses in the BEd(Tchg) Schedule
Restriction: ACE 912.621, 912.721, EDPRAC 203, 204, EDPRACM 201

EDPRAC 202 (15 Points)
Practicum Early Childhood 2
Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Requires demonstration of developing pedagogical practice and addresses such questions as: Do I as a teacher practise responsibility and teach purposefully to establish and maintain professional relationships in complex environments?
Prerequisite: EDPRAC 201
Restriction: ACE 923.552, EDPRAC 201, 202, EDPRACM 201

EDPRAC 203 (15 Points)
Health and Physical Education Practicum 1
Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Requires demonstration of developing pedagogical practice and addresses such questions as: Do I have the subject matter knowledge? Can I teach it effectively? Can I access the required knowledge? How do I assess student learning?
Prerequisite: EDPRAC 103
Restriction: ACE 923.660, EDPRAC 301, 302, EDPRACM 301

EDPRAC 305 (30 Points)
Practicum: Enabling Achievement Primary
Refines an emerging philosophy and effective pedagogy through integrating research, theory and practical experience. Addresses questions such as: What are my

EDPRAC 305A (15 Points)
EDPRAC 305B (15 Points)
moral, ethical and legal obligations as a teacher? How do I manage complexities of teaching professionally in order to create and sustain purposeful learning environments and enable achievement for all learners? Requires demonstration of effective, informed and ethical pedagogical practice.

Prerequisite: EDRPAC 201 and any 180 points from courses in the BE(Tchg) Schedule
Restriction: ACE 912.732, EDPF 300, 310, EDRPAC 301, 302, 303, EDRPACM 301
To complete this course students must enrol in EDRPAC 305 A and B, or EDRPAC 305

EDRPAC 306 (30 Points)
EDRPAC 306A (15 Points)
EDRPAC 306B (15 Points)

Practicum: Enabling Achievement Early Childhood
Refines an emerging philosophy and effective pedagogy through integrating research, theory and practical experience. Addresses questions such as: What are my moral, ethical and legal obligations as a teacher? How do I manage complexities of teaching professionally in order to create and sustain purposeful learning environments and enable achievement for all learners? Requires demonstration of effective, informed and ethical pedagogical practice.

Prerequisite: EDRPAC 202 and any 180 points from courses in the BE(Tchg) Schedule
Restriction: ACE 912.732, EDPF 300, 310, EDRPAC 301, 302, 303, EDRPACM 301
To complete this course students must enrol in EDRPAC 306 A and B, or EDRPAC 306

Stage IV

EDRPAC 403 (15 Points)
Advanced Health and Physical Education Practicum
Critically evaluates personal pedagogy to consolidate understanding and management of the learning and teaching processes. Requires demonstration of informed and ethical practice and addresses such questions as: How do I manage the complexity of teaching?
Prerequisite: EDRPAC 303
Restriction: ACE 923.760

Diploma Courses

EDRPAC 601 (15 Points)
Teaching Diverse Learners 1
Uses theory, research and practice to develop knowledge, skills, attitudes and beliefs associated with effective pedagogical practice for diverse learners. Questions include: What does it mean to align a personal philosophy of teaching with effective pedagogical practice? How do beginning teachers sustain effective teaching in complex education environments? Requires demonstration of an informed and ethical pedagogical practice.
Restriction: ACE 711.731, EDPF 602, 609, 612, 614

EDRPAC 602 (15 Points)
Teaching Diverse Learners 2
Uses theory, research and practice to refine knowledge, skills, attitudes and beliefs associated with effective pedagogical practice for diverse learners. Questions include: What does it mean to align a personal philosophy of teaching with effective pedagogical practice? How do beginning teachers sustain effective teaching in complex education environments? Requires demonstration of an informed and ethical pedagogical practice.
Prerequisite: EDRPAC 601
Restriction: ACE 711.731, EDPF 602, 609, 612, 614

EDRPAC 603 (15 Points)
Professional Contexts and Practicum
Uses an evidence-based approach and integrates research, theory and practical experience in examining the contemporary contexts of secondary schooling. Addresses questions such as: What does it mean to be a professional? What does it mean to manage classrooms and teach effectively? How do national policy and local circumstances impact on the role of the secondary teacher? Requires demonstration of developing pedagogical practice.

EDRPAC 604 (15 Points)
Professional Issues and Practicum
Uses an evidence-based approach and integrates research, theory and practical experience in examining the professional, legal and ethical expectations of secondary teaching and the management of self in relation to these. Addresses questions such as: How can teachers best manage the interpersonal and cognitive dimensions and complexities of their role? Requires demonstration of effective pedagogical practice.
Prerequisite: EDRPAC 603

EDRPAC 605 (15 Points)
Teaching Portfolio Secondary 1
Explores and develops a specific area of professional learning for a person currently teaching in a secondary school. Addresses questions such as: What does it mean to be a learning professional? How do national policy and local circumstances impact on professional practice? How can the reflective process contribute towards professional development? How can current practice be further refined?
Restriction EDRPAC 603, 604

EDRPAC 606 (15 Points)
Teaching Portfolio Secondary 2
Integrates research, theory and practical experience in examining the pedagogical practice of a person currently teaching in a secondary school. Addresses questions such as: What is the alignment between current practice and cultural, social, and political parameters of the educational setting? What does it mean to practice effectively in complex environments? Requires demonstration of effective pedagogical practice.
Prerequisite: EDRPAC 605
Restriction: EDRPAC 603, 604

EDRPAC 607 (30 Points)
EDRPAC 607A (15 Points)
EDRPAC 607B (15 Points)

Professional Practice in Context
Uses an evidence-based approach to develop professional knowledge, skills and dispositions for effective teaching in primary and middle school contexts. Addresses what it means to establish effective professional relationships and to teach inclusively and purposefully in complex environments. Requires demonstration of informed and ethical pedagogy.
To complete this course students must enrol in EDRPAC 607 A and B, or EDRPAC 607

EDRPAC 608 (30 Points)
EDRPAC 608A (15 Points)
EDRPAC 608B (15 Points)

Professional Learning in Practice
Uses an evidence-based approach to develop professional knowledge, skills and dispositions for effective teaching in secondary school contexts. Questions include:
what does it mean to establish positive professional relationships and to teach inclusively and purposefully in complex environments? Requires demonstration of informed and ethical pedagogy.

Restriction: ACE 911.511, EDPRAC 101, 102

To complete this course students must enrol in EDPRAC 608 A and B, or EDPRAC 608

EDPRAC 621 (15 Points)
Conceptualising Practice

Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience in early childhood settings. Addresses questions as: What does it mean to establish effective professional relationships, practice effectively and teach purposefully in complex environments? Requires demonstration of developing pedagogical practice.

Restriction: ACE 912.721

EDPRAC 622 (15 Points)
Pedagogy in Practice

Refines knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Explores such questions as: What does it mean to be a teacher and manage complexities in order to create and sustain purposeful learning environments? What are the moral, ethical and legal obligations of a teacher? Requires demonstration of effective and ethical pedagogical practice.

Restriction: ACE 912.722

Postgraduate 700 Level Courses

EDPRAC 701 (60 Points)

EDPRAC 701A (30 Points)
Investigating Practice

Focuses on beginning teacher learning through the development of a portfolio of professional practice that reflects advanced knowledge, understandings and skills of critical inquiry developed during the course. Includes a supervised investigation of a selected aspect of professional practice.

Prerequisite: 30 points from EDPROFST 750, 756, 757, 758, 788, EDUC 774, 787

To complete this course students must enrol in EDPRAC 701 A and B, or EDPRAC 701

Education Practice Māori

Stage I

EDPRACM 101 (15 Points)
Pakirehua Ngāio: Te Ao Pouako

Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: What does it mean to be a teacher? What does it mean to be a professional? How are teachers learners? How do teachers establish professional relationships in complex environments? Requires demonstration of effective emerging pedagogical practice.

Prerequisite: Any 45 points from courses in the BEd(Tchg) Schedule

Restriction: ACE 911.511, EDPRAC 101, 102

Stage II

EDPRACM 201 (15 Points)
Noho ā kura: Te Taiao Ako

Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: How do I teach responsibly and purposefully; establish and maintain professional relationships in complex environments and manage the learning environment effectively and professionally to enable success for learners? Requires demonstration of effective developing pedagogical practice.

Prerequisite: EDPRACM 101 and any 45 points from courses in the BEd(Tchg) Schedule

Restriction: ACE 912.611, 912.711, EDPRAC 201, 202

Stage III

EDPRACM 302 (30 Points)
EDPRACM 302A (15 Points)
EDPRACM 302B (15 Points)

Noho ā kura: Te Whakatairanga Paetae Matauranga

Refines an emerging philosophy and effective pedagogy through integrating research, theory and practical experience. Addresses questions such as: What are my moral, ethical and legal obligations as a teacher? How do I manage complexities of teaching professionally in order to create and sustain purposeful learning environments and enable achievement for all learners? Requires demonstration of effective, informed and ethical pedagogical practice.

Prerequisite: EDPRACM 201 and any 180 points from courses in the BEd(Tchg) Schedule

Restriction: ACE 912.712, EDPRAC 301, 302, EDPRACM 301

To complete this course students must enrol in EDPRACM 302 A and B, or EDPRACM 302

Education Practice Pasifika

Stage I

EDPRACPK 102 (15 Points)
Faiakoga o akoga kamata 1

Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. What does it mean to be a teacher in Pasifika and general ECE settings? What does it mean to be a professional? How are teachers learners? How do teachers use Pasifika languages and cultures in professional relationships? Requires demonstration of effective emerging pedagogy.

Prerequisite: Any 45 points from courses in the BEd(Tchg) Schedule

Restriction: ACE 911.521, EDPRAC 101, 102, 103, EDPRACM 101

Education Professional Studies

Stage I

EDPROFST 100 (15 Points)
Hīpai Ākonga

Critically examines the importance of Māori language and culture in New Zealand Education. Develops ability in Te Reo and Mātauranga Māori. Addresses
questions such as: How can Māori culture and language be incorporated in pedagogical practices to be productive for Māori educational aspirations as well as the education of all students?  
Restriction: ACE 902.601, EDUC 114, MAORI 107

EDPROFST 101  (15 Points)  
Hauora: Early Years Wellbeing  
Develops knowledge and understandings of issues and practices relating to the wellbeing of children, families and communities in early years education. Founded in Te Whāriki’s three goals of well being and incorporating key concepts of the Health and Physical Education Curriculum. Examines the impact of socioecological factors on wellbeing.  
Restriction: ACE 923.521

Stage II

EDPROFST 203  (15 Points)  
Teaching Health and Physical Education 1  
Integrates research, theory and practical experience to inform a developing pedagogy. Addresses such questions as: What knowledge, skills and attitudes are essential to teaching health and physical education? What does it mean to be a research informed inquiry-based practitioner? How is my teaching influenced by my personal beliefs, values and experiences? How do attitudes to difference and diversity influence learning?  
Prerequisite: EDPRAC 103  
Restriction: ACE 923.552, EDPROFST 201, 202, EDPROFM 201

EDPROFST 204  (15 Points)  
Te Whāriki for Diverse Learners  
Critically examines early childhood curriculum and its implications for developing a personal pedagogy that is responsive to individual learners. How does curriculum combine with teachers’ skills, knowledge and attitudes to address equity and diversity in Aotearoa New Zealand? How do teachers manage the relationship between curriculum and the learning environment to enable learners’ success?  
Prerequisite: EDUC 140, 141 or EDUC 118, 119

EDPROFST 205  (15 Points)  
Promoting Achievement for Diverse Learners  
Explores diversity in the New Zealand context and its implications for teaching and learning. Considers strategies to address identified underachievement. Utilising psychological and sociological theory and research, the course examines practices that create effective teaching and learning environments for diverse/all learners. Teacher expectations, relationships, individual differences, classroom management and questioning are examined in relationship to contemporary approaches to teaching and learning.  
Prerequisite: EDUC 140, 141 or EDUC 118, 119 or EDUCM 118, 119

EDPROFST 210  (15 Points)  
Special Topic

EDPROFST 214  (15 Points)  
Assessment for Learning and Teaching  
Assessment for learning, for teaching, and of learning will be examined with reference to their specific purposes, characteristics and the degrees of reliability and validity necessary for each. Emphasis will be placed on the appropriate use of assessment tools/tasks and the gathering of robust information so sound interpretations and decisions can be made about learning.  
Restriction: ACE 903.601, 903.701, EDUC 224, 225, 230, 231, EDUCM 230

EDPROFST 220  (15 Points)  
Introduction to Samoan Language for Teaching  
Focus will be on the acquisition of basic Samoan to develop skills in listening, speaking, reading and writing. How this knowledge can be applied in educational settings will also be examined. Aimed at learners with little or no prior experience of Samoan language.  
Restriction: ACE B33.10

EDPROFST 222  (15 Points)  
Reporting Student Achievement  
Develops understanding about the nature and purpose of summative assessment with particular emphasis on reporting student achievement. Current policy requirements related to the planning and reporting of students’ achievement will be critiqued and implications for practice considered. Assessment data will be analysed in ways that meet the demands of multiple audiences.  
Restriction: ACE B10.10

EDPROFST 226  (15 Points)  
Introduction to Bilingual Education  
An introduction to bilingualism and bilingual education. Examines key principles of programme development and strategies for academic learning of bilingual students in formal and informal settings including immersion and mainstream, early childhood and secondary.  
Restriction: ACE 797.602

EDPROFST 227  (15 Points)  
TESSOL: Language Learning Needs  
Strategies to identify, analyse, and respond to second language learning needs of students from early childhood to secondary school settings are introduced. Theories of first and second language acquisition are discussed, with reference to the role of first language and culture, and philosophies of empowerment. Practical teaching strategies which enable the integration of content and language learning are introduced.  
Restriction: ACE 797.601

Stage III

EDPROFST 303  (15 Points)  
Teaching Health and Physical Education 2  
Examines the knowledge, skills and attitudes associated with effective pedagogical practice in health and physical education. Addresses such questions as: How can the diverse needs of students be addressed in physical education contexts? How can teachers structure quality learning opportunities? How are units and programmes planned using the curriculum, national guidelines and assessment requirements?  
Prerequisite: EDPROFST 203  
Restriction: ACE 923.652, EDPROFST 301, 302, EDPROFM 301

EDPROFST 310  (15 Points)  
Special Topic

EDPROFST 313  (15 Points)  
The Professional Teacher  
Examines theories, evidence informed practices, and attitudes that are critical to being a professional teacher. Explores concepts such as teacher self-efficacy,
teacher inquiry, knowledge building and reflection, and factors that support the transition from student to teacher. Discusses the nature of professionalism, and the impact of expectations on teachers, including ethical obligations and legal requirements.

Prerequisite: EDPRAC 201 or 202 or EDPRACM 201
Corequisite: EDPRAC 306 or EDPRACM 302
Restriction: EDPROFST 301

EDPROFST 316 (15 Points)
Understanding Research for Practitioners
An introduction to the processes and procedures of education research methods as they relate to practice settings. Includes literature searching and the application of findings to practice. Develops understanding of social, political and cultural contexts in which research takes place. Involves the creation of a research proposal in areas of professional interest.
Restriction: ACE 930.701, EDPROFST 362

EDPROFST 317 (15 Points)
Learning Science: Infants, Toddlers and Young Children
Investigates personal conceptual science understandings and science education research to inform effective practice. Selected scientific concepts will be examined and experiences provided to enhance teaching through science and engaging infants, toddlers and young children in effective learning in a variety of environments.
Restriction: ACE B05.05, EDPROFST 221

EDPROFST 318 (15 Points)
Language Teaching for ESOL: An Introduction
Addresses current theories, approaches and practices for language teaching and learning for students learning English as an additional language in New Zealand schools and Early Childhood Centres. The course focuses on the needs of learners in all curriculum areas, emphasising the importance of understanding diverse learners' languages and cultures across the curriculum.
Restriction: ACE 920.703

EDPROFST 319 (15 Points)
Teaching Gifted and Talented Students
Explores theories and practices which have the potential to promote the development of gifts and talent. Integrates theory, research and professional practice to develop understanding of gifted education.
Restriction: ACE B06.23, 903.703A, EDPROFST 223, 371

EDPROFST 320 (15 Points)
Transformative Adult and Community Education
An examination of theories and methodologies of learning and teaching adults in relation to issues associated with curriculum, planning, assessment and evaluation processes. A variety of formal and informal educational settings will be considered.
Restriction: ACE 795.701

EDPROFST 324 (15 Points)
Advanced Group Skills
An opportunity for advanced facilitation of groups using colour, music, story and graphics, and the processes of team building, negotiation and conflict resolution.
Restriction: ACE C15.63

EDPROFST 325 (15 Points)
Introduction to Leadership in Education
A critical examination of the nature of professional leadership in education settings. Educational leadership skills such as goal setting, decision making, problem solving, team building, communication, delegation, vision development and curriculum alignment will be explored.
Restriction: ACE 794.703

EDPROFST 326 (15 Points)
Educational Management Roles
An exploration of issues relevant to management of schools/early childhood centres. Topics covered include community relationships, governance, policies, strategic planning, the management of human and physical resources, accountability, evaluation and reporting, and marketing.
Restriction: ACE 794.708

EDPROFST 327 (15 Points)
Managing the Curriculum
An exploration of major issues relating to curriculum implementation, change and innovation.
Restriction: ACE C18.03

EDPROFST 328 (15 Points)
Financial Management in Education
An examination of the principles of financial management in educational institutions in New Zealand. These include internal controls, reporting and effective use of resources.
Restriction: ACE C18.05

EDPROFST 330 (15 Points)
Leadership in eLearning
An inquiry into the issues of leadership, change management, strategic planning and professional development relating to the use of ICT in educational settings.
Restriction: ACE C27.50

EDPROFST 331 (15 Points)
Infolink: Information Literacy Skills
The identification and teaching of skills needed for information literacy – a key link in integrating the learning areas and key competencies of the New Zealand curriculum. Focuses on a model of guided inquiry learning.
Restriction: ACE 555.702

EDPROFST 332 (15 Points)
Resource Development and Reading
An investigation of what learners need to become effective readers for a multiplicity of reading purposes and in a multiplicity of contexts. Focuses on analysing a school's ability to resource the curriculum and provide for the independent reading needs of students.
Restriction: ACE 555.704

EDPROFST 333 (15 Points)
ICT and Learning
An investigation of how ICT can be integrated into classroom practice. An intensive seminar based course using a simulation workshop to highlight issues of learning with ICT.
Restriction: ACE 555.706

EDPROFST 336 (15 Points)
Teaching and Learning with the Internet
An exploration of online learning and how it can be used to enhance both teaching and learning in the classroom and individual professional development.
Restriction: ACE 555.709

EDPROFST 337 (15 Points)
School Libraries and Information Literacy
A review of the principles and practices of an effective
school library and information centre. Participants will critique their own information literacy skills.
Restriction: ACE 930.735

EDPROFST 338 (15 Points)
Language Acquisition for Pasifika People
An investigation of the theory and models relating to language acquisition, language development of Pasifika peoples and bilingual development.
Restriction: ACE 796.701

EDPROFST 340 (15 Points)
Pasifika Research and Practice
A detailed study of educational issues and practices relating to Pasifika education research and the impact of research on Pasifika students and communities.
Restriction: ACE 901.701

EDPROFST 341 (15 Points)
Pasifika Languages for Teaching
A systematic investigation of a selected topic related to Pasifika languages education. The impact of the teaching and learning of Pasifika languages on work with Pasifika people and communities will be explored.
Restriction: ACE 796.703

EDPROFST 344 (15 Points)
Sport, Games and Play
A critical analysis of the nature, purpose and practice of sport, games and play within New Zealand schools and an evaluation of the socio-cultural impact of those activities on children and on New Zealand society as a whole.
Restriction: ACE 923.736

EDPROFST 345 (15 Points)
Leadership for Physical Education
Leadership skills for physical education will be developed through a critical analysis of philosophy and practice in teaching and programming physical education in New Zealand primary and intermediate schools and/or early childhood centres.
Restriction: ACE 923.707

EDPROFST 346 (15 Points)
Concepts of Health and Physical Education
Examines concepts underpinning health and physical education as taught in the New Zealand school curriculum. The knowledge, skills and attitudes necessary to teach school health and physical education will be explored.
Restriction: ACE 923.633

EDPROFST 347 (15 Points)
Issues in Child Protection
Analysis of research and literature on child abuse/child protection with emphasis on policies, educational programmes and teacher responsibilities.
Restriction: ACE 923.701

EDPROFST 348 (15 Points)
Mental Health Issues
A socio-ecological perspective of mental health education including a critical analysis of national and international literature and an examination of educational programmes.
Restriction: ACE 923.702

EDPROFST 349 (15 Points)
Sexuality Education
A review of literature and research relating to human sexuality and sexuality education in schools, and a critical analysis of the social, political and cultural influences on sexuality and sexuality education.
Restriction: ACE 923.703

EDPROFST 350 (15 Points)
Assessment for Learning
Understanding about the nature and purpose of assessment for learning will be developed. Emphasis will be placed on the formative use of assessment data to enhance students' learning. Assessment policy requirements and their implications for teachers' practice and students' learning will be critically analysed.
Restriction: ACE C10.11

EDPROFST 351 (15 Points)
Action Research: Assessment
Participants will identify an assessment focus relevant to their interests and needs that will form the basis of an action research project.
Restriction: ACE C10.90

EDPROFST 353 (15 Points)
Whakapuaki i Te Reo
An investigation of socio-political issues that have impacted on Māori language. In particular the issues of language loss, language revitalisation and teaching Te Reo Māori as a second language will be examined.
Restriction: ACE 902.702

EDPROFST 355 (15 Points)
The Politics of Education
The use of critical theory and discourse analysis to examine the politics of education. Historical and contemporary policy formation, implementation and effect will be examined. The impact of policy on teachers' work and influence on policy processes will be explored.
Restriction: ACE 903.702

EDPROFST 357 (15 Points)
Reflective Practice for Teachers
Examines moral, political and ethical factors that influence and affect teachers' work in general and personal professional practice in particular. A critically reflective lens will be used as a means of analysis.
Restriction: ACE 911.703

EDPROFST 358 (15 Points)
Refining Professional Performance
Provides a framework for analysis and critique of the impact of personal professional practice in the context of the prevailing socio-political educational climate. For teachers this will include a consideration of the impact of their practice on learners. A practitioner research project related to a specific area of the student's professional practice will be undertaken.
Restriction: ACE 912.703

EDPROFST 359 (15 Points)
Supervising Professional Performance
An in-depth analysis of supervision and the values and beliefs that underpin supervisory practices with emphasis on the professional growth of students and beginning teachers.
Restriction: ACE 912.704

EDPROFST 360 (15 Points)
Teaching Languages in Schools
Students who have a working knowledge of a second language will study and apply strategies for classroom teaching of second languages in schools. Following critical reflection on different teaching models used
in schools, students will prepare teaching materials, plan class lessons and apply information and communication technology in teaching and learning second languages.

**Restriction:** ACE 920.704, EDUC 318

**EDPROFST 361** (15 Points)
**Issues in Technology**
A research-based inquiry into teaching and learning in the context of teaching technology in primary or early childhood settings.

**Restriction:** ACE 925.702

**EDPROFST 363** (15 Points)
**Environmental Education: An Introduction**
An examination of the nature and purpose of environmental education in New Zealand educational settings. An exploration of curriculum integration models and the ways these can be used to plan and teach environmental education programmes. An investigation of past, present (and possible future) local, national, and global environmental issues and their impacts on the natural and built environments.

**Restriction:** ACE 930.702

**EDPROFST 364** (15 Points)
**Enterprise and Innovation for Teaching**
Develops teachers understanding of links between business and education, and the role of business, enterprise and innovation in the community. Links with technology and social studies curricula will provide context for this course.

**Restriction:** ACE 930.706

**EDPROFST 365** (15 Points)
**Beyond Special Needs: Inclusive Education**
Analyses personal and professional dilemmas associated with teaching children with special needs. Examines strategic practices which promote a responsive learning environment for all learners and approaches to recognising and catering for exceptional children. Addresses relationship building and resource access.

**Restriction:** ACE 930.737, 931.722

**EDPROFST 366** (15 Points)
**Perspectives on Learning and Development: Infants and Toddlers**
A variety of theories and perspectives will be examined as they relate to the learning and development of infants and toddlers. Historical and contemporary issues will be discussed and debated in relation to their impact on current educational settings. An investigation will be undertaken to further develop a personal philosophy of teaching and learning for children under three years of age.

**Restriction:** ACE 931.721

**EDPROFST 367** (15 Points)
**Differentiation: Gifted Learners**
Differentiation for gifted and talented learners will be explored through an introduction to a range of curriculum models underpinning effective planning. Practical strategies to cater for gifted and talented learners will be identified. It is recommended that students complete EDPROFST 319 prior to this course.

**EDPROFST 368** (15 Points)
**Refining Writing Programmes**
Develops and extends understanding of the theory and practice of teaching and learning of writing within early childhood and primary settings.

**Restriction:** ACE 920.707

**EDPROFST 369** (15 Points)
**Reading Recovery Theory and Practice**
Teachers’ understandings of Reading Recovery will be deepened. Particular emphasis will be put on the observation techniques and theoretical work of Marie Clay including learning more about how to design individual instruction for children with different needs. Available only to trained Reading Recovery teachers or to those who are currently in training.

**Prerequisite:** Departmental approval

**EDPROFST 370** (15 Points)
**Designing Reading Recovery Lessons**
Reading Recovery teachers will be required to submit case studies that document changes across a series of lessons for two six-year-olds having difficulty with literacy learning. The case portfolio should include theoretical analysis and evaluation of how and why the delivery of individual instruction contributes to these changes. Available for current Reading Recovery teachers not in training.

**Prerequisite:** Departmental approval

**EDPROFST 371** (15 Points)
**Special Topic**

**EDPROFST 372** (15 Points)
**TESSL: Language Learning through Tasks**
Investigates strategies for maximising language and content learning through instructional tasks. Cognitive, linguistic and metacognitive demands of tasks are considered. Examines pedagogical frameworks for planning effective language and content teaching in early childhood, primary and secondary schools.

**Students review, trial and modify tasks and learning sequences.**

**Prerequisite:** EDPROFST 227 or ACE 797.601

**Restriction:** ACE 797.701

**EDPROFST 373** (15 Points)
**TESSL: Language Learning in the New Zealand Context**
The application of current second language acquisition theory to the New Zealand school context. Focuses on functional grammar in the classroom and on the roles of school organisation, policy development and building of school and community relationships in language learning.

**Prerequisite:** Either EDPROFST 227 and 372, or ACE 797.601 and 797.701

**Restriction:** ACE 797.702

**EDPROFST 374** (15 Points)
**TESSL: Language Focused Curriculum**
Discusses the relationship between culture, power, language and curriculum. Students investigate models and principles of curriculum design and use a functional-grammar approach to the design of language across the curriculum programmes. Focuses on ways of implementing and sustaining classroom and school wide language focused content teaching.

**Prerequisite:** Either EDPROFST 227, 372 and 373, or ACE 797.601, 797.701 and 797.702

**Restriction:** ACE 797.703

**EDPROFST 375** (15 Points)
**TESSL: Assessment**
Students analyse the personal and contextual factors that may affect linguistic performance in the New Zealand curriculum and critique current assessment procedures used in NZ schools. Focuses on recording and reporting and developing school policies for the assessment of students from diverse linguistic and cultural backgrounds.

**Prerequisite:** EDPROFST 227 or ACE 797.601

**Restriction:** ACE 797.700

For further information please refer to the note on page 349.
EDPROFST 376 (15 Points)
Bilingual Education: Models and Theories
Examines current models and theories for the education of bilingual learners from early childhood to secondary schools. An aspect of bilingual education within the NZ context is investigated to provide guidelines for effective provision for bilingual learners.
Restriction: ACE 797.704

EDPROFST 377 (15 Points)
Bilingual Education: Curriculum and Pedagogy
Examines key principles and processes for curriculum development and resource provision for bilingual learners in mainstream or bilingual educational contexts. Students critique an aspect of programme planning and pedagogy in order to develop curriculum and assessment measures suitable for bilingual learners in a particular school or centre.
Restriction: ACE 797.705

EDPROFST 378 (15 Points)
Critical Approaches to Literacy
An exploration of the issues, theory, research and burgeoning body of literature on literacy in multi-ethnic settings including the development of effective multicultural environments for literacy learning.
Restriction: ACE 797.706

EDPROFST 379 (15 Points)
TESSOL: Materials Design
Critique current resources for English language learning within the New Zealand curriculum using principles from second language learning in content areas. Students use the process of materials design to develop a language resource for a specified group of learners. The resource is presented in a way that can be disseminated to educational audiences.
Prerequisite: Either EDPROFST 227, 372, 373, or ACE 797.601, 797.701, 797.702
Corequisite: EDPROFST 374
Restriction: ACE 797.707

EDPROFST 380 (15 Points)
TESSOL: Teacher Research Design
A range of research methodologies and methods appropriate for investigating an aspect of language learning through the curriculum is introduced and critiqued. Students conduct a critical review of relevant SLA literature and prepare a research proposal.
Prerequisite: Either EDPROFST 227, 372, 373 and 374, or ACE 797.601, 797.701, 797.702 and 797.703
Restriction: ACE 797.708

EDPROFST 381 (15 Points)
TESSOL: Teacher Research Implementation
The students implement a school-based teacher research study. The focus of this study informs decision making into an aspect of the effectiveness of second language acquisition in the context of a primary or secondary school classroom. Findings of the study are reported in a way that can be disseminated to educational audiences.
Prerequisite: EDPROFST 380 or ACE 797.708
Restriction: ACE 797.709

EDPROFST 382A (15 Points)
EDPROFST 382B (15 Points)
Literacy Theories and Research
A study of the field of literacy teaching, learning and assessment, with reference to the most influential theorists and researchers, and some analysis of trends and developments in recent literacy education practice. There is particular emphasis on the research, observation techniques and theoretical work of Marie Clay.
Restriction: ACE 500.702
To complete this course students must enrol in EDPROFST 382 A and B

EDPROFST 383A (15 Points)
EDPROFST 383B (15 Points)
Reading Recovery
An in-depth critical study of the issues surrounding early literacy interventions, (and Reading Recovery in particular), and of how particular teaching interactions affect children who present a wide range of individual differences. This is undertaken at three levels, the teaching of children, the training of Reading Recovery teachers, and key implementation and research features. The course includes a significant practicum component involving daily teaching of six-year-old children and work with Reading Recovery teachers.
Corequisite: EDPROFST 382, 384, 385
Restriction: ACE 500.707
To complete this course students must enrol in EDPROFST 383 A and B

EDPROFST 384A (15 Points)
EDPROFST 384B (15 Points)
Issues in Literacy Difficulties
Students look closely at the theories, research and practices that surround educational responses to difficulties encountered in literacy learning and teaching. Key concepts critically examined include, learning disorders/disabilities, phonological awareness, language difficulties, multiple deficits, dyslexia and the topics of intervention and prevention. Students are required to plan, teach and evaluate instruction for an older student having difficulty with literacy learning.
Corequisite: EDPROFST 382
Restriction: ACE 500.703
To complete this course students must enrol in EDPROFST 384 A and B

EDPROFST 385A (15 Points)
EDPROFST 385B (15 Points)
Developmental Psychology
An introduction to child development during infancy, pre-school and early school years with an emphasis on language and literacy learning contexts, and diversity. This course covers current psychological theories in development and learning, and applications to teaching. Students are required to plan and carry out an observational research study.
Restriction: ACE 500.701
To complete this course students must enrol in EDPROFST 385 A and B

EDPROFST 386 (15 Points)
Special Topic
EDPROFST 387 (15 Points)
Special Topic
EDPROFST 388 (15 Points)
From Novice to Accomplished Teacher
Strategies for survival and success are examined. Analysis of learning and development identifies teacher experiences and dispositions that impact on accomplished practice. Questions include: How do you develop identity as a professional teacher? What tensions and accommodations influence teacher learning and induction? What dispositions and resources optimise successful learning and teacher development? How does the context influence learning to teach?
EDPROFST 389 (15 Points)
**Pedagogy for Empowerment**
Focuses on theories and practices intended to raise the achievement of students in New Zealand’s low decile urban and rural schools. Theoretical and political examination is made of contemporary issues surrounding low decile schooling. The course is informed by critical theory, and in particular by Paulo Freire’s theories.
*Restriction: ACE 903.703, EDPROFST 356*

EDPROFST 390 (15 Points)
**Special Study**
An advanced study in a topical area of educational inquiry.

EDPROFST 391 (15 Points)
**Giftedness: Differing Perspectives**
The construct of giftedness will be explored in relation to differing cultural perspectives. Issues and implications for educational practice will be analysed, and strategies for enhancing student development, learning and achievement will be examined. It is recommended that students complete EDPROFST 319 prior to this course.

EDPROFST 392 (15 Points)
**Effective Practice for Beginning Teachers**
An inquiry into key aspects of effective practice in primary and middle-school contexts that support the transition to becoming a successful beginning teacher. Focuses on knowledge of self, children, schools, communities of practice, and the interactions and relationships between these, to support effective professional practice.

**Diploma Courses**

EDPROFST 601 (10 Points)
**Te Ao Māori**
Critically examines the educational and cultural needs and aspirations of Māori learners and communities. Questions include: What is the social, historical and policy context of schooling for Māori? Why is Te Reo and mātauranga Māori important and how can it be integrated across learning contexts for all students? What current research contributes to effective pedagogical approaches for Māori students?
*Restriction: EDPROP 601, 603*

EDPROFST 602 (15 Points)
**Learners in the New Zealand Context**
Critically examines learning and teaching through historical, psychological and sociological lenses. Questions include: How do these perspectives inform teaching and learning in the classroom? How can an understanding of the political, social and economic context promote teacher agency? What theories of learning help teachers to meet the needs of diverse and Pasifika learners?
*Restriction: EDPROF 601, 602, 609*

EDPROFST 603 (15 Points)
**Reflexive Teaching and Learning**
Critically analyses the development of self as a reflexive teacher within school communities. Questions include: How does policy influence teacher’s work? How do teachers operate as collaborative teams in schools and communities? How can I develop an effective and reflexive pedagogy to support children’s learning and raise student achievement? Requires practice in a school setting.
*Restriction: ACE 730.731*

EDPROFST 604 (15 Points)
**Raising Student Achievement**
Examines theory, research and practice to promote success for learners. Questions include: How do policies and practice shape what is meant by achievement? How do school communities operate as collaborative teams to raise achievement of learners? How can we identify and promote success for learners? What are the implications for teaching?

EDPROFST 608 (30 Points)
**EDPROFST 608A (15 Points)**
**EDPROFST 608B (15 Points)**
**Learning and Teaching in NZ**
Critically examines the New Zealand Curriculum and implications for effective learning and teaching from a range of perspectives. Addresses questions such as: what do teachers need to know about learners and how they develop and learn, how to use evidence to promote learning, how to develop positive, professional relationships, and how contextual factors influence learning and teaching.
*To complete this course students must enrol in EDPROFST 608 A and B, or EDPROFST 608*

EDPROFST 612 (30 Points)
**EDPROFST 612A (15 Points)**
**EDPROFST 612B (15 Points)**
**Te Whakaako in NZ Secondary Schools**
Focuses on adolescent development and learning within the context of implementing the NZ Curriculum. Addresses psychological learning theories, responsive pedagogies, evidence-based assessment practice as well as student motivation and engagement. Explores questions relating to catering for the needs of diverse learners, the Treaty of Waitangi, and the socio-political influences that shape the interconnections between learning and context.
*Restriction: EDPROFST 610, 611*

To complete this course students must enrol in EDPROFST 612 A and B, or EDPROFST 612

EDPROFST 621 (15 Points)
**Personal Pedagogy**
Focuses on developing a personal pedagogy specific to early childhood. Critically examines relationships between theories and practices. How does the exploration of play, communication and relationships give rise to provision of purposeful and inclusive early childhood learning environments? What is the impact of sociopolitical issues upon early childhood settings and teachers’ practices with infants, toddlers and young children?
*Prerequisite: EDCURRIC 630, EDPROFST 622*
*Restriction: ACE 711.721*

EDPROFST 622 (15 Points)
**Learning Theories**
Critically examines psychological and sociological aspects of human development and learning. What pertinent theories of learning and development influence pedagogies for infants, toddlers and young children? What knowledge of diverse families and communities is necessary for teachers to work in partnership with parents in Aotearoa New Zealand to enhance children’s learning?
*Restriction: ACE 903.601*
EDPROFST 623 (15 Points)
Special Topic

EDPROFST 624 (15 Points)
Professional Knowledge in Early Childhood Education
Portfolio option that addresses learning outcomes content of EDPROFST 621 for recent BEd(Tchg) graduates at discretion of programme coordinator. Addresses such questions as: What does it mean to inquire into my own practice as an early childhood teacher? How can my current practice be informed by integration of research, theory and practical experience?
Prerequisite: Departmental approval required

EDPROFST 633 (30 Points)
Students in Contexts
An introduction to concepts and practices in the interaction of individuals and small groups of students in their classroom contexts and to understanding the resource teacher's role in effective assessment, consultation and intervention strategies.
Restriction: EDPROF 633

EDPROFST 634 (30 Points)
Classroom Contexts
An introduction to classroom contexts. Emphasis is placed upon understanding the role of the resource teacher in assisting teachers to develop inclusive classroom environments that enhance academic performance and social behaviour.
Restriction: EDPROF 634

Postgraduate 700 Level Courses

EDPROFST 700 (30 Points)
EDPROFST 700A (15 Points)
EDPROFST 700B (15 Points)

Literacy Education: Research and Practice
Understandings of research tools adequate for empirical study and an application of theory to literacy practices, critical analysis of how research questions are constructed and ability to situate and view educational issues and questions within major theoretical frameworks in literacy education will be developed.
Restriction: ACE 820.801, 720.791, EDCURRIC 315, 364
To complete this course students must enrol in EDPROFST 700 A and B, or EDPROFST 700

EDPROFST 701 (30 Points)
Issues in Literacy Education
Literacy in the broader context for literacy leaders will be examined. This will include an examination of the term literacy, the practices and challenges of biculturalism and multiculturalism for literacy: the effects and challenges of technological change on literate practices; interventions for literacy; New Zealand's national literacy policies and strategies.
Restriction: ACE 820.893, 720.793

EDPROFST 702 (30 Points)
Challenges of Literacy Difficulties
Research and practice in literacy education, including specific intervention strategies and resources will be examined and evaluated in depth. This will include an examination of the social, cultural, economic, psychological and physiological factors that influence literacy development, including approaches to support and overcome literacy difficulties experienced by diverse learners, including Māori and Pasifika children.
Restriction: ACE 820.894, 720.794, EDCURRIC 365, 366

EDPROFST 703 (30 Points)
EDPROFST 703A (15 Points)
EDPROFST 703B (15 Points)
The Inquiring Teacher: Literacy Education
A systematic engagement in action research processes central to the teacher's role as a specialist teacher of literacy. A review and analysis of literature relevant to the practice of literacy education and an engagement with a range of theoretical and pedagogical perspectives on literacy education will inform the inquiry.
Restriction: ACE 830.897, 730.797, EDPROFST 310, 371
To complete this course students must enrol in EDPROFST 703 A and B, or EDPROFST 703

EDPROFST 705 (30 Points)
Issues in Literacy Teaching and Learning
An advanced analysis of the theoretical perspectives of social, cultural, political and psychological issues in relation to literacy education. Aspects of practices in literacy learning including raising the achievement of Māori and Pasifika students and students from diverse language backgrounds, and the influence of diversity and technology on literacy, will be analysed and evaluated.
Restriction: ACE 820.805

EDPROFST 706 (30 Points)
Language Analysis for Teachers
An advanced understanding of the place of language, language development and linguistics in educational settings by a consideration of the nature, structure, function and purpose, and role of language in learning. There will be a consideration of the development of literacy and learning across the curriculum.
Restriction: ACE 820.801

EDPROFST 707 (30 Points)
Children's Literature in Education
A critical examination of children's literature theory, leading to the ability to enhance literacy and critical literacy pedagogy.
Restriction: ACE 820.802

EDPROFST 708 (30 Points)
Language and Popular Media
A critical investigation of the theory and practice of teaching media and media language in New Zealand educational contexts. An examination and critical evaluation of current media education curriculum initiatives in New Zealand.
Restriction: ACE 820.803

EDPROFST 709 (15 Points)
Deafness: Culture and Community
Critically examines beliefs, attitudes and values contained in socio-cultural perspectives on deafness in contrast with medical models. Addresses the following topics: use of New Zealand Sign Language (NZSL); Deaf culture: community empowerment; support services and resources; bilingualism; advances in technology and genetics; and the role of the Deaf community in relation to families with deaf children and the development of self identity. Preference given to students with Level One competence in NZSL.
Prerequisite: Faculty approval required

EDPROFST 710 (30 Points)
Māori Medium Education
A critical theory approach to the systems of Māori medium education will be applied. There will be a focus on the relationships and tensions between mātauranga
Māori, whakaro ako, and notions of pedagogy in the wider education system.
Restriction: ACE 802.801

EDPROFST 711
(30 Points)
Māori Language Revitalisation
The history and politics of Māori language loss and revitalisation will be considered. Contemporary research in literacy and language revitalisation policies and practices will be critically examined along with selected intervention strategies.
Restriction: ACE 802.802

EDPROFST 712
(15 Points)
AoDC Professional Practice One
A supervised practicum which examines the role of AoDCs in practice when working alongside families/whanau who have a deaf child. Trainees will analyse and address family and child needs from early intervention, through school transitions and in a range of educational settings. Trainees will manage a range of audiological devices matching technological support to the child’s hearing loss.
Prerequisite: Faculty approval required

EDPROFST 713
(15 Points)
AoDC Professional Practice Two
A supervised practicum which examines the implications of hearing loss on language and cognitive development. Trainees will be expected to assess and monitor language development and provide support to those implementing language programmes. Complexities of language development for children with different needs and using a range of different approaches will be examined.
Prerequisite: EDPROFST 712 and Faculty approval required

EDPROFST 714
(30 Points)
e-Learning in Practice
A critical analysis of contemporary theory and applied research in educational technology.
Restriction: ACE 804.801

EDPROFST 715
(30 Points)
Information Literacy and Learning
A critical analysis of the theory and research in the field of information literacy development which will lead to an understanding of how information literacy is fundamental to the acquisition of essential skills and the promotion of life-long learning. There will be an opportunity to plan, implement and evaluate information literacy initiatives.
Restriction: ACE 804.802

EDPROFST 716
(30 Points)
Early Years Pedagogy
Critically examines pedagogy in the early years. How do theory and research inform pedagogy that enables effective learning in the early years? How does learning change? What is the relationship between pedagogy and effective teaching in the early years? What sorts of teaching prepares very young children for life’s challenges and life-long learning? In what ways might early years pedagogy take into account an increasingly complex and diverse world?

EDPROFST 717
(30 Points)
Learning and Teaching in the First Years
Critically examines learning and teaching with infants and toddlers in educational settings. How does the context of care impact on contemporary educational views of learning and teaching? How do teachers construct infants and toddlers as learners? What does this mean for their practice? How does international theory and research inform the practice of teachers in Aotearoa New Zealand?

EDPROFST 722
(30 Points)
Dance and Drama in Education
A critical inquiry into the nature and scope of practice in dance and drama in education. Perspectives regarding theoretical and practical aspects of dance and drama will be identified and evaluated in relation to current policy and practice in Aotearoa New Zealand.
Restriction: ACE 822.801

EDPROFST 723
(30 Points)
Visual Arts Education in New Zealand
An advanced exploration of knowledge and critical understanding of the relationship between theoretical foundations and visual arts education practice. This will include a critical consideration of international perspectives in relation to New Zealand visual arts policy and practice and the development of a personal context for implementing effective learning and teaching pedagogies in New Zealand.
Restriction: ACE 822.804

EDPROFST 725
(30 Points)
Critical Issues in Music Education
A critical inquiry into the contemporary philosophical and pedagogical practices of music and music education through the development, to an advanced level, of personal musicological skills which may reflect students’ chosen instrument or preferred teaching and learning media.
Restriction: ACE 822.883

EDPROFST 726
(30 Points)
Social Sciences Education in Practice
A critical examination of curriculum and practice in social sciences education in educational settings. Considers a range of theoretical perspectives on the development and teaching of social sciences subjects and applies understandings to personal professional practice.

EDPROFST 727
(30 Points)
Social Theory and Physical Education
An advanced examination of the contemporary beliefs, thoughts and actions that represent current practices in physical education.
Restriction: ACE 823.801

EDPROFST 731
(30 Points)
Instructional Processes
Examines the key findings of educational psychology research and examples of procedures and programmes that have been shown to be effective with learners who perform below expectation or who are in special education. Investigates how these research findings can be used in applied professional work.

EDPROFST 732
(30 Points)
Education for Sustainability
An advanced study of the nature and purpose of environmental education including an examination of sustainability as a contested notion. Theories and pedagogical practices within environmental education in educational settings will be critically analysed in order to enhance professional practice.

EDPROFST 733
(30 Points)
Students in Contexts (Advanced)
An examination of the interaction of individuals and small groups of students and the contexts in which
they experience learning and behavioural difficulties. This includes implementing effective assessment, consultation and intervention strategies in order to effect positive change.

Restriction: EDPROF 633, 733, EDPROFST 633

EDPROFST 734 (30 Points)
Classroom Contexts (Advanced)
An analysis of classroom contexts and their impact upon the learning and behaviour of students. Emphasis is placed upon assisting teachers to develop inclusive classroom environments that enhance academic performance and social behaviour.

Restriction: EDPROF 634, 734, EDPROFST 634

EDPROFST 735A (15 Points)
EDPROFST 735B (15 Points)
School and Community Contexts
An analysis of school and community contexts and their impact on student learning and behaviour. Emphasis is placed on consulting and collaborating with schools and community members to put in place effective strategies and programmes which will enhance outcomes for students.

Restriction: EDPROF 735
To complete this course students must enrol in EDPROFST 735 A and B

EDPROFST 736A (15 Points)
EDPROFST 736B (15 Points)
Professional Practice
A supervised practicum incorporating a portfolio of professional practice which demonstrates achievement of the learning outcomes of the complete programme.

Prerequisite: EDPROF 633 and 634, or 733 and 734, or EDPROFST 633 and 634, or 733 and 734
Restriction: EDPROF 736
To complete this course students must enrol in EDPROFST 736 A and B

EDPROFST 737 (30 Points)
Education Law: Policy Implications
An examination, critique and analysis of legislation relevant to education. Policies which give rise to legislation and case law decisions will be analysed and the impact of legislation and case law on policies and administration will be considered.

Restriction: ACE 828.801

EDPROFST 738 (30 Points)
Educational Leadership
A critical examination of the theory and practice of educational leadership, including the leadership of teaching and learning. A series of practical workshops on leadership effectiveness is included.

Restriction: EDPROF 770

EDPROFST 739 (30 Points)
Educational Policy and Organisations
An examination of various conceptual, policy and empirical debates about New Zealand educational policy, and school and organisational effectiveness.

Restriction: EDPROFST 771

EDPROFST 740 (30 Points)
Educational Leadership in the Electronic Age
Advanced study of the impact of ICT on teaching pedagogies, curriculum and management in educational environments. Emphasis is on assisting educational leaders to focus ICTs on school applications that improve management practice and student learning outcomes.

Restriction: EDPROF 776

EDPROFST 742 (15 Points)
Couple Counselling
An advanced examination of counselling principles as applied to stresses arising within couple relationships.

Restriction: EDPROF 742

EDPROFST 743 (15 Points)
Family Counselling
An advanced examination of counselling principles as applied to stresses arising within family relationships.

Restriction: EDPROF 743

EDPROFST 744 (15 Points)
Pastoral Care and Counselling in Schools
Provides an overview of the theory and practice of pastoral care and counselling within New Zealand schools. It includes an examination of pastoral care systems and counselling services, including the roles of staff, in relation to the academic mission of schools, disciplinary systems, the health of children and young people and the school-community interface.

EDPROFST 745 (15 Points)
Group Counselling
A critical examination of group dimensions in counselling activities.

Restriction: EDPROF 745

EDPROFST 746A (15 Points)
EDPROFST 746B (15 Points)
The Counselling Process
An advanced examination of principles of counselling together with their application in the counselling process.

Corequisite: EDPROF 747 or EDPROFST 747
Restriction: EDPROF 746
To complete this course students must enrol in EDPROFST 746 A and B

EDPROFST 747A (15 Points)
EDPROFST 747B (15 Points)
Counselling Laboratory
A laboratory focusing on the acquisition of counselling skills and appropriate role performance.

Corequisite: EDPROF 746 or EDPROFST 746
Restriction: EDPROF 747
To complete this course students must enrol in EDPROFST 747 A and B

EDPROFST 748 (15 Points)
Cultural Issues in Counselling
A critical examination of cultural dimensions present in counselling activities.

Restriction: EDPROF 744, EDPROFST 787

EDPROFST 749 (15 Points)
Professional Issues in Counselling
An examination of significant professional issues in counselling, including supervision, ethics and accountability, and role development.

Restriction: EDPROF 749

EDPROFST 750 (15 Points)
Critical Analysis in Counselling
An introduction to principles of critical analysis as applied to theory and practice in counselling, and to basic methodology in research with particular reference to research in counselling.

Restriction: EDPROF 750

EDPROFST 751 (30 Points)
ECE Curriculum Issues
An educational curriculum involves a negotiated contest
of social, political, educational and interdisciplinary ideas and theories. Critically examines influences on curriculum pertinent to early childhood education. What perspectives of children, families and teachers are represented in curriculum? How do these perspectives privilege particular outcomes for children? How does teacher enquiry into curriculum issues underpin and improve teaching and learning?

Restriction: EDUC 767

EDPROFST 752
Assessment for Learning and Teaching

A critical examination of the relationship between learning, assessment and teaching. The notions of 'assessment for learning' and 'assessment of learning' will be explored in relation to educational policy, practice, relevant literature and contemporary research.

Restriction: ACE 840.801

EDPROFST 753
Issues in Assessment

Two current, substantive issues in the area of assessment will be critically examined and investigated in depth. Issues selected for study may include: national testing; standard-based assessment; homeschool partnerships; the construction of reliable and valid assessment tasks. Students may locate their investigation within a specific context for example: tertiary, secondary, primary, or early childhood education.

Restriction: ACE 840.802, 840.902

EDPROFST 754
Special Topic: Critical Research Methodologies in Education

EDPROFST 755
(30 Points)

EDPROFST 755A
(15 Points)

EDPROFST 755B
(15 Points)

The Inquiring Teacher

A review and critical analysis of literature relating to a chosen area of inquiry and action research. This will provide the basis for engagement in an action research project to enhance an area of professional practice. It will include a critical evaluation of learning and implications for future practice.

Restriction: ACE 830.807, 830.897, 830.907

EDPROFST 775 A and B, or EDPROFST 755

EDPROFST 756
Researching Educational Settings

A detailed examination of the assumptions underlying, and processes and practices in different research traditions. The development of understandings of how to conduct research and to analyse, interpret and synthesise research-based information in educational or community settings.

Restriction: ACE 830.801, 830.901

EDPROFST 757 A and B

EDPROFST 758A
(15 Points)

EDPROFST 758B
(15 Points)

Research Project on Educational Practice

Students will be required to complete a significant piece of practitioner research which analyses, evaluates and contributes to the improvement of practice. The project must be an original piece of work which offers solutions to a specific problem of practice.

Prerequisite: EDPROF 774, EDPROFST 757

Restriction: EDPROFST 772, 798

To complete this course students must enrol in EDPROFST 758 A and B

EDPROFST 759A
(30 Points)

EDPROFST 759B
(30 Points)

Research Portfolio BEd(Tchg)(Hons)

A supervised programme of coherent research activity related to a selected aspect of professional practice/education. This will lead to the compilation of a research portfolio that reflects the research and content knowledge, understanding and skills developed during the course of the programme.

Restriction: ACE 830.800, EDPROFST 789

To complete this course students must enrol in EDPROFST 759 A and B

EDPROFST 760
(30 Points)

Christian Religious Education in Integrated Schools

A critical analysis of pedagogical methodology in Christian Religious Education through an examination of contemporary research, scholarship and theory, in Christian Scripture, Christian thought and History and Christian Religious Education in Integrated Schools.

Restriction: ACE 827.801

EDPROFST 761
Professional Learning: Support and Supervision

An exploration of the concepts of professional learning and supervision through a critical analysis of relevant historical and contemporary theory and applied research. Social, political, cultural, ethical and spiritual dimensions of professional learning and supervision in educational settings will be addressed.

Restriction: ACE 830.806

EDPROFST 762
(30 Points)

EDPROFST 762A
(15 Points)

EDPROFST 762B
(15 Points)

Mentoring Teachers

Approaches to mentoring and reflections on issues and practices associated with the mentoring teachers. Emphasis will be placed upon the mentor-teacher relationship including the way this develops over time, issues associated with promoting teacher self-evaluation, and assessment of school-based practice.

Restriction: EDPROFST 731

To complete this course students must enrol in EDPROFST 762 A and B, or EDPROFST 762

EDPROFST 763
(30 Points)

New Teacher Development

Focuses on pre-service and beginning teacher stages of career development. Identifies and critiques personal assumptions about learning to teach and critiques contexts, strategies and programmes designed to support early career development. Critically examines the nature of professional identity; the development of knowledge, disposition and practices; and the processes of, and influences on, the education of pre-service and beginning teachers.
EDPROFST 764  (30 Points)
Directions in Disability Policy and Practice
Explores contemporary issues and influences in the education of learners with disabilities. Critically examines a range of contemporary social, political and educational responses to disability.

EDPROFST 765  (30 Points)
Development in Early Years
An advanced examination of a range of current theories and research issues related to development in early years of childhood. Topics will include: life experiences of children within family/whānau; cognitive, communicative, social, emotional and physical development in a range of contexts. Restriction: ACE 851.801

EDPROFST 766A  (15 Points)
EDPROFST 766B  (15 Points)
Professional Issues in Inclusive Education
Examines critical issues in the professional practice of teachers who provide leadership in programmes for students with special needs. It provides practical guidance in designing, implementing and evaluating professional development and appraisal processes based on effective special educational practice. This course is particularly suited to those who take a leadership role with RTLB, learning support or special needs coordinators.

To complete this course students must enrol in EDPROFST 766 A and B

EDPROFST 767  (30 Points)
Critical Approaches to Inclusion
Critically examines the role of the curriculum and processes for support in education settings; deconstructs traditional and neo-special education approaches; explores effective approaches to teaching and coordination; and analyses the role of educators in leading change for academic and social inclusion of learners with disabilities and special educational needs.

EDPROFST 769  (30 Points)
Special Topic

EDPROFST 772  (30 Points)
Behaviour Change
Applies knowledge of functional analysis to systems in classrooms, schools and homes with the objective of developing long-term strategies to reduce inappropriate behaviour, teach more appropriate behaviour, and provide contextual supports necessary for successful outcomes. Topics covered include individual student behaviour change in classrooms, schools and other settings. A knowledge of applied behaviour analysis is assumed.

EDPROFST 773  (30 Points)
An Advanced Study in Gifted Education
An advanced study in the field of gifted education including an analysis of specific curriculum models and an opportunity to critique relevant policy initiatives. Restriction: ACE 803.803

EDPROFST 774  (30 Points)
Education and Empowerment
A critical examination of contemporary issues faced in New Zealand’s decile 1-3 urban schools. International and New Zealand based literature will familiarise students with current theory and research regarding the history, politics, teaching and learning, and best practice relevant to New Zealand’s decile 1-3 urban school students, teachers and communities. Emphasis will be on empowerment theories, underpinned by Freirean perspectives.

EDPROFST 777  (30 Points)
Curriculum: Theory, Issues, Practice
A critical examination of curriculum using a range of educational theories with an emphasis on sociological theory. Importance will be placed on contemporary curriculum issues, and the links between theory, policy and practice. Understandings will be applied to the NZ Curriculum Framework, or Te Whāriki, or to a sector in the NZ education system. Restriction: ACE 803.801, 803.901

EDPROFST 778  (30 Points)
Curriculum Development and Design
Examines historical developments in the design of curriculum within early childhood, primary and secondary education sectors and the ways in which these developments reflect changed conceptions of school subjects and learning areas. Investigates the processes that influence interpretation of curriculum and evaluates design in relation to these processes. Students apply understandings to a selected curriculum area. Restriction: EDUC 781

EDPROFST 779  (30 Points)
The Culture and Politics of Teachers’ Work
An analysis and informed appreciation of the socially constructed and political nature of educators’ work. The concept of the professional and professional work will be critically interpreted through selected social theory frameworks. Restriction: ACE 803.802, 803.902

EDPROFST 780  (30 Points)
Special Topic

EDPROFST 781 (30 Points)

EDPROFST 781A (15 Points)

EDPROFST 781B (15 Points)
Special Topic

To complete this course students must enrol in EDPROFST 781 A and B, or EDPROFST 781

EDPROFST 782  (30 Points)
Educational Change
Examines the purposes and processes of educational change, including an analysis of practices that promote successful outcomes for change initiatives. Political, economic, and social influences on educational change will be identified. Processes of educational change in both New Zealand and international contexts will be studied and critiqued from individual, organisational, and systemic perspectives.

To complete this course students must enrol in EDPROFST 782 A and B, or EDPROFST 782

EDPROFST 783 (30 Points)
Special Topic

EDPROFST 784  (30 Points)

EDPROFST 784A (15 Points)

EDPROFST 784B (15 Points)
Special Study

To complete this course students must enrol in EDPROFST 784 A and B, or EDPROFST 784
Course Prescriptions

EDPROFST 785 (15 Points)
Special Study

EDPROFST 786 (30 Points)
Special Topic

EDPROFST 787 (15 Points)
Special Topic

EDPROFST 788 (15 Points)
Special Topic

EDPROFST 790 (30 Points)

EDPROFST 790A (15 Points)
Dissertation

Restriction: EDPROF 790, 796, EDPROFST 796
To complete this course students must enrol in EDPROFST 790 A and B, or EDPROFST 790

EDPROFST 792 (30 Points)

EDPROFST 792A (15 Points)
EDPROFST 792B (15 Points)
Counselling Dissertation

Restriction: EDPROF 790, 796, EDPROFST 796
To complete this course students must enrol in EDPROFST 792 A and B, or EDPROFST 792

EDPROFST 793 (60 Points)

EDPROFST 793A (30 Points)
EDPROFST 793B (30 Points)
MED Dissertation

Restriction: ACE 830.909
To complete this course students must enrol in EDPROFST 793 A and B, or EDPROFST 793

EDPROFST 794 (60 Points)

EDPROFST 794A (30 Points)
EDPROFST 794B (30 Points)
Advanced Folio of Casework

Includes 500 hours of counselling-related activities in an approved setting under supervision, together with attendance at University seminars.
Prerequisite: EDPROF 744, 746, 747, 749, 750, or EDPROFST 744, 746, 747, 749, 750
Restriction: EDPROF 794, 797
To complete this course students must enrol in EDPROFST 794 A and B, or EDPROFST 794

EDPROFST 795A (60 Points)
EDPROFST 795B (60 Points)
Research Portfolio for MED

Restriction: EDUC 797
To complete this course a student must enrol in EDPROFST 795 A and B

EDPROFST 796A (60 Points)
EDPROFST 796B (60 Points)
MED Thesis

Restriction: ACE 830.908, EDPROF 796
To complete this course students must enrol in EDPROFST 796 A and B

EDPROFST 798A (45 Points)
EDPROFST 798B (45 Points)
Thesis in Educational Leadership

The thesis must be an original piece of work around a significant problem of educational management or leadership. Students are required to demonstrate an ability to formulate research questions and design and carry out an investigation that answers these questions precisely and with clarity.
Prerequisite: EDPROFST 738, 757
Restriction: EDPROF 758, 772
To complete this course students must enrol in EDPROFST 798 A and B

Named Doctoral Courses

EDPROFST 844C (60 Points)
EDPROFST 844D (60 Points)
Research Portfolio

To complete this course students must enrol in EDPROFST 844 C and D

EDPROFST 897 (120 Points)
Thesis

Education Professional Studies Māori

Stage I

EDPROFM 109 (15 Points)
Te Pou Tāwharau Tikanga Māori

Develops Te Reo Māori knowledge, skills and attitudes for learning and teaching across Marautanga. Addresses questions such as: What is bilingual education? How are languages acquired? What are optimal conditions for acquisition? What factors assist or impede personal Reo Māori acquisition? What key linguistic features underpin Marautanga Māori? What historical factors influenced the development of Te Reo Māori in education?
Restriction: ACE 902.511

Stage II

EDPROFM 205 (15 Points)
Te Whakatairanga Paetana mo te Ākonga

Explores diversity in the New Zealand context and its implications for teaching and learning. Considers strategies to address identified underachievement. Utilising psychological and sociological theory and research, the course examines practices that create effective teaching and learning environments for diverse/all learners. Teacher expectations, relationships, individual differences, classroom management and questioning are examined in relationship to contemporary approaches to teaching and learning.
Prerequisite: EDUC 140, 141 or EDUC 118, 119 or EDUCM 140, 141 or EDUCM 118, 119

EDPROFM 209 (15 Points)
Te Whiringa Pūmau o Te Reo

Further investigates Te Reo Māori knowledge, skills and attitudes for learning and teaching across Marautanga. Addresses questions such as: What key theories and approaches underpin the development of bilingualism and biliteracy in Māori medium educational contexts? What are the pedagogical implications of these when planning for learning and teaching? How can personal Māori language development be planned for effectively?
Prerequisite: EDPROFM 109
Restriction: ACE 902.611

EDPROFM 214 (15 Points)
Te Aromatawai mō te Ako me te Whakaako

Assessments for learning, for teaching, and of learning will be examined with reference to their
specific purposes, characteristics and the degrees of reliability and validity necessary for each. Emphasis will be placed on the appropriate use of assessment tools/tasks and the gathering of robust information so sound interpretations and decisions can be made about learning.

Restriction: ACE 903.601, 903.701, EDUC 224, 225, 230, 231, EDUCM 230

EDPROFM 220
Special Topic
(15 Points)

EDPROFM 309
Te Pae Tawhiti kia Tata
(15 Points)
Synthesises Te Reo Māori knowledge, skills and attitudes for teaching and learning across Marautanga. Addresses questions such as: How is Te Reo Māori revitalisation supported at micro, meso and macro levels? What are the socio-political implications of language change, shift, loss and revitalisation? How can long term personal Māori language development be planned for in a school context?

Prerequisite: EDPROFM 209
Restriction: ACE 902.711

EDPROFM 310
Māori Student Achievement
(15 Points)
Investigates the effect of imperatives to raise Māori educational achievement over the last decade. What have been the main developments in assessment over the last decade? What are some of the imperatives for those changes? What are community expectations in relation to assessment information and how learners are achieving? What is the community’s role in assessment? What have been the impact and outcomes of these developments to date on Māori achievement?

EDPROFM 311
Te Reo Māori me ngā Tikanga for Learning and Teaching
(15 Points)
Integrates content knowledge with the planning, teaching and assessing of Te Reo Māori and tikanga. Addresses such questions as: What language and content knowledge do teachers need to teach Te Reo Māori effectively? How does a teacher maximise learner motivation, engagement and language acquisition? What resources support the teaching and learning of Te Reo Māori? How can a teacher’s Te Reo Māori proficiency be sustained?

EDPROFM 313
Te Pouako Ngaio
(15 Points)
Examines theories, evidence informed practices, and attitudes that are critical to being a professional teacher. Explores concepts such as teacher self-efficacy, teacher inquiry and reflection, and factors that support the transition from student to teacher. Discusses the nature of professionalism, and the impact of expectations on teachers, including ethical obligations and legal requirements.

Prerequisite: EDRAC 201 or 202 or EDRACM 201
Corequisite: EDPROFM 305, or 306, or EDPRACM 302
Restriction: EDPROFM 301

EDPROFM 320
Special Topic
(15 Points)

EDPROFM 321
Special Topic
(15 Points)

EDPROFM 322
Special Topic
(15 Points)

Postgraduate 700 Level Courses

EDPROFM 700
Special Topic
(30 Points)

EDPROFM 701
Special Topic
(30 Points)

Education Professional Studies Pasifika

Stage I

EDPROFPK 102
Pe mafai velea e ki tatou oi tamaiti aoga Pasifika
(15 Points)
Explores skills and techniques in learning-to-learn in Pasifika medium, bilingual education settings. Students are introduced to characteristics of the development of a first language platform for further successful learning in English. Interpersonal communication and cognition skills and academic language proficiency in students’ first languages will be scaffolded during this course.

Restriction: ACE 570.524, 571.520

Education Special

Stage II

EDSPEC 234
Working for Families
(15 Points)
Examines the experiences of family and whānau when a member has a disability or special educational need. It reviews approaches used to support families seeking appropriate education and other services for a family member. The implications for professional practice are identified.

Prerequisite: Any 30 points passed from the BHumServ Schedule
Restriction: ACE 560.703, EDSPC 334

Stage III

EDSPEC 301
Approaches to Disability
(15 Points)
An examination of the theoretical constructs and models, and historical and current perspectives of disability. It will investigate policy and legislation that has influenced the provision of services and support for learners with special needs. From exploring a range of perspectives on disability students will formulate their personal philosophy of special education.

Restriction: ACE 560.701

EDSPEC 310
Early Intervention
(15 Points)
An introduction to the philosophical and theoretical bases for early intervention for young children with special needs. A systems model examines the benefits of linking assessment, intervention and evaluation processes. This framework integrates a transdisciplinary team approach within the appropriate cultural context of the family. Written processes required for effective service delivery will also be examined.

Restriction: ACE 561.701, 561.709

EDSPEC 311
Early Development and Families
(15 Points)
An examination of the risk factors associated with early development leading to a deeper understanding of typical and atypical development. The development of a critical understanding of the role of the early
intervention teacher in relation to these issues within family and community contexts.

Prerequisite: EDSPEC 310

EDSPEC 312 (15 Points)
Language and Behaviour Interventions
An examination of the theories related to early language and behaviour intervention for young children with special needs including the tools for assessment, programme development and evaluation. The course will also investigate service provision for children with language and behaviour difficulties. This knowledge and understanding will be applied in interventions within families and community contexts.

Prerequisite: EDSPEC 310

EDSPEC 313 (15 Points)
Early Intervention Practice 1
An introductory examination and reflection of the principles and practice required of an Early Intervention Teacher will be undertaken. Content areas will encompass the application of a linked systems approach within Te Whāriki.

Prerequisite: EDSPEC 310

EDSPEC 314 (15 Points)
Early Intervention Practice 2
An advanced examination and reflection of the principles and practice required of an Early Intervention Teacher and extends the learning in Early Intervention Practice 1. Content areas will encompass the application of a linked systems approach within Te Whāriki and the application of current research findings.

Prerequisite: EDSPEC 313

EDSPEC 320 (15 Points)
Foundations of Deaf Education
Provides a historical context in which to place continuing discussions of issues, events, philosophies and methodologies that are part of deaf education today. Current philosophies and practices in New Zealand are examined including sign bilingualism, inclusive education, and early intervention. The impact of hearing loss on a family is considered alongside language, cognitive and social-emotional development of the deaf child.

EDSPEC 321 (15 Points)
The Ear: Anatomy, Audiology, Technology
Designed as an introduction to medical, demographic and audiological aspects of hearing loss. Topics include: causes and prevalence of hearing loss, audiological measurement, management of a range of assistive devices. Content is linked to classroom teaching and learning by consideration of levels of deafness, the development of auditory and spoken language skills and the potential enhancement provided by audiological technology.

EDSPEC 322A (7.5 Points)
Sign Language and Deaf Culture
The development of receptive and expressive New Zealand Sign Language (NZSL) skills is essential to meet the needs of Deaf learners and the NZSL curriculum. Metalinguistic knowledge in order to compare and contrast features of NZSL and English is developed. Aspects of Deaf culture and the New Zealand Deaf community in which the language is embedded are examined and discussed.

To complete this course students must enrol in EDSPEC 322 A and B

EDSPEC 323 (15 Points)
Language Development: Deaf Learners
Metalinguistic understanding of normal language development and the potential impact of hearing impairment. Listening and speaking hierarchies of development and the developmental stages of New Zealand Sign Language are examined in depth. Development of the teaching techniques and skills of analysis and assessment in relation to relevant curriculum documents for both languages.

EDSPEC 324 (15 Points)
Literacy Development: Deaf Learners
Issues relating to the development of literacy for deaf learners are examined. Approaches used to develop reading and writing for deaf learners, users of both spoken English and/or New Zealand Sign Language, are critically analysed in relation to curriculum documents. ESOL strategies are investigated for their relevance to deaf learners. Assessment skills and tools are examined.

EDSPEC 325A (7.5 Points)
EDSPEC 325B (7.5 Points)
Professional Practice: Deaf Education
Examination and implementation of methodologies, curriculum and adaptations that may be used for deaf learners. Current provisions and roles of professionals in deaf education are examined. A requirement to complete four placements in a range of settings nationwide over two semesters. The development of analytic, reflective, communication, planning and evaluation skills to meet the needs of deaf learners.

To complete this course students must enrol in EDSPEC 325 A and B

EDSPEC 330 (15 Points)
Behaviour Management and Change
An introduction to critical features of positive behaviour support which have emerged from applied behaviour analysis, a focus on community participation, and person-centred values. Assistance to examine assumptions about behaviour, undertake problem identification and functional assessment, and design and evaluate behaviour plans in relation to educational settings.

Corequisite: EDUC 342
Restriction: ACE 560.708, EDSPEC 230

EDSPEC 331 (15 Points)
Collaborative Teaming
The characteristics, principles and skills of collaborative consultation are presented within the context of supporting students with special educational needs. Leadership skills, communication, and problem solving within professional practice are examined. Models and practices for the development and maintenance of teams within educational settings are explored.

Restriction: ACE 564.708

EDSPEC 332 (15 Points)
Adapting Teaching and Schoolwork
Effective ways to adapt teaching and schoolwork for a range of students. It examines frameworks for making decisions about modifying instruction and the ethics underlying this. It identifies and explores strategies for designing, implementing and monitoring teaching and programming.

Restriction: ACE 564.709

EDSPEC 333 (15 Points)
Learners with Complex Needs
Develops the skills, strategies, and practices for
supporting learners with complex needs. Identifies and examines a range of theories, approaches and teaching strategies designed to support these learners. Issues that may affect programming and support to learners with complex needs are examined.

**EDSPEC 334**

**Working for Families**

The experiences of family and whānau when a member has a disability or special educational need. Approaches used to support families seeking appropriate education and other services for a family member. The implications for professional practice are identified.

Restriction: ACE 560.703, EDSPEC 234

**EDSPEC 340**

**Introduction to Vision Impairment**

Perceptions of blindness and the philosophical, social and legislative developments that have influenced current educational provisions for learners who are blind or vision impaired in New Zealand are examined. The role of vision and the implications of vision impairment on learning and development are examined.

**EDSPEC 341**

**Vision Impairment**

An introduction to the human visual system and the ways in which impairments affect visual functioning. The nature of the population of learners who are blind or vision impaired is examined as well as assessment issues, strategies and resources, and interventions for enhancing visual functioning.

**EDSPEC 342A**

(7.5 Points)

**Braille Proficiency**

Designed to explore the development and current use of braille codes and special format materials in New Zealand and develop proficiency in the Unified English Braille Code. Students will be required to complete the Braille Proficiency Examination administered by the Royal New Zealand Foundation of the Blind.

To complete this course students must enrol in EDSPEC 342 A and B

**EDSPEC 343**

(15 Points)

**The Expanded Core Curriculum**

An introduction to the Expanded Core Curriculum for learners who are blind or vision impaired and the role of the specialist teacher and other professionals in planning, assessment and teaching communication modes, concept development, visual efficiency skills, physical skills, orientation and mobility, social skills, daily life skills and resources and technology.

**EDSPEC 344**

(15 Points)

**Blind Learners with Complex Needs**

An introduction to the unique needs of blind learners with complex needs, including learners who are deafblind. Adaptations, learning approaches and programmes are examined.

**EDSPEC 345A**

(7.5 Points)

**EDSPEC 345B**

(7.5 Points)

**Professional Practice: Vision Education**

The examination, implementation and evaluation of specific methodologies, curriculum and adaptations across a range of settings for learners who are blind or vision impaired. Practicum placements will be completed across two semesters.

This course is restricted to students enrolled in the Graduate Diploma in Special Education in Vision Impairment

To complete this course students must enrol in EDSPEC 345 A and B

**EDSPEC 390**

**Instructional Processes**

The examination of the key findings of scientific research into learning and teaching and examples of teaching procedures and programmes that have been identified as being effective with learners in special education. A practical project will be completed in which students will evaluate the effects of teaching procedures.

Corequisite: EDUC 342

**EDSPEC 391**

(15 Points)

**Special Topic**

**EDSPEC 392**

(15 Points)

**Special Topic**

**EDSPEC 393**

(15 Points)

**Special Topic**

**Postgraduate 700 Level Courses**

**EDSPEC 700**

(30 Points)

**Special Topic**

**Human Services**

**Stage I**

**HUMSERV 101**

(15 Points)

**Psychology for Human Services**

An introduction to the study of psychology and its application to working in human services. Students will explore key theorists and theories of psychology. A particular emphasis on learning theory, developmental processes of social, cognitive, moral and personality interaction. A central theme is an understanding of human behaviour in social settings.

Restriction: ACE 962.507

**HUMSERV 102**

(15 Points)

**Lifespan Development for Human Services**

An introduction to the theories of lifespan development. Key issues affecting human development and its relevance and application to the work of human service practitioners will be explored. The consideration of social contexts of human development will be a central theme.

Restriction: ACE 990.506, ACE 435.503

**HUMSERV 103**

(15 Points)

**Applied Professional Practice 1**

An introduction to processes of evaluation to identify best practice strategies in human services. Students will collect evidence and assess an aspect of their own practice. Based on this investigation, and with supervision, they will formulate and implement a small scale plan to change an aspect of their practice as a human service worker.

Restriction: ACE 962.500

**Stage II**

**HUMSERV 201**

(15 Points)

**Leadership in Human Services**

An exploration of contemporary leadership concepts, organisation structures and models with a view to their implementation within human service settings. Various
approaches to team structure found in human services will be examined. Organisational structures and culture will be explored with a view to understanding how they are created, sustained and changed. 

**Prerequisite: SOCWORK 111, or 30 points passed from the BHumServ Schedule**

**Restriction: ACE 961.603**

**HUMSERV 202**

**Reflective Practice in Human Services**
Developing the processes of reflective practice to evaluate 'self' in their role as a human service practitioner. Using an experiential and collaborative approach, students will apply action learning and gather data on their own practice. In consultation with a colleague or mentor, students will implement and evaluate change in their professional practice.

**Prerequisite: HUMSERV 103 and 30 points passed from the BHumServ Schedule**

**Restriction: ACE 962.606**

**HUMSERV 203**

**Ethics and Social Justice**
An introduction to major normative ethical theories and to the moral controversies of applied ethics that are relevant to the fields of disability studies and youth work. An examination of the application of the principles of justice to disabled people and youth as expressed in relevant universal declarations and conventions and national legislation.

**Prerequisite: Any 30 points passed from the BHumServ Schedule**

**Restriction: ACE 961.605**

**HUMSERV 211**

**Assessment, Planning and Co-ordination**
An examination of the practical components and implications of assessment, planning and coordination in human services. The theory and practice of needs assessment, service coordination and budget management are examined. The professional ethics and related practice issues are examined in relation to these activities.

**Prerequisite: Any 30 points passed from the BHumServ Schedule**

**HUMSERV 212**

**Social Psychology for Practitioners**
An extended exploration of social psychology for human services workers, with a specific focus on the empirical research that places behaviour in the context of social/ applied settings. An understanding of how behaviour is influenced by the actual or imagined presence of other(s), drawing on approaches such as, attribution theory, social cognition, and self.

**Prerequisite: HUMSERV 101 and any 30 points passed from the BHumServ Schedule**

**Restriction: ACE 961.607**

**Stage III**

**HUMSERV 301**

**Quality Assurance in Human Services**
An examination of the core concepts of quality in relation to human service provision. A range of quality management approaches and their applications will be explored. Critical regard will be taken of the relationship between quality of life and service practice.

**Prerequisite: 30 points in HUMSERV or DISABLTY courses**

**HUMSERV 302**

**Applied Professional Practice 3**
A consolidation of understanding of the function of reflection as a professional tool in human service practice. A critical analysis of their own practice, connecting it to theory. With supervision and using appropriate methodology they will identify underlying assumptions, values and beliefs. Students will implement and evaluate change in their professional practice.

**Prerequisite: HUMSERV 202 and 30 points passed at Stage II from the BHumServ Schedule**

**HUMSERV 303**

**Communication and the Community**
Involves four weeks of practice providing opportunities to consider the social context of assessment, planning and coordination. The social imperatives unique to Aotearoa New Zealand are examined including acknowledgement of and respect for cultural beliefs, in particular those of Māori, Pasifika and migrant people. Highlights service responsibilities to consult with families and assist them to develop support networks. Identification of natural and community supports and living options for disabled people and their families are promoted.

**HUMSERV 304**

**Needs Assessment and Service Coordination**
Fosters skilled practice in needs assessment and service coordination. In consultation with an off-site professional supervisor and on-site colleague, students will complete the practical requirements of a range of tasks related to needs assessment and service coordination.

**HUMSERV 381**

**Special Topic**

**Special Topic: Children's Stress and Coping**

**Postgraduate 700 Level Courses**

**PROFCOUN 701**

**PROFCOUN 701A**

**PROFCOUN 701B**

**Counselling Laboratory**

An intensive "laboratory" in which students work in small groups, to develop skills and strategies for the facilitation of counselling processes. The Counselling Laboratory also provides a continuous opportunity for students to integrate theory with practice, and to develop confidence and effectiveness in their role as counsellors.

To complete this course students must enrol in PROFCOUN 701 A and B, or PROFCOUN 701

**PROFCOUN 702**

**Special Topic**

**PROFCOUN 703**

**Special Study**

**PROFCOUN 704**

**Special Topic: Children's Stress and Coping**

An in-depth exploration of the stressors that children experience in four domains: family, school, interpersonal and intrapersonal; as well as the broad range of coping strategies they employ. Content will be based on recent research with children in New Zealand, international studies and contemporary literature. Interventions and practices for supporting children will be explored.
PROFCOUN 797A (60 Points)  
Research Portfolio  
A supervised programme of coherent research activity related to 500 hours of counselling practice undertaken concurrently. The research portfolio will reflect the research and professional knowledge, understanding and skills developed during the course of the programme. It will include three case studies and other components reflecting additional, research-related activities, to be determined individually in consultation with the supervisor.  
Prerequisite: EDPROFSF 750  
To complete this course students must enrol in PROFCOUN 797 A and B

**Professional Supervision**

**Postgraduate 700 Level Courses**

**PROFSUPV 700** (30 Points)  
**The Practice of Professional Supervision**  
A critical examination of the concept, role, purpose and benefits of supervision in a wide range of professions. The rationale for supervision within professional and organisational contexts in health, counselling and human services, with reference to the ethical requirements will be examined. The knowledge and skills required to offer supervision in professional contexts will be explored in depth.  
Prerequisite: PROFSUPV 700

**PROFSUPV 701** (30 Points)  
**Advanced Approaches in Professional Supervision**  
A critical examination of a range of theoretical and practical approaches to professional supervision. An in-depth exploration of the models of supervision for health, counselling and human service contexts, will include the development of anti-oppressive supervision practice and an integration of advanced knowledge, skills and values of supervision.  
Prerequisite: PROFSUPV 700

**PROFSUPV 702** (15 Points)  
**Supervision and Professional Development in Child Protection**  
A critical examination of the impact and influence of professionally dangerous dynamics on child protection practice with families/whānau, in supervision, and within agency and interagency collaboration. A range of theoretical perspectives explaining dangerous dynamics will be explored. Examines strategies for effective supervision within child protection practice.  
Prerequisite: PROFSUPV 700

**PROFSUPV 703** (15 Points)  
**Workplace Learning and Reflective Practice**  
A critical examination of contemporary theories of adult and professional learning in health, counselling and human services workplaces. A critical examination of strategies for pre-service professional education, including practicum teaching, and continuing development including communities of practice, reflective practice and the learning organisation.  
Prerequisite: PROFSUPV 700

**PROFSUPV 704** (15 Points)  
**Counselling Supervision: Relationship and Process**  
A critical examination of the nature of the supervisory relationship in the context of counselling supervision and the facilitation of supervisory process. Topics include an in-depth exploration of the dynamics of supervisory relationships, the roles of supervisors and supervisees, and the integration of theory and practice in developing skills for facilitating supervisory process.

**PROFSUPV 705** (15 Points)  
**Critical Issues in Counselling Supervision**  
An advanced examination of ethical, process and relational issues that may arise in the practice of counselling supervision. Topics include ethical issues for supervisors and supervisees, cultural issues and the relationship between culture and ethics in supervision, the influences of socio-political contexts, power in supervisory relationships, evaluation and accountability.  
Prerequisite: PROFSUPV 700

**PROFSUPV 706** (15 Points)  
**Managing and Developing People in the Human Services**  
A critical examination of strategies for effective management and performance development of professional staff in the health and human services. Topics include key components of an effective management system, including recruitment and selection, induction and orientation, supervision, performance planning, coaching, mentoring, training and development, addressing unsatisfactory performance, building resilience and staff care strategies.  
Prerequisite: PROFSUPV 700

**PROFSUPV 707** (30 Points)  
**Supervision Folio**  
A practicum of 75 hours of supervision related activities including individual professional supervision, supervisory practice, attendance at professional development seminars and presentation of a major case study and a seminar presentation, in order to enable students to integrate supervision theory with practice.  
Prerequisite: PROFSUPV 700

**PROFSUPV 708** (15 Points)  
**Special Topic**

**PROFSUPV 709** (15 Points)  
**Special Topic**

**PROFSUPV 710** (30 Points)  
**Stress and Trauma in Health and Human Services**  
Explores the complex dimensions of stress and trauma encountered by health and human services workers. The historical, cultural and conceptual basis for an understanding of the impact of stress and trauma on both clients and workers is considered. Critically explores research-led strategies to address personal, professional and organisational responses to stressful environments.

**Social Work**

**Foundation Courses**

**SOCWORK 10F** (15 Points)  
**Social Services in Aotearoa New Zealand**  
Introduces students to a wide range of social services organisations and examines the provision of welfare and contributions of a range of groups from ‘grass roots’ community organisations to government agencies.

**SOCWORK 11F** (15 Points)  
**Aotearoa Society in Context**  
Considers the migration stories of the many peoples who make up Aotearoa New Zealand society and explores some contemporary issues and trends with particular reference to education and social services. Particular consideration will be given to Te Tiriti o Waitangi.
Stage I

SOCWORK 111 (15 Points)
Professional Communication Skills
An introduction into effective personal and professional communication in human services. An experiential and collaborative approach will be used to assist students to explore the place of self in the communication process, to understand the stages, purpose and task of the communication process, and to develop effective interaction.

SOCWORK 112 (15 Points)
Sociology for Human Services
Introducing the traditions of sociological analysis and its application to the human services. Key theory and theorists, the history of ideas and debates within sociology, and their relevance to practitioners' understanding of contemporary New Zealand society will be explored. A central theme is that a critical sociological imagination is essential for practitioners in social service settings.
Restriction: ACE 990.604, 962.501

SOCWORK 113 (15 Points)
Culture and Diversity
An introductory exploration of notions of culture and diversity that critically examines impacts on individuals, whanau and communities in Aotearoa. A range of cultural perspectives will lead to and encourage critical discovery of 'self' in relation to realms of difference in the context of social and human services.

SOCWORK 114 (15 Points)
Treaty of Waitangi in Human Services
Examines the Treaty of Waitangi and its significance in regard to historical events, trends and theories of social, economic and political change in Aotearoa New Zealand society. Explores the implications of the Treaty of Waitangi in social service delivery practice and past, present and future significance in Māori development.
Restriction: ACE 990.606

SOCWORK 115 (15 Points)
The Social Work Environment
An introduction to the history and practice of social work and the wider policy environment that will be encountered while working in the profession. Examination of the roles played in the profession and familiarisation with traditions of care and policies of welfare that influence the work of social workers and social services.

Stage II

SOCWORK 211 (15 Points)
Social Policy Development
Explores the design and analysis required in policy advocacy and policy development. Consideration of the contexts where policy review and development occur, the procedures involved, the role and preparation of submissions outlining a case for change and the proposal for new policy, and the obligations required in policy innovation and evaluation.
Prerequisite: SOCWORK 112
Restriction: ACE 990.607

SOCWORK 212 (15 Points)
Bicultural Social Work Practice
An introduction to study of the personal and professional impact of the Treaty of Waitangi in social work practice and social workers' obligations to bicultural practice. Development of an understanding of the principles of bicultural practice and articulation of their professional stance.
Restriction: ACE 990.502

SOCWORK 213 (15 Points)
Social Work Practice Skills
Development of the key skills of practice including: engagement, assessment, intervention, referral and evaluation. Drawing on theoretical approaches provided in SOCWORK 214 this course will develop the skills for working with clients in a variety of settings and cultural contexts. To be studied concurrently with SOCWORK 214.
Corequisite: SOCWORK 214
Restriction: ACE 990.504

SOCWORK 214 (15 Points)
Social Work Practice Theories
An introduction to a range of theories and models of practice in social work and their application to a variety of social work settings, including an exploration of personal and professional values within the framework of relevant codes of ethics, cultural practice and the importance of professional supervision. To be studied concurrently with SOCWORK 213.
Corequisite: SOCWORK 213
Restriction: ACE 990.503

SOCWORK 216 (15 Points)
Law and the State in Social Work
A sociological exploration of the issues presented by the legal framework that impact on social workers' mandate to practise. A critical investigation of the state's law-making functions and conflicting imperatives across a range of social work fields, including the family, justice, and mental health.
Restriction: ACE 991.602

Stage III

SOCWORK 301 (15 Points)
Supervision in Social Work
An introduction to the theory and practice of professional supervision in social work, including an examination of the organisational culture of social work agencies. Topics will include the mandate for supervision, the ethical requirements of supervision practice, and the skills for reflective supervision relationships.
Restriction: ACE 790.700

SOCWORK 302 (15 Points)
Approaches to Supervision
The integration of knowledge, skills and values of supervision into anti-oppressive professional practice. A range of approaches to supervision will explore modes and styles of supervision for health, education and human services contexts.
Prerequisite: SOCWORK 300 or 301
Restriction: ACE 790.701

SOCWORK 303 (15 Points)
Management in Human Services
Key issues in front-line management in health, social and human services settings. Examines professional identity, personal values and agency requirements and management practice. The responsibilities of services regarding the Treaty of Waitangi, equal opportunities and other relevant legislation will be examined.
Restriction: ACE 790.702

For further information please refer to the note on page 349.
Managing and Developing Performance
SOCWORK 304 (15 Points)
Effective management and performance development of professional staff in the human services. Topics include key components of an effective management system, including recruitment and selection, induction and orientation, supervision, performance planning, coaching, training and development, addressing unsatisfactory performance, and staff care strategies.
Restriction: ACE 790.704

Supervision in Child Protection
SOCWORK 305 (15 Points)
A critical examination of the impact and influence of professionally dangerous dynamics on child protection practice with families/whānau, in supervision, and within agency and interagency collaboration. A range of theoretical perspectives explaining dangerous dynamics will be explored. Examines strategies to resolve dangerous dynamics with child protection practice.
Restriction: ACE 790.705

Supervising Students on Placement
SOCWORK 306 (15 Points)
An exploration of the skills, knowledge and dispositions required for effective and high quality field placements for students in social and human services. Topics will include teaching and learning in field education, designing learning experiences, teaching critical thinking for professional practice.
Restriction: ACE 790.706

Research in Professional Supervision
SOCWORK 308 (15 Points)
Research and evaluation skills for professional staff in a range of human services agencies. Topics will include research and evaluation, design and methods and the development of a small personal research project related to current student professional work. The ethical imperative for research informing professional practice will be examined.
Restriction: ACE 791.700

Research Essay GradCertProfSup
SOCWORK 309 (15 Points)
A research essay will normally consist of either an in-depth, critical review of the literature in one area of professional supervision, staff development or professional leadership, or a detailed formal report of research undertaken by the student.
Prerequisite: SOCWORK 308

Special Topic
SOCWORK 310 (15 Points)

Social Work Approaches and Interventions
SOCWORK 311 (15 Points)
An examination of a range of social work methods and theories, including community work, cultural and indigenous models of practice, that enable students to develop their individual practice approach. The opportunity to develop skills for intervention strategies in workshop settings will be given.
Prerequisite: SOCWORK 214
Restriction: ACE 990.603

Applied Social Research
SOCWORK 312 (15 Points)
Social workers are reclaiming the research agenda in social work. Sound social work practice relies on evidence to inform theoretical frameworks, intervention decisions and practice evaluation. A practical introduction to the principles, theories and approaches that inform social research, with a particular emphasis on social work contexts.
Prerequisite: SOCWORK 112
Restriction: ACE 990.605

Organisations and Management
SOCWORK 315 (15 Points)
Examines the variety of organisational frameworks from which human services are practised and the impact of these contexts on professional identity and practice in the workplace. Contemporary management approaches will be examined with reference to theory and roles and responsibilities assumed by human service managers in a complex and dynamic environment.
Prerequisite: SOCWORK 211
Restriction: ACE 991.601

Supervised Field Practice and Professional Development 1
SOCWORK 316 (45 Points)
A practicum course which focuses on developing a professional identity and a philosophy of practice that is shaped by integrating personal experience and professional knowledge, values and skills gained from the first two years of the Bachelor of Social Work programme. A significant part of this course includes a period of 12 weeks supervised agency-based practical experience for which the student will be prepared through developing individual learning goals.
Prerequisite: SOCWORK 316 A and B, or SOCWORK 316

Working with Pasifika Communities
SOCWORK 351 (15 Points)
Pasifika organisations working with Pasifika communities in Aotearoa is a relatively new phenomenon. This course seeks to navigate “Pasifika waves” that embrace traditional and contemporary notions of working with Pasifika Nations.

Counselling in Social Practice
SOCWORK 353 (15 Points)
An exploration of theories and models of practice in counselling in social services settings. Includes preparation for work with individuals and whānau in a range of settings and with clients from different social and cultural backgrounds.
Restriction: ACE 992.705

Community Development
SOCWORK 356 (15 Points)
An in-depth examination of the historical and theoretical framework of community development and community work with reference to strategies for the development of diverse and indigenous communities. Skills, strategies and models of community work,
advocacy, networking and development work are explored.
Prerequisite: Any 60 points passed at Stage II
Restriction: ACE 990.608, 991.603

SOCWORK 383 (15 Points)
Special Topic

Stage IV

SOCWORK 411 (15 Points)
Social Work Interventions for Best Practice
An in-depth examination of contemporary issues in social work practice, focusing on evidence-based practice and intervention skills that have direct application to complex practice situations.
Prerequisite: SOCWORK 311
Restriction: ACE 990.703

SOCWORK 413 (15 Points)
The Social Work Discourse
The application of sociological analysis to consideration of the role and characteristics of social work practice. An exploration of the professional discourse is framed and how major social trends impact on that discourse in practice and the public domain.
Prerequisite: SOCWORK 112
Restriction: ACE 990.704

SOCWORK 414 (15 Points)
Research and Evaluation in Social Practice
An exploration of relevant social work research literature and formulation of a research or service evaluation proposal. Develops confidence and skills in the application of research principles, the design and implementation and critique of research strategies and the utilisation of research outcomes in the articulation of professional practice in social work and social services.
Prerequisite: SOCWORK 312

SOCWORK 415 (30 Points)
Supervised Field Practice and Professional Development 2
An advanced practicum course which provides an exposition of the relationship between critical reflection, professional supervision and ethical practice to the knowledge, skills and practice experience of the social work profession. A period of 16 weeks supervised agency-based practical experience is included in this course that builds on participant knowledge and skills.
Prerequisite: SOCWORK 317
Restriction: ACE 990.601

SOCWORK 416 (45 Points)
Professional Practice Project
A student directed project intended to develop a field of proficiency applicable to current or future professional interests. The project will involve research investigation, critical reflection and analysis, evaluation, and the preparation of resources or development of new practice. On completion students will showcase their project in a verbal presentation.

SOCWORK 484 (15 Points)
Special Topic

Postgraduate 700 Level Courses

SOCWORK 711 (15 Points)
Social Work Interventions for Best Practice
An in-depth examination of contemporary developments in social work practice, with an emphasis on the employment of evidence-informed interventions that have direct application to complex practice situations.
Prerequisite: SOCWORK 311
Restriction: ACE 990.703, SOCWORK 411

SOCWORK 713 (15 Points)
The Social Work Discourse
A critical analysis of contemporary social work practice, utilising sociological perspectives and contemporary social theory. An in-depth exploration of how the professional discourse of social work is framed and how major social trends impact on that discourse in practice and the public domain.
Restriction: ACE 990.704, SOCWORK 413

SOCWORK 714A (22.5 Points)
SOCWORK 714B (22.5 Points)
Social Work Honours Research Project
An exploration of relevant social work research literature and design, leading to limited implementation of a research or service evaluation. Students will critically apply research and practice principles to problem definition, literature review, research strategies and design, to pilot a small supervised evaluation, culminating in a research project report.
Prerequisite: SOCWORK 312
To complete this course students must enrol in SOCWORK 714 A and B

SOCWORK 715 (30 Points)
Supervised Field Practice and Professional Development
An advanced practicum course which includes a critical interrogation of the relationships between critical reflection, professional supervision and ethics and their application to professional social work practice. This course includes a minimum of 65 days supervised agency-based practical experience, building on the knowledge and skills gained in the first practicum and subsequent coursework.
Prerequisite: SOCWORK 317
Restriction: ACE 990.601, SOCWORK 415

SOCWORK 716 (30 Points)
Practice Case Studies
A student directed project intended to enhance proficiency in advanced practice applicable to current or future professional interests. The project will involve review of literature, critical reflection and analysis, evaluation, the exploration of narrative reports and the preparation of case studies. On completion students will showcase their project in a verbal presentation.
Prerequisite: SOCWORK 316

SOCWORK 718 (30 Points)
Applied Research in Social Services
Examines the role of applied research within professional practice. An in-depth examination of research methods, traditions and techniques particularly used in analysing, evaluating and auditing social service programmes and practices. Aims to enhance and develop the knowledge and understanding of students with regard to the nature and application of a broad range of research methods, the role of theory, ethics and politics in research and in developing a research proposal.

SOCWORK 719 (30 Points)
Special Study

SOCWORK 750 (15 Points)
Practice Research: Conduct, Utilisation and Dissemination
An in-depth examination of the development of evidence-informed practice exploring approaches to
research in and for practice and the management of knowledge. The essential skills of scholarship and reflective social work practice are explored.

**SOCWORK 751 (15 Points)**
Interpersonal and Family Violence
An in-depth examination of theoretical, cultural and practice perspectives on interpersonal violence with consideration of local, national and global issues. Examines education, screening, risk assessment and interventions with individuals and families. Organisational responses and leadership in health services and the community are explored.

**SOCWORK 752 (15 Points)**
Issues in Clinical Practice
An in-depth examination of theoretical and cultural perspectives in a range of fields within health social work. Content will include contemporary literature and research on assessments and interventions that can assist adults and children experiencing grief, loss and change through the lifespan and the impact of major change in social circumstances on health and wellbeing.

**SOCWORK 757 (30 Points)**
Policy Appraisal and Innovation in Human Services
Enables students to assess the construction and performance of policy in fields of social and human service practice. Explores contemporary policy, comparative policy analysis, research-led policy development, programme monitoring and evaluation. Examines practitioner responsibility for policy appraisal to enable practitioners to become conversant with policy innovation and change in professional settings.

**SOCWORK 758 (30 Points)**
Special Topic

**SOCWORK 759 (15 Points)**
Special Topic

**SOCWORK 760 (60 Points)**
Thesis
To complete this course students must enrol in SOCWORK 796 A and B

**SOCWORK 797A (45 Points)**
Research Portfolio
To complete this course students must enrol in SOCWORK 797 A and B

**Social Work Child and Family Practice**

**Stage II**

**SOCCHFAM 215 (15 Points)**
Whānau-Family-Aiga Practice
An exploration of the structural, emotional, social and cultural dimensions of families, encompassing the relevance of cultural knowledge and appropriate interventions in diverse family practice and examination of the significance and impact of social issues on whānau-family-aiga systems.

**SOCCHFAM 232 (15 Points)**
Child and Family Law and Social Work
An in-depth exploration of legislation that impacts on children, young people and their families. The processes of guardianship, custody and access in the context of Aotearoa New Zealand will be examined. Emerging trends in the conception, configuration and perceptions of families will be critically discussed in relation to the legislation and rights of children and young people.

**Stage III**

**SOCCHFAM 314 (15 Points)**
Child Protection Practice
An examination of the theoretical frameworks for understanding child abuse and neglect, and an investigation of strategies for safe professional practice in child protection. It includes the consideration of the role of both statutory and community agencies in protecting and assisting children and families.

**SOCCHFAM 332 (15 Points)**
Working with Children and Families
An exploration of effective approaches, policies, practices and principles used to engage with children and their families within the context of Aotearoa New Zealand. This course will develop the skills and knowledge necessary for working with children and their families. This will involve assessing family capacity, child development and the significant relationships that promote child and family wellbeing.

**Stage IV**

**SOCCHFAM 431 (15 Points)**
Child and Adolescent Mental Health Issues
A critical examination of specific diagnoses and disorders of childhood and adolescence that impact on their mental health and wellbeing, with emphasis on the current successful treatments for severely emotionally distressed children and young people within Aotearoa New Zealand.

**SOCCHFAM 482 (15 Points)**
Special Topic

**Postgraduate 700 Level Courses**

**SOCCHFAM 731 (15 Points)**
Child and Adolescent Mental Health Issues
An in-depth examination of specific diagnoses and disorders of childhood and adolescence that impact on their mental health and wellbeing, with emphasis on contemporary literature and evidence informed practice with children and young people within Aotearoa New Zealand.

**SOCCHFAM 734 (30 Points)**
Issues in Child Welfare and Protection
Explores the critical issues in child welfare and protection encountered by health and human services workers. The historical, social and conceptual basis for an understanding of child abuse and neglect is considered. Explores research-led strategies to address personal, professional, and societal responses to the needs of vulnerable children.
### Social Work Health Practice

#### Stage II

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<th>Course Code</th>
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<tr>
<td>SOCHLTH 231</td>
<td>Health Social Work Practice</td>
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Explores the role of social work practice in a health setting. An examination of the social work role both within a community and institutional setting, key health strategies, the structure and funding of health, and core skills in facilitating family meetings and working with issues of grief, loss and recovery.

*Restriction: ACE 992.701*

#### Stage III

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<tr>
<td>SOCHLTH 313</td>
<td>Mental Health in Social Practice</td>
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An exploration of the dynamics of social practice with service users and their whānau/family with mental health issues. This course includes an examination of mental health policy and broad approaches to care and recovery. An overview of the major mental health illnesses and associated recovery strategies will be provided. The impact of mental health issues in Māori, Pasifika, people with disabilities, young people and refugee and migrant communities will be examined.

*Restriction: ACE 992.702*

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<tr>
<td>SOCHLTH 334</td>
<td>Effective Social Work in Health and Disability Services</td>
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Explores the role of social work with people who have disabilities or experience disabling conditions through accident, illness and aging. Examines policy and strategies of support for recovery and rehabilitation. Develops skills to address the psychosocial impact of physical loss and change with individuals, carers and families.

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<td>SOCHLTH 381</td>
<td>Special Topic</td>
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#### Stage IV

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<tr>
<td>SOCHLTH 432</td>
<td>Working with Grief and Loss</td>
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An in-depth examination of theoretical and cultural perspectives of grief and loss that includes loss associated with trauma, terminal and chronic illness and suicide. Personal experience of loss will also be explored. Content will include developing social work skills and interventions that can assist adults and children experiencing grief, loss and change.

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<td>SOCHLTH 481</td>
<td>Special Topic</td>
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### Postgraduate 700 Level Courses

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<td>Working with Grief and Loss</td>
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</table>

An in-depth examination of theoretical and cultural perspectives of grief and loss that includes loss associated with trauma, terminal and chronic illness and suicide. Personal experience of loss will also be explored. Content will include contemporary literature and the examination of evidence-informed interventions that can assist adults and children experiencing grief, loss and change.

*Restriction: ACE 990.601, SOCHLTH 432*

### Social Work Youth Practice

#### Stage II

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<tr>
<td>SOCYOUTH 233</td>
<td>Working with Young People</td>
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An exploration of the role of social work with young people in Aotearoa New Zealand. An introduction to youth services with reference to the legal, policy and practice dimensions that impact on young people, their families and communities.

*Restriction: ACE 535.506*

#### Stage III

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<tr>
<td>SOCYOUTH 333</td>
<td>Working with Challenging Behaviours</td>
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An application of skills, knowledge, strategies and interventions that enable successful engagement with people who present with behaviours and attitudes that may impede or challenge the establishment of effective working relationships. This course will examine a variety of contemporary approaches that inform best practice with the dynamics of aggression, violence and other problematic behaviours with a range of client populations.

#### Stage IV

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<tr>
<td>SOCYOUTH 433</td>
<td>Youth Justice Issues and Strategies</td>
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An in-depth examination of contemporary literature, research and cutting edge strategies in youth offending and recidivist behaviours, with an emphasis on the skills necessary for working successfully with this client group.

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<td>SOCYOUTH 483</td>
<td>Special Topic</td>
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Postgraduate 700 Level Courses

SOCYOUTH 733 (15 Points)
Youth Justice Issues and Strategies
A critical examination of contemporary literature, research and evidence informed strategies in youth offending and recidivist behaviours, with an emphasis on the skills necessary for working successfully with this client group.
Restriction: ACE 990.601, SOCYOUTH 433

SOCYOUTH 736 (15 Points)
Special Topic

Youth Work

Stage I

YOUTHWRK 151 (15 Points)
Conceptualising Young People
An exploration of historical and contemporary social constructions of youth and the ways in which socio-cultural factors such as gender, ethnicity, sexual orientation and environment impact on young people’s development and identity.
Restriction: ACE 455.501

YOUTHWRK 152G (15 Points)
Understanding New Zealand Youth
This course examines the concept of ‘youth’ and the historical, economic and political contexts in which young people live and are schooled in New Zealand society. The concept of youth is explored as a fundamental aspect of human development, identity and culture. The ways that we learn about what it is to be a young person in New Zealand today, including sport, body image, media, music, technology and social networking will be explored.

Stage II

YOUTHWRK 253 (15 Points)
Addictions and Youth
An examination of addictions related to intoxicating commodities such as alcohol, intimacy and sex, food and exercise, money and information technologies and their impact on health outcomes for young people in Aotearoa New Zealand. It examines the patterns and effects of discourses and practices related to various addictions and their treatment where youth are concerned.
Prerequisite: Any 30 points passed from the BHumServ Schedule
Restriction: ACE 535.508

YOUTHWRK 281 (15 Points)
Special Topic
Prerequisite: Any 30 points passed from the BHumServ Schedule

Stage III

YOUTHWRK 353 (15 Points)
Enhancing Pasifika Development
Examines the place, roles and relationships of Pasifika youth in Aotearoa New Zealand society. Examines the cultural assets of Pasifika youth and the challenges and difficulties they face. Services and initiatives targeted at enhancing Pasifika youth inclusion and development will be critically examined with reference to current theories, research and community perspectives.
Prerequisite: Any 30 points passed at Stage II from the BHumServ Schedule
Restriction: ACE 535.705

YOUTHWRK 354 (15 Points)
Rangatahi: Taonga Tuku Iho
An examination of social and cultural factors that influence the aspirations and participation of Rangatahi in society. The course will encourage the integration of theoretical perspectives that inform the development and implementation of practical strategies predicated on a Māori worldview.
Prerequisite: Any 30 points passed at Stage II from the BHumServ Schedule
Restriction: ACE 535.704

YOUTHWRK 381 (15 Points)
Special Topic
Prerequisite: Any 30 points passed at Stage II from the BHumServ Schedule

Faculty of Engineering

Bioengineering

Postgraduate 700 Level Courses

BIOENG 796A (60 Points)
BIOENG 796B (60 Points)
ME Thesis (Bioengineering)
A student is required to submit a thesis on a topic assigned by the Director of Bioengineering.
To complete this course students must enrol in BIOENG 796 A and B

Biomedical Engineering

Stage II

BIOMENG 221 (15 Points)
Mechanics of Biomaterials
The principles of mechanics and the special circumstances associated with applying these principles to living and prosthetic structures will be presented. Topics include: introduction to linear elasticity, stresses and strains specific to direct and torsional loading, material constitutive relationships (including anisotropy, nonlinearity, and viscoelasticity), axial and transverse loading of bone, pressure loading of the heart, and theories of failure.
Restriction: ENGSCI 371

BIOMENG 241 (15 Points)
Instrumentation
Introduction to instrumentation, measurement systems, and signal processing. This course will consider aspects of hardware and software related to the measurement of biological signals.
Prerequisite: ELECTENG 101
Restriction: BIOMENG 233

Stage III

BIOMENG 321 (15 Points)
Continuum Modelling in Bioengineering
An introduction to continuum modelling approaches to bioengineering problems across a range of spatial scales. Topics include: mathematical modelling of gene regulation; molecular and cellular mechanics of striated muscle, nerve and cardiac cellular and tissue electrophysiology; and finite deformation elasticity and constitutive laws of soft biological materials; vascular networks and flow.
Restriction: ENGSCI 371
### Chemical and Materials Engineering

#### Stage I

**CHEMMAT 100G** (15 Points)

**Materials of the Modern World**

Every aspect of daily living is influenced in some way by the materials that surround us. Ceramics, metals, polymers, and composites; each has its own properties which have, over time, influenced the development of modern technological societies. Take a moment to imagine a world without metal, for example, to see how central the science of materials is to everyday life. This course will explore, at a non-specialist level, the basic principles governing the properties and behaviour of a wide variety of common materials and examine their applications and limitations.

**CHEMMAT 121** (15 Points)

**Materials Science**

Introduction to materials science starting with the fundamentals of atomic structure and bonding and how this builds up a microstructure to create a solid. Metals, polymers, ceramics, composite and biomaterials will be covered and the properties, advantages and disadvantages of each discussed. Considerations such as corrosion, degradation and failure will be studied with a focus on improving design and creating new materials for our future world.

#### Stage II

**CHEMMAT 211** (15 Points)

**Introduction to Process Engineering**

Materials and energy balancing with and without chemical reaction, materials and energy balances in multiphase systems such as crystallisation, evaporation, drying, humidification, dehumidification, absorption, distillation, extraction and filtration. An introduction to the most important unit operations in the chemical industry, design concept and safety as applied to processing.

**CHEMMAT 212** (15 Points)

**Energy and Processing**

The second law of thermodynamics. Thermodynamics of power and refrigeration cycles and flow processes. Classical chemical thermodynamics including concepts of chemical potential, fugacity and activities; their applications to vapour-liquid equilibria and reacting systems. Multi-component physical equilibria. Multiple reaction equilibria and system-free energy minimisation. Practical examples and applications.

**CHEMMAT 213** (15 Points)

**Transfer Processes 1**


**CHEMMAT 221** (15 Points)

**Materials**


**CHEMMAT 232** (15 Points)

**Process Design 1**

Mechanics of solids and analysis of stress and strain. Introduction to materials selection. Design of thin walled pressure vessels. Application to the design of vessels, tanks, reactors, piping and heat transfer equipment. Introduction to the chemical industry, unit operations, line diagrams and process equipment. Report writing and oral communication skills. **Restriction: CHEMMAT 231**

**CHEMMAT 242** (15 Points)

**Applied Chemistry**


#### Stage III

**CHEMMAT 312** (15 Points)

**Transfer Processes 2**

Principles of continuous and staged processes. Mass transfer in various media, systems and phases. Interrelating reactor design to mass transfer processes. Studies of selected separation processes such as absorption, solvent extraction, and distillation. Heat transfer with phase change; nucleate and film boiling of liquids.

**CHEMMAT 331** (15 Points)

**Advanced Process Engineering**

An in-depth analysis of selected topics that influence
the design, operation, and performance of process plants. Topics include particulate technology, particle mechanics and particle motions, non Newtonian fluid flow, two-phase solid-liquid and gas-liquid flow, flow through porous media and packed beds, filtration, centrifugation, fluidisation, variable-analysis of variations in materials and product processing, membrane separation methods and optimisation techniques. Restriction: CHEMMAT 316, 411

CHEMMAT 315 (15 Points)
Chemical Reactor Engineering

CHEMMAT 317 (15 Points)
New Developments in Process Engineering
Focusing on Green Process Engineering, this course aims to improve the sustainability and minimise the environmental impact of all process design and engineering. This includes: overview and quantification of human environmental impacts, waste and energy minimisation, clean technologies, life cycle analysis, Industrial Ecology, and emissions regulation. Unit operations covered: adsorption, strippers, precipitation, flocculation, ion exchange, membrane separations, and advanced oxidations.

CHEMMAT 322 (15 Points)
Materials Processing and Performance
Materials Performance: materials degradation and protection, including high temperature corrosion and high temperature materials, corrosion principles and practice, testing methods, corrosion resistant materials and corrosion protection. Cast irons and non-ferrous alloys; performance of polymers and ceramics. Materials Processing: liquid metal processes, including metal smelting, solidification and casting; deformation processes. Joining techniques; welding, soldering, adhesives and NDT; Failure analysis. Restriction: CHEMMAT 321, 421

CHEMMAT 331 (15 Points)
Process Design 2

Stage IV

CHEMMAT 412 (15 Points)
Process Dynamics and Control
Introduction to process instrumentation, modeling and simulation, first, second and higher order systems, transport delay, linearisation, interactive elements, open-loop and negative feedback systems, transient response analysis, stability, controllers and controller tuning, frequency response analysis, advanced control strategies including feed-forward, cascade control, and predictive control. Control of common loops, unit operations, multiple loops and whole plants. Restriction: CHEMMAT 311, 411

CHEMMAT 422 (15 Points)
Non-metallic Materials

CHEMMAT 423 (15 Points)
Materials Engineering
Advanced aspects of mechanical behaviour, primarily analysis of fracture mechanics and failure analysis. Nanomaterials and nanotechnology, primarily synthesis, processing and characterisation of nanomaterials. Applications in devices – sensing, catalysis and biomedical areas. Selected topics on surface engineering – coating and thin films technology. Further topics on tribology, friction and wear of materials, powder metallurgy.

CHEMMAT 424 (15 Points)
Electronic Materials and their Applications
Introduction to electronic properties of materials and their applications. Contents include: basic theories of electrical conduction, conducting and insulating materials, semiconductor properties and materials, dielectric, magnetic, optical, thermal and sensing properties and materials, and superconductors. This course will cover the basic properties, processing methods and performance of electronic materials. The applications of electronic materials in various industries will be emphasised.

CHEMMAT 432A (15 Points)
CHEMMAT 432B (15 Points)
Design Project
Specification, planning and executing a specific process design project. The detailed considerations in the project to include environmental impact, safety and occupational health issues, material selection, process energy demand and efficiency, costing and economics, process start-up and operation. Restriction: CHEMMAT 431
To complete this course students must enrol in CHEMMAT 432 A and B

CHEMMAT 442A (15 Points)
CHEMMAT 442B (15 Points)
Research Project
A student is required to submit a report on project work carried out on a topic assigned by the Head of Department of Chemical and Materials Engineering. The work shall be supervised by a member of staff. Restriction: CHEMMAT 441
To complete this course students must enrol in CHEMMAT 442 A and B

CHEMMAT 463 (15 Points)
Food Process Engineering
Application of engineering principles to food processing. Study of main food processing operations: heating and thermal processing, cooling and freezing, evaporation, dehydration, the use of membranes and packaging,
Most fundamental areas of engineering relevant for food processing such as heat and mass transfer, fluid flow and rheology, are covered. Process impact on food safety, quality and preservation is also discussed.

**CHEMMAT 464 (15 Points)**
**Engineering Biotechnology**
Principles of biochemical engineering. Exploitation of bioreaction and bioprocess systems. Introduction to biomolecular techniques and their applications. Enzyme and microbial reaction kinetics, bioreactor design and downstream processing. Examples of biochemical process and food industry applications.

**CHEMMAT 712 (15 Points)**
**Chemical Engineering Seminar**
A graduate course on a topic or topics from the advanced fields of fluid mechanics, transport phenomena, heat transfer, particulate technology, chemical reactors, fuel technology and other chemical engineering areas.

**CHEMMAT 713 (15 Points)**
**Studies in Chemical Engineering**
An advanced course on topics to be determined each year by the Head of Department of Chemical and Materials Engineering.

**CHEMMAT 716 (15 Points)**
**Advanced High Temperature Processing**
A theoretical and applied treatment of selected topics related to industrial processing in New Zealand. Examples may include: electrochemical engineering for aluminium production, reactors, heat and mass transfer in electrothermal production of metals and slags, metallurgical reactors for treatment and quality control of metals and alloys.

**CHEMMAT 717 (15 Points)**
**Electrochemical Engineering**
The thermodynamics of aluminium electrolysis; heat and mass balance; components of the cell voltage; anode effect and its mitigation, resistance and voltage tracking; cell magnets and magnetic modelling.

**CHEMMAT 718 (15 Points)**
**Aluminium Reduction Process Operations**
Monitoring overall aluminium cell performance – what are the appropriate parameters to measure, how are they measured and how are they used for process control? Optimising cell performance, scheduling of operations, dealing with process excursions, metal treatment and quality. Novel cell designs.

**CHEMMAT 721 (15 Points)**
**Advanced Materials**
A course with emphasis on new developments in materials science and engineering and their impact on technology and society. Topics may be selected from: surface engineering, nanocrystalline materials and composites, rapid solidification and mechanical alloying, diffusional synthesis, processing via solid state reaction, intermetallics, amorphous alloys and superconductors.

**CHEMMAT 722 (15 Points)**
**Materials Seminar**
A course on a topic or topics in the field of materials to be determined each year by the Head of Department of Chemical and Materials Engineering.

**CHEMMAT 724 (15 Points)**
**Advanced Materials Characterisation**
A course on modern methods for materials microstructural characterisation and analysis including: electron microscopy (SEM and TEM), microanalysis and surface analysis, atomic force microscopy (AFM), nanoindentation. The course will include both principles and practical experience of these techniques.

**CHEMMAT 726 (15 Points)**
**The Light Metals Industry**
An overview of the light metals, Ti, Al and Mg, their chemistry, metallurgy and processing. It also deals with trends in the global light metals production and uses and recent advances in extending applications for these materials; economics of feedstock and materials selection and availability; power supply and management; efficient use of equipment and resources; and environmental issues.

**CHEMMAT 727 (15 Points)**
**Materials Performance and Selection for Light Metals Processing**
Performance requirements of anodes, cathodes, cell refractories and other aluminium cell construction materials are assessed. Techniques for monitoring materials performance in operation and post operation (autopsies) are discussed. This course also covers materials specifications, how well they predict performance in the aluminium cell as well as the relationship between the fabrication of the cell components and their performance. New materials.

**CHEMMAT 731 (30 Points)**
**Advanced Design for Reduction Technology**
Specification, planning and execution of a specific process design project in reduction technology. Detailed considerations in the project will include material selection, process energy demand and efficiency, costing and economics, environmental impact and process start-up and operation.

**CHEMMAT 732 (30 Points)**
**Advanced Design Project**
An advanced design project looking at the design and manufacture of a product based on a plastics material. Detailed considerations will include material and process selection, mould design, costing and economics, and environmental impact.

**CHEMMAT 740 (15 Points)**
**Advanced Polymer Materials**
Microstructure and morphology of semi-crystalline and amorphous polymers, including alloys and thermoplastic elastomers. The study of structure/property-processing inter-relationships for plastics materials. Coverage includes characterisation of plastics materials, especially spectroscopic, thermal and rheological analysis. Mechanical testing.

**CHEMMAT 741 (15 Points)**
**Processing of Plastics**
In-depth coverage of advanced processing techniques including associated rheology and heat transfer considerations. The course includes the study of additives, degradation processes and the prevention of degradation, formulation of products and the mixing of materials.
CHEMMAT 742 (15 Points)
Plastics Materials Design
Material properties and selection. Tool design, including fabrication techniques and heat transfer. Environmental issues including lifecycle considerations.

CHEMMAT 743 (15 Points)
Selected Topics in Plastics Processing
Modular course covering specialised topics and applications. Topics typically include biopolymers, silicones, film blowing, rotational moulding and thermoforming.

CHEMMAT 787 (15 Points)
Project X
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

CHEMMAT 788A (15 Points)
CHEMMAT 788B (15 Points)
Project Y
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

CHEMMAT 789 (30 Points)
ME Thesis (Chemical and Materials)
A student is required to submit a thesis on a topic assigned by the appropriate Head of Department.

Civil Engineering

Stage II

CIVIL 201 (10 Points)
Land Information Systems
Aspects of elementary engineering surveying as used for gathering site information for the design and setting out of works. Land information systems, modern methods of gathering, processing and presenting information for engineering purposes.

CIVIL 210 (15 Points)
Introduction to Structures
Structural forms and systems. Analysis of determinate systems, elasticity. Engineering beam theory, elasticity, failure theories. Introduction to structural design. Restriction: ENVIENG 210, RESOURCE 210

CIVIL 211 (10 Points)
Structures and Design 1
Introduction to structural design – philosophy, loads, codes; design of simple structural elements in various materials.

CIVIL 220 (10 Points)
Introductory Engineering Geology

CIVIL 221 (10 Points)
Geomechanics 1
The basic concepts and principles governing the mechanical behaviour of soil, including phase relationships, permeability and seepage, the principle of effective stress, soil strength, compressibility and basic stability analysis.

CIVIL 230 (10 Points)
Fluid Mechanics 1

CIVIL 250 (10 Points)
Civil Engineering Materials and Design

Stage III

CIVIL 312 (15 Points)
Structures and Design 2

CIVIL 313 (15 Points)
Structures and Design 3

CIVIL 314 (10 Points)
Structural Dynamics
Dynamics of single and multi-degree-of-freedom systems. Ground motion, response spectra, time-history and spectral modal analysis; introduction to seismic design.

CIVIL 322 (10 Points)
Geomechanics 2
Stability analysis in geotechnical engineering: slope stability, soil pressures on retaining structures, bearing capacity. Consolidation and settlement. Prerequisite: CIVIL 221

CIVIL 324 (10 Points)
Geomechanics 3
Shear strength of soil – triaxial testing, measurement of pore water pressures, and interpretation of test data. Effective and total stress paths for drained and undrained loading in laboratory tests and field applications. Consolidation and the use of preloading to accelerate consolidation. Application of elastic solutions in geomechanics. Restriction: CIVIL 420

CIVIL 331 (10 Points)
Hydraulic Engineering
CIVIL 320 Fluid Mechanics 2

CIVIL 360 Transportation Engineering 1
Highway alignment geometrics (horizontal, vertical and cross sectional design). Basis of the main pavement design techniques, pavement materials, stabilisation, compaction and bituminous surfacing.

CIVIL 361 Transportation Engineering 2

Stage IV
CIVIL 403 Special Topic in Civil Engineering 1
A course on a topic in Civil Engineering to be determined each year by the Head of Department of Civil and Environmental Engineering.

CIVIL 404 Special Topic in Civil Engineering 2
A course on a topic in Civil Engineering to be determined each year by the Head of Department of Civil and Environmental Engineering.

CIVIL 406 Special Topic

CIVIL 408A

CIVIL 409B Research Project
Restriction: CIVIL 402
To complete this course students must enrol in CIVIL 408A and B

CIVIL 409 Construction Management
Understanding topics necessary for effective construction management. Using a generic construction project life cycle, essential aspects of construction projects including client brief preparation, the tendering process, preparing tenders, tender evaluation, project planning, resource allocation, teamwork, site safety, and contract types are covered. Case studies are used to reinforce the application of theoretical ideas to the successful running of construction projects.
Restriction: CIVIL 404

CIVIL 411 Structures and Design 4
Continuation of the design and detailing of structures in structural steel, reinforced concrete, reinforced masonry, and timber including connections in steelwork, composite steel/concrete beams, masonry structures and retaining walls in reinforced masonry. Practical understanding and design of concrete ground floor slabs. Introduction to the NZ Standard for light timber frame construction. Introduction to fire engineering. Techniques in the checking of existing structures and lessons learnt from failures.

CIVIL 416 Matrix Structural Analysis
Direct stiffness method applied to linear, nonlinear and stability analyses. Introduction to variational principles and finite element method. Projects in practical modelling of major structures such as bridges and multi-storey buildings. Use of commercial software. Restriction: CIVIL 412, 415

CIVIL 421 Foundation Engineering
Restriction: CIVIL 323

CIVIL 422 Slope Engineering
Restriction: ENVENG 324

CIVIL 451 Timber Engineering
The practical understanding of timber and its use in the construction industry. Design and detailing techniques for connections in timber structures, plywood structures, pole structures, timber floor systems, bridges, multi-storey buildings, formwork and falsework, arches and cable stayed systems.

CIVIL 460 Traffic Systems Design
Prerequisite: CIVIL 361
Restriction: CIVIL 403

CIVIL 461 Highway and Transportation Design
Prerequisite: CIVIL 360

CIVIL 482 Water Resources Engineering
A selection from the following: reservoir design and optimisation, flood control and design of flood control structures, micro to large scale hydropower engineering, river engineering and sedimentation. A water resources engineering design project.
Prerequisite: RESOURCE 333 or ENVENG 333 or equivalent
Restriction: CIVIL 480
CIVIL 490

Civil Engineering Administration
The application of legal principles to problems in civil engineering and environmental engineering management. Examines the administration of national and international engineering contracts. Discusses statutes affecting engineering business. Investigates the implications of resource management and natural resource allocation legislation on engineering projects. Analyses processes for resolving engineering disputes.

Restriction: CIVIL 401

Diploma Courses

CIVIL 660

Traffic Engineering and Planning
A range of selected topics in traffic engineering and transportation planning which will provide a basis for extension into further studies.

Restriction: CIVIL 361, 460

CIVIL 661

Highway and Pavement Engineering
A range of selected topics in highway and pavement engineering which will provide a basis for extension into further studies.

Restriction: CIVIL 360, 461

Postgraduate 700 Level Courses

CIVIL 701

Studies in Civil Engineering 1
Advanced course on topics to be determined each year by the Head of Department of Civil and Environmental Engineering.

CIVIL 702

Studies in Civil Engineering 2
Advanced course on topics to be determined each year by the Head of Department of Civil and Environmental Engineering.

CIVIL 703

Project Management 1
Planning, organisation and control of engineering projects.

Prerequisite: CIVIL 412 or 416 or equivalent

CIVIL 704

Project Management 2
Contract administration, negotiation and dispute resolution for engineering project managers.

CIVIL 707

Construction Logistics Engineering
Develops students' understanding of logistics issues facing construction engineering supplychains; including inventory costing and ordering models; Materials Requirements Planning (MRP); Manufacturing Resource Planning (MRP2); Just in Time (JIT) models; quick response systems and forecasting logistics requirements. Understand concurrent construction and client involvement in project definition of the Construction Logistics Function. Understanding logistics data management issues, including barcoding and tagging technologies.

CIVIL 708

Work Based Learning
Develops students' professional and interpersonal skills within the context of the developing professional construction engineer, application of theory and development of work procedures and processes; developing ability to question concepts and relate the theoretical and technological aspects of the specialisation to the working practices and developments in the construction industry. Note: students must be following a part-time mode of study and in professional employment within the construction industry.

CIVIL 709

Cost Engineering
This course introduces construction engineering cost planning. Key subjects include estimating and prediction throughout the project lifecycle; principles and applications of cost planning, control and design economics. Construction cost data sources and applications, standard forms of cost analysis, estimating and tendering; effects of procurement methods and contract conditions on pricing; preliminaries costing and contractor’s cash flow and bidding strategy.

CIVIL 710

Advanced Structural Dynamics

Prerequisite: CIVIL 412 or 416 or equivalent

CIVIL 711

Structures Seminar
Selected topics from recent developments in structural analysis and design, including an introduction to the advanced behaviour and design of thin-walled steel sections and composite components made from cold-formed sheet and light-weight fillers.

CIVIL 712

Structural Analysis
Analytical methods for some or all of the following structures: frames and grids, slabs, shear wall systems, shell structures, bridge superstructures. Structural optimisation.

CIVIL 714

Multistorey Building Design
Techniques for the design of structures to resist seismic loading. Derivation of design actions, alternative structural systems for resisting these loads, design of structural components subject to cyclic inelastic action, detailing of members and joints to enhance earthquake resistance. Techniques of seismic isolation. Design project.

CIVIL 715

Advanced Structural Concrete
Behaviour of reinforced and prestressed concrete components and systems under complex loading and environmental conditions. Thermal and other loading conditions in bridge structures.

Restriction: CIVIL 414

CIVIL 716

Engineering Risk Management
A broad based understanding of the critical elements of risk and risk management within the construction and engineering industry. Key elements include risk identification with regard to the forms and types of risk inherent in construction. Risk analysis tools and techniques for the construction engineer, and risk response. Risk monitoring techniques, risk control and
transference of risk methods. Risk within procurement, insurance issues and risk attenuation.

CIVIL 717 Advanced Structural Timber
Advanced topics in timber design such as: shearwalls, diaphragms, special glulam beams, bolted connections, new fasteners, engineered wood products, laminated bridges, inspection of timber structures. Emphasis will be placed on latest international developments.
Prerequisite: CIVIL 451 or equivalent

CIVIL 718 Advanced Steel Structures
This course covers relevant and current issues affecting the design and construction of steel structures for complex loading and environmental conditions. It combines theoretical aspects of the design of advanced steel structures with practical aspects and introduces new developments.
Prerequisite: CIVIL 411 or equivalent

CIVIL 720 Earthquake Engineering

CIVIL 723 Rock Mechanics and Excavation Engineering
Engineering rock behaviour - strength, elasticity and role of discontinuities. Stress - strain analysis, stability assessment of rock structures and support. Theoretical, practical and environmental aspects of ground excavations including ripping, cutting and blasting.
Restriction: RESOURCE 723

CIVIL 724 Soil Behaviour
A systematic review of the engineering properties of soils: principle of effective stress, soil types and origins, permeability, dilatancy and pore pressure response, shear strength properties, compressibility models, consolidation and time dependent properties, partially saturated soil. Sedimentary, transported, residual soils and volcanically derived soils. Models for soil behaviour.

CIVIL 725 Geotechnical Earthquake Engineering
Introduction to the concepts, theories and practices of modern geotechnical earthquake engineering. Seismic considerations are a significant factor in the design of much of the infrastructure in seismically active countries like New Zealand. The course will include geophysical site investigation, site response analysis, liquefaction assessment and the earthquake behaviour of earth dams.

CIVIL 730 Fluid Mechanics Seminar
Special topics selected from fluid dynamics, water resources engineering, statistics and numerical methods.

CIVIL 731 Water Resources Modelling
Risk and uncertainty in water resources systems; evaluation of alternatives in water resources; hydrologic modelling; hydraulic modelling; river basin modelling; water resources economics.

CIVIL 732 Coastal Engineering 2
Prerequisite: CIVIL 431 or 733 or equivalent

CIVIL 733 Coastal Engineering 1
Coastal, port and ocean engineering. Theories governing waves, tides and currents. Design of structures subject to a marine environment.
Restriction: CIVIL 431

CIVIL 734 River Engineering
Scales; flows; fluvial processes; mixing; ecohydraulics.

CIVIL 740 Studies in Civil Engineering 3
Advanced course on topics to be determined each year by the Head of Department of Civil and Environmental Engineering.

CIVIL 751 Experimental Geotechnical Engineering
A student will undertake and report on experimental work, field or laboratory. The work will entail a range of soil and/or rock tests, such as but not limited to, triaxial tests, ring shear, consolidation, permeability, cone penetration tests, shear wave velocity and in situ vane tests.

CIVIL 752 Computational Geotechnical Engineering
The student will undertake and report on analytical work that relates to geotechnical engineering. The work will entail analysis of engineering works using state of practice numerical analysis software to elucidate geotechnical design and performance.

CIVIL 754 Geotechnical Modelling
Analysis of stress and strain in two and three dimensions, the idea of a constitutive law, elastic and plastic models for geomaterials. Numerical modelling of consolidation. Implementation of realistic models for soil and rock mass stress-strain-strength behaviour in numerical analysis software and evaluation of geotechnical software against known solutions.

CIVIL 755 Advanced Mechanics of Materials
Advanced treatment of topics relating to the mechanics and properties of materials, components and systems used in civil engineering.
Restriction: CIVIL 450

CIVIL 760 Traffic Operations and Management
Selected topics from: traffic signal performance measures (queues, delays, stops), coordination of signals and platoon dispersion, Traffic characteristics, traffic studies, analytical tools in traffic engineering, queuing theory and applications, Traffic impact assessment and parking design. Travel demand management and other intelligent transport systems techniques.
Prerequisite: CIVIL 460 or CIVIL 660 or equivalent
CIVIL 761 (15 Points)
Planning and Design of Transport Facilities
Selected topics from: traffic signal practice/safety audits, two way highway planning, arterial traffic management, modelling and simulation and traffic flow.
Prerequisite: CIVIL 460 or 660 or equivalent

CIVIL 762 (15 Points)
Transportation Planning
Provides an in-depth exploration of various components of the urban transportation planning process, with emphasis on theories on modelling. The principle behind the conventional four-stage transport planning model, namely, trip generation, trip distribution, modal split and trip assignment, is covered in detail.
Prerequisite: CIVIL 460 or CIVIL 660 or equivalent

CIVIL 763 (15 Points)
Transportation and Networks Analysis
A course on logistics and scheduling from a graph and network theory perspectives; max-flow network problems; shortest-path and minimal-cost network problems; network synthesis and location problems.
Prerequisite: CIVIL 460 or CIVIL 660 or equivalent

CIVIL 764 (15 Points)
Highways Safety and Operations
An advanced course in the planning, design, safety management and operation of highways. Topics include: traffic flow characteristics, highway capacity, special design vehicles and facilities. Passing and overtaking models analysis and treatments, highway safety, collision modification and mitigation, roadway and roadside design, skid resistance, delineation, temporary traffic control, evaluation methods, and environmental design and management measures.
Prerequisite: CIVIL 360 and 361, or 661 or equivalent

CIVIL 765 (15 Points)
Infrastructure Asset Management
An advanced course in the procedures, systems and techniques used in the planning, management, operation and maintenance of infrastructure assets. Topics include; institutional issues, legislation and resource management. Developing and critiquing asset management plans. Levels of service, demand forecasting, life cycle asset management, demand management, risk analysis, condition monitoring and deterioration modelling, optimised decision making, data needs and integration of asset management systems.
Prerequisite: CIVIL 360 and 461, or 661 or equivalent

CIVIL 766 (15 Points)
Road Management Systems
The planning, administration and management of the construction and maintenance of roads using maintenance management systems. The principles, methods and techniques of pavement deterioration modelling and the multi-year programming of works using RAMM, HDM models and dTIMS.
Prerequisite: CIVIL 360 and 461, or 661, or equivalent

CIVIL 767 (15 Points)
Advanced Pavement Engineering
Selected topics from: pavement construction materials, analytical and empirical pavement design methods, pavement maintenance and rehabilitation techniques and data collection methodologies for the assessment of pavement performance.
Prerequisite: CIVIL 360 and CIVIL 461, or CIVIL 661, or equivalent

CIVIL 768 (15 Points)
Crash Reduction and Prevention
An in-depth analysis of the techniques used to reduce and prevent road based crashes. Topics include; safety analysis, crash patterns, measuring safety, hazardous location identification, treatment and investigation procedures. Human factors, problem diagnosis and evaluation procedures. Road environment factors, geometrics, lighting, signs, delineation, road side safety and road surface characteristics. Vehicle design trends, safety auditing, speed management, vulnerable road users.
Prerequisite: CIVIL 461 or 661 or equivalent

CIVIL 769 (15 Points)
Highway Geometric Design
An advanced course in geometrical design techniques used in Highway Engineering. Topics include; design context, human perception / reaction, sight distances. Economic considerations, speed environment, design speed and alignment consistency. Horizontal, vertical and cross sectional design, element co-ordination. Design plans and documentation, CAD, intersection design, road lighting, signs, marking and delineation, access controls and motorway interchanges.
Prerequisite: CIVIL 360 or 661 or equivalent

CIVIL 770 (15 Points)
Transport Systems Economics
Fundamentals of transport economics covering concepts in: (1) Demand, supply, pricing, congestion and other externalities in transport with a focus on their application in congestion pricing; and (2) Principles of economic evaluation in transport planning.

CIVIL 771 (15 Points)
Planning and Managing Transport
Outline of the following: NZ Transport Strategy and the relevant Acts for the provision of transport (LTMA and RMA); integrating land use with transport and with sea and air transport; urban design protocol; sustainable transport practices. Travel demand management and congestion pricing.

CIVIL 772 (15 Points)
Public Transport Planning and Operation
Introduction and framework; PT data collection; frequency and headway determination; alternative timetables; vehicle scheduling; crew scheduling; short-turn design; PT network design; PT reliability; design of shuttle and feeder lines; bus priority and BRT.

CIVIL 773 (15 Points)
Sustainable Transport: Planning and Design
Pedestrian planning and design; cycling facilities and planning; land use and trips; travel behaviour change and travel plans; integrated transport assessment; transport impact guidelines for site development.

CIVIL 774 (15 Points)
Studies in Transportation 1
A graduate course on a range of selected topics to be determined each year by the Head of the Department of Civil and Environmental Engineering.

CIVIL 775 (15 Points)
Studies in Transportation 2
A graduate course on a range of selected topics to be determined each year by the Head of the Department of Civil and Environmental Engineering.
Course Prescriptions

CIVIL 779A (15 Points)
CIVIL 779B (30 Points)
Project in Transportation
Students are required to submit a report on a topic in transportation assigned by the Head of Department. To complete this course students must enrol in CIVIL 779 A and B.

CIVIL 780 (15 Points)
Advanced Water Resources
Selected topics from hydrology and water resources engineering.
Restriction: RESOURCE 780

CIVIL 787 (15 Points)
Project X
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

CIVIL 788A (15 Points)
CIVIL 788B (15 Points)
Project Y
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

CIVIL 789 (30 Points)
Project Z
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

CIVIL 796A (60 Points)
CIVIL 796B (60 Points)
ME Thesis (Civil)
A student is required to submit a thesis on a topic assigned by the appropriate Head of Department. To complete this course students must enrol in CIVIL 796 A and B.

Computer Systems Engineering

Stage II

COMPSYS 201 (15 Points)
Fundamentals of Computer Engineering
The hardware/software interface: processors, registers, memory, basic I/O. Representation of data, number systems, and computer arithmetic: assembly language programming and debugging; support for high-level languages; exceptions and multithreading; combinational and sequential circuits (traditional design and standard circuits); instruction sets; communication principles.
Prerequisite: ELECTENG 101

COMPSYS 202 (15 Points)
Object Oriented Design and Programming
A project-based course with extensive hands-on programming experience. Includes: an introduction to object oriented design including UML, sequence diagrams, use-case analysis; an introduction to object oriented programming in a modern high level language, algorithms, data abstraction and elementary data structures.
Prerequisite: ENNGEN 131 or ENGSCI 131

Stage III

COMPSYS 301 (15 Points)
Design: Hardware Software Systems
An appreciation of the engineering design process as applied to computer systems. Design skills are enhanced through engineering projects which typically include elements of: computer hardware design, computer software design, system design and control, sensing, actuation and interfacing.
Prerequisite: COMPSYS 302, and COMPSYS 305 or ELECTENG 304, and ELECTENG 206 or 209

COMPSYS 302 (15 Points)
Design: Software Practice
A project-based course with extensive hands-on programming experience emphasising problem-solving techniques and applications in computer systems engineering. Topics include: algorithms and data structures, parsing and translation, concurrent programming, scripting languages, systems programming.
Prerequisite: COMPSYS 202 or ELECTENG 203

COMPSYS 303 (15 Points)
Microcomputers and Embedded Systems
Prerequisite: COMPSYS 202 or ELECTENG 203, and COMPSYS 305 or ELECTENG 304

COMPSYS 304 (15 Points)
Computer Architecture 1
Modern processor architectures. Principles of modern processor design; pipelining; memory hierarchies; I/O and network interfacing; compiler and OS support; embedded processors; performance; multiprocessing.
Prerequisite: 15 points from COMPSYS 201, ELECTENG 205

COMPSYS 305 (15 Points)
Digital Systems Design 1
Digital Systems implementation technologies; abstraction levels: hardware description languages; structural, architectural and behavioural modelling: register-transfer level design: datapath and control units; fixed and microprogrammed control units; ASM: synthesis from ASM charts, digital computation; verification; design flow. Design of a simple processor. FPGAs as prototyping technology.
Prerequisite: 15 points from COMPSYS 201, ELECTENG 205

Stage IV

COMPSYS 401A (15 Points)
COMPSYS 401B (15 Points)
Research Project
A student is required to submit a report on project work carried out on a Computer Systems Engineering topic assigned by the Head of Department. The work shall be supervised by a member of staff.
Prerequisite: COMPSYS 301, and 45 points from COMPSYS 313, COMPSYS 302, 303, 304, 305, ELECTENG 303, 304 To complete this course students must enrol in COMPSYS 401 A and B

COMPSYS 403 (15 Points)
Embedded Systems Design

Prerequisite: 15 points from COMPSYS 303, ELECTENG 304

Restriction: COMPSYS 402

COMPSYS 404
Real-Time Systems

Prerequisite: 15 points from COMPSYS 303, ELECTENG 304

Restriction: COMPSYS 402

COMPSYS 405
Computer Networks and Distributed Applications

Prerequisite: COMPSYS 201 or ELECTENG 205, and COMPSYS 202 or ELECTENG 203

COMPSYS 406
Robotics and Intelligent Systems
Introduction to robotics and intelligent systems, including: robot manipulators and mobile robots, navigation techniques, planning and programming of robot actions, sensors and actuators, artificial intelligence, artificial neural nets, fuzzy systems, genetic algorithms.

Prerequisite: 15 points from COMPSYS 302, MECHENG 313, SOFTENG 306

COMPSYS 420
Special Topics 1
An advanced course on topics to be determined each year by the Head of Department.

COMPSYS 421
Special Topics 2
An advanced course on topics to be determined each year by the Head of Department.

Postgraduate 700 Level Courses

COMPSYS 701
Advanced Digital Systems Design
Register-transfer, behavioural and system-level design and synthesis; resource sharing; scheduling; the use of hardware-description languages; algorithms to logic: hardware/software partitioning; systems-on-chip; component re-usability; reconfigurable systems, low-power systems: case studies (DSP, speech, image and video algorithms implementation).

Prerequisite: 15 points from COMPSYS 305, ELECTENG 304

COMPSYS 703
Advanced Intelligent Systems
Selected topics from current research in robotics and intelligent systems, such as: navigation, human-robot interaction, control, programming, path planning, problem solving, pattern recognition, artificial neural networks, fuzzy systems, genetic algorithms.

Prerequisite: COMPSYS 406 or ELECTENG 707

COMPSYS 704
Advanced Embedded Systems
Selected topics from current research in embedded systems, such as: models of computation, architectures, distributed embedded systems, systems-on-chip, real-time operating systems, heterogeneous models of computation, architectures and technologies, formal verification, model-checking.

Prerequisite: 15 points from COMPSYS 402–404, 701 or ELECTENG 423

COMPSYS 705
Formal Methods for Engineers

Prerequisite: COMPSYS 302 and COMPSYS 305 or ELECTENG 304

COMPSYS 706
Speech and Language Processing
Introduction to the fundamentals of speech and language processing. Concepts, methods and applications of speech signal processing. Principles of speech analysis, coding, modelling, recognition, synthesis and language processing.

Prerequisite: ELECTENG 413

COMPSYS 707
Advanced Microcomputer Architecture
Hardware and software approaches for instruction-level parallel processing, multiprocessors and multithreading, embedded multiprocessors and memory systems, architectures for embedded multiple processors and networks on chip, dynamic reconfigurable architectures.

Prerequisite: 15 points from COMPSYS 304, ELECTENG 304

COMPSYS 710
Studies in Computer Systems Engineering 1
Advanced courses on topics to be determined each year by the Head of Department.

COMPSYS 711
Studies in Computer Systems Engineering 2
Advanced courses on topics to be determined each year by the Head of Department.

COMPSYS 712
Studies in Computer Systems Engineering 3
Advanced courses on topics to be determined each year by the Head of Department.

COMPSYS 713
Studies in Computer Systems Engineering 4
Advanced courses on topics to be determined each year by the Head of Department.

COMPSYS 714
Studies in Computer Systems Engineering 5
Advanced courses on topics to be determined each year by the Head of Department.

COMPSYS 715
Studies in Computer Systems Engineering 6
Advanced courses on topics to be determined each year by the Head of Department.

COMPSYS 787
Project X
A student is required to submit a report on a topic assigned by the appropriate Head of Department.
**Stage I**

**ELECTENG 101 (15 Points)**

Electrical and Digital Systems

An introduction to electrical, computer and electronic systems and technology. Digital circuits and analysis techniques, computer organisation. Analog circuits and analysis techniques. Inductive power transfer, power systems and electric machines. Communication systems.

**ELECTENG 202 (15 Points)**

Circuits and Systems

This course aims to provide a good understanding of the way electrical circuits work. It covers DC and AC circuit theorems and analysis; transient analysis, including the Laplace transform; transfer functions; AC power calculations; and time and frequency representation of signals.

**Prerequisite:** ELECTENG 101

**ELECTENG 204 (15 Points)**

Engineering Electromagnetics

Electrical conduction theories, conducting materials and insulators, magnetic and dielectric properties and materials, electrostatics and magnetostatics, steady electric currents, the magnetic field of steady electric currents, Ampere's law and its applications, electromagnetic induction, Faraday's law and its applications, electromagnetism, simple transmission lines, magnetic circuits, permanent magnets, inductors, transformers, introduction to electrical machines.

**Prerequisite:** ELECTENG 101

**ELECTENG 208 (15 Points)**

Electric Circuit Analysis

Aims to provide a good understanding of the way electrical circuits work. The course covers DC and AC circuit theorems and analysis. It also introduces some semiconductor devices (diodes, transistors and operational amplifiers) and gives examples of their applications.

**Prerequisite:** ELECTENG 101

**Restriction:** ELECTENG 202

**Stage II**

**ELECTENG 209 (15 Points)**

Analogue and Digital Design

This project-based course provides an introduction to real-world design of analogue and digital circuits. Practical skills will be gained in electronic circuit analysis, use of CAD tools, PCB design and construction, circuit testing and calibration using laboratory equipment. Appropriate design methodology will be developed in a practical framework.

**Prerequisite:** ELECTENG 101, 202, ELECTENG 205 or COMP SYS 201, ELECTENG 207 or 210

**ELECTENG 210 (15 Points)**

Electronics 1


**Prerequisite:** ELECTENG 101

**Stage III**

**ELECTENG 303 (15 Points)**

Systems and Control

Introduction to linear, time-invariant, continuous-time system theory from both a time-domain and frequency domain standpoint. This leads on to the fundamental body of knowledge underlying the control and enhancement of system behaviour, with application to the analysis and control of electrical systems.

**Prerequisite:** ELECTENG 202

**ELECTENG 305 (15 Points)**

Electronics 2

The operation, analysis and design of a range of electronic devices and systems will be discussed, taking examples from the full spectrum of electrical engineering. Such analysis will consider non-ideal circuit models and their frequency dependence. Selected applications will be taken from the fields of signal conditioning, amplifiers, communications systems and energy conversion.

**Prerequisite:** ELECTENG 202, 207 or 210

**ELECTENG 307 (15 Points)**

Transmission Lines and Systems

The basic concepts of electromagnetism are completed with a formal treatment of Maxwell's equations and their applications, including electromagnetic wave propagation, transmission lines, the Smith chart, and an introduction to antennas and radio systems, EMI and RFI.

**Prerequisite:** ELECTENG 204

**ELECTENG 309 (15 Points)**

Power Apparatus and Systems

This course introduces students to fundamentals of electric machinery and power system components. It covers theory, control and practical aspects of electric machines and apparatus as well as their applications in relation to power electronics.

**Prerequisite:** ELECTENG 204

**ELECTENG 310 (15 Points)**

Electrical Engineering Design 1

An appreciation of the design process as applied to various electrical and electronic engineering systems. Design skills are enhanced through a variety of...
engineering courses which typically introduce students to modelling, simulation and analogue and digital electronic hardware design.

**Prerequisite:** ELECTENG 202, ELECTENG 203 or COMPSYS 202, ELECTENG 205 or COMPSYS 201, ELECTENG 206 or 209, ELECTENG 207 or 210

**ELECTENG 311**
**Electrical Engineering Design 2**
The formal introduction to the design process is completed by one or more open-ended projects which typically include elements of design from concept to working prototype.

**Prerequisite:** ELECTENG 310 or ELECTENG 203, 205, 206, 207

**Stage IV**

**ELECTENG 401A**
**Research Project**
A student is required to submit a report on project work carried out on a topic assigned by the Head of Department. The work shall be supervised by a member of staff.

**Prerequisite:** ELECTENG 303, 305, ELECTENG 301 or 310 and 311

To complete this course students must enrol in ELECTENG 401 A and B

**ELECTENG 411**
**Power Systems**
Power system network modelling; power system analysis – load flow, fault, stability, power quality; control of real and reactive power.

**Prerequisite:** ELECTENG 302 or 309

**ELECTENG 412**
**Communication Systems**

**Prerequisite:** ELECTENG 303

**ELECTENG 413**
**Signal Processing**
Analog signals and systems: Signal processing concepts and tools for analysing deterministic and random continuous-time signals and systems. Digital signals and systems: Discrete-time deterministic signal analysis, digital filters and transforms, including the FFT. Digital Signal Processor (DSP) architectures and DSP applications.

**Prerequisite:** ELECTENG 303

**ELECTENG 414**
**Power Electronics**
This course introduces students to selected building blocks in power electronics by way of a practical design project utilising modern power electronic converters with supporting lectures that include: inductive power transfer, switched mode DC-DC converter design and control, high frequency magnetics design, semiconductor switches, practical design issues, controlled rectifiers and PWM converters with application to conventional and brushless DC motors.

**Prerequisite:** ELECTENG 303

**ELECTENG 415**
**Special Topics 1**
An advanced course on topics to be determined each year by the Head of Department.

**ELECTENG 416**
**Analog and Digital Filter Synthesis**
Filter concepts and network functions, a review of approximation techniques and frequency transformations, leading to a thorough treatment of passive, active and digital filter implementations.

**Prerequisite:** ELECTENG 303

**ELECTENG 421**
**Radio Systems**
Transmission lines and waveguides, impedance matching, devices. Radio propagation, antennas and arrays. Radio system design – mobile, point-to-point, area coverage.

**Prerequisite:** ELECTENG 302 or 306 or 307

**ELECTENG 422**
**Control Systems**

**Prerequisite:** ELECTENG 303

**ELECTENG 424**
**Special Topics 2**
An advanced course on topics to be determined each year by the Head of Department.

**ELECTENG 426**
**Digital Communications**

**Prerequisite:** ELECTENG 303, 412

**ELECTENG 428**
**Sensor Networks**

**Prerequisite:** ELECTENG 305 or COMPSYS 305 or MECHENG 370

**Postgraduate 700 Level Courses**

**ELECTENG 701**
**Wireless Communication**

**Prerequisite:** ELECTENG 421
ELECTENG 702 (15 Points)  
Applied Electromagnetics  
Selected topics in electromagnetic theory. Consideration will be given to both analytical and numerical techniques.  
Prerequisite: ELECTENG 302 or 306 or 307

ELECTENG 703 (15 Points)  
Advanced Power Systems  
Electricity markets – structure, pricing, optimisation. Application of power electronics to power systems. Distribution system issues. Integration of DG/ renewable sources to bulk power systems.  
Prerequisite: ELECTENG 411

ELECTENG 704 (15 Points)  
Advanced Control Systems  
Theory of modern control systems with emphasis on optimisation techniques for both deterministic and stochastic processes. State-space modelling of dynamic systems and choice of suitable performance criteria. Adaptive, fuzzy logic and sliding mode control systems.  
Prerequisite: ELECTENG 422

ELECTENG 705 (15 Points)  
Heavy Current Electronics  
Selected advanced topics in the design and control of power electronics are presented. Topics include: analysis of power electronic circuits using state space techniques with suitable applications; design and application of switch mode resonant converters; scalar and vector control of AC induction motors; advanced magnetics modelling.  
Prerequisite: ELECTENG 414

ELECTENG 706 (15 Points)  
Digital Signal Processing  
Prerequisite: ELECTENG 413

ELECTENG 709 (15 Points)  
Image Processing and Computer Vision  
Prerequisite: ELECTENG 413

ELECTENG 711 (15 Points)  
Studies in Electrical and Electronic Engineering 1  
Advanced course on topics to be determined each year by the Head of Department.

ELECTENG 712 (15 Points)  
Studies in Electrical and Electronic Engineering 2  
Advanced course on topics to be determined each year by the Head of Department.

ELECTENG 713 (15 Points)  
Studies in Electrical and Electronic Engineering 3  
Advanced course on topics to be determined each year by the Head of Department.

ELECTENG 714 (15 Points)  
Studies in Electrical and Electronic Engineering 4  
Advanced course on topics to be determined each year by the Head of Department.

ELECTENG 715 (15 Points)  
Studies in Electrical and Electronic Engineering 5  
Advanced course on topics to be determined each year by the Head of Department.

ELECTENG 716 (15 Points)  
Studies in Electrical and Electronic Engineering 6  
Advanced course on topics to be determined each year by the Head of Department.

ELECTENG 720 (15 Points)  
Microwave Engineering  
Prerequisite: ELECTENG 421

ELECTENG 787 (15 Points)  
Project X  
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

ELECTENG 788A (15 Points)  
Project Y  
A student is required to submit a report on a topic assigned by the appropriate Head of Department.  
To complete this course students must enrol in ELECTENG 788 A and B

ELECTENG 789 (30 Points)  
Project Z  
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

ELECTENG 796A (60 Points)  
ELECTENG 796B (60 Points)  
ME Thesis (Electrical and Electronic)  
A student is required to submit a thesis on a topic assigned by the appropriate Head of Department.  
To complete this course students must enrol in ELECTENG 796 A and B

Energy

Postgraduate 700 Level Courses

ENERGY 721 (15 Points)  
Energy Resources  
Past, present and likely future uses of various forms of energy focused on electricity generation. Energy resources. Energy economics, prices and markets. Environmental considerations in energy production and use. Climate change, carbon sequestration, carbon trading and carbon taxes.

ENERGY 722 (15 Points)  
Energy Technology  
Energy Technology

Diploma Courses

GEOTHERM 601 (15 Points)
Geothermal Resources and Their Use
Worldwide occurrence of geothermal systems, introductory geology, volcanoes and volcanic rocks, New Zealand geothermal systems, structure of the TVZ, hydrothermal alteration, permeability and porosity, introduction to geochemistry of geothermal systems, geothermal surface manifestations, water compositions, geothermometry, silica geochemistry, overview of geophysics for geothermal exploration, geothermal resource assessment.

GEOTHERM 602 (15 Points)
Geothermal Energy Technology
Worldwide geothermal development, types of geothermal systems, thermodynamics, properties of water and steam tables, heat transfer, fluid mechanics, steam-field equipment, geothermal power stations, geothermal drilling, wellbore processes, completion tests, downhole measurements, reinjection, corrosion, stored heat, Darcy's law, cold groundwater, geothermal reservoirs, direct use, reservoir modelling, reservoir monitoring and steam-field management.

GEOTHERM 603 (15 Points)
Geothermal Exploration
Hydrothermal alteration, clays, fluid inclusions, direct use, subsidence, scaling and corrosion in geothermal wells, production geochemistry, environmental aspects of geothermal development, feasibility study, magnetics, thermal methods, gravity, seismic methods, electrical methods, magneto-tellurics (MT).

GEOTHERM 620 (15 Points)
Geothermal Engineering
Completion tests, wellbore flow, two-phase flow, geothermal power cycles, flow measurements, direct use of geothermal energy, environmental effects, scaling and corrosion in geothermal wells, drilling engineering.

Restriction: ENGG 121, ENGSCI 111

ENGG 199 (0 Points) English Language Competency
To complete this course students must attain a level of competency in the English language as determined by the Faculty of Engineering.

Stage II

ENGG 204 (15 Points) Technical Communication for Engineers
The communication of complex engineering material will be emphasised in the following ways: the use of appropriate engineering graphical software at an advanced level; the use of appropriate multi-media: visual and spoken presentation, in styles appropriate to seminars, conferences, and presentations to technological industries; the construction of industrial displays; and the preparation of engineering reports.

ENGG 299 (0 Points) Workshop Practice

Stage III

ENGG 303 (15 Points) Management for Engineers
An introduction to modern theory and practice of management, including project, quality and financial management appropriate to the engineering profession.
Prerequisite: ENGG 104 or 199
Restriction: ENGG 302

Stage IV

ENGG 401 (15 Points) Professional Project
A comprehensive investigation, analysis and reporting of a complex engineering design, development or professional engineering problem. Problem synthesis, solution specification, development and reporting as approved by the Head of Department of Mechanical Engineering.
Prerequisite: Departmental approval required
Restriction: ENGG 405, 410

ENGG 403 (15 Points) Professional and Sustainability Issues
Issues of particular relevance to the engineering profession including those relating to the law, ethics, culture and sustainability.
Restriction: ENGG 402

ENGG 405 (15 Points) Advanced Innovation and New Product Development
An advanced course dealing with the theoretical foundations of innovation, design and new product development. Theory is linked to practice in multidisciplinary teams engaged in innovation and design simulations and case studies.
Prerequisite: ENGG 302 or 303
Restriction: ENGG 401, 410, MGMT 305

ENGG 410 (15 Points) History of Engineering
Knowledge and understanding of the historical development of engineering and technology, including the social, cultural and political contexts of that development and its influence upon human society. Topics include the timing and location of engineering/technological development from ancient to modern times in both international and New Zealand contexts with an in-depth analysis of one topic of the student’s choosing.
Restriction: CIVIL 405, ENGG 401, 405

ENGG 499 (0 Points) Practical Work

Diploma Courses

ENGG 601 (15 Points) Case Studies in Engineering 1
The case study may include aspects of design or analysis, a survey and/or evaluation of a problem in any branch of engineering. A student is required to submit a report.

ENGG 602 (15 Points) Case Studies in Engineering 2
The case study may include aspects of design or analysis, a survey and/or evaluation of a problem in any branch of engineering. A student is required to submit a report.

ENGG 622 (15 Points) Advanced Topics in Engineering 1
Courses on topics determined each year by the Associate Dean Postgraduate in the Faculty of Engineering.

ENGG 623 (15 Points) Advanced Topics in Engineering 2
Courses on topics determined each year by the Associate Dean Postgraduate in the Faculty of Engineering.

Postgraduate 700 Level Courses

ENGG 765A (15 Points) Engineering Management Project
A major project which should relate to a practical situation in an organisation or company selected by the candidate. The project must be approved by the Master of Engineering Management Programme Director, and may take the form of a survey and evaluation of modern advances in engineering management practices, the development and/or implementation of new management strategies, or a management oriented industrial case study.
Restriction: ENGG 763, ENGG 764
To complete this course students must enrol in ENGG 765 A and B

ENGG 770 (15 Points) Medical Devices Technology
The technology of medical devices and instrumentation including software, hardware, measurement and processing of bio signals, interfacing, signal conditioning, signal processing and identification, bio-mechatronic system design, modeling, control and integration. Medical imaging systems.

ENGG 771 (15 Points) Medical Devices Practice
Surgical assistance and medical intervention systems, training systems, prosthetics, orthotics, exoskeleton devices, and other bio-mechatronic devices. Healthcare robotics. Clinical evaluation of systems and safety issues. Medical and regulatory requirements for medical devices; quality assurance and controlled design.
ENGEN 791A (30 Points)
ENGEN 791B (30 Points)
Medical Devices Research Project
A structured supervised research project addressing a topic relevant to the development and commercialisation of medical devices and technologies.
To complete this course students must enrol in ENGEN 791 A and B

ENGEN 793A (30 Points)
ENGEN 793B (60 Points)
Medical Devices Research Portfolio
A structured supervised research portfolio addressing a topic relevant to the development and commercialisation of medical devices and technologies.
To complete this course students must enrol in ENGEN 793 A and B

ENGGEN 796A (60 Points)
ENGGEN 796B (60 Points)
ME Thesis (Engineering)
A student is required to submit a thesis on a topic assigned by the appropriate Head of Department.
To complete this course students must enrol in ENGGEN 796 A and B

ENGSCI 213 (15 Points)
Mathematical Modelling 2SE
Probability theory, random variables and distributions, statistics, linear algebra, discrete mathematics possibly including graph theory, trees and networks, optimisation.
Restriction: ENGSCI 211, 212

ENGSCI 233 (15 Points)
Computational Techniques and Computer Systems
Introduction to digital electronics, computer organisation and computational techniques. Digital gates, combinatorial and synchronous circuits, data representation, instruction sets, memory, hardware, interfacing. Numerical computation, numerical algorithms.
Prerequisite: ENGSCI 111 or ENGGEN 150, and ENGGEN 131 and ELECTENG 101
Corequisite: ENGSCI 211 or 213
Restriction: BIOMENG 233

ENGSCI 255 (15 Points)
Modelling in Operations Research
Emphasises the relationship between business and industrial applications and their associated operations research models. Software packages will be used to solve practical problems. Topics such as: linear programming, transportation and assignment models, network algorithms, queues, inventory models and simulation will be considered.
Prerequisite: 15 points at Stage I in Statistics or Mathematics or Engineering
Restriction: STATS 255

ENGSCI 263 (15 Points)
Modelling and Design 1
Introduction to concepts of modelling of engineering problems, including model formulation, dimensional analysis, solution procedures, comparisons with reality, and shortcomings, with examples from elementary mechanics, structures, hydrostatics, one-dimensional heat, diffusion and fluid motion. Further development of problem-solving skills and group project work. The use of computer tools in engineering design, including advanced spreadsheeting integrated with solid modelling.
Prerequisite: ENGSCI 111 or ENGGEN 150, and ENGGEN 115
Corequisite: ENGSCI 211 or 213
Restriction: ENGSCI 261, 262

Stage I
ENSC 111 (15 Points)
Mathematical Modelling 1

Stage II
ENSC 205 (15 Points)
Special Topic
ENSC 206 (15 Points)
Special Topic
ENSC 211 (15 Points)
Mathematical Modelling 2
Prerequisite: ENSC 111 or ENSC 150 or MATHS 108 or MATHS 150 or MATHS 153
Restriction: ENSC 212, 213

Stage III
ENSC 305 (15 Points)
Special Topic
ENSC 306 (15 Points)
Special Topic
ENSC 311 (15 Points)
Mathematical Modelling 3
A selection from: ordinary differential equations, systems of equations, analytical and numerical methods, non-linear ODEs, partial differential equations, separation of variables, numerical methods for solving PDEs, models for optimisation, industrial statistics, data analysis, regression, experimental design, reliability methods, regression.
Prerequisite: ENSC 211
Restriction: ENSC 312, 313, 314

ENSC 313 (15 Points)
Mathematical Modelling 3ECE
Complex Analysis, including complex numbers, analytic
functions, complex integration, Cauchy’s theorem, Laurent series, residue theory; Laplace transforms; Modelling with partial differential equations, including electronic and electrical applications; Fourier Analysis, Fourier transform, Fast Fourier transform; Optimisation, including unconstrained and constrained models, linear programming and nonlinear optimisation.

Prerequisite: ENGSCI 211
Restriction: ENGSCI 311, 312, 314

ENSGI 314 (15 Points)
Mathematical Modelling 3ES
Mathematical modelling using ordinary and partial differential equations. Probability. Conditional probability, random variables as models of a population, common distribution models, the Poisson process, applications to reliability. Exploratory data analysis, confidence intervals, tests of hypothesis, t-tests, sample tests and intervals, paired comparisons. Introduction to one-way ANOVA. Linear and polynomial regression, regression diagnostics.
Prerequisite: ENGSCI 211
Restriction: ENGSCI 311, 312, 313, 321

ENSGI 331 (15 Points)
Computational Techniques
Numerical algorithms and their translation to computer code. A selection of topics from numerical solution of linear equations, eigen problems, ordinary differential equations, numerical integration, nonlinear equations, finite differences and partial differential equations.
Prerequisite: ENGSCI 293
Corequisite: ENGSCI 311 or 313 or 314

ENSGI 343 (15 Points)
Continuum Mechanics
Prerequisite: BIOMENG 221 or ENGSCI 263
Restriction: ENGSCI 341, 342

ENSGI 355 (15 Points)
Applied Modelling in Simulation and Optimisation
Use of optimisation modelling languages, simulation software and databases, with an emphasis on practical problem solving and laboratory-based learning.
Prerequisite: 15 points from ENGSCI 255, STAT 255
Restriction: OPSRES 385, 392

ENSGI 363 (15 Points)
Modelling and Design 2
Applications of elasticity and fluid dynamics theory to engineering problems including design and analysis of mechanical assemblies. Group projects to formulate design proposals, including costings for development and manufacture. Underlying Finite Element Modelling (FEM) and Continuum Mechanics concepts. Utilisation of 3D CAD and FEM software during both design and analysis phases.
Prerequisite: ENGSCI 343
Restriction: ENGSCI 342, 361

ENSGI 391 (15 Points)
Optimisation in Operations Research
Linear programming, the revised simplex method and its computational aspects, duality and the dual simplex method, sensitivity and post-optimal analysis. Network optimisation models, maximum flow, shortest path and spanning tree algorithms. Transportation, assignment and transhipment models, and the network simplex method.
Prerequisite: 15 points from ENGEN 150, ENGSCI 111, MATHS 208, 230, 250, 253, and one of COMPSCI 101, ENGEN 131, ENGSCI 131, MATHS 162, STAT 220
Restriction: STAT 391

Stage IV

ENSGI 400A (15 Points)
Research Project
An investigation carried out under the supervision of a member of staff on a topic assigned by the Head of Department of Engineering Science. A written report on the work must be submitted.
To complete this course students must enrol in ENGSCI 400 A and B

ENSGI 405 (15 Points)
Special Topic

ENSGI 406 (15 Points)
Special Topic

Postgraduate 700 Level Courses

ENSGI 701 (15 Points)
Studies in Engineering Science
An advanced course on topics to be determined each year by the Head of Department of Engineering Science.
Prerequisite: Departmental approval required

ENSGI 711 (15 Points)
Advanced Mathematical Modelling
A selection of modules on mathematical modelling methods in engineering, including theory of partial differential equations, integral transforms, methods of characteristics, similarity solutions, asymptotic expansions, theory of waves, special functions, nonlinear ordinary differential equations, calculus of variations, tensor analysis, complex variables, wavelet theory and other modules offered from year to year.
Prerequisite: ENGSCI 311 or 312 or 313 or 314
Restriction: ENGSCI 414, 415

ENSGI 712 (15 Points)
Studies in Mathematical Modelling and Computation
Advanced topics in mathematical modelling and computational techniques, including topics on singular value decomposition, Principle Component Analysis and Independent Component Analysis, eigen-problems, perturbation theory (topics on dimensional analysis, regular and singular perturbation analysis) and signal processing (topics on neural network models such as the multi-layer perception and self organising map).
Prerequisite: ENGSCI 314 and 331
Restriction: ENGSCI 416, 452

ENSGI 721 (15 Points)
Advanced Numerical Methods
An advanced course on finite elements, boundary elements and finite differences.
Prerequisite: Departmental approval required
ENSC 740
Advanced Continuum Mechanics
(15 Points)
Applications of continuum mechanics to problems in biomechanics, fluid mechanics and solid mechanics. Including topics such as large deformation elasticity theory applied to soft tissues, inviscid flow theory, compressible flows, viscous flows, meteorology, oceanography, coastal ocean modelling, mixing in rivers and estuaries. Fracture, composite materials and geomechanics.
Prerequisite: ENGSCI 363 or Departmental approval
Restriction: ENGSCI 440

ENSC 741
Studies in Continuum Mechanics 1
(15 Points)
Turbulence and turbulence modelling. Advanced numerical techniques in computational fluid dynamics (CFD). Application of CFD to environmental flows and aerodynamics. A variety of topics in engineering solid mechanics which could include composite materials, geomechanics, contact mechanics, fracture mechanics, rheology, thermomechanics, constitutive theory and computational methods.
Prerequisite: ENGSCI 363 or Departmental approval
Restriction: ENGSCI 442, 443

ENSC 742
Studies in Continuum Mechanics 2
(15 Points)
An advanced course in continuum mechanics covering topics in the mechanics of solids and fluids and other continua.
Prerequisite: Departmental approval required

ENSC 753
Computational Techniques in Continuum Mechanics and Bioengineering
(15 Points)
Theoretical and applied finite element and boundary element methods for static and time dependent problems of heat flow, bioelectricity and linear elasticity.
Prerequisite: ENGSCI 311 or 312 or 313 or 314
Restriction: ENGSCI 450, 451, 471

ENSC 760
Algorithms for Optimisation
(15 Points)
Meta-heuristics and local search techniques such as Genetic Algorithms, Simulated Annealing, Tabu Search and Ant Colony Optimisation for practical optimisation. Introduction to optimisation under uncertainty, including discrete event simulation, decision analysis, Markov chains and Markov decision processes and dynamic programming.
Restriction: ENGSCI 450, 451, 460

ENSC 761
Computational Optimisation in Operations Research
(15 Points)
Computational methods for solving optimisation problems, including branch and bound and cutting plane methods for integer programming and a selection of methods for convex, nonlinear and network optimisation, such as Lagrangean relaxation.
Prerequisite: 15 points from ENGSCI 391, STATS 391
Restriction: ENGSCI 450, 451, 460

ENSC 762
Advanced Topics in Operations Research
(15 Points)
A course of advanced topics arising in the practical application of optimisation models for machine and resource scheduling, routing applications, staff rostering and multiple objective functions.
Prerequisite: 15 points from ENGSCI 391, STATS 391
Restriction: ENGSCI 463

ENSC 763
Advanced Simulation and Stochastic Modelling
(15 Points)
Prerequisite: 15 points from ENGSCI 391, STATS 391
Corequisite: ENGSCI 760
Restriction: ENGSCI 461, 464

ENSC 765
Studies in Operations Research 1
(15 Points)
An advanced course in recent developments in operations research and its applications.
Prerequisite: Departmental approval required

ENSC 766
Studies in Operations Research 2
(15 Points)
An advanced course in recent developments in operations research and its applications.
Prerequisite: Departmental approval required

ENSC 768
Research Topics in Operations Research 1
(15 Points)
Includes selected topics from non-linear programming, decomposition, integerisation, combinatorial optimisation, stochastic optimisation, game theory, smooth and non-smooth optimisation, multicriteria decision making.
Prerequisite: 15 points from ENGSCI 391, STATS 391
Corequisite: ENGSCI 760, 761
Restriction: ENGSCI 791, 792

ENSC 769
Research Topics in Operations Research 2
(15 Points)
Advanced topics in Operations Research.
Prerequisite: 15 points from ENGSCI 391, STATS 391
Corequisite: ENGSCI 760, 761

ENSC 772
Whole Organ Modelling
(15 Points)
Prerequisite: PHYSIOL 210 or MEDSCI 205, ENGSCI 371 or BIOMENG 321
Restriction: ENGSCI 472

ENSC 787
Project X
(15 Points)
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

ENSC 788A
ENSC 788B
Project Y
(15 Points)
(15 Points)
A student is required to submit a report on a topic assigned by the appropriate Head of Department.
To complete this course students must enrol in ENSC 788 A and B

ENSC 789
Project Z
(30 Points)
A student is required to submit a report on a topic assigned by the appropriate Head of Department.
Course Prescriptions

Environmental Engineering

Stage II

ENVE 244 (15 Points)
Environmental Engineering 1
Water quality, water and wastewater characteristics – physical, chemical and biological treatments (unit operations and processes). Solid waste characteristics and disposal, hazardous waste treatment. Stormwater management.
Restriction: RESOURCE 244, ENVE 243

ENVE 333 (10 Points)
Engineering Hydrology

ENVE 341 (15 Points)
Environmental Engineering 2
Examines natural environmental processes and their relevance to engineering. Soil and water chemistry, equilibrium and organic chemistry, microbiology, biochemistry and biological processes will be examined, focusing on the application of these in engineering design, practice and management.
Restriction: RESOURCE 341

ENVE 342 (15 Points)
Environmental Engineering Design
The applications of design practice in environmental engineering with a number of design projects. Elements of water and wastewater engineering. Landfill design and air pollution control.
Restriction: RESOURCE 342, ENVE 405

ENVE 343 (10 Points)
Environmental Engineering 3
Industrial waste sources, impacts, characteristics and management measures; environmental impact assessment; design of sampling and methods of risk assessment; cost-benefit analysis.

Stage IV

ENVE 402 (15 Points)
Special Topic in Environmental Engineering 1
A course on a topic in environmental engineering to be determined each year by the Head of Department.
Restriction: RESOURCE 402

ENVE 403 (15 Points)
Special Topic in Environmental Engineering 2
A course on a topic in environmental engineering to be determined each year by the Head of Department.
Restriction: RESOURCE 403

ENVE 407 (15 Points)
Special Topic in Environmental Engineering 3
A topic in environmental engineering to be determined each year by the Head of Department.

ENVE 419 (15 Points)
Design Project
A design project requiring input from more than one engineering subdiscipline. The department will offer a number of projects from which the students may select. It will be possible for groups of students to work together on a project. Assessment will be based on a report and an oral presentation of the outcome of the project.
Restriction: RESOURCE 419

ENVE 441 (15 Points)
Water and Wastewater Engineering
Restriction: RESOURCE 441

ENVE 443 (15 Points)
Integrated Solid Waste Management
Restriction: ENVE 442

Postgraduate 700 Level Courses

ENVE 701 (15 Points)
Urban Stormwater Management
Design and application of stormwater quantity and quality control approaches suitable for urban development. Includes device-specific design of systems such as detention ponds, constructed wetlands, and bioretention systems, green roofs and permeable/porous pavement, as well as integrated stormwater management planning known as Low Impact Development. Applies hydrologic principles and pollutant removal mechanisms to prevent or mitigate environmental impacts from urban stormwater runoff.
Prerequisite: ENVE 244 and 333

ENVE 702 (15 Points)
Studies in Environmental Engineering 2
Advanced courses on topics to be determined each year by the Head of Department of Civil and Environmental Engineering.
Restriction: RESOURCE 702

ENVE 703 (15 Points)
Studies in Environmental Engineering 3
Advanced course on topics to be determined each year by the Head of Department.

ENVE 704 (15 Points)
Sustainable Resource Management
Wide-ranging review of the issues and techniques required for the sustainable management of resources.
Restriction: ENVE 404

ENVE 741 (15 Points)
Hazardous Substance Management
A review of topics in hazardous substance management including: substance classification, legislation and enforcement, storage and handling practices, occupational safety and health, emergency preparedness and response, risk evaluation and control.
Restriction: RESOURCE 741
ENVENG 744 (15 Points)
Environmental Engineering Processes Laboratory
Laboratory research methods (safety, sampling procedures, sample preservation, data analysis and report writing). Laboratory experiments exploring various physical, chemical and biological processes, such as sedimentation, chemical coagulation and precipitation, chlorination, reactor residence time distribution, activated carbon and anaerobic digestion.

ENVENG 745 (15 Points)
Modelling of Groundwater Flow and Pollutant Transport
Aquifer properties, principles of seepage and groundwater flow, solution techniques for two-dimensional flows, groundwater quality, contaminant transport in saturated and unsaturated media, biochemical transformation processes, multiphase flow and use of groundwater models.

ENVENG 746 (15 Points)
Surface Water Quality Modelling
Mass balance and steady state solutions for point and distributed loadings applied to rivers and lakes, feed-forward and feedback systems of reactors, mass transport in incompletely mixed systems, simple time-variable solutions, nutrient dynamics in water bodies and exchange with sediments, and eutrophication and toxic-substance modelling.

ENVENG 750 (15 Points)
Sustainability Engineering 2
An in-depth understanding of sustainability and engineering. The concept of sustainability engineering and engineering’s relationship to global issues such as limitations on material and energy resources, pollution and global warming. Tools that engineers need to assist in resolving such problems, including design for environment, servicing, clean technologies and industrial ecology will be covered.

ENVENG 751 (15 Points)
Sustainable Technologies and Processes
Pollution prevention and clean engineering. Resource, waste and energy auditing, resource management, cost/benefit analysis of sustainable technologies, technology and process assessment and design and management of sustainable technologies and processes.

ENVENG 752 (15 Points)
Risk, LCA and Sustainability
The objectives of this course are to provide students with an understanding of sustainability, life cycle assessment, impact assessment and risk assessment and how these can be used to measure sustainability. The format will include discussions on sustainability assessment methods and sustainability assessment, including scoping, sustainable levels, inventory, impact and risk assessment and mitigations measures.

ENVENG 753 (15 Points)
Sustainable Engineering Design
The principles of sustainable design, including design for environment, design for recycling, design for duration and design for reuse. Assessment of product design, appropriate product function, level of quality and life cycle. Students will be expected to provide input into effective, efficient and sustainable product design.

ENVENG 754 (15 Points)
Sustainability Engineering Seminar
A variety of relevant and current topics relating to sustainability engineering, including the impact of information technologies, GM engineering, nanotechnologies and other new engineering initiatives on society and means of ensuring that those technologies encourage sustainability. Students will assess such issues and discuss the relevance to engineering, sustainability and future development of technology and society.

ENVENG 787 (15 Points)
Project X
A student is required to submit a report on a topic assigned by the appropriate Head of Department. Restriction: RESOURCE 787

ENVENG 788A (15 Points)
Project Y
A student is required to submit a report on a topic assigned by the appropriate Head of Department. Restriction: RESOURCE 788

ENVENG 788B (15 Points)
To complete this course students must enrol in ENVENG 788 A and B

ENVENG 789 (30 Points)
Project Z
A student is required to submit a report on a topic assigned by the appropriate Head of Department. Restriction: RESOURCE 789

ENVENG 796A (60 Points)
ENVENG 796B (60 Points)
METhesis (Environmental)
A student is required to submit a thesis on a topic assigned by the appropriate Head of Department. Restriction: RESOURCE 796
To complete this course students must enrol in ENVENG 796 A and B

Mechanical Engineering

Stage II

MECHENG 211 (15 Points)
Thermofluids
The fundamentals of fluid mechanics, thermodynamics and heat transfer with practical applications to engineering devices and systems.

MECHENG 222 (15 Points)
Dynamics
Kinematics of particles, rectilinear and curvilinear motion, kinematics of rigid bodies in the plane. Kinetics of particles, systems of particles and rigid bodies. Impulse and momentum, mechanism motion in the plane. Vibration of a particle. Prerequisite: 15 points from ENGG 121, 150

MECHENG 223 (15 Points)
Machines and Mechanisms
An introductory study of machines and mechanisms in terms of their function, design, manufacture and life. Aspects covered will include: gear trains, fluid power systems, electric motors, bearings, lubrication and wear, linkages, engines and manufacturing machines.

MECHENG 224 (15 Points)
System Dynamics Modelling, Simulation and Animation
The course introduces basics of modelling, simulation and animation of a dynamics of systems, structures, objects and devices. Simulations and animations lead to deeper understanding of dynamic phenomena in
various fields of engineering as well as in economy, bio-medicine and sociology. The problems included throughout the course reinforce the mastery of both the theory and the practice of system dynamics.

MECHENG 234 (15 Points)
**Engineering Design 2M**
Prerequisite: ENGGEN 115 or (ENGGEN 110 and 111) 
Restriction: MECHENG 232, 233

MECHENG 242 (15 Points)
**Mechanics of Materials 1**

MECHENG 270 (15 Points)
**Software Design**
Fundamentals of software design and high-level programming making use of case studies and programming projects. Includes: requirements analysis, specification methods, software architecture, software development environments, software quality, modularity, maintenance, reusability and reliability: models of software development.

**Stage III**

MECHENG 311 (15 Points)
**Thermal Engineering**

MECHENG 312 (15 Points)
**Sensors and Actuators**
An introduction to mechatronics engineering and its main elements. Topics include interfacing and signal processing, sensors, actuators, control technologies, systems modelling, simulation and analysis. 
Restriction: ELECTENG 428

MECHENG 313 (15 Points)
**Real Time Software Design**
An introduction into the design of real time software addressing issues such as software design and specification, software life cycle methods, operating systems, programming in assembly and high-level languages, and simulation and analysis tools.

MECHENG 322 (15 Points)
**Control Systems**
An introduction to classical control of mechanical and mechatronic systems. Topics include: transfer functions, block diagrams, time response characteristics, stability, sensitivity, frequency response characteristics, and controller design (e.g., pole placement, lead-lag compensation, PID). Applications in MATLAB/Simulink and with physical systems.

MECHENG 325 (15 Points)
**Machine and Structural Dynamics**
Restriction: MECHENG 324

MECHENG 334 (15 Points)
**Engineering Design 3M**
Good practice and standard methods in mechanical engineering design. Conceptual and detailed design in projects involving machine elements, engineering sciences and engineering mechanics. Some of the advanced computer-aided tools (e.g., CAD, CAM, CAE) will be introduced and utilised in some projects. 
Prerequisite: MECHENG 234, or MECHENG 232 and 233 
Restriction: MECHENG 332, 333

MECHENG 340 (15 Points)
**Mechanics of Materials 2**
Restriction: MECHENG 341

MECHENG 344 (15 Points)
**Mechanical Wood Processing**
Plant layout and design. Environmental facilities design. Mechanical processing of wood. Wood product manufacturing techniques. Available only to students enrolled in the Wood and Woodfibre Composites option. 
Prerequisite: Departmental approval required

MECHENG 345 (15 Points)
**Wood Physics and Mechanics**
Restriction: MECHENG 343

MECHENG 352 (15 Points)
**Manufacturing Systems**
An introduction to the procedures and technological aspects of typical manufacturing systems; basic concepts of plant and work design; automation; planning, implementation; simulation, and monitoring of production processes; project-based introduction to the tools and techniques applied by professional engineers in modern manufacturing plants. 
Restriction: MECHENG 351

MECHENG 370 (15 Points)
**Analog Circuit Design**
An introduction to the design, analysis and implementation of electronic circuits or systems for various applications such as signal conditioning, interfacing, high power control and thermal management. These include PCB design and testing.
MECHENG 371 (15 Points)
Digital Circuit Design
Introduction to a variety of techniques in digital system design ranging from simple combinational logic to finite state machines. Students will be exposed to the use of FPGA to rapid prototype digital systems using schematic and hardware description language entries. The rapid prototyping approach accurately reflects contemporary practice in industry.

Stage IV

MECHENG 401 (15 Points)
Special Topic in Mechanical Engineering 1
Courses on special topics are to be determined each year by the Head of Department of Mechanical Engineering.

MECHENG 402 (15 Points)
Special Topic in Mechanical Engineering 2
Courses on special topics are to be determined each year by the Head of Department of Mechanical Engineering.

MECHENG 405 (15 Points)
Mechatronics Systems
Modelling and analysis of electro-mechanical systems, including MEMS. Fundamentals of digital control and systems applied to mechanical systems. Introduction to signal integrity as applicable to high-speed circuit design. Sensor and actuator designs using smart materials.
Prerequisite: MECHENG 312

MECHENG 406 (15 Points)
Mechatronics Design
A range of projects that demonstrate the application and integration of the material taught in lecture courses to create practical intelligent products and manufacturing processes.

MECHENG 409 (15 Points)
Industrial Automation
Automation technologies used in the manufacturing and processing industry. Topics include: robotics, PLCs, industrial process visualisation, data collection and supervisory control, robot sensors, computer vision systems, automated assembly systems, condition monitoring.
Prerequisite: MECHENG 312

MECHENG 411 (15 Points)
Building Services
Principles and practice of heating, ventilation, air-conditioning and refrigeration (HVAC&R), psychrometry, heating/cooling loads, mass transfer and air quality, refrigeration/heat pump systems, cooling towers, pumps, fans, valves, pipes and ducts.

MECHENG 412 (15 Points)
Aerohydrodynamics
The study of fluid mechanics relevant to external flows, eg, wind turbines, yachts, aircraft or wind loadings on buildings, boundary layers, computational fluid dynamics.

MECHENG 413 (15 Points)
Energy Technology
Industrial thermodynamics and energy conversion/efficiency, power cycles, availability and irreversibility, simple combustion analysis, mass transfer, energy studies, boiling and condensation.

MECHENG 421 (15 Points)
Dynamics, Vibrations and Spectral Analysis

MECHENG 423 (15 Points)
Multivariable Control Systems
Advanced control of mechanical and mechatronic systems. Topics include: state-space representations, linearisation, discretisation, stability, state feedback control design, optimal control, state estimation and Kalman filters. Applications in MATLAB/Simulink and with physical systems.

MECHENG 425 (15 Points)
Acoustics for Engineers

MECHENG 431 (15 Points)
Engineering Design 4M
A variety of engineering projects requiring the development and communication of design solutions to a professional standard, and using a wide range of advanced engineering methods.

MECHENG 441 (15 Points)
Composite Materials
Properties and mechanics of composite materials. Manufacture, analysis and design of composite laminates; sandwich composites.

MECHENG 444 (15 Points)
Chemical Wood Processing
Wood drying and preservation. Chemical processing operations important to wood-based industry. Recent advances in chemical modification of wood.
Prerequisite: MECHENG 343 or 345

MECHENG 445 (15 Points)
Woodfibre Composites
Introduction to wood-based composite materials, their processing, properties and design issues. Glued wood products. Woodfibre reinforced polymeric composites.
Prerequisite: MECHENG 343 or 345

MECHENG 446 (15 Points)
Management for Wood Products Manufacturing

MECHENG 447 (15 Points)
Manufacturing and Industrial Processes
Theory of plasticity; material characterisation: process analyses; extrusion, wirerawing, forging, rolling; metal
cutting: thin shear model and Merchant’s diagram, tool wear and tool life; sheet forming; forming limit diagram; thermal analyses of industrial operations including transient conduction and drying; casting: polymer processing; basic polymer science: thermosets and thermoplastics, profile extrusion, sheet extrusion; blown-film extrusion, filament extrusion, blow moulding.

Restriction: MECHENG 342

MECHENG 451 (15 Points)
Technology Management
An appreciation of the strategic systems and technology management aspects of manufacturing systems. Industry based projects that explore the design and optimisation of manufacturing operations form a major part of the course.

Prerequisite: MECHENG 351 or 352

MECHENG 461A (15 Points)
MECHENG 461B (15 Points)
Research Project
A comprehensive investigation leading to an oral presentation, a display and a report on a topic assigned by the Head of Department of Mechanical Engineering.

To complete this course students must enrol in MECHENG 461 A and B

MECHENG 462A (15 Points)
MECHENG 462B (15 Points)
Mechatronics Project
An innovative mechatronics project covering the research and design phases of problem analysis, specification and conceptual design, detailed design, prototype implementation and verification.

Restriction: MECHENG 407, 408

To complete this course students must enrol in MECHENG 462 A and B

Postgraduate 700 Level Courses

MECHENG 701 (15 Points)
Studies in Mechanical Engineering 1
Advanced courses on topics to be determined each year by the Head of Department of Mechanical Engineering.

MECHENG 702 (15 Points)
Studies in Mechanical Engineering 2
Advanced courses on topics to be determined each year by the Head of Department of Mechanical Engineering.

MECHENG 711 (15 Points)
Computational Fluid Dynamics
The application of computational methods to fluid dynamics and heat transfer. Finite volume and finite difference methods. Convergence and stability. Mesh generation and post-processing. Application of commercial computer programs to industrial problems.

MECHENG 714 (15 Points)
Wind Engineering
The wind-loading chain – planetary boundary-layer flow, extreme winds, wind structure, wind loads, dynamic response, bluff body aerodynamics, vortex shedding, aero-elasticiity, wind-tunnel testing, pedestrian level winds.

MECHENG 716 (15 Points)
Internal Combustion Engines
Combustion processes; calculations for Diesel and Otto cycles; ideal, fuel-air and real cycles; use of alternative fuels as supplements or replacements.

MECHENG 717 (15 Points)
Advanced Thermal Systems
Fundamentals of advanced thermodynamics-cycles and applications, heat and mass transfer, psychrometry, refrigeration and air-conditioning, combustion, thermal system design and simulation.

MECHENG 729 (15 Points)
Machine Learning and Fuzzy Systems
The problems of learning from experimental data (support vector machines and neural networks) and the problem of embedding human knowledge into mathematical expressions (fuzzy logic) are covered. Learning from noisy sparse data patterns (examples) will be put in the framework of the theory of approximations of multivariate functions.

MECHENG 741 (15 Points)
Advanced Mechanics of Materials
Introduction to theory of elasticity: stress functions with applications to problems of contact stresses, stress concentrations and torsion of prismatic bars. Thin plates and shells. Theory of viscoelasticity.

MECHENG 742 (15 Points)
Advanced Materials Manufacturing
Polymer and composites manufacturing: properties and processing of polymers and reinforcing materials. Analysis of selected manufacturing processes; injection moulding, extrusion, liquid composites moulding, pultrusion. Consideration of viscous flow, flow through porous media and heat transfer.

MECHENG 751 (15 Points)
Advanced CAD/CAM/CNC
Selected topics in advanced computer-aided design (CAD), computer-aided manufacturing (CAM) and computer numerical controls (CNC). For each topic, its philosophy, analysis, selection and successful implementation will be investigated.

MECHENG 753 (15 Points)
Manufacturing Information Systems
A study of new or emerging information technologies and their applications in manufacturing enterprises. The focus is on product modelling technologies based on STEP, and intelligent and interoperable manufacturing systems. The targeted applications are computer numerically controlled machine tools. Basic knowledge of Object-Oriented Programming and database techniques is a necessity. Students should also have basic programming skills, eg. C++.

MECHENG 755 (15 Points)
Special Topic in Engineering Management 1
Distance learning graduate course for students previously or currently employed. Students can select a specific topic from those offered in the area of engineering management in consultation with the programme coordinator.

Students must be enrolled in the MEMgt programme.

MECHENG 759 (15 Points)
Special Topic in Engineering Management 2
Distance learning graduate course for students previously or currently employed. Students can select a specific topic from those offered in the area of...
engineeering management in consultation with the programme coordinator.

_Students must be enrolled in the MEMgt programme._

**MECHENG 760** (15 Points)

*Special Topic in Technology Management 1*

Distance learning graduate course for students previously or currently employed. Students can select a specific topic from those offered in the area of technology management in consultation with the programme coordinator.

_Students must be enrolled in the MEMgt programme._

**MECHENG 761** (15 Points)

*Special Topic in Technology Management 2*

Distance learning graduate course for students previously or currently employed. Students can select a specific topic from those offered in the area of technology management in consultation with the programme coordinator.

_Students must be enrolled in the MEMgt programme._

**MECHENG 787** (15 Points)

*Project X*

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

**MECHENG 788A** (15 Points)

**MECHENG 788B** (15 Points)

*Project Y*

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

To complete this course students must enrol in MECHENG 788 A and B

**MECHENG 789** (30 Points)

*Project Z*

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

**MECHENG 796A** (60 Points)

**MECHENG 796B** (60 Points)

*ME Thesis (Mechanical)*

A student is required to submit a thesis on a topic assigned by the appropriate Head of Department.

To complete this course students must enrol in MECHENG 796 A and B

Software Engineering

**Stage II**

**SOFTENG 206** (15 Points)

*Software Engineering Design 1*

Project work. Skills and tools in systematic development of software, including testing, version control, build systems, working with others.

_Prerequisite: SOFTENG 250, 251_

**SOFTENG 211** (15 Points)

*Software Engineering Theory*


_Prerequisite: ENGGEN 131 or COMPSCI 101_

**SOFTENG 250** (15 Points)

*Introduction to Data Structures and Algorithms*

Introduction to the analytical and empirical behaviour of basic algorithms and data structures.

_Prerequisite: ENGGEN 131 or COMPSCI 101"

Corequisite: ENGSCI 213

**SOFTENG 251** (15 Points)

*Object Oriented Software Construction*

An introduction to Object Oriented software development. Programming with classes; objects and polymorphism. Evolutionary and test-driven development. Analysis and design. Modelling with UML. Design patterns. Design for reuse, for testing, and for ease of change.

_Prerequisite: ENGGEN 131 or COMPSCI 101_

**SOFTENG 254** (15 Points)

*Quality Assurance*

Software verification and validation. Static and dynamic QA activities as part of the software lifecycle. Unit, integration, system, performance and usability testing. Use of automation and tools to support testing activities. Metrics to quantify strength of testing and complexity of programs.

_Prerequisite: SOFTENG 250, 251_

**Stage III**

**SOFTENG 306** (15 Points)

*Software Engineering Design 2*

Working in project teams to develop software to meet changing requirements for a large application. Project Planning. Requirements gathering. Estimating, costing and tracking. Acceptance and unit testing. Evolutionary design and development. Collaborative development tools.

_Prerequisite: SOFTENG 206, 254, 350, 351_

**SOFTENG 325** (15 Points)

*Software Architecture*

Taxonomy of software architecture patterns, including client/server and multi-tier. Understanding quality attributes. Methodologies for design of software architectures. Technologies for architecture level development, including middleware.

_15 points from SOFTENG 350. COMPSCI 302_

**SOFTENG 350** (15 Points)

*Human Computer Interaction*


_Prerequisite: SOFTENG 206_

**SOFTENG 351** (15 Points)

*Fundamentals of Database Systems*

Relational model, Relational Algebra, Relational Calculus, SQL, SQL and Programming Languages, Entity Relationship Model, Normalisation, Query Processing and Query Optimisation, ACID Transactions, Transaction Isolation Levels, Database Recovery, Database Security, Databases and XML.

_Prerequisite: SOFTENG 211 or COMPSCI 225_

**SOFTENG 364** (15 Points)

*Computer Networks*


_15 points from COMPSCI 201. SOFTENG_
For further information please refer to the note on page 349.

### Course Prescriptions

**SOFTENG 370**

**Operating Systems**


*Prerequisite: COMPSYS 201 or SOFTENG 252, 250*

**Stage IV**

**SOFTENG 401A**

**Research Project**

A student is required to submit a report on project work carried out on a Software Engineering topic assigned by the Head of Department.

*To complete this course students must enrol in SOFTENG 401 A and B*

**SOFTENG 450**

**Software Development Methodologies**

Software lifecycle; software process models; examples of software processes; software process improvement; project management; tool support for software development; issues in software engineering.

*Prerequisite: SOFTENG 306*

**SOFTENG 461**

**Special Topic in Software Engineering 1**

An advanced course on a topic to be determined each year by the Head of Department.

*Prerequisite: Permission of the Head of Department*

**SOFTENG 462**

**Special Topic in Software Engineering 2**

An advanced course on a topic to be determined each year by the Head of Department.

*Prerequisite: Permission of the Head of Department*

### Postgraduate 700 Level Courses

**SOFTENG 701**

**Advanced Software Engineering Development Methods**

Advanced studies in methods and techniques for developing complex software systems including topics in component based technologies, software engineering environments, tool construction, software architectures.

*Prerequisite: Permission of the Head of Department*

**SOFTENG 702**

**Advanced Human Computer Interaction**

Current topics in Human-Computer Interaction research, such as: new user-interface technologies, empirical usability studies, pen-based user interaction, form-based user interaction models, advanced layout specification, systematics of human-computer interaction and computer-mediated collaborative work.

*Prerequisite: Permission of the Head of Department*

**SOFTENG 710**

**Studies in Software Engineering 1**

Advanced courses on topics to be determined each year by the Head of Department.

*Prerequisite: Permission of the Head of Department*

**Faculty of Law**

### Law

#### Stage I

**LAW 121G**

**Law and Society**

An introduction to theories of the nature, functions and origins of law and legal systems, including sources of law; comparative concepts of law; an overview of constitutional and legal arrangements in New Zealand, including the role of the courts; the operation of the legal system in historical and contemporary New Zealand with a focus on concepts of property rights, the Treaty of Waitangi, Treaty Settlements and proposals for constitutional change.

*Restriction: LAW 101*

**LAW 131**

**Legal Method**

An introductory study of how law is made and applied in New Zealand – an overview of the law-making roles of the legislative, executive and judicial branches of government; other influences on the development of the law; an introduction to case law, including judicial reasoning and the doctrine of precedent; an introduction to statute law, including the legislative process and techniques of statutory interpretation and application; the interaction between case law and legislation.

*Prerequisite: LAW 121 or 121G with a minimum C+ pass*

#### Stage II

**LAW 201A**

**LAW 201B**

**Criminal Law**

An introduction to the principles and practice of
New Zealand criminal law; an analysis of doctrines of liability including defences to criminal charges; a study in detail of selected indictable and summary offences; and a critical survey of the chief elements of procedure relating to offences chargeable indictably or summarily. (Apart from the rules concerning burden of proof, no detailed study is made in this course of the law of evidence.)

Corequisite: LAW 299
To complete this course students must enrol in LAW 201 A and B

LAW 211A (15 Points)  
LAW 211B (15 Points)  

Public Law
The principles and workings of the New Zealand constitution; the powers, privileges and immunities of the three branches of government; the exercise and control of public power; and the relationship between the individual and the State (including the position of Māori under the Treaty of Waitangi).

Corequisite: LAW 299
To complete this course students must enrol in LAW 211 A and B

LAW 221A (2.14 Points)  
LAW 221B (2.14 Points)  
Legal Research and Writing 1A
The research and writing requirements, as determined by the Dean of Faculty of Law, associated with courses LAW 201, 211. Available to transition students only.

To complete this course students must enrol in LAW 221 A and B

LAW 231A (15 Points)  
LAW 231B (15 Points)  

Law of Torts
The general principles of civil liability for non-consensual wrongs. The principles of liability applying to selected torts, including the intentional torts such as: assault, battery, false imprisonment, intentionally inflicting emotional distress, trespass to land, wrongs to goods, negligence, strict liability, nuisance and defamation. The law relating to compensation for personal injury.

Corequisite: LAW 299
To complete this course students must enrol in LAW 231 A and B

LAW 241A (15 Points)  
LAW 241B (15 Points)  

Law of Contract
The general principles of contract law including: the formation of contracts at common law, New Zealand contract legislation, breach of contract, and remedies for breach of contract. An introduction to the general principles of agency.

Corequisite: LAW 299
To complete this course students must enrol in LAW 241 A and B

LAW 251A (2.14 Points)  
LAW 251B (2.14 Points)  
Legal Research and Writing 1B
The research and writing requirements, as determined by the Dean of Faculty of Law, associated with courses LAW 231, 241. Available to transition students only.

To complete this course students must enrol in LAW 251 A and B

LAW 299 (0 Points)  
Legal Research 1
An introduction to formats and types of legal information, including the research process, the use of New Zealand primary and secondary sources of law, research ethics and legal citation.

Stage III

LAW 301A (10 Points)  
LAW 301B (10 Points)
Land Law  
A study of the history and principles of land law including: estates and interests in land, the effect of registration and indefeasibility of title, leasehold estates, easements and profits, mortgages, and concurrent interests in land, and covenants affecting freehold land.

Prerequisite: LAW 201, 211, 231, 241
To complete this course students must enrol in LAW 301 A and B

LAW 306A (10 Points)  
LAW 306B (10 Points)
Equity  
A study of the central principles and remedies of equity including: the fiduciary principle, relationships of confidence, unconscionable conduct, undue influence, estoppel, assignments, trusts (express, resulting and constructive), charities, tracing, third-party liability, the assignment in equity of choses in action, and priorities. Basic principles of the law of succession and of the administration of estates.

Prerequisite: LAW 201, 211, 231, 241
To complete this course students must enrol in LAW 306 A and B

LAW 316 (15 Points)  
Jurisprudence  
A study of the nature of law, including the nature of legal reasoning, its sources, its methodology, the extent to which legal questions are indeterminate, fundamental legal concepts, and the structure of a legal system: nga tikanga Māori and its relation to wider Māori views of the world and contemporary issues faced by Māori in their relation to contemporary law.

Prerequisite: LAW 201, 211, 231, 241

LAW 399 (10 Points)  
Legal Research 2  
An introduction to multi-jurisdictional legal information sources and advanced research skills.

Prerequisite: LAW 201, 211, 231, 241, 299

Stage IV

LAW 400 (10 Points)  
Legal Research 3  
Completion of legal research requirements as approved by the Faculty of Law, including moot participation and opinion writing.

LAW 401 (10 Points)  
Guarantees and Indemnities  
An introduction to the law regarding guarantees and indemnities in New Zealand. The course will mainly focus on guarantees, although indemnities will also be covered.

Prerequisite: LAW 201, 211, 231, 241

LAW 402 (20 Points)  
Administrative Law  
A study of the general principles of judicial review of administrative action, including the ultra vires principle, the substantive and procedural restraints
on the exercise of public power, and the remedies available for breach of these principles.  
Prerequisite: LAW 211  
Restriction: LAW 440

LAW 406 (15 Points)  
Advanced Criminal Law  
An in-depth examination of the criminal trial and certain aspects of the sentencing process; the limits of the adversarial process as a mechanism for advancing "justice"; the role of the Crown, the trial judge, defence counsel and important witnesses. Topics include: the role of the Crown; the abuse of process doctrine; the trial judge's ability to act as a party; ethical obligations of the defence, victims rights at trial and at sentencing; complainants in sexual assault trials; child witnesses.  
Prerequisite: LAW 201  
Corequisite: LAW 425

LAW 407 (15 Points)  
Advanced Family Law  
Advanced problems in selected areas of family law.  
Prerequisite: LAW 426

LAW 408 (15 Points)  
Advanced International Law  
Advanced studies in selected areas of the law of nations; a critical analysis of existing and developing international law, and consideration of the relationship between law, economics, politics and international diplomacy.  
Prerequisite: LAW 435

LAW 409 (15 Points)  
Advanced Tax Law  
A more advanced study of tax law covering topics such as tax history; tax theory; the taxation of companies; dividends; imputation; groups; losses; qualifying companies; trusts; withholding obligations; accruals; avoidance; international tax; profit reduction techniques; transfer pricing; controlled foreign corporations (CFCs); foreign investment funds (FIFs); tax treaties.  
Prerequisite: LAW 429  
Restriction: COMLAW 311

LAW 410 (15 Points)  
Advocacy  
An introduction to the general principles of trial and appellate advocacy in civil and criminal cases, the study of trial preparation and performance with a focus on practical instruction (including demonstrations and exercises which are videotaped and critiqued) and the study of tactical and ethical issues facing litigators.  
Prerequisite: LAW 301, 306  
Corequisite: LAW 425  
Restriction: LAW 347, LAWHONS 707

LAW 413 (15 Points)  
Civil Procedure  
Advanced studies in procedure in civil actions and other civil proceedings with reference to the evolution and history of the present form of civil action, pleadings, discovery and other pre-trial devices; joinder of parties; jurisdiction (including equitable jurisdiction); and appellate procedure.  
Prerequisite: LAW 201, 211, 231, 241

LAW 414 (15 Points)  
Commercial Arbitration  
The law and procedure relating to the settlement of domestic and international commercial disputes by arbitration, including a study of key arbitration principles, governing law issues, appointment and duties of arbitrators, the conduct of proceedings, enforcement and judicial review of awards, and international investment arbitration.  
Prerequisite: LAW 201, 211, 231, 241

LAW 415 (20 Points)  
Commercial Law  
An introduction to selected areas of business law, in particular relating to the sale of goods and personal property securities but extending to aspects of consumer laws, guarantees and the impact of new business methods.  
Prerequisite: LAW 201, 211, 231, 241

LAW 417 (20 Points)  
Company Law  
The law relating to companies incorporated under the Companies Act 1993 including: the nature of corporate personality, pre-incorporation contracts, the rights and liabilities of promoters, an introduction to the raising of debt and equity capital and the regulation of the securities market, the rights of shareholders, and the duties of directors.  
Prerequisite: LAW 201, 211, 231, 241

LAW 419 (15 Points)  
Competition Law  
A study of the principles of competition law in New Zealand including the effect on competition law of the CER Agreement with Australia. Comparison with the competition laws of other countries including the United States, the European Union and Australia.

LAW 421 (15 Points)  
Contemporary Tiriti/Treaty Issues  
Contemporary Tiriti/Treaty issues arising under Te Tiriti o Waitangi.

LAW 422 (15 Points)  
Company Liquidations  
Examination of the legal process by which companies are placed in liquidation including: the law on corporate insolvency, and the procedures and the enforcement mechanisms used to give effect to the law; current law and new approaches to insolvency.  
Prerequisite: LAW 201, 211, 231, 241

LAW 423 (15 Points)  
Criminology  
The study of major theories of criminology; the definition, nature and causes of criminal behaviour; the administration of criminal justice; and the interrelation of specific crimes and the criminal justice system.  
Prerequisite: LAW 201, 211, 231, 241, or 121G and either CRIM 201 or 202  
Restriction: LAW 363, LAWHONS 723

LAW 425 (20 Points)  
Evidence  
An overview of the rules related to the presentation of proof in New Zealand courts (civil and criminal) and tribunals, including the rules relating to hearsay, opinion evidence, privilege, examination of witnesses, confessions and the exclusion of illegally obtained evidence.  
Prerequisite: LAW 201, 211, 231, 241

LAW 426 (20 Points)  
Family Law  
The law relating to cohabitation and marriage, the establishment of parenthood, and the relationship between parent and child. Study of the inter-relationship between the state, the family and child protection and support.
LAW 427 Health Care Law (15 Points)
An introduction to the legal and ethical issues related to health care delivery including: the purchase and provision of health services, the relationship between health providers and consumers, professional accountability, codes of rights, legal and ethical issues at the start and end of life, and biomedical research.
Prerequisite: LAW 201, 211, 231, 241

LAW 428 Immigration and Refugee Law (15 Points)
A consideration of the basic features of the Immigration Act 1987 with emphasis on the role of administrative law in the immigration field, an introduction to the law of refugee status, and the jurisprudence of the New Zealand Refugee Status Appeals Authority.
Prerequisite: LAW 201, 211, 231, 241

LAW 429 Tax Law (20 Points)
A general introduction to tax law including: aspects of tax policy; the structure of the tax system; residence; source; the meaning of income; the deductibility of expenditure; the distinction between capital and revenue; depreciation; avoidance; disputes and rulings; GST.
Prerequisite: LAW 201, 211, 231, 241

LAW 430 Employment Law (15 Points)
A study of the common law individual contract of employment and the mutual duties implied therein; the statutory system and the collective agreement under the Employment Relations Act and its predecessors; the impact on industrial law of specific statutory reforms such as the Human Rights Act, the Health and Safety in Employment Act, and the Parental Leave legislation; and analysis of strikes and lockouts, both as common law torts and as events subject to statutory control.
Prerequisite: LAW 231, 241

LAW 431 Insurance Law (15 Points)
Introduction to the principles and practice of the law of insurance and the law regulating insurers and insurance intermediaries. Studies of selected branches of insurance including indemnity, liability, life and marine.
Prerequisite: LAW 201, 211, 231, 241

LAW 432 Intellectual Property (20 Points)
Study of the laws which protect the products of intellectual endeavour including: passing-off (and section 9 Fair Trading Act), the Trade Marks Act, the Copyright Act, the action for ‘breach of confidence’, the Designs Act and the Patents Act.
Prerequisite: LAW 201, 211, 231, 241

LAW 433 International Environmental Law (15 Points)
Concepts, principles, customs, and treaties of international law as related to the protection of the global environment including: prevention of pollution, protection of the marine environment, ozone layer protection, climate change, biodiversity, the UNCED process and the legal framework for sustainable development.

LAW 434 International Law (20 Points)
An introduction to the basic principles and nature of public international law and its role in contemporary society including an overview of the current legal framework, the sources of international law, the law of treaties, issues surrounding international personality, international dispute resolution and the use of force.
Prerequisite: LAW 201, 211, 231, 241

LAW 435 International Trade (15 Points)
Study of the law relating to international trade and transnational business transactions including: contracts of sale, carriage and insurance, conflicts of laws and the law and policy surrounding the regulation of international trade.
Prerequisite: LAW 201, 211, 231, 241

LAW 436 Women and the Law (15 Points)
A study of the dual role of law in addressing and maintaining gender inequality, feminist thought on the gendered nature of law, and specific legal issues relevant to the status and interests of women in society.
Prerequisite: LAW 201, 211, 231, 241

LAW 437 Law and Information Technology (15 Points)
An introduction to the use of information systems in legal practice and research and the impact of the law on information technology including: computer crimes, torts, intellectual property, evidence, privacy, and the assistance given to lawyers by information retrieval, office management and litigation support systems.
Prerequisite: LAW 201, 211, 231, 241

LAW 438 Youths Justice (10 Points)
An examination of why children and young people may be treated differently by criminal justice systems; comparison of the unique New Zealand youth justice system with international developments; consideration of particular topics, including the response to Māori young people and issues arising from the gender of young offenders.

LAW 439 Judicial Review (15 Points)
A study of the general principles of judicial review of administrative action, and remedies available for breach of those principles.
Prerequisite: LAW 211
Restriction: LAW 402

LAW 440 Legal History (15 Points)
Historical analysis of problems currently facing the law in Aotearoa New Zealand with reference to both English sources and indigenous developments.

LAW 441 Customary Māori Land Law (15 Points)
Corequisite: LAW 301
Restriction: LAW 359, LAWHONS 719

LAW 442 Law of Family Property (15 Points)
Advanced study of the law of property in family
contexts, including trusts, succession, and matrimonial property.

**Prerequisite:** LAW 201, 211, 231, 241

**LAW 446 (15 Points)**
**Mining and Natural Resources Law**

An examination of the common law principles, legislation, and administrative controls in New Zealand relating to ownership of, prospecting for, extraction and use of, minerals (including oil and gas), alternative energy resources, forestry and fisheries resources.

**Prerequisite:** LAW 201, 211, 231, 241

**Corequisite:** LAW 301

**LAW 447 (15 Points)**
**Negotiation, Mediation and Dispute Resolution**

An introduction to negotiation, mediation and dispute resolution covering: (i) a conceptual study of these processes including the study of the function of law, roles of lawyer, ethics, analysis, cultural and socio-economic factors; and (ii) a practical study of these processes including criteria for choosing resolution methods, techniques, attitudes, problem solving strategies, communication techniques, and effectiveness.

**LAW 448 (15 Points)**
**Psychiatry and the Law**

A general introduction to the formal relationship between psychiatry and law; the legal processes affecting compulsory assessment and treatment, including consideration of constitutional and cultural issues, patients rights and the review process; and the law and practice concerning forensic patients.

**LAW 450 (20 Points)**
**Resource Management Law**

An introduction to the law relating to resource management and environmental regulation including: evolution of the sustainable management concept, consideration of national objectives, application of the Treaty of Waitangi, national standards, coastal policies, regional statements and plans, district plans, designations, heritage and conservation powers, resource consent procedures, and remedial powers and enforcement procedures.

**Restriction:** LAW 349, 457, LAWHONS 709

**LAW 451 (20 Points)**
**Restitution**

A study of the general principles of the law of restitution, including an analysis of the concept of unjust enrichment, selected applications of restitutionary principle for the recovery of value upon a flawed or conditioned transfer, recovery outside contract for labour expended on another’s behalf, and stripping wrong-doers of profits.

**Prerequisite:** LAW 231, 241, 306

**Restriction:** LAW 366, LAWHONS 726

**LAW 452 (15 Points)**
**Rights and Freedoms**

The legal modes for protection of civil rights including study of the New Zealand Bill of Rights Act 1990, the Human Rights Act 1993, freedom of speech and religion, criminal procedural rights, equality and the prohibited grounds of discrimination.

**Prerequisite:** LAW 211

**Restriction:** LAW 342, LAWHONS 702

**LAW 453 (15 Points)**
**Roman Law**

The significance of Roman Law as an enduring legacy from the ancient world to the modern; a study of the sources and historical development of Roman law; and a study of selected aspects of Roman law including the law of actions (procedure), the law of obligations (contract and delict), family and succession law, and criminal law.

**LAW 454 (15 Points)**
**Vendor and Purchaser**

A study of the law relating to contracts for the sale and purchase of land, including the formation of the contract, the application of relevant statutes, the basic terms of such contracts and their significance, matters of title, settlement and completion, and remedies for breach.

**Prerequisite:** LAW 241, 301

**LAW 455 (10 Points)**
**Islamic Law**

The history and theory of Islamic Law; sources of the Islamic legal system; legal reasoning; Islamic Law in the modern nation-state setting; differences between New Zealand law and Islamic law.

**Corequisite:** LAW 121 or 121G

**LAW 456 (15 Points)**
**Supervised Research**

A research paper, approved by the Dean of Faculty of Law, written under the supervision of a teacher in the Faculty of Law.

**LAW 457 (15 Points)**
**Environmental Law for Non-lawyers**

Contemporary international and New Zealand environmental issues, policy and law; obligations of central and local governments under the Resource Management Act 1991; law and Māori; legal issues concerning sustainable management, national and coastal policy statements, regional and district plans preparation and content, resource consents, enforcement; heritage protection; the law concerning other activities affecting the environment, including hazardous and toxic substances; mining.

**Restriction:** LAW 450

**LAW 458 (10 Points)**
**Legal Ethics**

A study of legal ethics and professional responsibility including: an introduction to ethical analysis which examines various theories of ethics; the applicability of ethical analysis to legal practice; the concept of a profession and the ethical and professional duties of practitioners (which will include, amongst other topics, conflicts of interest, confidentiality, duties to the court, duties of loyalty and fidelity); the wider responsibilities of lawyers in the community.

**Prerequisite:** LAW 201, 211, 231, 241

**LAW 459 (15 Points)**
**Maritime Law**

An introduction to shipping law, including: ownership and proprietary interests in ships, ship registration, charter parties, ship mortgages, shipboard crimes and torts, the law of collisions, salvage and wrecks, the admiralty jurisdiction, enforcement of maritime liens and other maritime claims, national shipping law and policy, the international regulatory framework, and conflict of laws issues applicable to maritime disputes.

**Prerequisite:** LAW 201, 211, 231, 241

**LAW 461 (10 Points)**
**Creditors’ Remedies**

Examination of the diverse and seemingly unrelated
areas of the law as they concern the rights of unsecured judgment creditors.

Prerequisite: LAW 201, 211, 231, 241

**LAW 462**
**Animals and the Law**
The history, philosophy, and ethics of humanity’s treatment of animals; relevant legislation and case law. Topics include the development of the humane movement; consideration of whether all animals should be treated as property and the justification for such an approach; issues such as standing (whether people should be able to raise legal claims on behalf of animals), the development of animal protection legislation and what it does for animals; and the emergence of a concept of Animal Rights; the use of animals in medical and cosmetic research, hunting, and factory farming; certain international agreements on animals.

Prerequisite: LAW 201, 211, 231, 241

**LAW 466**
**Public Authority Liability**
Detailed consideration of the bases in both public and private law on which public authorities or the Crown may be liable to compensate private individuals or entities, and the debates surrounding this issue; the interface between private and public law.

Prerequisite: LAW 211, 231

**LAW 467**
**Counterterrorism Law and Policy**
An examination of various legal issues arising out of the "global war on terror", including: different paradigms for dealing with emergencies; difficulties of legally defining terrorism; detention of terrorist suspects; ethnic/racial profiling; electronic surveillance; coercive interrogation and torture; targeted killing; criminalisation of offences related to terrorism.

Prerequisite: LAW 201, 211, 231, 241

**LAW 471**
**Law of Personal Property**
Introduction to the concepts and legal rights associated with personal property, covering: possessory rights and relationships, including bailment, reservation of title and security interests in goods, and principles relevant to the transfer and acquisition of personal property.

Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 311

**LAW 472**
**Introduction to Common Law**
The history, nature and evolution of the Common Law; common law reasoning; the interaction of case law and legislation in a common law system.

Restriction: LAW 777, LAWPUBL 702

**LAW 473**
**Law of Armed Conflict**
The legal rules governing the conduct of hostilities; historical and contemporary operation; associated issues, including treaties and UN peace operations.

Prerequisite: LAW 201, 211, 231, 241
Corequisite: LAW 435

**LAW 474**
**Privacy Law**
An examination of the Law relating to privacy in New Zealand with special reference to the common law protection of privacy; the protection of privacy under the Broadcasting Act 1989; and the scope and application of the Privacy Act 1993.

Prerequisite: LAW 201, 211, 231, 241

**LAW 475**
**European Commercial Litigation**
A study of jurisdiction, choice of law and enforcement of judgments in cross-border commercial litigation within the European Union; consideration of specific EU Regulations, such as Brussels I, Rome I and Rome II.

Prerequisite: LAW 231, 241

**LAW 476**
**International Sales and Finance**
Study of the law relating to international trade and transnational business transactions, including international sales contracts and international trade finance, and conflict of laws issues arising out of international trade.

Prerequisite: LAW 201, 211, 231, 241

**LAW 477**
**Conflict of Laws**
An introduction to private international law (i.e. the body of law dealing with international civil or commercial issues or disputes that are not governed by substantive conventions) including: a study of the jurisdiction of the New Zealand courts, recognition and enforcement of foreign judgments and decrees, and choice of the governing legal system.

Prerequisite: LAW 231, 241
Restriction: LAW 420

**LAW 478**
**Equitable Remedies**
Examination of the more important remedies and orders granted in the court’s equitable jurisdiction (excluding constructive trusts). Particular attention is directed to remedies in aid of judgment and interlocutory orders to maintain the court’s authority over the parties or their property.

Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 311

**LAW 482**
**Criminal Procedure**
The rules governing the conduct of criminal trials and the investigation of crime. Changes to criminal procedure brought about by judicial interpretation of the New Zealand Bill of Rights Act 1990. Selected topics which may include: search and seizure, name suppression, right to counsel, exclusion of evidence, bail, juries, trial delay.

Prerequisite: LAW 201, 211, 231, 241

**LAW 484**
**Advanced Tort**
Explores in depth issues touched on in LAW 231 and introduces new causes of action. Topics will include some or all of the following: the recovery of economic loss in negligence, negligent misrepresentation,
vicarious liability, factual causation, nonfeasance, the economic torts, the effect of statutes and contracts on the law of tort, and damages.

Prerequisite: LAW 201, 211, 231, 241

LAW 485 (15 Points)
International Economic Regulation

LAW 486 (15 Points)
South Pacific Legal Studies

LAW 487 (10 Points)
Corporate Finance Law
An examination of the law regulating the promotion of companies, duties and liabilities of directors and promoters for the promotion of a company, public fund raising in New Zealand, insider trading laws and takeovers, and limited liability partnerships.

Prerequisite: LAW 201, 211, 231, 241
Corequisite: LAW 417
Restriction: LAW 490

LAW 488 (15 Points)
Statute Law
A study of the nature, making and interpretation of statutes. Topics that may be covered include: the history of statutes and their interpretation, the preparation and passing of statutes, the causes of problems of statutory interpretation and their rational resolution, the role of rules of interpretation, including interpretive provisions in Human Rights statutes, and the relationship of statutory interpretation to other developed areas of the law, such as the administrative law control of statutory powers and the availability of criminal defences.

Prerequisite: LAW 201, 211, 231, 241

LAW 489 (15 Points)
International Criminal Law
The evolution of international criminal law, from the Nuremberg and Tokyo Tribunals to the International Criminal Court. Topics include: the nature and sources of international criminal law: jurisdiction; individual and collective responsibility; substantive crimes and defences; alternatives to criminal trials, such as truth commissions and amnesties.

Prerequisite: LAW 201, 211, 231, 241
Corequisite: LAW 435

LAW 490 (15 Points)
Law of Capital Markets
An introduction to regulation of the securities market. The raising of capital from the public, and issues arising in the subsequent trading of publicly listed securities, including the operation of the Takeovers Act, the Takeovers Code, the Securities Markets Act, and the Listing Rules of the New Zealand Stock Exchange (“NZX”).

Prerequisite: LAW 417

LAW 491 (15 Points)
Earth Governance
An exploration of norms and institutions relevant to the governance of the global environment (climate, oceans, biodiversity, soils and water). Globalisation; ethics and policy of sustainability; sustainability law and governance.

Prerequisite: LAW 201, 211, 231, 241

LAW 492 (15 Points)
Banking Law
Aspects of the law relating to banking transactions and practice in New Zealand. Major topics include: the nature of the role and the functions of the Reserve Bank, the banker-customer contract, legal aspects of bank accounts, safe custody and other non-account services, bank as trustee or fiduciaries, restitutionary recovery by and against banks, cheques and bills of exchange and lender liability.

Prerequisite: LAW 241 or COMLAW 201
Restriction: LAW 487, COMLAW 308

LAW 493 (15 Points)
Commercial Transactions
A study of commercial law in operation, with particular reference to the legal and practical processes involved in the formation and implementation of such major business transactions as are typical in the life cycle of a business. The particular transactions focused upon may vary from year to year.

Prerequisite: LAW 241
Corequisite: LAW 417

LAW 494 (15 Points)
Law of the Sea and Antarctica
A foundational study of the Law of the Sea and the law relating to Antarctica, with specialised work on contemporary legal and policy issues.

Prerequisite: LAW 201, 211, 231, 241

LAW 495 (15 Points)
Colonialism to Globalisation
An examination of the colonial origins of underdevelopment: historical inequity; the colonial origins of international law, and its role in subordinating native inhabitants; case studies, including human rights, intellectual property rights, military interventions, food politics, the world trading system.

Prerequisite: LAW 201, 211, 231, 241

LAW 496 (15 Points)
International Human Rights
An outline of the growing jurisprudence relating to international human rights law, with a particular focus on the case law of the UN Human Rights Committee and the European Court of Human Rights; consideration of the core human rights protected, and the practicalities of how human rights cases are brought before the main adjudicatory bodies.

LAW 497 (15 Points)
Special Topic
LAW 498 (15 Points)
Special Topic
To be approved by the Dean of Faculty of Law.

LAW 499 (0 Points)
Legal Practice
Such work and practical experience in the detailed application of the law and in relation to the provision of legal services as approved by the Faculty of Law.

Postgraduate 700 Level Courses

LAW 788 (0 Points)
Legal Research Methodology
An introduction to multi-jurisdictional legal information sources and advanced legal research, research problem formulation and refinement, legal and social science research methodologies, research ethics and evaluative research trail.

LAW 789 (30 Points)
Dissertation
A dissertation of approximately 15,000 words resulting from original research of the student, having the scope, and depth of research, of a competent law
review article. The topic of the dissertation needs the approval of the Dean of Faculty of Law.

**LAW 790 (30 Points)**

**Dissertation**
A dissertation of approximately 15,000 words resulting from original research of the student, having the scope, and depth of research, of a competent law review article.

**LAW 796A (45 Points)**

**LAW 796B (45 Points)**

**Thesis 1**
A thesis of approximately 30,000 words resulting from original research of the student, displaying at a minimum: thorough research, a competent advanced understanding of the topic studied, and an ability to present the student’s understanding of that topic in an orderly way.

*To complete this course students must enrol in LAW 796 A and B*

**LAW 797A (60 Points)**

**LAW 797B (60 Points)**

**Thesis 2**
A thesis of approximately 40,000 words resulting from original research of the student, displaying comprehensive understanding of the topic studied and an ability to contribute to the better understanding of that topic.

*To complete this course students must enrol in LAW 797 A and B*

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**Law – Commercial**

**Postgraduate 700 Level Courses**

**LAWCOMM 702 (30 Points)**

**Commercial Arbitration and Dispute Resolution**
A comparative study of negotiation, litigation, arbitration and mediation in commercial contexts; New Zealand law relating to arbitration, international arbitration; and the operating and utility of mediation in commercial contexts.

*Restriction: COMLAW 729, LAW 703*

**LAWCOMM 705 (30 Points)**

**Commercial Leases**
An examination and analysis of the obligations, rights and powers of parties in modern commercial leases, including problems arising from assignments, subleases, mortgages of leases, enforcement of obligations and remedies.

*Restriction: LAW 708*

**LAWCOMM 706 (30 Points)**

**Competition Law**
Advanced studies in competition law and its application to international transactions and commercial relationships, with comparative study of New Zealand law with that of other countries.

*Restriction: COMLAW 706, LAW 710*

**LAWCOMM 709 (30 Points)**

**Corporations and Corporate Governance**
The principles of the law as to corporations with special reference to companies, directors’ duties and the status and rights of shareholders.

*Restriction: COMLAW 712, LAW 739*

**LAWCOMM 711 (30 Points)**

**Equity**
A detailed study of the history and principles of equity

as they impact on modern society, including: the fiduciary obligation, the nature of equitable estates and interests, equitable priorities, estoppel, oppression and unconscionable dealing, specific equitable doctrines (such as contribution and subrogation), modern uses of the trust and equitable remedies.

*Restriction: LAW 718*

**LAWCOMM 712 (30 Points)**

**Insolvency Law**
Legal problems arising where a debtor is in financial difficulties including: study of the rights of creditors in bankruptcy and company liquidation, corporate failure and re-organisation, and insolvency law reform in this and other jurisdictions.

*Restriction: COMLAW 710, LAW 726*

**LAWCOMM 713 (30 Points)**

**Selected Aspects of Intellectual Property**
Aspects of the law protecting the products of intellectual endeavour selected from: the law of trade marks and passing off, the law of copyright, patent law and the law of breach of confidence.

*Restriction: COMLAW 716, LAW 728*

**LAWCOMM 715 (30 Points)**

**International Sales and Finance Law**
Advanced study of selected topics in international trade law including: import and export of goods by sea and air, treaties affecting New Zealand’s foreign trade, and transnational aspects of doing business abroad.

*Restriction: COMLAW 702, LAW 732*

**LAWCOMM 716 (30 Points)**

**Law and Economics**
Selected topics relating to: the relevance of economic considerations in legal argument, the role of economic considerations in shaping the law, and the use of economic theory in assisting judgments about the effectiveness of laws.

*Restriction: LAW 735*

**LAWCOMM 717 (30 Points)**

**Law of Agency**
An advanced study of the principles of agency law, and selected applications thereof.

*Restriction: LAW 774*

**LAWCOMM 719 (30 Points)**

**Law of Contract**
The history and principles of the law of contract, including the law as to the sale of goods, negotiable instruments, and all other special classes of contracts.

*Restriction: LAW 740*

**LAWCOMM 720 (30 Points)**

**Law of Insurance Contracts**
The principles and operation of the law relating to insurance.

*Restriction: COMLAW 722, LAW 727*

**LAWCOMM 723 (30 Points)**

**Maritime Law**
Advanced studies in shipping law, including: ownership and proprietary interests in ships, ship registration, charter parties, ship mortgages, shipboard crimes and torts, the law of collisions, salvage and wrecks, the admiralty jurisdiction, enforcement of maritime liens and other maritime claims, national shipping law and policy, the international regulatory framework, and conflict of laws issues applicable to maritime disputes.

*Restriction: COMLAW 715, LAW 749*
LAWCOMM 724 (30 Points)
Mergers and Acquisitions
Advanced study in the law relating to business and corporate acquisitions and corporate mergers, takeovers and amalgamations, including issues affecting choice of method, directors’ duties, and public and private regulation.
Restriction: COMLAW 778, LAW 779

LAWCOMM 726 (30 Points)
Restitution in Commercial Contexts
Advanced problems focusing on situations and available remedies where benefits have been wrongfully or unfairly acquired.
Restriction: LAW 756

LAWCOMM 730 (30 Points)
Special Topic

LAWCOMM 731 (30 Points)
Special Topic

LAWCOMM 732 (30 Points)
Special Topic

LAWCOMM 733 (30 Points)
Special Topic

LAWCOMM 734 (30 Points)
Special Topic

LAWCOMM 735 (30 Points)
Special Topic

LAWCOMM 736 (30 Points)
Special Topic

LAWCOMM 737 (30 Points)
Special Topic

LAWCOMM 738 (30 Points)
Special Topic

LAWCOMM 739 (30 Points)
Special Topic

LAWCOMM 741 (30 Points)
Secured Transactions
Technical and practical aspects of the law of secured transactions.

LAWCOMM 742 (30 Points)
Remedies Law
Advanced study of selected aspects of civil remedies for breach of civil obligations including those arising at common law and under statute, and discretionary relief in equity, and the assessment of damages and compensation.

LAWCOMM 743 (30 Points)
International Company and Capital Markets Law
Selected aspects of the international and comparative dimensions of company and capital markets law.

LAWCOMM 744 (30 Points)
Selected Topics in Taxation
Selected topics in taxation including: works of some of the great tax theorists and their relevance to modern tax policy formulation; current debates on questions of tax policy; aspects of international taxation; aspects of international tax planning. These are examined by reference to the tax systems of a variety of jurisdictions (such as New Zealand, the UK, the USA, Hong Kong and China).

LAWCOMM 745 (30 Points)
Public Law in Commercial Contexts
Selected topics in the application of judicial review and other parts of public law in commercial contexts.

LAWCOMM 752 (30 Points)
Communications and Information Technology Law
A study of legal issues raised by the Internet and the convergence of information and communications systems.
Restriction: COMLAW 705

LAWCOMM 754 (30 Points)
Copyright Law
Detailed study of the law of copyright.
Restriction: COMLAW 716, LAWCOMM 713

LAWCOMM 755 (30 Points)
Corporate Finance
Detailed study of the law relating to corporate finance.
Restriction: COMLAW 711

LAWCOMM 758 (30 Points)
Franchising Law
A study of the law relating to franchising.
Restriction: COMLAW 731

LAWCOMM 759 (30 Points)
International Insolvency Law
A study of the legal issues arising in the insolvency of businesses which have transnational operations and investors.
Restriction: COMLAW 738

LAWCOMM 760 (30 Points)
Patents and Allied Rights
A detailed study of the law of patents and allied rights.
Restriction: COMLAW 723

LAWCOMM 762 (30 Points)
Regulation of International Trade
A study of the legal framework for the regulation of international trade.
Restriction: COMLAW 713

LAWCOMM 763 (30 Points)
Sports Law
A detailed study of legal issues relating to sport.
Restriction: COMLAW 733

LAWCOMM 767 (15 Points)
Special Topic

LAWCOMM 768 (15 Points)
Special Topic

LAWCOMM 769 (15 Points)
Special Topic

LAWENVIR 702 (30 Points)
Comparative Environmental Law
Selected topics in environmental law from an internationally comparative perspective including: concepts of sustainable development, the precautionary principle, environmental impact assessment procedures, risk evaluation schemes and advanced environmental legislation in various jurisdictions.
including the United States, the European Union, Japan and New Zealand.
Restriction: ENVLAW 701

LAWENVIR 710 (30 Points)
International Environmental Law
Selected problems of international law as related to the protection of the global environment including the present concept of international environmental law and current trends toward a global law of sustainable development, law on climate changes, the ozone layer, the marine environment, biodiversity and the implications of international environmental issues for municipal law.
Restriction: ENVLAW 708

LAWENVIR 713 (30 Points)
Mining, Energy and Natural Resource Law
Study of the common law, legislation and administrative controls in New Zealand relating to ownership of, prospecting for, extraction and use of minerals (including oils and gas), alternative energy resources, forestry and fisheries resources.
Restriction: ENVLAW 710, 711, 723, LAWENVIR 712, 714

LAWENVIR 714 (15 Points)
Natural Resources Law
An examination of the legislative framework and legal principles relating to agriculture, forestry, and fisheries activities in New Zealand. Selected topics will include: legal ownership and interests in rural land and natural resources, the role of government, Māori claims and resource development conflict resolution.
Restriction: ENVLAW 711, 723, LAWENVIR 713

LAWENVIR 716 (30 Points)
Resource Management Law
Studies in the New Zealand law relating to resource management and environmental regulation including: evolution of the sustainable management concept, consideration of national objectives, Treaty of Waitangi application, national standards, coastal policies, regional statements and plans, district plans, designations, heritage and conservation powers, resource consent procedures, and remedial powers and enforcement procedures.
Restriction: ENVLAW 712

LAWENVIR 717 (15 Points)
Water Law
Study of the legislative and institutional framework for water management in New Zealand, regulations relating to the allocation of surface water and groundwater, water quality control, the common law doctrine of riparian rights, the concept of total catchment management and river basin and coastal management schemes.
Restriction: ENVLAW 714

LAWENVIR 721 (30 Points)
Special Topic

LAWENVIR 722 (30 Points)
Biotechnology and the Law
Analysis of the law relating to biotechnology and genetic engineering including the implications of the law relating to international trade and environment for the development of biotechnology (including indigenous rights), ethical dimensions of genetic engineering, studies of regulatory and other control schemes in selected jurisdictions.
Restriction: COMLAW 720

LAWENVIR 723 (30 Points)
Climate Change Law
Explores the interconnected science, policy and legal issues involved in addressing climate change.

LAWENVIR 724 (30 Points)
Water Law
Study of the legislative and institutional framework for water management in New Zealand, regulations relating to the allocation of surface water and groundwater, water quality control, the common law doctrine of riparian rights, the concept of total catchment management and river basin and coastal management schemes.
Restriction: ENVLAW 714

LAWENVIR 725 (30 Points)
Corporate Environmental Governance
Takes a comparative and global perspective exploring the regulatory and governance frameworks that shape how corporations address environmental and related social issues.

LAWENVIR 726 (15 Points)
Special Topic

LAWENVIR 727 (15 Points)
Special Topic

LAWENVIR 728 (15 Points)
Special Topic

LAWENVIR 729 (30 Points)
Special Topic

LAWENVIR 732 (30 Points)
Special Topic

LAWENVIR 733 (30 Points)
Special Topic

LAWENVIR 734 (30 Points)
Special Topic

LAWENVIR 735 (30 Points)
Special Topic

LAWENVIR 736 (30 Points)
Special Topic

LAWENVIR 737 (30 Points)
Special Topic

LAWENVIR 790 (30 Points)
Dissertation
A dissertation of approximately 15,000 words resulting from original research of the student, having the scope, and depth of research, of a competent law review article. The topic of the dissertation needs the approval of the Dean of Faculty of Law.

Law – General

Postgraduate 700 Level Courses

LAWGENRL 702 (30 Points)
Foundations of Human Rights
A study of the moral and jurisprudential basis for human rights and for their protection through law including a study of the major theories of justice and rights.

LAWGENRL 711 (30 Points)
Special Topic
Course Prescriptions

For further information please refer to the note on page 349.

Law – Honours

Postgraduate 700 Level Courses

LAWHONS 706A (10 Points)
LAWHONS 706B (10 Points)
Criminal Law and Policy
An in-depth analysis of current issues in substantive and procedural criminal law including: the role and function of forensic experts, developments in criminal law, criminal justice theory and criminal law reform.
Restriction: LAW 346
To complete this course students must enrol in LAWHONS 706 A and B

LAWHONS 716A (10 Points)
LAWHONS 716B (10 Points)
Legal History
Historical analysis of problems currently facing the law in Aotearoa New Zealand with reference to both English sources and indigenous developments.
Restriction: LAW 356
To complete this course students must enrol in LAWHONS 716 A and B

LAWHONS 720A (10 Points)
LAWHONS 720B (10 Points)
Maritime Law
A study of the law governing ships including: the ownership of and property in ships, charter parties, ship mortgages, law of carriage, shipboard crimes and torts, the law of collision, salvage, wrecks, the admiralty jurisdiction of the courts, national shipping laws, the international regulatory framework, the conflict of laws rules applicable to admiralty disputes and marine insurance.
Restriction: LAW 360
To complete this course students must enrol in LAWHONS 720 A and B

LAWHONS 721A (10 Points)
LAWHONS 721B (10 Points)
Media Law
Topics on the law governing the media and journalists including: defamation, contempt of court, breach of confidence, privacy, the broadcasting legislation, censorship and copyright.
Restriction: LAW 361
To complete this course students must enrol in LAWHONS 721 A and B

LAWHONS 722A (10 Points)
LAWHONS 722B (10 Points)
Medico-legal Problems
Selected studies in the relationship between law and medicine including: the purchase and provision of health services, the relationship between health providers and consumers, professional accountability, codes of rights, legal and ethical issues at the start and end of life, and biomedical research.
Restriction: LAW 362
To complete this course students must enrol in LAWHONS 722 A and B

LAWHONS 728A (10 Points)
LAWHONS 728B (10 Points)
Studies in Public Law
Advanced studies in respect of the principles and workings of the New Zealand constitution, the powers, privileges and immunities of the three branches of government, the exercise and control of government power and the relationship between the individual and the state (including the position of Māori under the Treaty of Waitangi).
Restriction: LAW 368, 403, 404
To complete this course students must enrol in LAWHONS 728 A and B

LAWHONS 728A (10 Points)
LAWHONS 728B (10 Points)
Studies in Contract Law
Advanced studies of selected topics in contract law (and related areas), which may include consideration of the history of contract law, various jurisprudential and/or comparative approaches to contract law, various doctrines of contract law, the law of remedies and statutory reform of contract law.
Restriction: LAW 383
To complete this course students must enrol in LAWHONS 728 A and B

LAWHONS 733A (10 Points)
LAWHONS 733B (10 Points)
Topics in International Law
An in-depth analysis of selected topics in historical and contemporary international law, the aim of which...
is to provide students with a deeper appreciation of the theoretical debates in the discipline, as well as a broader understanding of the topics being studied.
Corequisite: LAW 435
To complete this course students must enrol in LAWHONS 736 A and B
LAWHONS 737A (10 Points)
LAWHONS 737B (10 Points)
Law of Agency
A study of the principles of agency law and selected applications thereof.
To complete this course students must enrol in LAWHONS 737 A and B
LAWHONS 738A (10 Points)
LAWHONS 738B (10 Points)
Special Topic
To complete this course students must enrol in LAWHONS 738 A and B
LAWHONS 739A (10 Points)
LAWHONS 739B (10 Points)
Special Topic
To complete this course students must enrol in LAWHONS 739 A and B
LAWHONS 740A (10 Points)
LAWHONS 740B (10 Points)
Special Topic
To complete this course students must enrol in LAWHONS 740 A and B
LAWHONS 741A (10 Points)
LAWHONS 741B (10 Points)
Special Topic
To complete this course students must enrol in LAWHONS 741 A and B
LAWHONS 742A (10 Points)
LAWHONS 742B (10 Points)
Special Topic
To complete this course students must enrol in LAWHONS 742 A and B
LAWHONS 743A (10 Points)
LAWHONS 743B (10 Points)
Special Topic
To complete this course students must enrol in LAWHONS 743 A and B
LAWHONS 744 (20 Points)
Special Topic
To be approved by the Dean of Faculty of Law.
LAWHONS 745 (20 Points)
Special Topic
To be approved by the Dean of Faculty of Law.
LAWHONS 789 (40 Points)
Dissertation
A dissertation of approximately 18,000 words resulting from original research of the student, having the scope and depth of research of a competent law review article. The topic of the dissertation needs the approval of the Dean of Faculty of Law.
Restriction: LAW 789

### Law – Public

#### Postgraduate 700 Level Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>LAWPUBL 701</td>
<td>Administrative Law</td>
<td>(30 Points)</td>
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<tr>
<td>LAWPUBL 702</td>
<td>Common Law Theory and Practice</td>
<td>(30 Points)</td>
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<tr>
<td>LAWPUBL 703</td>
<td>Comparative Law</td>
<td>(30 Points)</td>
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<tr>
<td>LAWPUBL 705</td>
<td>Criminal Law and Policy</td>
<td>(30 Points)</td>
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<tr>
<td>LAWPUBL 707</td>
<td>Employment Law</td>
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<td>LAWPUBL 708</td>
<td>Family Law</td>
<td>(30 Points)</td>
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<td>LAWPUBL 713</td>
<td>International Family Law</td>
<td>(30 Points)</td>
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<tr>
<td>LAWPUBL 714</td>
<td>Internationalisation of Domestic Law</td>
<td>(30 Points)</td>
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<tr>
<td>LAWPUBL 715</td>
<td>Law and Economic Regulation</td>
<td>(30 Points)</td>
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</tbody>
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**LAWPUBL 701 Administrative Law**
Advanced study of the principles of administrative law, comprising judicial review of administrative action and other mechanisms of accountability with emphasis on theoretical advances in the area, recent developments, and a comparative common law perspective.
Restriction: LAW 701

**LAWPUBL 702 Common Law Theory and Practice**
The history, nature and evolution of the Common Law; common law legal reasoning; the interaction of case law and legislation in a common law system.
Restriction: LAW 777

**LAWPUBL 703 Comparative Law**
Analysis of selected topics to compare New Zealand law and common law with other legal systems such as civil law, and indigenous and religious legal systems.
Restriction: LAW 709

**LAWPUBL 705 Criminal Law and Policy**
The history and principles of criminal law, analysis of current issues in substantive and procedural criminal law, criminal justice theory, including the theory of punishment, and criminal law reform.
Restriction: LAW 715

**LAWPUBL 707 Employment Law**
Selected and comparative studies in employment law.
Restriction: LAW 725

**LAWPUBL 708 Family Law**
Advanced studies in the law relating to husband and wife, parent and child, and family relationships generally.
Restriction: LAW 719

**LAWPUBL 713 International Family Law**
Study of the principles and practice of Family Law that transcend national boundaries.
Restriction: LAW 770

**LAWPUBL 714 Internationalisation of Domestic Law**
The impact of international law and international legal instruments on domestic law in New Zealand and other common law jurisdictions.
Restriction: LAW 778

**LAWPUBL 715 Law and Economic Regulation**
Legal aspects of the process of economic regulation from both a conceptual and comparative perspective. Covers the differing approaches taken to economic regulation, the relationship of regulatory techniques to principles of competition law and administrative law, and the approaches adopted in this area in the United States, United Kingdom and in the European Union. Aspects of the distinctive New Zealand approach to economic regulation in areas such as telecommunications,
power and energy, state owned enterprises and recent deregulatory initiatives are examined in detail.

Restriction: LAW 776

LAWPUBL 720 (30 Points)
Local Government Law
The law relating to the structure, powers and service delivery functions of local government including: the history of local government, reorganisation schemes, powers and administrative principles, civil liability, elections, council procedures, staff employment, works contracts, financial accountability, land valuation, rating systems, environmental functions and bylaws. Consideration of related public bodies, eg, education and health authorities.

Restriction: LAW 747

LAWPUBL 725 (30 Points)
Privacy Law
The law governing data surveillance and techniques of social control through the use of information technology, privacy aspects of the prevention of credit and insurance fraud, criminal investigation and the balance between individual rights and commercial and/or public interests.

Restriction: COMLAW 739, LAW 754

LAWPUBL 726 (30 Points)
Public International Law
The principles of international law and their application to municipal law.

Restriction: LAW 729

LAWPUBL 732 (30 Points)
Comparative Indigenous Rights Law
Study of the nature and legal protection of the rights of indigenous persons and groups in international and comparative perspective, including rights to self-government, cultural, religious and linguistic rights.

LAWPUBL 736 (30 Points)
International Law of Human Rights
Study of international conventions and customary international law on human rights, including: free speech, exercise of religion, privacy and non-discrimination, enforcement mechanisms, human rights theories in international law, third generation human rights including rights to development and a functioning environment, and the recognition of these in international law.

Restriction: LAW 730

LAWPUBL 741 (30 Points)
Special Topic

LAWPUBL 742 (30 Points)
Fundamental Principles of Criminal Law
Advanced study of the scope and application of fundamental principles in criminal liability.

LAWPUBL 743 (30 Points)
International Criminal Law
Examines the evolution of international criminal law, from the Nuremberg and Tokyo Tribunals to the new International Criminal Court. Topics include the nature and sources of international criminal law, jurisdiction, individual and state responsibility, substantive crimes and defences, and alternatives to criminal trials such as truth commissions and amnesties.

LAWPUBL 744 (30 Points)
Special Topic

LAWPUBL 745 (30 Points)
Special Topic

LAWPUBL 746 (15 Points)
Special Topic

LAWPUBL 747 (15 Points)
Special Topic

LAWPUBL 748 (15 Points)
Special Topic

LAWPUBL 749 (30 Points)
Special Topic

LAWPUBL 750 (30 Points)
Special Topic

LAWPUBL 751 (30 Points)
Special Topic

LAWPUBL 752 (30 Points)
Special Topic

LAWPUBL 753 (30 Points)
Special Topic

LAWPUBL 754 (30 Points)
Special Topic

LAWPUBL 755 (30 Points)
Special Topic

LAWPUBL 756 (30 Points)
Special Topic

LAWPUBL 757 (30 Points)
Special Topic

LAWPUBL 758 (30 Points)
Special Topic

LAWPUBL 759 (30 Points)
Special Topic

LAWPUBL 760 (30 Points)
Special Topic

Faculty of Medical and Health Sciences

Audiology

Postgraduate 700 Level Courses

AUDIOL 701 (15 Points)
Auditory Neuroscience
The anatomy and physiology of the auditory system, including the central nervous system. Topics include: the anatomy and neuroanatomy of the ear, the role of the middle ear, cochlear mechanics and micromechanics, transduction in the cochlea and vestibular system, responses of the auditory nerve and cochlear homeostasis.

AUDIOL 702 (15 Points)
Basic Diagnostic Audiology
The basic principles and techniques of diagnostic audiometry in adults and children. Topics include: basic audiometric techniques (history-taking, pure tone audiometry, speech audiometry, immittance audiometry, traditional site-of-lesion tests, paediatric assessment, non-organic hearing loss). Emphasis is placed on critical assessment of current literature.

AUDIOL 704 (15 Points)
Central Auditory Function
Auditory neurophysiology and electrophysiology of central auditory pathways, psychoacoustics, and speech and language. Topics include: the use of electrophysiology, imaging technologies and psychoacoustics to probe the function of the auditory
system. Central processes involved in speech and language.

AUDIOL 713 (15 Points)
Clinical Otolaryngology and Related Sciences
An introduction to otolaryngology and speech pathology. Topics include: principles of pathology and mechanisms of disease, imaging techniques, diseases of the ear, head and neck, the genetics of deafness, neurological disorders that affect hearing and balance, occupational deafness and hearing conservation, speech pathology.
Restriction: AUDIOL 703

AUDIOL 714 (15 Points)
Hearing Aids and Other Devices for the Hearing Impaired
An introduction to the design and technology of analogue and digital hearing aids, cochlear implants and assistive devices for children with hearing-impairment. Analysis of the signal processing techniques and strategies used in digital hearing aids and cochlear implants.

AUDIOL 715 (15 Points)
Physics and Acoustics for Audiology
The basic physics of sound; and instrumentation and the principles of digital signal processing involved in audiological research. Topics include: the physics of sound waves, room acoustics, the measurement of reverbération time; the nature of acoustic impedance; the nature of filters and amplifiers, acoustics of speech, calibration.
Restriction: AUDIOL 705

AUDIOL 716A (15 Points)
AUDIOL 716B (15 Points)
Clinical Practicum I
Introduces the clinical practice of Audiology. Topics include communication skills; ethics; cultural issues; and the clinical practice of audiology, including counselling, understanding the effects of aging, tinnitus and hyperacusis management. Students will obtain the skills and knowledge to take a clinical history and to perform a basic audiometric assessment of adults and children. Particular emphasis is placed on critical evaluation and independent learning. Involves clinical work including a nine week practicum during the summer semester between Part I and Part II.
Restriction: AUDIOL 703
To complete this course students must enrol in AUDIOL 716 A and B

AUDIOL 718A (15 Points)
AUDIOL 718B (15 Points)
Clinical Practicum II
The advanced clinical practice of audiology with particular emphasis on paediatric audiology and case management of children and adults. Topics include assessment of hearing in the paediatric population, including clinical electrophysiology, development of speech, auditory processing disorders and management of hearing loss in children. Particular emphasis is placed on critical evaluation and independent learning. The course involves substantial clinical work.
Prerequisite: AUDIOL 716
Restriction: AUDIOL 712
To complete this course students must enrol in AUDIOL 718 A and B

AUDIOL 796A (45 Points)
AUDIOL 796B (45 Points)
Thesis
To complete this course students must enrol in AUDIOL 796 A and B

Clinical Education

Postgraduate 700 Level Courses

CLINED 703 (15 Points)
Learning in Small Groups
Explores how clinicians operate as members and leaders of groups, and the conditions underlying effective group function both in education and the workplace.

CLINED 705 (15 Points)
Simulation and Clinical Skills Teaching
Theory and practice around the use of simulators in clinical education. Addresses underlying theory, research, course design, acquisition of clinical skills, scenario-based learning, scenario design, simulator programming, and feedback after simulated performance.

CLINED 706 (15 Points)
Interprofessional Learning in the Health Professions
Explores and evaluates the evidence base on interprofessional learning in the health professions. Evaluates the role of interprofessional learning in building effective health care teams.

CLINED 707 (15 Points)
Current Trends in Clinical Education
Critically evaluates the current literature and emerging trends in clinical education and research.

CLINED 708 (15 Points)
Advanced Studies in the Assessment of Health Professionals
Supervised research on an assessment topic approved by the Head of the Centre for Medical and Health Sciences Education.

CLINED 709 (15 Points)
Advanced Studies in Evaluation
Supervised research on an evaluation topic approved by the Head of the Centre for Medical and Health Sciences Education.

CLINED 710 (15 Points)
Special Studies

CLINED 711 (15 Points)
E-learning and Clinical Education
Develops the knowledge and skills to critically evaluate e-learning in the clinical setting. Addresses underlying theoretical constructs, practical skills, sourcing and selection of learning objects, course design and assessment.

CLINED 712 (15 Points)
Curriculum and Course Design
Theory, concepts, and processes that underlie curriculum development and the design of short courses for a clinical setting. Addresses outcome-based course design and the development of objectives, content, methods, materials, assessment and evaluation for a course or curriculum.

CLINED 713 (15 Points)
Special Topic in Clinical Supervision

CLINED 714 (15 Points)
Special Topic in Research Methods in Clinical Education

CLINED 715 (30 Points)
Clinical Teaching
Examines the conceptual frameworks for learning in a clinical setting. The course will explore learning theory as it relates to the clinical experience, programme design, learner preparation, practical
skills in enhancing learning in the clinical setting, and translation of theoretical knowledge into clinical practice.  

Restriction: CLINED 701, NURSING 709

CLINED 716 (30 Points)  
Assessing Clinical Performance
Examines the purpose, criteria, methods, scoring methods and examiner training for a range of assessments of health professionals, with a focus on ensuring competence to practice. This will include concepts of reliability and validity, standard setting as well as advanced techniques to compare and effectively implement different types of clinical assessments.  

Restriction: CLINED 704

CLINED 790 (60 Points)
CLINED 790A (30 Points)
CLINED 790B (30 Points)  
Dissertation
To complete this course students must enrol in CLINED 790 A and B, or CLINED 790

CLINED 793A (45 Points)
CLINED 793B (45 Points)  
Research Portfolio
Supervised research that represents the personal scholarly work of a student based on a coherent area of inquiry. Culminates in a conclusive piece of work related to a specific area of specialisation or scope of practice.  

To complete this course students must enrol in CLINED 793 A and B

CLINED 796A (60 Points)
CLINED 796B (60 Points)  
Thesis
Prerequisite: POPLHLTH 701 or equivalent  
To complete this course students must enrol in CLINED 796 A and B

CLINED 797A (60 Points)
CLINED 797B (60 Points)  
Research Portfolio
Supervised research that represents the personal scholarly work of a student based on a coherent area of inquiry. Culminates in a conclusive piece of work related to a specific area of specialisation or scope of practice.  

To complete this course students must enrol in CLINED 797 A and B

Health Informatics

Postgraduate 700 Level Courses

HLTHINFO 722 (15 Points)  
Special Topic

HLTHINFO 723 (15 Points)  
Health Knowledge Management
The objective of this course is to develop an ability to analyse the role and dynamics of knowledge in the working environment in the health sector, and to develop aspects of knowledge infrastructure.  

Restriction: POPLHLTH 723

HLTHINFO 724 (15 Points)  
Special Topic

HLTHINFO 728 (15 Points)  
Principles of Health Informatics
The study of information technology and information management concepts relevant to the delivery of high quality and cost-effective healthcare. Theoretical frameworks such as data management, decision support, strategic planning and implementation, change management, knowledge management and privacy and other ethical aspects of health informatics are included.  

Restriction: POPLHLTH 728

HLTHINFO 730 (15 Points)  
Healthcare Decision Support Systems
Familiarises students with the main developments of decision support systems in healthcare. The theoretical concepts and the technology including data mining, clinical decision support systems, diagnostic systems and decision support in managed care are outlined. Ethical issues are also addressed.  

Restriction: POPLHLTH 730

Health Management

Postgraduate 700 Level Courses

HLTHMGT 791 (60 Points)
HLTHMGT 791A (30 Points)
HLTHMGT 791B (30 Points)  
Dissertation
A topic related to health management or organisation.  
To complete this course students must enrol in HLTHMGT 791 A and B, or HLTHMGT 791

Health Psychology

Stage I

HLTHPSYC 122 (15 Points)  
Behaviour, Health and Development
Introduction to the relationship between behaviour and the major biological, cognitive and social-emotional processes, applying them to health and development across the life span. Focuses on aspects of behaviour and development particularly relevant for the health care professional.  

Restriction: POPLHLTH 122

Postgraduate 700 Level Courses

HLTHPSYC 714 (15 Points)  
Health Psychology
A review of the psychological factors involved in health and illness. Topics include: the understanding of patient behaviour in medical settings, preventative health behaviour, cognitive models of illness, stress and illness, communication and adherence to treatment, the psychology of physical symptoms and coping with chronic disease.

HLTHPSYC 715 (15 Points)  
Research Methods in Health Psychology
A review of the principal methods used in the design, conduct and analysis of studies in the health psychology area. This will focus on quantitative research, but qualitative methodologies will also be addressed.

HLTHPSYC 716 (15 Points)  
Psychoneuroimmunology
Outlines the nature of the human immune system, its measurement and limitations of current practices and models. The main focus of the course is the extent to which psychological processes such as stress, emotions, and social interactions have been found to influence immune behaviour and the implications of these findings for health and wellbeing. Various
theoretical frameworks through which psycho-immune relationships might be understood are presented and discussed.

HLTHPSYC 717
Emotions, Emotion Regulation, and Health
Extends content knowledge in health psychology by focussing on the expanding literature linking emotions and emotion regulation with health outcomes. The course provides an overview of the nature and functions of emotions, discrete versus dimensional approaches, developmental and cultural considerations, and the links between emotions and cognitive processes. Specific topics include direct and indirect pathways linking emotions and health, links between emotions and health-deleterious behaviours, symptom detection, screening behaviour, treatment decision-making, and adherence.

HLTHPSYC 718
Psychophysiology and Health
Describes general psychophysiological methodology including the measurement, analysis and interpretation of physiological data. Topics include physiological responses to stress including heart rate, blood pressure, heart rate variability, cortisol and the startle response. This course takes a multi-systems approach to exploring health and affords the opportunity to view behavioural, physiological and neuroendocrine responses to stress.

HLTHPSYC 742A
HLTHPSYC 742B
Professional Practice in Health Psychology
Focuses on the professional intervention skills necessary to practice health psychology. Topics include: interviewing and assessment skills, formulation of problems, design and evaluation of interventions and models for interdisciplinary and multidisciplinary functioning. Relevant contexts include: hospitals, hospices, consultancies, general practice. To complete this course students must enrol in HLTHPSYC 742 A and B.

HLTHPSYC 743
Psychopathology and Clinical Interviewing
Common psychological disorders encountered in clinical practice and health settings. Practical teaching of clinical interview and diagnostic skills is completed in class.

HLTHPSYC 744
Research Topic in Health Psychology
Offers the opportunity for academic staff to provide a specific course of study for one or several students. It is available only by arrangement between the staff member(s) and students.

HLTHPSYC 745A
HLTHPSYC 745B
Practicum in Health Psychology
A practical component of supervised applied work of not less than 1,500 hours in approved health settings, and other work as required. A detailed written report of the work undertaken will be required of the student. To complete this course students must enrol in HLTHPSYC 745 A and B.

HLTHPSYC 757
Psychosomatic Processes
Focuses on the psychological, social and biological mechanisms behind illnesses that present with medically unexplained symptoms. Such illnesses include: chronic fatigue syndrome, chronic pain, irritable bowel syndrome and the somatoform disorders. The diagnostic controversy surrounding these disorders and treatment approaches for these conditions will be addressed.

HLTHPSYC 758
Special Topic in Health Psychology

HLTHPSYC 796A
HLTHPSYC 796B
MSC Thesis in Health Psychology
To complete this course students must enrol in HLTHPSYC 796 A and B.

Health Sciences

Diploma Courses

HLTHSCI 600
Research Essay
A substantial supervised essay centred in a culture of practice and written on a topic approved by the Director of the Graduate Diploma in Health Sciences Programme. The student is required to demonstrate mastery of the relevant subject matter; to evaluate the findings and discussions in the literature; to research, analyse and argue from evidence: to apply the knowledge gained; and to engage in rigorous intellectual analysis.

Postgraduate 700 Level Courses

HLTHSCI 790
HLTHSCI 790A
HLTHSCI 790B
Dissertation
Restriction: HLTHSCI 792
To complete this course students must enrol in HLTHSCI 790 A and B, or HLTHSCI 790.

HLTHSCI 793A
HLTHSCI 793B
Research Portfolio
Supervised research that represents the personal scholarly work of a student based on a coherent area of inquiry. Culminates in a conclusive piece of work related to a specific area of specialisation or scope of practice. To complete this course students must enrol in HLTHSCI 793 A and B.

HLTHSCI 796A
HLTHSCI 796B
Thesis
To complete this course students must enrol in HLTHSCI 796 A and B.

HLTHSCI 797A
HLTHSCI 797B
Research Portfolio
Supervised research that represents the personal scholarly work of a student based on a coherent area of inquiry. Culminates in a conclusive piece of work related to a specific area of specialisation or scope of practice. To complete this course students must enrol in HLTHSCI 797 A and B.
Māori Health

Foundation Courses

**MAORIHTH 10H** (15 Points)
*Introduction to Human Biology*
An introduction to human biology through a study of the structure and function of mammalian organ systems with special reference to humans. Topics of particular focus include: skin and derivatives, digestive, nervous, reproductive, bone, muscle and circulatory systems. This course also exposes students to learning in a laboratory environment with a strong focus on microscope work and dissection.

**MAORIHTH 11H** (15 Points)
*Introduction to Physical Sciences for Health*
Covers the basic physico-chemical principles and concepts relevant to an understanding of biological systems.

**MAORIHTH 12H** (15 Points)
*Introduction to Population Health*
A focus on factors that affect the health of whole populations or groups. Uses a population perspective to help understand patterns of health and well-being, whether some groups of people are healthier than others, and why. Introduces population health concepts and approaches, including models for understanding health, systems of explanations for health inequalities and inequities, social determinants of health, aspects of health care systems, and fundamental elements of epidemiology.

**MAORIHTH 13H** (15 Points)
*Introduction to Māori Health*
Introduces health issues important to Māori within Aotearoa New Zealand. Topics include Māori models of health, structure of the Māori population, health status of Māori, Māori rights as Tangata Whenua, similarities and differences with Pacific peoples, determinants that lead to health inequalities, differences in access to and through healthcare and interventions to address Māori health needs. Aspects of Māori tikanga and Pacific culture will also be studied.

**MAORIHTH 14H** (15 Points)
*Introduction to Pacific Health*
Introduces health issues important to Pacific peoples within Aotearoa New Zealand. Topics include Pacific models of health, structure of the Pacific population, health status of Pacific peoples, similarities and differences between Pacific peoples and Māori, determinants that lead to health inequalities, differences in access to and through healthcare and interventions to address Pacific health needs. Aspects of Pacific culture and Māori tikanga will also be studied.

**MAORIHTH 15H** (15 Points)
*Introduction to Chemistry*
Fundamentals of chemistry are explored with a view to enhancing appreciation of the chemical nature of the world around us as well as providing the foundation for further study in chemistry. Special attention is paid to familiarisation with the language of chemistry and the chemist’s perspective of the properties of matter and its transformations.

**MAORIHTH 16H** (15 Points)
*Introduction to Physics*
An introduction to physics relevant to biological systems, including examples and illustrations that revolve around biological systems. Topics include mechanics, optics, waves, radiation and electricity. Mathematical knowledge of measuring, notation, functions, equations, exponential growth/decay and logarithms is required for the course.

**MAORIHTH 18H** (15 Points)
*Foundation Studies in Medical and Health Sciences*
Assists in preparing students for Stage I courses in the medical and health science fields. Special attention is paid to topics not covered in other CertHSc courses including Chemistry, Biology for Biomedical Science and Population Health.

**MAORIHTH 19H** (15 Points)
*Academic and Professional Development*
Presents the study and writing skills required to complete the Certificate in Health Sciences and in preparation for ongoing tertiary study. Topics will be based around Māori and Pacific health workforce development and career planning and will include library and research workshops, study skills for the sciences, academic writing, communication skills, presentation skills, and test/examination techniques.

**MAORIHTH 20H** (15 Points)
*Introduction to Mathematics for Health*
A mathematical foundation for studies in health sciences to assist students develop mathematical thinking and discipline. Topics covered include measuring, notation, functions, equations, exponential growth/decay, logarithms and statistics. Examples used in the course will revolve around applications of mathematics in the health sciences.

### Stage III

**MAORIHTH 301** (15 Points)
*Māori Health*
Models of health and well-being that are promoted in relation to Māori and non Māori in Aotearoa New Zealand are examined and critiqued. The effect of these models on health outcomes is considered.

*Prerequisite: POPLHLTH 210*

*Restriction: POPLHLTH 201*

### Postgraduate 700 Level Courses

**MAORIHTH 701** (15 Points)
*Foundations of Māori Health*
Provides an overview of the many dimensions of Māori Health. It examines the historical and contemporary determinants of Māori health status, and outlines strategies for improving Māori health in the context of the Treaty of Waitangi, and reducing health inequalities.

**MAORIHTH 702** (15 Points)
*Māori Models of Health Practice*
Māori models of assessment, treatment, healing and health. Students will carry out assessments with Māori clients, whānau, and communities to achieve improved treatment, recovery and health outcomes for Māori. Students will recognise the diversity of Māori clients and will be able to work individually and collectively with different Māori groups to achieve the requested outcomes.

**MAORIHTH 703** (15 Points)
*Māori Concepts of Health and Mental Illness*
Explores Māori understandings of mental illness within the framework of Māori conceptualisations...
of health, such as Whare Tapa Wha. Other cultural frameworks of health and mental illness such as DSM IV and the biopsychosocial model of well-being will be examined.

**MAORIHTH 704**
(15 Points)
Māori Mental Health Development
Reviews the social, political, economic and cultural influences on Māori mental health. Policy developments and projects for the promotion of Māori mental health will be assessed within a public health perspective and in relation to Te Tiriti o Waitangi.

**MAORIHTH 705**
(15 Points)
Māori Health Promotion and Early Intervention
Discusses the importance of health promotion and early intervention for Māori. Models of health promotion used by different Māori providers will be presented as well as assisting students to design and implement health promotion and interventions which are likely to be effective for Māori individuals, families, and communities.

**MAORIHTH 706**
(15 Points)
Māori Health: Policies and Outcomes
Examines current policies for Māori health and Māori responses to them.

**MAORIHTH 707**
(15 Points)
Practicum in Māori Health
Provides the opportunity to develop social assessment and critical analysis skills through the documentation of an approved practicum. Students will be expected to use and demonstrate knowledge of different Māori views, concepts and frameworks. Each student will have supervision and practicum developed appropriate to their learning interests.

**MAORIHTH 708**
(15 Points)
Special Studies

**MAORIHTH 709**
(15 Points)
Special Topic

**MAORIHTH 710**
(15 Points)
Special Topic

**MAORIHTH 792**
(60 Points)

**MAORIHTH 792A**
(30 Points)
Dissertation
Restriction: MPHEALTH 792
To complete this course students must enrol in MAORIHTH 792 A and B, or MAORIHTH 792

**MAORIHTH 796A**
(60 Points)

**MAORIHTH 796B**
(60 Points)
Thesis
Restriction: MPHEALTH 796
To complete this course students must enrol in MAORIHTH 796 A and B

**MBChB**

**Part II**

Note: MBChB students must complete 120 points in Part I before enrolling in Part II.

**MBCHB 203**
(15 Points)
The Musculoskeletal System
Integrated study of the human musculoskeletal system with emphasis on the structural and functional aspects that underpin common clinical problems such as: fractures; soft tissue, nerve and joint injuries; hernias; osteo- and rheumatoid-arthritis; and osteoporosis. Practical work links anatomy, radiology, physiology and pathology and includes appropriate clinical skills.

**MBCHB 205**
(15 Points)
The Digestive System
The structure and function of the gastrointestinal system in health and disease, with relevant clinical examples. Multidisciplinary study of digestion and absorption of food components, their metabolic roles and actions, and the nutritional significance of dietary components. Includes fundamental anatomical, biochemical and pathological principles of gastrointestinal structure, digestion and nutrition.

**MBCHB 206**
(15 Points)
The Genito-urinary System
Multidisciplinary approach to the normal and abnormal structure and function of the renal and genital systems, including an overview of important diseases, their therapy, and population and behavioural perspectives. Clinically important examples and relevant clinical examination skills will be taught.

**MBCHB 209A**
(15 Points)
**MBCHB 209B**
(15 Points)
Principles of Medicine
Introduction to the description and pathogenesis of general disease processes as a basis for the systematic study of human disease. The application of genetics and genomics in medicine. General principles and mechanisms of drug action and therapeutic intervention in the management of human illness. Clinical examples and leading research will be used to explore these areas.

To complete this course students must enrol in MBCHB 209 A and B

**MBCHB 210**
(25 Points)
The Cardiorespiratory System
Multidisciplinary approach to the scientific basis of normal and abnormal structure and function of the human heart, airways, lungs and vascular system. This is focused around clinically-important cardiovascular and respiratory conditions and includes relevant clinical examination skills linked to practical exploration of relevant anatomy, radiology, physiology and pathology. Population, behavioural and therapeutic aspects will also be considered.

Restriction: MBCHB 202, 204

**MBCHB 211A**
(10 Points)
**MBCHB 211B**
(10 Points)
Professional, Clinical and Communication Skills 1
Multidisciplinary approach to the development of personal, professional, clinical and communication skills needed to be an effective medical practitioner. Topics include: ethics, communication skills, personal development, health promotion and consideration of cultural issues, with an emphasis on clinically-relevant interactions and scenarios.

Restriction: MBCHB 207
To complete this course students must enrol in MBCHB 211 A and B

**Part III**

**MBCHB 303**
(15 Points)
Reproduction, Development and Aging
An integrated study of the biology of reproduction, development and endocrinology. Emphasis is placed on
understanding the endocrine regulatory mechanisms of the hypothalamic/pituitary/gonadal axis and the control of oogenesis and spermatogenesis, on the endocrinology and physiology of the menstrual cycle and pregnancy, and on the control of growth, development and aging from conception through puberty, menopause and beyond. Throughout there is a strong emphasis on clinical relevance and clinical sessions are an important component of the course.

**MBCHB 305**  
Regulation of Body Function  
An integrated treatment of the regulation of human body function and its modification by drugs. Topics include: the regulation of gastrointestinal function; electrolytes and fluid volume; cardiovascular function; respiration; energy balance and body weight; body temperature; and the physiology of exercise. Clinical problem sessions are an important component and common illnesses are analysed to demonstrate that knowledge of normal function provides a basis for understanding and managing these disorders.

**MBCHB 306**  
Blood, Immunity and Infection  
An integrated and multidisciplinary approach to the normal and abnormal function of the haematopoietic and immune systems, and how bacteria and viruses produce infections. Teaching and learning will be based around clinical examples and will include instruction in relevant examination skills.

**MBCHB 311A**  
Medical Humanities A variety of options from the study of medical humanities.  
*To complete this course students must enrol in MBCHB 311 A and B*

**MBCHB 312A**  
Professional, Clinical and Communication Skills 2  
This builds on the Part II course. There is an emphasis on developing and applying the key professional, clinical and communication skills for medicine in the clinical context. The course culminates in a hospital-based clinical medicine attachment.  
*Restriction: MBCHB 307, 310*  
*To complete this course students must enrol in MBCHB 312 A and B*

**MBCHB 313**  
The Nervous System  
A coordinated multidisciplinary approach to the central and peripheral nervous systems and the systems of the head and neck including the special senses. It provides a scientific understanding of normal and abnormal structure and function of the nervous system and associated systems. Clinical problem solving and clinical examination skills are important aspects of this course.  
*Restriction: MBCHB 301, 302*

**Stage IV**

**MBCHB 401A**  
(60 Points)  
**MBCHB 401B**  
(60 Points)  
**MBChB Part IV**  
During Part IV, students spend thirty weeks in seven clinical attachments, in emergency medicine, anaesthesia, locomotor, psychiatry, general practice, medicine and surgery. These attachments are complemented by six weeks of topic teaching on campus. There is also a compulsory Māori and Pacific Health module.

*To complete this course students must enrol in MBCHB 401 A and B*

**MBCHB 501A**  
(60 Points)  
**MBCHB 501B**  
(60 Points)  
**MBChB Part V**  
Students spend thirty weeks in clinical attachments. These are obstetrics and gynaecology, specialty medicine, geriatric medicine, paediatrics, general practice, and specialty surgery. There is a four week selective experience and projects in professional development to be completed. There are five weeks of topic teaching on campus, including a Population Health week. Students may undertake the majority of the study-year in a rural/regional setting.

*To complete this course students must enrol in MBCHB 501 A and B*

**MBCHB 551A**  
(60 Points)  
**MBCHB 551B**  
(60 Points)  
**MBChB Part VI**  
The 42 week trainee intern year includes an ‘elective’ period when students may undertake optional training in an area of medicine of their choice. The remaining weeks are spent practising under supervision, in hospitals and community facilities. Students undertake patient care in the disciplines of medicine, surgery, psychiatry, general practice, paediatrics, and obstetrics and gynaecology. Students must also complete an advanced cardiac life support course, a module in radiology, and a surgical skills course.

*To complete this course students must enrol in MBCHB 551 A and B*

**Medical Science**

**Stage I**

**MEDSCI 100G**  
(15 Points)  
**Human Mind and Body Relationships**  
Humans share with other living things the features of physical self-generation and adaptation to the environment. Humans also live in a mental (mind) world and maintain relationships with our perceived environments. Minds and bodies mutually affect one another. This mind/body dance, which is explored in this course, is what gives rise to all of human behaviour from simple daily activities to the highest forms of creativity.

**MEDSCI 101G**  
(15 Points)  
**Environmental Threats to Human Health**  
Our environment sustains our lives but at times threatens our health. These threats may occur naturally, or arise from damage we have inflicted on the environment. This course considers health impacts of climate change, pollution, lifestyle choices, poverty and affluence, workplace hazards, emerging infectious diseases, and dangers affecting cancer risk.

**MEDSCI 142**  
(15 Points)  
**Biology for Biomedical Science: Organ Systems**  
Introduction to human biology with particular emphasis on integrated organ function. The course will deal with: structures and processes associated with the function...
of the nervous, locomotor, cardiovascular, respiratory, digestive, renal, endocrine, musculoskeletal and reproductive systems.

**Restriction: HUMANBIO 142**

### Stage II

**MEDSCI 201**

**Human Structure and Function**

Presents the structure of biological systems with special reference to human biology, from the levels of histology through to gross anatomy. Specific examples of the correlation between structure and function will be considered. An introduction to current techniques for the visualisation of biological structure will be presented.

**Prerequisite:** BIOSCI 107, MEDSCI 142

**MEDSCI 202**

**Microbiology and Immunology**

An introduction to the nature and roles of bacteria, viruses, fungi and parasites as the causative agents of human diseases. Topics include: the defence mechanisms of the body, the immune system including autoimmunity and allergy, control of disease by antimicrobials, sterilisation, disinfection and infection control practice.

**Prerequisite:** BIOSCI 107, MEDSCI 142

**MEDSCI 203**

**Mechanisms of Disease**

Outlines the basic mechanisms, operating at the molecular, cellular and tissue levels, by which human disease develops. These include genetic factors, cell injury, inflammation, repair, circulatory disturbances, and neoplastic change. These mechanisms are illustrated by descriptions of the pathogenesis of specific diseases that are relevant to the New Zealand situation, or are the focus of current biomedical research.

**Prerequisite:** BIOSCI 107, MEDSCI 142

**MEDSCI 204**

**Introduction to Pharmacology and Toxicology**

A solid grounding in the principles underlying pharmacology and toxicology, including the nature of drug targets, their interaction and response (pharmacodynamics), the fate of drugs within the body (pharmacokinetics), toxicity classification and testing, poisons and antidotes, adverse drug reactions, selective toxicity, drug discovery and development. Selected drug examples will be studied to illustrate key principles of clinical pharmacology.

**Prerequisite:** BIOSCI 107, MEDSCI 142

**MEDSCI 205**

**The Physiology of Human Organ Systems**

An integrative approach is used to study fundamental physiological processes which enable the body to overcome the challenge of life. Drawing on examples of normal and abnormal function, the course examines the interaction of vital physiological processes, from cellular control mechanisms to multiple organ systems. Topics include: control of fluid and electrolytes, cardiovascular control, energy use, and the delivery of oxygen and metabolites.

**Prerequisite:** BIOSCI 107, MEDSCI 142

**MEDSCI 206**

**Introduction to Neuroscience**

The impact of neuroscience revolution on our understanding of human physiology and biomedical research is reviewed. Topics include: mechanisms of neurotransmission, learning, memory, sensory perception (vision, hearing, touch and smell) and application of gene therapy for treating neurological diseases. Special emphasis is placed on the integration and control of physiological function by the nervous system. Examples include control of movement and coordination, regulation of reproduction, blood pressure, breathing, appetite, body weight and sexuality. Developmental neuroscience is also considered. Laboratory exercises provide insight into neural structure and function and include application of neuroimaging technologies.

**Prerequisite:** BIOSCI 107, MEDSCI 142

### Stage III

**MEDSCI 301**

**Molecular Basis of Disease**

An in-depth analysis of the cellular and molecular basis of disease, including the role of environmental and inherited risk factors, as well as mechanisms of response to cell injury and inflammation in the disease process. Models of common diseases such as diabetes, obesity, cancer and infectious agents will be studied.

**Prerequisite:** MEDSCI 203

**MEDSCI 302**

**Cancer Biology**

A study of the scientific basis of cancer including: mechanisms underlying the pathogenesis of cancer, carcinogenesis, DNA damage and repair, properties of cancer cells (including abnormalities of growth and cell cycle control), the growth of tumours, the classification and histopathology of cancers, and an introduction to therapeutic strategies.

**Prerequisite:** BIOSCI 356 or MEDSCI 203

**MEDSCI 303**

**Principles of Pharmacology**

Topics covered are: ADME and pharmacokinetics; therapeutic drug monitoring; drug-drug interactions; pharmacogenetics and pharmacogenomics; drug development and analysis; novel drug delivery, chemotherapy including antibiotics, anticaner and antiviral drugs.

**Prerequisite:** MEDSCI 204 and 15 points from MEDSCI 205, 206, BIOSCI 203

**MEDSCI 304**

**Molecular Pharmacology**

Considers the molecular mechanisms of drug action. The cellular and molecular mechanisms of drugs acting at receptors, ion channels, enzymes and intermediate messengers are covered. These concepts are applied through a detailed examination of cell cycle and apoptotic pathways, the molecular basis of drug addiction and the mechanisms of action of common recreational drugs.

**Prerequisite:** MEDSCI 204 and 15 points from MEDSCI 205, 206, BIOSCI 203

**MEDSCI 305**

**Systematic Pharmacology**

Considers the modification by drugs of human systems under physiological and pathological conditions. The cellular and molecular mechanisms of drugs as receptors, ion channels, enzymes and intermediate messengers are considered. The modification of drugs on the cardiovascular, gastrointestinal, endocrine,
reproductive, respiratory and central nervous systems will be covered.
Prerequisite: MEDSCI 204 and 15 points from MEDSCI 205, 206, BIOSCI 203

MEDSCI 306 (15 Points)
Principles of Toxicology
Considers the principles and concepts that result in detrimental effects in animals and humans. It addresses: biochemical pathways and targets in the toxicity of chemicals, the effects at cellular, organ and whole body level, eg, cell death, cancer and hypersensitivity, as well as the basis for cell and organ-selective toxicity. Drugs, occupational and environmental toxicants are discussed.
Prerequisite: MEDSCI 204 and 15 points from MEDSCI 205, 206, BIOSCI 203

MEDSCI 307 (15 Points)
Neuroscience: Neuropharmacology
An introduction to the principles and concepts involved in neuropharmacology. The course covers: the anatomy, neurochemistry and pharmacology of the normal and diseased human brain; the biochemical causes of psychiatric and neurological diseases; and the types and mechanisms of action of drugs used to treat brain disorders.
Prerequisite: MEDSCI 204 and 15 points from MEDSCI 205, 206, BIOSCI 203

MEDSCI 308 (15 Points)
Molecular Physiology and Neuroscience
The molecular physiology of cellular homeostasis and signaling. This discipline integrates molecular biology, electrophysiology, imaging technologies and other advanced techniques in molecular neuroscience and allied fields. The course considers the characterisation and manipulation of gene expression, and translation to gene therapy treatments for neurological diseases. The lab component focuses on analysis of gene expression and use of recombinant DNA technologies. Practical training includes isolation of RNA, gene cloning, and DNA fingerprinting using the polymerase chain reaction.
Prerequisite: MEDSCI 205, 206

MEDSCI 309 (15 Points)
Biophysics of Nerve and Muscle
An advanced treatment of the physiology of excitable cells. Topics include: the biophysical basis of membrane potential, the spread of electrical activation and synaptic transmission, structure, excitation, mechanics and energetics of muscle and functional differences among muscle types. The approach is quantitative with particular emphasis on current advances in the field.
Prerequisite: 30 points from MEDSCI 205, 206, or for Bachelor of Engineering (Honours) students, 15 points from MEDSCI 205 and 15 points from courses at Stage II listed in Part II of the Biomedical Engineering specialisation in the Bachelor of Engineering (Honours) Schedule

MEDSCI 310 (15 Points)
Physiology and Pathophysiology of the Brain
The relationship between the structure and function of the nervous system in health and disease. Topics include organisational principles of the CNS, imaging of the human brain, synaptic function in health and disease, selected topics in pathophysiology of motor and sensory systems (including vision and auditory function), brain ischemia and sleep/sleep disorders. The topics are covered at an advanced level with emphasis on current advances in the fields.
Prerequisite: MEDSCI 205, 206

MEDSCI 311 (15 Points)
Cardiovascular Biology
An advanced treatment of the human cardiovascular system that provides an integrated framework for understanding the structure, function and regulation of the heart and circulation, and their modification by drugs. Topics include: the energetics and mechanics of the heart, the regulation of heart rhythm and the control of blood pressure and the regulation of flow through the microcirculation. The course is illustrated using examples drawn from current research in the field and from representative disease states.
Prerequisite: MEDSCI 205

MEDSCI 312 (15 Points)
Endocrinology of Growth and Metabolism
An introduction to the mechanism controlling the production of hormones and how these achieve their effects in regulating body function. The course focuses in particular on the hormone systems controlling growth and metabolism and contrasts the differences between fetal and adult life. It also highlights how defects in endocrine systems are associated with conditions such as obesity and diabetes.
Prerequisite: 30 points from BIOSCI 203, MEDSCI 201, 205

MEDSCI 313 (15 Points)
Reproductive Biology
Aspects of reproductive biology including: regulation of gonadal function, the menstrual and oestrous cycles, ovulation, spermatogenesis, feto-maternal physiology including placental function, animal reproduction and assisted reproductive technologies.
Prerequisite: 15 points from BIOSCI 107, 203, MEDSCI 142

MEDSCI 314 (15 Points)
Immunology
The biology, cellular and molecular events underlying the immune response. The nature and characteristics of antibody-mediated and cell-mediated immunity including antigen recognition and presentation, antibody and T cell receptor structure, immune regulation and cytokines, immunogenetics and histocompatibility. The relationships of the immune system to the activities of pathogenic organisms. Applied immunology including biotechnology, infection, autoimmunity, tumour immunology, transplantation and immunodeficiency.
Prerequisite: MEDSCI 202 or BIOSCI 201
Restriction: BIOSCI 357

MEDSCI 315 (15 Points)
Nutrition, Diet and Gene Interactions
Practical applications of nutrition in protection against, and reduction of symptoms in, chronic disease from a clinical perspective. Both non-communicable diseases (eg, cancer, osteoporosis, auto-immune disease) and communicable disease (eg, whooping cough, influenza) will be considered. Factors regulating appetite and food intake, and the role of genotype and epigenotype will also be studied.
Prerequisite: BIOSCI 202, 203

Stage IV

MEDSCI 401 (15 Points)
Bioengineering Neurophysiology
Advanced molecular physiology of cellular homeostasis and signaling integrating molecular biology, electrophysiology, imaging technologies and other advanced techniques in molecular neuroscience. The
use of genetic manipulation treatments for neurological diseases. Design and application of recombinant DNA-based projects for investigating key research questions in neuroscience.
Prerequisite: MEDSCI 205
Restriction: MEDSCI 308

MEDSCI 402 (15 Points)
Bioengineering in the Cardiovascular System
An integrated framework for understanding the structure, function and regulation of the heart and circulation, and their modification using bioengineering and pharmacological techniques. The energetics and mechanics of the heart, the regulation of heart rhythm and the control of blood pressure and the regulation of flow through the microcirculation are explored using examples drawn from current research in the field and from representative disease states.
Prerequisite: MEDSCI 205
Restriction: MEDSCI 311

Postgraduate 700 Level Courses

MEDSCI 701 (15 Points)
Special Studies in Medical Science 1
A specific course of study for one or more students. Available only by arrangement between the staff member(s) and students.
Restriction: MEDSCI 702

MEDSCI 702 (15 Points)
Special Studies in Medical Science 2
The critical review and analysis of research literature relating to a research topic. Components include an extensive literature review article defining the current knowledge relevant to a particular research area, a research proposal outlining proposed masters research topic and its significance, and a formal presentation of the proposal. Suitable for students intending to undertake a Master’s thesis.
Restriction: MEDSCI 701

MEDSCI 703 (15 Points)
Advanced Biomedical Imaging
Theory and practice of biomedical imaging from the sub-cellular to whole body level with specific emphasis on recent developments. Principles of digital image-processing and image analysis (including quantitative morphology), computed tomography and volume rendering and analysis. Imaging modalities including atomic force microscopy, light and confocal microscopy, electron microscopy, x-ray, CT, ultrasound and magnetic resonance imaging.

MEDSCI 704 (15 Points)
Developmental Genetics
Genetics approaches used to understand developmental mechanisms. These utilise a variety of model systems including Drosophila and zebrafish to study processes such as pattern formation, cell specification, lineage commitment and cell-cell interaction. Insights into control of these events are critical to advancing understanding of disease processes, particularly cancer.

MEDSCI 705 (15 Points)
Infection, Immunity and Disease
Examines the ways in which host immune mechanisms control infection, infectious organisms evade host defence mechanisms, and the consequences of these processes for the host. Examples of human infectious diseases will include: HIV, hepatitis B, influenza, tuberculosis and streptococcal infections. Consideration of the consequences of infection will incorporate discussion of immune self/non-self discrimination, immune tolerance and autoimmune mechanisms, including the impact of response against infections on autoimmunity.

MEDSCI 706 (15 Points)
Genetic Disease
Examines a range of medical genetic disorders that illustrate principles of disease mechanisms, diagnosis and management. These will include: haemophilia, familial cancer, late-onset neurological disorders and mitochondrial disease.

MEDSCI 707 (15 Points)
Activities of Microbes in Disease
The dynamic interaction between pathogenic microorganisms and humans will be explored. Examines the molecular mechanisms which enable microbes to survive, proliferate and cause disease; to evolve and acquire new genes; and to control the expression of their genes. Emphasis will be placed on recent advances in the understanding of major human microbial diseases.

MEDSCI 708 (15 Points)
Advanced Immunology and Immunotherapy
Recent advances in immunology including: the genes and proteins involved in the innate and adaptive immune response. Intracellular signalling mechanisms that determine immune outcomes, and the mechanisms by which the immune system learns ‘self’ from ‘non-self’. Examines a range of inflammatory diseases, and methods of immunotherapy, in particular approaches to combat cancer.

MEDSCI 709 (15 Points)
Nutrition in Health and Disease
The influence that dietary patterns, foods and food components have on the promotion and protection against the common nutrition-related diseases in New Zealand. The relevant epidemiological, clinical, and biochemical/physiological aspects of each disease are covered.

MEDSCI 710 (15 Points)
Nutrition Mechanisms
The mechanisms by which food and food components can influence disease processes. Topics covered include: the interaction between genotype and nutrition, antioxidants and oxidation protection mechanisms, dietary toxicology, the process of atherosclerosis, and the influence of the intra-uterine environment on growth and disease.

MEDSCI 711 (15 Points)
Clinical Nutrition
Prevention of malnutrition and maintenance of nutritional status during acute and chronic illness through ‘artificial’ or ‘interventional’ means. Diagnosis and quantitation of malnutrition, and monitoring of nutrition support therapy. Practical techniques, common complications and quality assurance through a multidisciplinary team approach. Includes treatment of anorexia nervosa and cancer cachexia.

MEDSCI 712 (15 Points)
Critical Evaluation of Nutritional Therapies
The suggested roles for micronutrients, ‘nutriceuticals’ and functional foods in general health, exercise performance and disease are evaluated using an evidence-based approach. The roles of micronutrients as dietary supplements and the potential actions of
nutraceuticals and functional foods are also critically evaluated. Regulatory and ethical issues in the use of nutritional remedies are considered, including their use as supplements in chemotherapy or other conventional therapies, or in individuals with no symptoms.

MEDSCI 713 Principles of Cancer Therapy (15 Points)
Examines the molecular and cellular processes underlying cancer treatment and the development of tumour-selective therapy; the principles of radiotherapy and chemotherapy; DNA and the basis for its interactions with anticancer drugs; recognition of DNA by proteins; exploitation of these processes by anticancer drugs, oncogenes and other regulatory gene products; signal transduction mechanisms and strategies for changing cell cycle control; cytokines and the role of host responses in cancer therapy; new approaches to cancer therapy including gene therapy and photodynamic therapy.
Prerequisite: MEDSCI 302

MEDSCI 714 Advanced Cancer Biology (15 Points)
Advanced studies of concepts related to the biology of cancer. These will include: molecular mechanisms, signal transduction pathways, genomic instability, telomeres and telomerase, anoikis, DNA damage sensing mechanisms, and hypoxia and tumour progression.
Prerequisite: MEDSCI 302

MEDSCI 715 Molecular Toxicology (15 Points)
Covers the current understanding of mechanisms implicated in toxicity of drugs and environmental chemicals plus the basis of inter-individual susceptibility. The course identifies strategies used to predict and prevent adverse reactions during drug development.

MEDSCI 716 Drug Disposition and Kinetics (15 Points)
Advanced study of the absorption, distribution, metabolism and excretion of drugs, and the analysis of these processes. Also included are: in vivo/in vitro techniques in drug ADME studies used in drug development; drug analysis in biological matrices; and pharmaco-genomic aspects related to drug disposition.

MEDSCI 717 Advanced Neuroscience: Neuropharmacology (15 Points)
An advanced study of current research topics in neuroscience. Involves critical analysis of the literature within the context of a series of major research themes that encompass models from molecular through to systems level neuroscience. Themes will be selected from the following areas: neurogenesis, neurodegeneration and/or addiction.

MEDSCI 718 Pharmacology of Anaesthetics and Analgesics (15 Points)
General aspects of anaesthetics and analgesics. Topics covered include the development of modern anaesthesia, the mechanisms of action of drugs used in general and local anaesthesia, and issues surrounding safety and efficacy of anaesthesia, including drug error and circadian variation in drug action.

MEDSCI 719 Pharmacometrics (15 Points)
An introduction to the application of mathematical models used in the interpretation of pharmacological observations. Computer-based analysis methods are investigated using individual and population-oriented approaches.

MEDSCI 720 Biomedical Research Techniques (15 Points)
An introduction to some of the most commonly used techniques used in today’s research laboratories; from tissue culture to confocal microscopy, RT-PCR to mass spectrometry, immunoassay to cloning. Emphasis is placed on understanding the principles behind the techniques, how they are applied to address specific questions, and how to evaluate and use the data they generate.

MEDSCI 721 Advanced Toxicology (15 Points)
Focuses on classes of drugs associated with idiosyncratic adverse reactions and studies to define their metabolic basis and assessment of toxic risk.

MEDSCI 722 Clinical Pharmacology (15 Points)
The disposition and action of drugs in the elderly, young and in pregnancy will be considered, as well as therapeutic drug monitoring, pharmacoeconomics, adverse drug reactions, ethnic differences in PK’s and PD’s, evaluation of clinical trials and population kinetics. Emphasis is placed on the use of medicines in humans.

MEDSCI 723 Cancer Pharmacology (15 Points)
The pharmacological basis of the action of anti-tumour drugs relevant to human cancer therapy, emphasising the variability of chemotherapy effects, interactions between anti-cancer agents and early phase clinical trials.

MEDSCI 725 Experimental Design (15 Points)
Principles of experimental design and data analysis in physiological research. Topics include: analysis of variance, post-hoc multiple comparisons, non-linear and multiple linear regression, analysis of covariance and statistical power. The approach is practical and computer statistical packages are used.

MEDSCI 727 Advanced Neuroscience: Neurophysiology (15 Points)
An advanced treatment of selected topics in neurophysiology. Involves presentations and critical analysis by the students of the current scientific literature within the context of several major research themes that encompass models from molecular and cellular to systems level. Themes will be selected from the following areas: (1) motor control and motor disorders (Parkinson’s disease, motorneuron disease, stroke); (2) synapse physiology and pathophysiology; (3) advances in neural stem cell research; and (4) selected topics in sensory neuroscience research.

MEDSCI 729 Perinatal Physiology and Medicine (15 Points)
Fetal development has long-term consequences for health. This advanced course offers a wide range of research themes relating to fetal development and future health. Topics include: placental development, fetal physiology, and endocrine regulation and metabolic function during fetal and postnatal life. The course explores pathogenesis of disease and injury of
the fetus and newborn, and how biomedical research leads to potential clinical treatment strategies.

**Prerequisite: **MEDSCI 312

**MEDSCI 730 (15 Points)**

**Reproductive Science**

Molecular regulation and coordination of normal reproduction. The reproductive disorders that arise when normal biological processes are disrupted. Recent molecular methods have enabled us to study these processes and to understand how they can go wrong. Genomic and proteomic approaches to the understanding of reproduction and reproductive disorders will be presented. Examination of the new technologies that allow us to overcome some of these reproductive problems.

**Prerequisite:** 15 points from BIOSCI 351, 353, 356, MEDSCI 312, 313

**MEDSCI 731 (15 Points)**

**Reproductive Medicine**

Understanding normal reproductive events and how normal biological processes are disrupted to cause medical problems. A range of specific disorders of reproduction (Pre-eclampsia, polycystic ovarian syndrome, endometriosis), including infertility and gynaecological cancer, will be discussed. Attention will be given to recent advances in understanding of disease at a molecular level and how they translate to become a clinical disorder.

**Prerequisite:** 15 points from MEDSCI 312, 313, BIOSCI 351, 353, 356

**MEDSCI 732 (15 Points)**

**Molecular Aspects of Endocrinology and Metabolism**

Explores how hormones are able to control such a wide range of physiological processes. Covers molecular aspects of hormone action with particular reference to the neuroendocrine and peripheral endocrine systems that control appetite and metabolism. Other topics covered include how defects in hormone action lead to diseases such as cancer, obesity, Type-2 diabetes and cardiovascular disease.

**MEDSCI 733 (15 Points)**

**Advanced Methods in Cell Physiology**

The theoretical basis underpinning electrophysiological and live cell imaging techniques used to probe cellular function will be addressed. Emphasis will be placed on the instrumentation, data acquisition, and data analysis associated with each technology. The approach is practical and computer-based software programmes are used to analyse pre-recorded data, and data produced by the students themselves.

**Restriction: **MEDSCI 726

**MEDSCI 734 (15 Points)**

**Advanced Integrative Physiology**

In the post-genomic world the limitations of reductionism as a basis for understanding complex function have become apparent and it is necessary to integrate genomics with the biology of organ systems. This course will portray how an integrative physiological approach can reveal new levels of understanding in the field of biomedical research. Examples of this approach will be drawn from research programmes within the areas of cardiovascular biology, fetal physiology, neurophysiology and vision.

**Restriction: **MEDSCI 728

**MEDSCI 735 (15 Points)**

**Special Topic**

**MEDSCI 736 (15 Points)**

**Special Topic**

**MEDSCI 737 (15 Points)**

**Biomedical MRI**

Designed to give students a thorough understanding of a range of biomedical MRI techniques as well as advanced clinical MRI applications such as functional imaging of the brain and cardiovascular system. Laboratories will cover MRI pulse programming, MRI applications in basic science, and MRI applications in clinical medicine.

**MEDSCI 738 (15 Points)**

**Biological Clocks**

Chronobiology – the study of biological rhythms and the clocks that control them. Theory, anatomical location and molecular machinery of biological clocks will be covered, as will the control of rhythms of different time scales from days (circadian rhythms) to years (circannual rhythms). The influence the human circadian clock has on physiology and drug efficacy, and the effect hospitalisation has on the control of sleep cycles will be given special attention.

**MEDSCI 790 (60 Points)**

**MEDSCI 790A (30 Points)**

**MEDSCI 790B (30 Points)**

**Dissertation**

To complete this course students must enrol in MEDSCI 790 A and B, or MEDSCI 790

**MEDSCI 793A (45 Points)**

**MEDSCI 793B (45 Points)**

**Research Portfolio**

Supervised research that represents the personal scholarly work of a student based on a coherent area of inquiry. Culminates in a conclusive piece of work related to a specific area of specialisation or scope of practice.

To complete this course students must enrol in MEDSCI 793 A and B

**MEDSCI 794A (45 Points)**

**MEDSCI 794B (45 Points)**

**Thesis**

To complete this course students must enrol in MEDSCI 794 A and B

**MEDSCI 796A (60 Points)**

**MEDSCI 796B (60 Points)**

**Thesis**

To complete this course students must enrol in MEDSCI 796 A and B

**MEDSCI 797A (60 Points)**

**MEDSCI 797B (60 Points)**

**Research Portfolio**

Supervised research that represents the personal scholarly work of a student based on a coherent area of inquiry. Culminates in a conclusive piece of work related to a specific area of specialisation or scope of practice.

To complete this course students must enrol in MEDSCI 797 A and B

**Named Doctoral Courses**

**MEDSCI 896A (60 Points)**

**MEDSCI 896B (60 Points)**

**Thesis**

To complete this course students must enrol in MEDSCI 896 A and B
Postgraduate 700 Level Courses

MEDICINE 703 (15 Points)
Special Topics in Medicine
Advanced study in a specific area usually related to the field of study of the thesis. Topics include, but are not restricted to, clinical neuroscience, bone science, rheumatology, geriatrics, cardiology, respiratory and renal medicine.

MEDICINE 706 (15 Points)
Occupational Medicine
Occupational Medicine practice, management and industrial relations, and principles of workplace assessment. Also includes: occupational toxicity, rehabilitation, health surveillance, occupational hygiene, risk management, occupational psychological medicine, occupational epidemiology, statistics and research practice in occupational medicine.

MEDICINE 713 (15 Points)
Cardiovascular Medicine
Cardiovascular anatomy and physiology with a detailed study of the pathophysiology of common cardiovascular conditions and management principles. Areas of study include atherosclerosis, hypertension, coronary artery disease and heart failure.

MEDICINE 721 (15 Points)
Investigating Human Incidents and Injury
The investigation of human incidents and injury through a multi-disciplinary study of the interaction between humans and the socio-technical systems that define their work and non-work environments. Integrates knowledge from psychology, physiology, sociology, biology, engineering and management, into the applied science of human factors and incident investigation. Focuses on the identification of investigative systems which enhance safety in safety critical social systems.

MEDICINE 732 (15 Points)
Special Topic in Occupational Medicine
Advanced study in a specific area of occupational health as approved by the Head of School.

MEDICINE 740 (30 Points)
Special Topic

MEDICINE 741 (15 Points)
Special Topic

MEDICINE 742 (15 Points)
Special Topic

Nursing

Stage I

NURSING 104 (15 Points)
Applied Science for Nurses
Provides an opportunity for the application of specific and selected topics from the biological and physical sciences to be related to beginning nursing practice.

NURSING 105 (30 Points)
Nursing in Practice
An introduction to nursing as a profession including concepts of nursing practice, and communication skills. The theoretical basis for nursing practice as well as legal and ethical boundaries are introduced. The role of the nurse in health maintenance and health promotion is explored. Skills in assessment of clients and planning client care are introduced.

Restiction: NURSING 101, 102

NURSING 199 (0 Points)
English Language Competency
To complete this course students must attain a level of competency in the English language as determined by the School of Nursing. This course must be completed prior to enrolling in Part II of the Bachelor of Nursing degree.

Stage II

NURSING 201 (60 Points)
Nursing Clients with a Pathophysiological Problem
A problem-based course where students acquire the skills associated with nursing clients requiring medical and surgical interventions and subsequent rehabilitation. Understanding the mechanisms of disease and prevention of such diseases is the basis for the course. Students are introduced to the principles of pharmacology and pharmacokinetics. Issues such as caring for clients with chronic pain and an understanding of death and grief are included. Practicums and teaching take place in a variety of clinical settings.

NURSING 202 (60 Points)
Nursing Clients in Mental Health and Disability
This course allows students to understand perspectives of mental health and illness, the crisis nature of mental illness and the therapeutic models of mental health management. Students acquire the specific nursing skills required to care for people with mental health problems and also those who have a long-term disability. Students undertake a range of clinical attachments in hospital and community settings.

Stage III

NURSING 301 (60 Points)
Child and Family Health Nursing
An understanding of concepts related to family, women's and child health. The focus is on childbirth as a healthy event in the life of a family, care in the community, together with the nursing care of children suffering illness in a hospital setting. Older persons' health focuses on an alternate aspect of family health. Clinical attachments are in a variety of clinical and community settings.

NURSING 302 (60 Points)
Professional Nursing Practice
This course allows the student to make the transition from student to professional nurse. A period of practice in an elected area of clinical speciality is included. Issues such as the development of nursing knowledge, autonomy of practice, accountability for practice, and the legal and ethical parameters of competency as a nurse are emphasised.

Postgraduate 700 Level Courses

NURSING 701 (30 Points)
Clinical Project
The Clinical Project represents the personal scholarly work based on a focused area related to clinical nursing practice that reflects an understanding of research purpose and process. The project includes a critical and comprehensive review of relevant literature which...
results in new insights, perspectives and applications of existing knowledge.

NURSING 702 (30 Points)
NURSING 702A (15 Points)
NURSING 702B (15 Points)
Developing Nursing Practice
Early career nurses develop nursing knowledge and skills in a speciality practice area. Focus will include recognition of the contextual factors that impact on the practice area and a critique and analysis of their practice.

To complete this course students must enrol in NURSING 702 A and B, or NURSING 702

NURSING 706 (15 Points)
Principles of Pharmacology and Pharmacokinetics
Drug therapy for advanced nursing practice is introduced through the study of the principles of pharmacology and pharmacokinetics.
Prerequisite: NURSING 742

NURSING 710 (15 Points)
Special Studies in Nursing
As prescribed by the Head of the School of Nursing.

NURSING 714 (15 Points)
Nursing Practicum 1
The articulation and demonstration of advanced nursing knowledge and skills within a specialist clinical area. Students work with an academic and clinical adviser to develop an individual learning contract. Students may build on this course in NURSING 728 Nursing Practicum 2.

NURSING 716 (15 Points)
Primary Health Care of Children and Adolescents
The development of nursing knowledge specific to advanced nursing practice in a child health setting. Focuses on the primary health care of children, throughout childhood and adolescence, including health promotion and maintenance of the well child and family.

NURSING 719 (15 Points)
NURSING 719A (7.5 Points)
NURSING 719B (7.5 Points)
Specialty Nursing Knowledge and Practice
Extend nursing knowledge and skill related to the management of clients in specialty based clinical practice. Available in various specialty practice streams.

To complete this course students must enrol in NURSING 719 A and B, or NURSING 719

NURSING 720 (15 Points)
Evidence-based Nursing
A guide to nurses’ clinical decision-making and the consideration of the clinical effectiveness and cost-effectiveness of practice, as well as client preference and practitioner expertise.

NURSING 722 (15 Points)
Principles of Therapeutics for Advanced Nursing
The principles of therapeutics and mechanisms necessary for prescribing to be safe and effective.
Prerequisite: NURSING 706

NURSING 728 (15 Points)
Nursing Practicum 2
Builds on the advanced practice skills developed in NURSING 714 Nursing Practicum 1. The Nurse Practitioner competencies developed by the Nursing Council of New Zealand are used as a framework to guide the student toward advanced practice roles/ Nurse Practitioner status. Students develop learning contracts and work with academic and practice advisors to develop the Nurse Practitioner role.
Prerequisite: NURSING 714

NURSING 730 (30 Points)
NURSING 730A (15 Points)
NURSING 730B (15 Points)
Knowledge/Science in Specialty Nursing
Extends knowledge and understanding of biomedical and social science concepts related to an identified speciality area and covers specialty-based practice knowledge required to care for clients in specialty practice streams.
Restriction: NURSING 704, 719
To complete this course students must enrol in NURSING 730 A and B, or NURSING 730

NURSING 732 (30 Points)
NURSING 732A (15 Points)
NURSING 732B (15 Points)
Nursing Leadership Practicum
Theoretical and practice principles of leadership and management in the context of health care organisations. Utilises an action based learning model, mentorship and project work.
To complete this course students must enrol in NURSING 732 A and B, or NURSING 732

NURSING 733 (15 Points)
Special Studies in Nursing

NURSING 734 (15 Points)
Special Topic in Nursing

NURSING 735 (30 Points)
NURSING 735A (15 Points)
NURSING 735B (15 Points)
Clinical Education Practicum
To complete this course students must enrol in NURSING 735 A and B, or NURSING 735

NURSING 736 (15 Points)
Health Policy and Nursing
Health policy planning and development in New Zealand. Promotes understanding of policy theory, the policy process, the role government plays, and the role of nursing as a special interest group in the policy community.

NURSING 737 (30 Points)
The Scholarship of Practice
The development of professional knowledge is explored from a variety of perspectives, including the wider health care environment and national and international trends, as relevant to advancing nursing practice.

NURSING 738 (30 Points)
Long Term Condition Management in Primary Health Care
Covers knowledge to plan and implement appropriate programmes of health care for populations and individuals with chronic conditions and development of knowledge central to the delivery of client-centred health care in the community with a particular focus on risk assessment and management.

NURSING 739 (30 Points)
Advanced Rural Nursing
Prepares nurses who are working in rural areas with the knowledge and skills to balance and integrate high level...
skills in communication, health assessment, diagnostic reasoning, with particular focus on improving health outcomes for those with chronic conditions.

**NURSING 740 (30 Points)**
Prescribing in Advanced Nursing Practice
The knowledge and competencies that form the basis of prescribing in advanced nursing are developed under supervision.

**NURSING 741 (30 Points)**
Education for Clinical Practice
Professional learning is essential to enable health care professionals to function competently in the complex world of clinical practice. Health care professionals are required to become actively involved in teaching colleagues involved in health care and patients. Effective clinical teaching and learning is enabled by laying a foundation in educational theory and practice.

**NURSING 742 (30 Points)**
Biological Science for Practice
Focuses on common pathologies acknowledging the New Zealand Health Strategy, giving particular attention to areas where health promotion, preventative care, chronic disease management and cost impact for New Zealand.

**NURSING 743 (30 Points)**
Advanced Nursing Practicum
Designed to refine advanced nursing skills and to further develop an advanced analytical model for nurses preparing for advanced practice. Advanced assessment skills along with disease management models will be taught with a focus on clinical decision making in various health settings.

**NURSING 744 (30 Points)**
Special Topic
**NURSING 745 (30 Points)**
Special Topic
**NURSING 746 (30 Points)**
Special Topic
**NURSING 747 (30 Points)**
Special Topic
**NURSING 753 (30 Points)**
**NURSING 753A (15 Points)**
**NURSING 753B (15 Points)**
Speciality Practice in Mental Health Nursing 1
A clinically focused course introducing nurses in their first year of practice to the mental health specialty. Students extend their theoretical understanding and clinical skill in assessment, care and treatment of people with mental distress and illness. The course integrates theoretical concepts with clinical practice using classroom teaching and clinical preceptorship.

**NURSING 754 (15 Points)**
Legal Issues in Mental Health Nursing
Critical reflection on ethical and legal issues related to mental health nursing practice. Topics include: analysis of nurses' involvement in compulsory treatment; consent, compliance and issues related to the Mental Health (Compulsory Assessment and Treatment) Act and other relevant legislation.

**NURSING 756 (30 Points)**
**NURSING 756A (15 Points)**
**NURSING 756B (15 Points)**
Speciality Practice in Mental Health Nursing 2
Builds on NURSING 753 to further develop clinical skills and application of theoretical concepts in the mental health specialty. Students further extend their theoretical understanding and clinical skill in assessment, care and treatment of people with mental distress and illness. The course integrates theoretical concepts with clinical practice using classroom teaching and clinical preceptorship.

**NURSING 758 (15 Points)**
Special Topic
**NURSING 760 (15 Points)**
Cognitive and Behavioural Therapy in Nursing Practice
The application of principles of cognitive and behavioural therapy (CBT) in mental health settings. Critiques the use of cognitive tools and techniques within the nurse-client relationship.

**NURSING 761 (15 Points)**
Special Topic
**NURSING 762 (15 Points)**
Rural Nursing Practicum – Initial Response
Prepares rural nurses to undertake their role in pre-hospital emergency care and associated clinical interventions.

**NURSING 763 (15 Points)**
Mental Health Nursing in Primary Care
Focuses on the development of a primary health care component in mental health nursing. Students will explore mental health nursing roles within primary health care, and the interface between primary and secondary services, and will develop an understanding of the impact of mental health care provided by primary health care services.

**NURSING 765 (15 Points)**
Nursing the Client with Breast Cancer
Explores the care of women across the continuum of breast cancer and includes concepts such as health promotion, pathology, impact of social and cultural issues, collaboration in health care, advocacy, evidence based practice.

**NURSING 766 (15 Points)**
Concepts of Advanced Cancer Nursing
Examines and applies concepts of advanced nursing practice in cancer care and the client's experience of cancer, eg, survivorship, resilience, hope, family dynamics, client involvement in decision making, government strategies, advanced nursing roles, service development.

**NURSING 768 (15 Points)**
Research Methods in Nursing and Health
Supports appreciation and use of published research relevant to practice, and equips students with the skills to design and execute their own research, including research as part of the Masters programme. Students will design a research study ready to be conducted as
the thesis or research portfolio as part of a Masters degree.

NURSING 770 (30 Points)
NURSING 770A (15 Points)
NURSING 770B (15 Points)

Clinical Practice Development
Devises knowledge and skills within the scope of a beginning registered nurse; enhances client assessment, planning and delivery of client-centred care within a specific health care context. Also fosters critical exploration of knowledge and skills appropriate to professional, socio-political, legal-ethical, cultural aspects of practice.

Restriction: NURSING 725
To complete this course students must enrol in NURSING 770 A and B, or NURSING 770

NURSING 771 (30 Points)

Chronic Care Interventions
Develops the specialty knowledge and skill inherent in the management of long term conditions in the community. Emphasises application of self management models into practice.

NURSING 772 (30 Points)

Population Health and Primary Health Care Nursing
Assists primary health care nurses working in diverse settings to put population health into practice through primary health care. Determinants of health, equity, community empowerment, partnerships and effective ways to care for people with long-term conditions in communities will be explored.

NURSING 773 (30 Points)

Advanced Assessment and Clinical Reasoning
Nurses make a variety of diagnoses in their daily practice. Advanced nursing practice requires skilled health assessment, estimation of probabilities and evidence based diagnostic reasoning. This complex cognitive process is developed in relation to skills and knowledge required for sound clinical reasoning.

NURSING 774 (30 Points)

Nursing in Acute Mental Health Settings
The concept of recovery forms the basis of exploring nursing care of people in states of acute crisis. The course focuses on models of acute care, collaborative care, risk assessment and management, and maintaining a safe, non-coercive environment. Students will be expected to engage in critical reflection and analysis of practice issues and case studies.

NURSING 775 (30 Points)

Leadership and Management for Quality Health Care
Builds management and leadership knowledge, competence and business acumen through project based learning. Focuses on critical thinking, quality service delivery and improvements and maximises organisational performance and change management.

NURSING 776 (30 Points)

Assessment and Clinical Decision Making in MHN
A clinically based course focussing on history taking, assessment and problem formulation. Using case studies from clinical practice, the course explores narrative and descriptive models. There is an emphasis on mental state assessment, and development of a client-focused plan of care.

NURSING 777 (30 Points)

Advanced Practice in Mental Health Nursing
Explores the social and clinical context of advanced practice in mental health nursing by encouraging critical awareness of advanced nursing roles in mental health services. Involves analysing practice development in a range of contexts in relation to clinical issues.

NURSING 778 (30 Points)

Health Promotion and Early Detection of Cancer
Examines the latest knowledge and research available around health promotion, risk assessment and early intervention for cancer and consider the implications for nursing practice. Content addressed includes epidemiology, genetic risk, nutrition, lifestyle and environmental screening, surveillance, government policies and interventions.

NURSING 996A (60 Points)
NURSING 996B (60 Points)

Dissertation
Restriction: NURSING 792
To complete this course students must enrol in NURSING 795 A and B.

NURSING 997A (60 Points)
NURSING 997B (60 Points)

Research Portfolio
NURSING 997A and B

Obstetrics and Gynaecology

Postgraduate 700 Level Courses

OBSTGYN 705 (15 Points)
Special Topic in Obstetrics and Gynaecology

OBSTGYN 712 (15 Points)
Contraception and Pre and Early Pregnancy
An evidence-based approach to contraception and pre and early pregnancy care. Mechanisms, side effects and contraindications of methods of contraception are covered. Pre pregnancy care will include preconceptual counselling and the psycho-social aspects of pregnancy care such as effects of drugs, alcohol, smoking and
travel. Best practise and referral guidelines for early pregnancy ante natal care will be covered including diagnosis and management of early pregnancy problems such as recurrent miscarriage, ectopic pregnancy, gestational trophoblastic disease and hyperemesis.

**OBSTGYN 713** (15 Points)
**Pregnancy and Postnatal Care**
The anatomy, physiology, pathology and management of normal and abnormal pregnancy, labour and puerperium. This includes the care of the newborn in the first month of life. Effective use of ultrasound, medical disorders in pregnancy, fetal abnormalities and fetal growth disorders.

**OBSTGYN 715** (15 Points)
**Medical Gynaecology I**
Women’s health and sexually transmitted diseases, menstrual disorders, pelvic pain and dyspareunia, vulva problems and vaginal discharge, menopause management.

**OBSTGYN 716** (15 Points)
**Medical Gynaecology II**
Pathophysiology and clinical management of infertility, gynaecological malignancies, family violence, adolescent gynaecology, termination of pregnancy, urogynaecology.

**OBSTGYN 717** (30 Points)
**OBSTGYN 717A** (15 Points)
**OBSTGYN 717B** (15 Points)
**Practical Obstetrics and Gynaecology**
Practice of obstetrics and medical gynaecology, practical procedures in obstetrics and gynaecology including competency in examinations, cervical smear taking, and insertion of intrauterine contraceptive devices. Competency in normal labour and delivery and minor surgical procedures encountered in obstetric practice. Requires the completion of a logbook approved by the Clinical Supervisor and Head of Department.

Corequisite: OBSTGYN 721, 722
To complete this course students must enrol in OBSTGYN 717 A and B, or OBSTGYN 717

**OBSTGYN 720** (15 Points)
**Special Topic**

**OBSTGYN 721** (15 Points)
**Obstetrics Residential**
Attitudes to women’s health, cultural issues, ethics, history taking and minor procedures. This course must be completed prior to students sitting the clinical and written examinations.

Restriction: OBSTGYN 718

**OBSTGYN 722** (15 Points)
**Gynaecology Residential**
Approaches to women’s health issues, history and examination principles and procedures, issues of screening, hormone replacement therapy and case-based studies. This course must be completed prior to students sitting the clinical and written examinations.

Restriction: OBSTGYN 719

**OBSTGYN 723** (15 Points)
**Special Studies**

**OBSTGYN 724** (15 Points)
**Obstetrics Residential**
Attitudes to women’s health, including cultural and ethical issues. History-taking techniques and techniques for minor procedures are developed.

Restriction: OBSTGYN 721

**OBSTGYN 725** (15 Points)
**Gynaecology Residential**
Approaches to women’s health issues, principles and procedures associated with history-taking and examination. Issues of screening, hormone replacement therapy and other case-based studies are addressed.

Restriction: OBSTGYN 722

**Ophthalmology**

**Postgraduate 700 Level Courses**

**OPHTHAL 701** (30 Points)
**Ophthalmic and Vision Science**
A guided course of advanced study that concentrates on anatomy, physiology, optics and pathology of the human ocular and visual system throughout the lifespan.

**OPHTHAL 702** (30 Points)
**Evidenced Based Ophthalmology**
Examines the evidence base for ophthalmic diseases and clinical practice. Includes overview of common eye disease, clinical effectiveness and cost effectiveness for ophthalmic practice in today’s healthcare environment.

**OPHTHAL 703** (30 Points)
**Special Topic: Research Methods and Skills for Eye Research**
A comprehensive overview, focusing primarily on the ophthalmic arena. Includes: research, methodologies, literature reviews, implementation and appraisal of qualitative and quantitative research, developing research questions and writing up of research for presentation and publication. Provides skills specific to eye research that may not be relevant to other health care professionals.

**OPHTHAL 704** (30 Points)
**Special Topic: Ophthalmic Technology**
The theory, basic principles, techniques and interpretation of results for ophthalmic technology used in the diagnosis and treatment of eye disease. Technology covered includes: slit lamp biomicroscopy, keratometry, A-scan ultrasound, keratometry; IOL master, HRT, OCT, computerised topography, anterior segment photography, FFA, autorefraction and therapeutic lasers. The latest advances in ophthalmic technology will also be included.

**OPHTHAL 705** (30 Points)
**Special Topic: Management of Acute Eye Disease**
Overview of the diagnosis and management of ‘acute eye conditions’ in the community and hospital settings including: signs and symptoms, differential diagnosis, treatment modalities and medium term management.

**Paediatrics**

**Diploma Courses**

**PAEDS 601A** (60 Points)
**PAEDS 601B** (60 Points)
**Diploma in Paediatrics**
Covers: genetic and antenatal factors in development,
neonatal paediatrics, assessment of a child’s physical, intellectual, emotional and social needs, epidemiology of childhood disease, cultural factors and child health, general and preventative paediatrics, management of common disorders of childhood, and the practical working of the statutory and voluntary services available in New Zealand for the care of children. A logbook and dissertation must be completed.

To complete this course students must enrol in PAEDS 601 A and B

### Postgraduate 700 Level Courses

**PAEDS 704** (15 Points)
**Special Topics in Paediatrics**
Advanced study in a specific area, usually related to the field of study of the thesis.

**PAEDS 712** (15 Points)
**Youth Health Clinical Skills**
Develops and extends knowledge and skills in clinical interviewing, comprehensive assessments and effective interventions with young people.

**PAEDS 714** (15 Points)
**Emergency Paediatrics**
Combines theoretical knowledge with clinical practice. Medical practitioners will learn how to manage the major paediatric medical and surgical emergencies until transfer.

**PAEDS 719** (15 Points)
**Health, Education and Youth Development**
Examines the overlap of health and education in the context of youth development. It reviews the 'business' of schools, the Health and Physical Education curriculum, school-based health and support services, whole school approaches to health, and the health and education needs of students not engaged with the school system.

**PAEDS 720** (15 Points)
**Youth Health Theory, Application and Leadership**
Extends students' knowledge of youth health and well-being and aims to provide preparation for leadership roles in youth health. Focuses on expanding knowledge of the theory of youth development and students will study examples of effective youth development programmes and will be required to develop and present a youth health project in their field of work.

**PAEDS 721** (15 Points)
**Special Topic**

### Pharmacy

#### Stage I

**PHARMACY 101** (15 Points)
**Pharmacy Practice 1**
The role of medicines in society (including complementary medicines), introductory pharmacy law and ethics. The evolution and role of the pharmacist as a health care professional, pharmacy organisations, sources of pharmaceutical information, and professional communication. Introduction to dispensing and compounding of medicines.

**PHARMACY 111G** (15 Points)
**Drugs and Society**
The use of drugs in society including historical perspectives. Selected examples of the use of medicines in disease, recreational drug use and drug misuse, and cultural and ethnic influences on drug use. Differences between conventional and complementary medicines. The role of the pharmaceutical industry in drug discovery, manufacture and promotion. Legal and ethical issues pertaining to access to pharmaceuticals.

**PHARMACY 199** (0 Points)
**English Language Competency**
To complete this course students must attain a level of competency in the English language as determined by the School of Pharmacy. 
This course must be completed prior to enrolling in Part III of the Bachelor of Pharmacy degree.

#### Stage II

**PHARMACY 201** (15 Points)
**Pharmacy Practice 2**
**Prerequisite:** PHARMACY 101

**PHARMACY 202** (15 Points)
**Pharmaceutics 1**
The physical and chemical properties of materials used in the design of medicinal dosage forms. These principles are applied in the formulation and design of drug dosage forms and delivery systems, and choice of routes of administration of drugs.

**PHARMACY 205** (15 Points)
**Physiology for Pharmacy**
An integrated approach to the fundamental physiological processes which enable the human body to maintain its viability in an ever-changing world. Examples of normal and abnormal function are used to illustrate interactions in vital physiological processes, including control of fluid and electrolytes, energy use, oxygen and metabolites, and cardiovascular control. 
**Prerequisite:** BIOSCI 107, MEDSCI 142
**Restriction:** MEDSCI 205

#### Stage III

**PHARMACY 301** (15 Points)
**Pharmacy Practice 3**
Dispensing of medicines in accordance with legal and

Prerequisite: 30 points from BIOSCI 107, MEDSCI 142, PHARMACY 201 and 45 points from MEDSCI 202, 203, 204

PHARMACY 302 (30 Points)
PHARMACY 302A (15 Points)
PHARMACY 302B (15 Points)
Pharmacotherapy
Actions, mechanisms of action and therapeutic uses of drugs with reference to the following systems and disorders: cardiovascular system disorders and risk management, respiratory disorders, gastrointestinal disorders, common skin disorders, rheumatic disorders, neurological disorders, and fever and pain control. A case-based approach is supplemented by clinical visits.

Prerequisite: PHARMACY 201 and 45 points from MEDSCI 202, 203, 204
To complete this course students must enrol in PHARMACY 302 A and B, or PHARMACY 302

PHARMACY 303 (15 Points)
Pharmaceutics 2
The scientific principles of formulation and drug delivery, and the choice of appropriate routes of administration. Principles behind the development of pharmaceutical dosage forms capable of achieving predictable and reproducible therapeutic responses are developed, including an introduction to industrial processes and quality assurance.

Prerequisite: PHARMACY 202

PHARMACY 304 (15 Points)
Pharmaceutics 3
Themes in pharmaceutical formulation, Good Manufacturing Practice (GMP), quality assurance, dosage form design, and novel drug delivery systems are further developed. A problem-based approach is supplemented by industrial visits.

Prerequisite: PHARMACY 303

Stage IV

PHARMACY 407 (30 Points)
Integrated Pharmacy Studies 1
Elements of pharmacy practice, pharmacotherapy and pharmaceutical science are integrated with an emphasis on the optimal drug treatment of individual patients with cardiovascular disease, asthma, diabetes, and other complex conditions and special populations. A mix of workshops, case discussions, and dispensing practicals is provided. Pharmaceutical care provision is emphasised.

PHARMACY 408 (30 Points)
Integrated Pharmacy Studies 2
Elements of pharmacy practice, pharmacotherapy and pharmaceutical science are integrated with an emphasis on the optimal drug treatment of individual patients with mental health (and substance misuse), cancer, infections and other complex conditions and special populations. A mix of workshops, case discussions, and dispensing practicals is provided. Pharmaceutical care provision is emphasised.

PHARMACY 409 (30 Points)
PHARMACY 409A (15 Points)
PHARMACY 409B (15 Points)
Professional Pharmacy Studies
The current and future development of pharmaceutical services and pharmacist roles. The regulatory, ethical and legislative requirements that impact on pharmacy practice. Management as it applies to pharmacy practice. The management of pharmaceuticals, including pharmacoeconomic considerations. Sterile and aseptic dispensing. Primary healthcare and OTC practicals. Experiential placements in pharmacies and other relevant sites.

To complete this course students must enrol in PHARMACY 409 A and B, or PHARMACY 409

PHARMACY 410 (30 Points)
PHARMACY 410A (15 Points)
PHARMACY 410B (15 Points)
Research Dissertation
Restriction: PHARMACY 405
To complete this course students must enrol in PHARMACY 410 A and B, or PHARMACY 410

Postgraduate 700 Level Courses

PHARMACY 700 (15 Points)
Complementary Medicines
A critical review of the evidence in the biomedical literature and other sources concerning a range of complementary medicinal products including herbas, homoeopathics and ethnopharmaceuticals. Includes consideration of efficacy, safety and interactions with conventional medicines.

PHARMACY 712 (30 Points)
PHARMACY 712A (15 Points)
PHARMACY 712B (15 Points)
Clinical Pharmacy Practice
Enhances key pharmaceutical knowledge and skills for effective practice in community and hospital settings, including oral and written communication, critical literature appraisal, review of patient medication and the design and implementation of pharmaceutical care plans.

To complete this course students must enrol in PHARMACY 712 A and B, or PHARMACY 712

PHARMACY 720 (15 Points)
Issues in Concordance
Factors influencing the prescribing and recommendation of drug therapy and those which influence patients in their use of medicines. Addresses the issue of an ethical framework for prescribing and strategies to promote effective use of medicines by patients.

PHARMACY 730 (15 Points)
Cardiovascular Pharmacotherapy
The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy in the management of cardiovascular disease. The critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for patients with cardiovascular disease.

PHARMACY 731 (15 Points)
Respiratory Pharmacotherapy
The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy in the management of respiratory disease. The critical review of the relevant literature, and the design and
implementation of pharmaceutical care plans for patients with respiratory disease.

**PHARMACY 732**  
Endocrine Pharmacotherapy  
(15 Points)  
The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy in the management of endocrine disorders and in regard to reproduction. Critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for patients with endocrine disorders.

**PHARMACY 733**  
GIT/Rheumatology Pharmacotherapy  
(15 Points)  
The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy in the management of gastrointestinal disease and rheumatic disorders. Critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for patients with gastrointestinal disease and rheumatic disorders.

**PHARMACY 734**  
Pharmacotherapy of Infections  
(15 Points)  
The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy and vaccination in the management of infectious diseases. Critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for patients with infectious diseases.

**PHARMACY 735**  
Pharmacotherapy in Psychiatry  
(15 Points)  
The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy in the management of psychiatric disorders. Critical review of the relevant literature, the design and implementation of pharmaceutical care plans, and consideration of the role of drug therapy in the overall management of psychiatric disorders.

**PHARMACY 736**  
Pharmacotherapy in Dermatology  
(15 Points)  
The application of pharmaceutical and pharmacological knowledge to the selection and use of preparations and drug therapy in the management of dermatological conditions. Critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for patients with dermatological conditions.

**PHARMACY 737**  
Pharmacotherapy in Oncology  
(15 Points)  
The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy in the management of cancer and the care of the terminally ill patient. Critical review of the relevant literature, the design and implementation of pharmaceutical care plans for cancer and terminally ill patients, and consideration of the role of drug therapy in the treatment of neoplastic disease.

**PHARMACY 740**  
Evidence-based Pharmacy Practice  
(15 Points)  
Examines the evidence base for the practice of pharmacy. Includes a critical review of the relevant literature and addresses issues related to both community and hospital practice.

**PHARMACY 741**  
Pharmacotherapy in the Elderly  
(15 Points)  
Examines patient factors that influence drug use in elderly patients. It will address the issues of dosage modifications, polypharmacy and medicine management in elderly patients, and include a critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for elderly patients.

**PHARMACY 742**  
Paediatric Pharmacotherapy  
(15 Points)  
Examines patient factors that influence drug use in the new born through to adolescence. Addresses the issues of dosage modifications, appropriate drug formulations and the use of unlicensed medicine in paediatric patients, and includes a critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for paediatric patients.

**PHARMACY 743**  
Nutrition for Pharmacists  
(15 Points)  
Examines nutritional requirements in pregnancy and lactation, in infants and the elderly and in relation to specific disease states. Includes a critical review of the relevant literature and the determination of patient requirements in respect of parenteral feeding.

**PHARMACY 744**  
Special Topic  
(30 Points)  
Prerequisite: Completed the requirements for PGCertPharmPrac

**PHARMACY 745**  
Special Topic  
(30 Points)  
Prerequisite: Completed the requirements for PGCertPharmPrac

**PHARMACY 750**  
Pharmaceutical Formulation  
(30 Points)  
Physiological and physicochemical factors in drug delivery and formulation of pharmaceutical products. Consideration of both traditional (eg, solutions, semi-solids, solids, aerosols) and novel (eg, liposomal) drug delivery systems based on the experimental literature.

**PHARMACY 751**  
Pharmaceutical Techniques  
(30 Points)  
Experimental and analytical techniques in the assessment of pharmaceutical products and of drug action in biological systems. Consideration of pharmacopoeial and official standards, drug stability and drug metabolism.

**PHARMACY 752**  
Pharmaceutical Quality Assurance  
(15 Points)  
Principles of good manufacturing practice (GMP), quality assurance and quality control as applied to pharmaceutical products and processes. Consideration of relevant industrial processes, legislation, safety issues, packaging, labelling, stability and regulatory requirements.

**PHARMACY 753**  
Regulatory Affairs  
(15 Points)  
National and international requirements pertaining to the registration, licensing and distribution of pharmaceutical products. Consideration of the legal framework, pre-clinical testing, clinical trials, pharmacovigilance, role of statutory authorities, pharmacoeconomic data and the role of health professionals.

**PHARMACY 754**  
Pharmaceutical Science Research Proposal  
(15 Points)  
A comprehensive critical study of the literature pertaining to the proposed thesis research. This will
include a review of the relevant methodologies, the analysis of research results and the relationship of published work to the proposed research.

**PHARMACY 760 (15 Points)**
**Literature Review in Pharmaceutical Sciences**
A thorough investigation of the current literature in a specified area leading to a comprehensive review with the intent of a review publication.

**PHARMACY 761 (15 Points)**
**Pharmaceutical Science Research Project**
Building on the experience gained in PHARMACY 754, a practical research project in a specified field is conducted. An introductory review of the relevant literature, hypothesis, research methodology and findings framed within the current literature will be reported.

*Prerequisite: PHARMACY 754*

**PHARMACY 762 (15 Points)**
**Literature Review in Pharmacy Practice**
A thorough investigation of the current literature in a specified area of pharmacy practice or pharmacotherapy leading to a comprehensive review with the intent of a review publication.

**PHARMACY 763 (15 Points)**
**Case Studies in Pharmacy Practice**
The investigation and construction of case studies in a current area of pharmacy practice to a quality suitable for submission for publication.

**PHARMACY 792 (60 Points)**
**PHARMACY 792A (30 Points)**
**PHARMACY 792B (30 Points)**
**Dissertation**
To complete this course students must enrol in PHARMACY 792A and B, or PHARMACY 792.

**PHARMACY 796A (60 Points)**
**PHARMACY 796B (60 Points)**
**Thesis**
To complete this course students must enrol in PHARMACY 796A and B

**Named Doctoral Courses**

**PHARMACY 801 (60 Points)**
**Evidence-based Pharmacotherapy**
Principles and techniques of evidence-based medicine and pharmacotherapy (EBM and EBP) including meta-analyses, systematic reviews and international collaborations (eg, Cochrane Collaboration). Application of EBP (eg, guidelines, protocols, academic detailing) including limitations. Role of health professionals in EBP, with an emphasis on pharmacy. Research project in a selected application of EBP.

**PHARMACY 802 (60 Points)**
**Applied Pharmacoeconomics**

**PHARMACY 803 (60 Points)**
**Management of Pharmaceuticals**
National and international strategies in the management of pharmaceuticals. Consideration of supply-side (eg, pharmaceutical subsidisation) and demand-side (eg, prescriber education) initiatives. The role of industry, regulatory authorities and government agencies and of health professionals with an emphasis on pharmacy. Pharmacy initiatives including drug-use evaluation and pharmaceutical care. Research project in a selected application of pharmacy intervention.

**PHARMACY 804 (60 Points)**
**Philosophical Basis of Pharmacy Practice**
Development of pharmacy from compounding and dispensing medicines to a knowledge system which renders a health service. Pharmacy’s societal purpose. Evolving concepts of product-orientation, patient-orientation and pharmaceutical care. Development of pharmacy values. Interaction of pharmacy developments with evolving models of health care. Predictions for future models of pharmacy practice. Reflective project to identify the student’s analysis of personal development and vision for the future.

**PHARMACY 896 (120 Points)**
**Practice Research Thesis**

**Physiology**

**Postgraduate 700 Level Courses**

**PHYSIOL 788 (45 Points)**
**PHYSIOL 788A (22.5 Points)**
**PHYSIOL 788B (22.5 Points)**
**BSc(Hons) Dissertation**
*Restriction: PHYSIOL 789* To complete this course students must enrol in PHYSIOL 788A and B, or PHYSIOL 788.

**PHYSIOL 796A (60 Points)**
**PHYSIOL 796B (60 Points)**
**MSc Thesis in Physiology** To complete this course students must enrol in PHYSIOL 796A and B

**Population Health**

**Stage I**

**POPHLTH 101 (15 Points)**
**Health Systems 1**
Provides an overview and understanding of the New Zealand health system, including: history of health and health service delivery in New Zealand; the role and functioning of hospitals; primary care; purchasers and funders of health services; the role of insurance and private health care providers.

**POPHLTH 102 (15 Points)**
**Health and Society**
A description and analysis of health within a social context. Discusses different models of health and provides a range of explanations for how social factors influence health. Options for addressing these issues are also explored.

**POPHLTH 103G (15 Points)**
**Epidemics: Black Death to Bioterrorism**
Epidemics have devastated human populations and will continue to do so. This course looks at how epidemics can run rampant through society and how we can control them. It will include examples from the past and present, as well as outline future threats. A diversity of epidemics will be covered, from the plague, gambling, depression, pandemics, nun-biting and alien abduction.
POPLHLTH 104G
Future Health
Healthcare systems face complex challenges in improving people's health. The goal of this course is to give students the opportunity to learn how the health system works, the challenges it faces, what role innovation plays, and how they can make a difference with knowledge about the role of information in the delivery of healthcare in the twenty-first century.

POPLHLTH 111
Population Health
To introduce frameworks and tools for measuring and understanding and improving the health of populations, both locally and globally. These frameworks and tools are derived from epidemiology, demography, public health, environmental health and global health sciences.

Stage II
POPLHLTH 202
Research Methods in Health
A review of the different ways of approaching, designing and undertaking social science research in the health field, covering research paradigms and methodologies, including both quantitative and qualitative methods.

POPLHLTH 203
Health Promotion: Philosophy and Practice
Explains in detail the theoretical basis of health promotion: calling on current practice examples to bring the theory to life. Introduces international and New Zealand health promotion concepts and tools. Explains how health promotion practice rests on particular approaches, values and ethical considerations which directly link to a political analysis of deprivation and powerlessness.

POPLHLTH 204
Health Care Ethics
An introduction to health care and medical ethics. A theoretical foundation of ethics in addition to the practical ethical issues relevant to healthcare professionals.

POPLHLTH 206
Life Cycle Nutrition
Provides students with a general background and introduction to: the New Zealand diet; food preparation and meal patterns; dietary requirements during pregnancy and lactation, childhood and adolescence, lifestyle changes, maturity and ageing.

POPLHLTH 207
Community and Cultural Development
An introduction to the study of community and cultural development as both philosophical approach and programme of practice for building active and sustainable communities from grassroots. Real world examples of effective practice will demonstrate the interdependence of theory, research and practice in health development. Emphasis is placed on collaboration and participation.

POPLHLTH 208
Mental Health Development
The importance of mental health to overall health and well-being is explored. Major threats to mental health are reviewed, and contemporary responses to mental ill health are placed in historical perspective. Current theory, research and practice related to mental health development, which includes both recovery-based approaches and mental health promotion practice (ie, promotion of well-being) at the community and population levels are reviewed.

POPLHLTH 210
Equity and Inequalities in New Zealand Health
Investigates the way in which social determinants lead to particular distributions of health in populations. Draws on a social epidemiological approach to explore ways in which inequalities in health in New Zealand (based on factors such as age, ethnicity and socio-economic status) are created, then maintained or eliminated. The place of the Treaty of Waitangi with respect to health is considered.

POPLHLTH 211
Introduction to Environmental Health
Provides students with the concepts and knowledge necessary to understand the influence of the environment on health, and introduces the tools, such as Health Impact Assessment, that can be applied to identify and control environmental hazards.

POPLHLTH 212
Bio-behavioural Aspects of Drug Use
An introduction to the ways drugs exert their effects on the body, why drug dependence (addiction) occurs and what factors may predispose individuals to the development of drug dependence, including the aetiology of drug dependence and ways in which the study of bio-behavioural aspects of drug use has influenced public health interventions to reduce drug dependence.

POPLHLTH 213
Special Topic
POPLHLTH 214
Special Topic

Stage III
POPLHLTH 301
Health Systems 2

POPLHLTH 302
Health Services Internship
Requires students to examine or research a contemporary issue in health services, health management or health systems, and present their findings in an extended essay.

POPLHLTH 303
Health Informatics
Students will explore the development and management of information systems in contemporary New Zealand healthcare services. Health informatics concepts, conceptualised in different healthcare settings, are critically reviewed in terms of their practical application.

POPLHLTH 304
Principles of Applied Epidemiology
The application of an epidemiological approach in
population health, including study of the principles of epidemiological thinking, epidemiological study design and analyses, and the application of these findings to population health. Modules will be taught through specific themes for example, a life course approach or injury prevention.

Prerequisite: POPLHLTH 111, 202 and 15 points from STATS 101, 102, 108

**POPLHLTH 305 (15 Points)**

**Community Nutrition**

Provides students with an understanding of the nutritional practices and requirements in different sectors of the New Zealand population. Includes: socio-economic factors related to dietary habits; the impact of Māori and Pacific dietary habits; the relationship between diet, health, malnutrition and nutrition-related diseases; and the importance of nutrition education programmes.

Prerequisite: POPLHLTH 111, 206

**POPLHLTH 306 (15 Points)**

**Health Promotion 2**

Builds on the theory and practice in POPLHLTH 203, and examines in depth the relationship between economic and political processes and health status. The course also looks at the most effective strategies to put health promotion theory into practice. Mixed in with this will be an in-depth introduction to some of the emerging issues in health promotion, and a look at some of the specific areas of health promotion practice.

Prerequisite: POPLHLTH 203

**POPLHLTH 307 (15 Points)**

**Communities and Addictions**

Examines how addictions such as tobacco, alcohol, drugs and gambling seriously undermine the health of individuals and the communities in which they live and/or work. Case studies are used to understand the primary elements of community and cultural health development.

Prerequisite: 30 points at Stage II in Population Health

Restriction: BEHAVSCI 302, 722

**POPLHLTH 310 (15 Points)**

**Special Topic**

**POPLHLTH 311 (15 Points)**

**Shaping Health Policy**

Investigates recent changes to the ways in which governments seek to intervene to improve a population's health. NZ case studies will be used to illustrate the interrelationships between research, policy and practice in a devolved health system and the changing relationships between government agencies and health providers.

Prerequisite: POPLHLTH 202

**POPLHLTH 312 (15 Points)**

**Health and Pacific People in NZ**

An overview of the major health issues facing Pacific peoples, including analysis of the key determinants of health status, focusing on approaches to improving health for Pacific peoples through research, policy, public health programmes and health services. A critique of dominant paradigms of health and well-being in relation to Pacific communities in Aotearoa New Zealand is included with consideration of their effect on health outcomes.

Prerequisite: POPLHLTH 210

Restriction: POPLHLTH 201

**POPLHLTH 313 (15 Points)**

**Health in Asian Communities**

An overview of Asian health issues, including, the biological, ecological cultural, economic social and psychological factors that determine health for Asian New Zealanders is provided. Current practice, policy development and research priorities for Asian communities are included.

Prerequisite: POPLHLTH 210

**POPLHLTH 314 (15 Points)**

**Health Services Integration**

An exploration of the issues associated with integrating health services. Case studies form the basis for consideration of the ways in which primary and secondary health care may more effectively inform and be informed by public health programmes.

Prerequisite: 15 points from POPLHLTH 201, 210

**POPLHLTH 315 (15 Points)**

**Special Topic**

For further information please refer to the note on page 349.

**Postgraduate 700 Level Courses**

**POPLHLTH 701 (15 Points)**

**Research Methods in Health**

A comprehensive overview, focusing particularly on the primary health care arena, of: 'ways of knowing'; the asking of research questions; literature reviews; the design, implementation and appraisal of qualitative and quantitative research; and the writing up of research.

**POPLHLTH 702 (15 Points)**

**Research Methods for Health Services**

Provides students with the skills to plan and carry out small-scale research projects. Focuses on planning projects, developing a research design, selecting methods and writing proposals. Both qualitative and quantitative research methods are covered, with illustrative examples from health programmes and services.

**POPLHLTH 704 (15 Points)**

**Undertaking Qualitative Health Research**

Provides practical experience in the appraisal and use of qualitative methods in research in health. The development of studies from research questions through design, conduct, and analysis and interpretation of such studies are examined in detail. Students are required to prepare a portfolio examining the use of a specific methodological approach in qualitative health research.

**POPLHLTH 705 (15 Points)**

**Evaluation Research Methods**

Provides a comprehensive outline of the nature of programme evaluation in the health sector and an overview of a variety of approaches to programme evaluation and the appropriate use of research tools. Includes logic models, stakeholder analysis, the development of objectives, indicators, client surveys and interviews. Emphasis on mixed methods evaluation designs involving qualitative and quantitative data gathering.

**POPLHLTH 706 (15 Points)**

**Statistics in Health Science**

An introduction to statistics and statistical methods for health scientists. Covers basic methods and tests, including regression.
POPLHLTH 707  
**Statistics in Health Science 2**  
(15 Points)  
Develops and builds on elementary statistical methods and prepares the student for advanced epidemiological and statistical analysis.  
*Prerequisite:* POPLHLTH 706

POPLHLTH 708  
**Epidemiology**  
(15 Points)  
An introduction to epidemiological study design, measures of effect, screening, basic statistics for epidemiology and critical appraisal.

POPLHLTH 709  
**Clinical Epidemiology and Evidence-based Health Care**  
(15 Points)  
Explores the application of epidemiological principles to clinical decision making, central to the practice of evidence based health care. Underlying this practice is the ability to effectively, critically and systematically appraise and synthesise relevant evidence to answer important clinical and health care questions about screening, diagnosis, prognosis, interventions (including therapy), and economic implications (cost-effectiveness and efficiency).

POPLHLTH 711  
**Systematic Reviews and Meta-analysis**  
(15 Points)  
An introduction to the principles and critical appraisal of systematic reviews and meta-analysis and their role in evidence-based practice. Topics include: protocol development, question formulation, identification of evidence, selection of studies for inclusion, appraisal and quality of included studies, extraction and recording of data, synthesis (meta-analysis) and interpretation of results, and application.  
*Prerequisite:* POPLHLTH 709 or equivalent experience

POPLHLTH 712  
**Clinical Trial Design, Analysis and Management**  
(15 Points)  
An introduction to the methodological and practical aspects of clinical trial design, analysis and management. Participants will develop skills in designing and conducting randomised controlled trials.  
*Prerequisite:* POPLHLTH 709 or equivalent experience

POPLHLTH 715  
**Global Public Health**  
(15 Points)  
Explores global health from a public health perspective, with a strong emphasis on health and its determinants in developing countries. Topics covered include the global burden of risk and disease, global environmental challenges to health, international health governance, international healthcare financing and international health promotion.

POPLHLTH 717  
**Health and Society**  
(15 Points)  
An exploration of health within a social context. Examines the relationships between social factors, their impact on health and the ways in which these relationships inform our understanding of health and help direct health care provision.

POPLHLTH 718  
**Health and Public Policy**  
(15 Points)  
A discussion of policy studies frameworks, and how these can be used to analyse policy issues and processes relevant to health and health care.

POPLHLTH 719  
**Health Economics**  
(15 Points)  
Fundamental economic concepts and their application to health care. Provides students with some analytical skills with which to address issues and problems in the funding and organisation of health services.

POPLHLTH 720  
**Cost Effectiveness Evaluation**  
(15 Points)  
The application of economic methods to the evaluation of health services and programmes. The principles and techniques of economic evaluation, the process of measuring costs and benefits of health services, quality of life measurement.

POPLHLTH 721  
**Health Management**  
(15 Points)  
The application of general management principles to health organisations and services, with particular reference to the nature of health organisations, managing with professionals, working with teams and designing teamwork, leadership in change, improving service delivery and organisational performance in a turbulent environment.

POPLHLTH 722  
**Health Care Organisation**  
(15 Points)  
The principles, structure, organisation and funding of health systems. Special reference to how the New Zealand health system operates and to current issues from an international perspective.

POPLHLTH 724  
**Quality in Health Care**  
(15 Points)  
Quality health care is examined with an emphasis on strategies that enable individuals, teams, and services within health care organisations to implement and sustain performance improvement. Allows students to explore the quality principles to an area of their own choice.

POPLHLTH 725  
**Environmental Health**  
(15 Points)  
Introduction to the mechanisms behind environmental hazards causing damage to human health. Links between industrial and agricultural development, environmental change and public health at local, national and global levels. The role of policies, legislation and public health actions in reducing environmental health risks.

POPLHLTH 726  
**Health Protection**  
(15 Points)  
Current issues will be used to illustrate principles of health protection as an element of public health at local and national levels. The main inter-related topic areas within health protection: communicable disease control and surveillance; non-communicable disease control; food safety; alcohol and smokefree; and water quality will be discussed, along with identification of health hazards, development of prevention strategies, and field implementation methods.

POPLHLTH 729  
**Information and Strategic Health Management**  
(15 Points)  
Examines the potential for information from all sources to enhance management and impact on strategy in the health sector and health care organisations.

POPLHLTH 731  
**Child Health**  
(15 Points)  
Need, assessment and evaluation of programmes concerning the health of infants and children and their families. Specific examples include injury and infection prevention, and child advocacy.
POPLHLTH 732 (15 Points)
Population Youth Health
Youth injury prevention, resiliency factors and reproductive issues, and advocacy for young people. How do you make a difference in youth health? This course introduces key concepts in population youth health and utilises an evidence based approach and New Zealand practice examples to consider how youth health can be improved in communities and populations.

POPLHLTH 733 (15 Points)
Health Promotion Theory and Models
Explores the concept, scope and practice of health promotion, and in particular the empowering nature of health promotion in terms of various theoretical models and practice settings. The emphasis is on practical applications in the everyday work of health professionals.

POPLHLTH 734 (15 Points)
Health Promotion Strategies
An overview of approaches and key strategies employed to promote health with an emphasis on public policy, community action and advocacy. Practical application of the principles and techniques of design, implementation and evaluation of health promotion programmes.

POPLHLTH 735 (15 Points)
Mental Health Development: Theory and Principles
Mental Health Development (MHD) represents an emergent paradigm in the mental health sector, one which emphasises strengths, resilience and positive quality of life. It is applicable to all people, including those with mental illness, and to all aspects of mental health and social services. The course has a particular focus on the treatment and recovery for individuals affected by mental health problems.

POPLHLTH 736 (15 Points)
Mental Health Promotion
Examines the central role that positive mental health and well-being plays in the health of populations. It focuses on understanding the determinants of mental health and the processes by which these determinants affect mental health. The theory and application of mental health promotion practice, encompassing strategies for action at the societal, community and individual level, are discussed.

POPLHLTH 737 (15 Points)
Alcohol, Tobacco and Other Drug Studies
Provides an introduction and overview to studies on alcohol and other drugs. Incorporates theory and research developed within public health, mental health, and specialised treatment frameworks. Topics will include: coverage of historical developments, a review of major theoretical issues and an overview of current trends.

POPLHLTH 738 (15 Points)
Biology of Addiction
The genetic and neurobiological factors that predispose to addiction. The response of the brain to various addictive substances. The pharmacological, clinical and behavioural effects of alcohol, tobacco, opioids, marijuana, amphetamines and hallucinogens. Treatment of intoxication and withdrawal.

POPLHLTH 739 (15 Points)
Introduction to Pacific Health
Issues in the health of Pacific people in New Zealand and the Pacific. The application of these issues to improve health and health services of Pacific populations.

POPLHLTH 746 (15 Points)
Ethics, Culture and Societal Approaches to Death
Approaches to death by Māori and other cultures. Resource and legal issues in the New Zealand context. Ethical issues: euthanasia versus palliative care, resuscitation, living wills and end of life medical decision-making; particularly treatment abatement. Duties after death, the nature of teamwork, the multidisciplinary nature of palliative care, the role of volunteers, emotional self care for palliative care providers, and home versus residential care.

POPLHLTH 747 (15 Points)
Loss, Grief and Bereavement
Contemporary understandings of change, loss, grief and bereavement in a variety of settings and arising from different causes and situations. Theories and research pertaining to assessment and support procedures and services will be reviewed.

POPLHLTH 749 (15 Points)
Biology of Ageing
The systematic analysis of the physiological changes in ageing and the relationship of these changes to current beliefs and theories around the ageing process. Current issues around biogerontology are discussed.

POPLHLTH 750 (15 Points)
Research Project in Population Health
POPLHLTH 751 (15 Points)
Special Studies
POPLHLTH 752 (15 Points)
Special Topic: Case Studies in Global Health
POPLHLTH 753 (15 Points)
Tobacco Control for New Zealand
An overview of theory and research developed within public health and epidemiological contexts that are related to tobacco control. Students will review major theoretical issues and will consider current trends and future challenges to Tobacco Control. Topics covered will relate to three main themes (1) Reducing initiation, (2) Interventions to reduce smoking related harm, and (3), Smoking cessation and treatment of nicotine dependency.

POPLHLTH 754 (15 Points)
Health Leadership
Designed to help health professionals understand how they can take a stronger leadership role in the health sector. Combines the relevant knowledge, theory, concepts, skills and personal development relating to leadership within the context of improving health.

POPLHLTH 755 (60 Points)
POPLHLTH 755A (30 Points)
POPLHLTH 755B (30 Points)
Applied Research Project
Provides a supervised learning experience for students in their place of work in the health sector. Students must undertake project work and write a report documenting the work undertaken, the results arising, and the learning obtained. To complete this course students must enrol in POPLHLTH 755 A and B, or POPLHLTH 755

POPLHLTH 756 (15 Points)
Health Services Analysis and Policy
Examines how social factors, financing systems,
organisational systems processes, health technologies and personal behaviours affect health outcomes and quality of life. Provides an overview of current research on access to health care, health care expenditure, quality of care and evidence based management and policy. Provides students with the expertise to conduct quantitative analysis in health services research, and includes the use of statistical packages.

**POPLHLTH 757**

**Evaluation Theory and Practice**

Provides an in-depth perspective of evaluation theory and practice, and their application to the health sector. There will be an advanced level focus (following on from POPLHLTH 705) on how to conduct evaluations using a variety of models and applying them to specific contexts. Suitable for students wishing to develop more advanced skills in evaluation.

*Prerequisite:* POPLHLTH 705 or permission from the Course Coordinator

**POPLHLTH 758**

**Theoretical Concepts of Health**

A number of theoretical explanations of public health are considered in order to address health issues in diverse communities. An ecological perspective of health will be explored and the specific models of population health will be critiqued.

**POPLHLTH 759**

**Special Topic**

**POPLHLTH 760**

**Principles of Public Health**

Consideration of the principles underlying the modern practice of public health. Students examine the major core concepts in public health, including determinants of health, health equity, environments and health, health promotion and health systems.

**POPLHLTH 761**

**Special Topic**

**POPLHLTH 762**

**Special Topic**

**POPLHLTH 790**

**(60 Points)**

**POPLHLTH 790A**

**(30 Points)**

**POPLHLTH 790B**

**(30 Points)**

**Dissertation**

*Restriction: COMHLTH 790*

To complete this course students must enrol in POPLHLTH 790 A and B, or POPLHLTH 790.

**POPLHLTH 793A**

**(45 Points)**

**POPLHLTH 793B**

**(45 Points)**

**Research Portfolio**

Supervised research that represents the personal scholarly work of a student based on a coherent area of inquiry. Culminates in a conclusive piece of work related to a specific area of specialisation or aspect of practice in health.

To complete this course students must enrol in POPLHLTH 793 A and B

**POPLHLTH 796A**

**(60 Points)**

**POPLHLTH 796B**

**(60 Points)**

**Thesis**

*Restriction: COMHLTH 796*

To complete this course students must enrol in POPLHLTH 796 A and B

### Population Health Practice

#### Postgraduate 700 Level Courses

**POPLPRAC 701**

**Therapeutic Communication**

Critical analysis of patient-centred approaches to communication with a strong practical emphasis. Topics will reflect the learning needs of the participants as located within their own area of clinical practice, and may include: communication within family systems; preparing for and managing challenging and/or difficult communication situations, including the giving of bad news; appropriate communication styles, including assertiveness and managing conflict. The role of self in the therapeutic relationship will be explored.

**POPLPRAC 702**

**Primary Mental Health**

Provides an overview of the recognition and primary care management of adult mental health. A clinically focused course for primary care practitioners. The content covers high prevalence conditions (depression, anxiety, adjustment disorders) along with assessment and treatment options. Long term conditions – bipolar affective disorder and schizophrenia are discussed. Topics include recovery, cultural approaches, resilience, psychosomatic interface, stigma, CBT techniques for depression, insomnia, and alcohol and drugs.

**POPLPRAC 706A**

**POPLPRAC 706B**

**Interventions for Mental Health**

The design of appropriate interventions in the community and a variety of applied contexts (e.g. in-patient units, community support services or schools) using mental health development principles such as the recovery approach, empowerment, resiliency and cultural development. To complete this course students must enrol in POPLPRAC 706 A and B

**POPLPRAC 707**

**Theory and Skills in Counselling Practice**

The theory, research and practice regarding counselling and psycho-therapeutic approaches used in mental health and addiction service contexts. Approaches will be critically examined in terms of history, theory, social context and trends in research. Particular attention will focus on counselling methods currently in use within services.

**POPLPRAC 708A**

**POPLPRAC 708B**

**Assessment and Intervention with Addiction**

Aims to provide students with understanding and competency in assessment and intervention work with alcohol and drug affected clients. It is divided into a series of training modules focusing on comprehensive assessment, effective clinical interventions, drug specific interventions and approaches within families and communities. It will involve regular case-based supervision. To complete this course students must enrol in POPLPRAC 708 A and B

**POPLPRAC 709**

**Gambling and Health**

Provides an overview of gambling in New Zealand with an emphasis on historical, social, psychological and public health perspectives. It examines the emergence of harm from gambling and reviews research and
theory as applied in services at the level of prevention, intervention and treatment.

POPLPRAC 710 (15 Points)
Health Promotion: Practicum
Theoretical and practical principles of health promotion processes, combined with practical experience, in the context of relevant organisations, community groups and research projects. Students are expected to find their own placement for the practicum.

POPLPRAC 711 (15 Points)
Health Promotion in Pacific Community Development
Allows supervised experience for students in a Pacific-specific service. A course of study relevant to the area of placement will be prescribed.

POPLPRAC 712 (15 Points)
Project Planning for Lifestyle Change
Focuses on the planning and development of interventions aimed at addressing lifestyle issues such as alcohol and other dangerous consumptions, obesity, lack of exercise and mental trauma. Students synthesise strategies from published literature and adapt them pragmatically for application in local contexts. Interventions will include those occurring in communities, primary and mental health care settings, hospitals, workplaces, and educational institutions.

POPLPRAC 713 (15 Points)
Health and Lifestyle
Theory and research regarding lifestyle issues influencing health and the information base for the delivery of health advice. Topics include: the epidemiology of risk and protection factors affecting physical and mental health; responses to alcohol, tobacco, gambling and other drug issues; reproductive health and the evidence on other lifestyle behaviours affecting health.

POPLPRAC 714 (15 Points)
Health Promotion and Education
The delivery of health interventions and the development of the processes used in providing health advice and education. Critical appraisal of the effectiveness of strategies for assisting lifestyle changes such as weight reduction, substance use and increasing exercise. Students will examine the issues and practicalities associated with introducing health interventions into primary health contexts.

POPLPRAC 715 (30 Points)
POPLPRAC 715A (15 Points)
POPLPRAC 715B (15 Points)
Practicum in Population Health
Learning of advanced knowledge and skills, and supervised experience within an area of Population Health. To complete this course students must enrol in POPLPRAC 715 A and B, or POPLPRAC 715.

POPLPRAC 716 (15 Points)
Practicum in Pacific Health
Supervised experience for students in a Pacific-specific health environment. A course of study relevant to the area of placement will be provided.

POPLPRAC 717 (15 Points)
Coexisting Disorders: Theory and Principles
Suitable for students who work within both the mental health and the alcohol and drug services. It introduces students to research and theory on coexistent disorders and examines recent developments in intervention strategies from a theoretical point of view.

POPLPRAC 718 (15 Points)
Coexisting Disorders: Interventions
Develops the theoretical ideas in practice introduced in Coexisting Disorders: Theory and Principles. Additionally, students have an opportunity to reflect on the organisation of services to people with a dual diagnosis and the best practice that is offered within them. Prerequisite: POPLPRAC 717

POPLPRAC 719 (15 Points)
Essentials of Palliative Care
Philosophy of palliative care, self-care including professional supervision and debriefing, cultural and ethical issues in palliative care, pain and other symptom management, loss, grief and spirituality issues in palliative care. Palliative care interventions such as paracentesis and thoracentesis. Coordination and planning of future care.

POPLPRAC 720 (15 Points)
Psychosocial Issues in Palliative Care
The psychological and social study of patients with cancer or active, progressive disease, unresponsive to curative treatment. Existential philosophy and models of coping with suffering, communication in palliative care, psychiatric disorders in palliative care, and bereavement.

POPLPRAC 721 (15 Points)
Reflective Practice in Palliative Care
Advanced study in an appropriate area of palliative care that is of special interest to the student as approved by the Head of School.

POPLPRAC 722 (15 Points)
Foundations of Clinical Symptom Management in Palliative Care
Management of pain, nausea and vomiting, respiratory symptoms, bowel care, mouth and skin care, cognitive mood and sleep disorders, oncological emergencies, palliative care for non malignant conditions, HIV/AIDS, and paediatric palliative care.

POPLPRAC 723 (15 Points)
Clinical Symptom Management in Palliative Care 2
Advanced concepts of the management of symptoms in a variety of palliative care situations.

POPLPRAC 724 (15 Points)
Child and Adolescent Palliative Care
An examination of specific palliative care issues related to the care of children, adolescents, and their families.

POPLPRAC 725 (15 Points)
Principles of Gerontology
The basic biology, demographics, social policy, sociology, psychology and economics of ageing.

POPLPRAC 726 (15 Points)
Health Services for Elderly People
Regulatory and accreditation requirements for facilities caring for the elderly in a wide variety of organisations and models of care for the elderly. Critical review of innovative services in elderly care.

POPLPRAC 727 (15 Points)
Mental Health in Old Age
The psychological aspects of ageing, common psychiatric presentations in the elderly, sleep disturbance, grief and loss, anxiety disorders, drug and alcohol abuse,
depression, delirium, dementia, behavioural disorders, psychosis, and medico-legal aspects.

**POPLPRAC 728 (15 Points)**
**Rehabilitation in Later Life**
The rehabilitation of elderly people having suffered from stroke, amputation, fractures and invasive procedures. Includes a practical attachment to a rehabilitation unit for the elderly.

**POPLPRAC 729 (15 Points)**
**Medical Care of the Elderly 1**
The clinical pharmacology, altered disease presentation, interpretation of laboratory data, surgical and anaesthetic risk, analgesia, infections, falls, vascular disease, oral and dental disorders commonly seen in the elderly.

**POPLPRAC 730 (15 Points)**
**Medical Care of the Elderly 2**
Ophthalmic disease, respiratory disease in the elderly, orthopaedic disorders, rheumatic disorders, health issues of the elderly male and female, sexually transmitted diseases and the utility of medical imaging procedures in the care of the elderly.

**POPLPRAC 731 (15 Points)**
**Medical Care of the Elderly 3**
Medical aspects of assessment of the psycho-geriatric patient, psychopharmacology, medical matters in the depressed and anxious patient, depression and bipolar affective disorder, differential diagnosis of delirium and dementia and its medical and pharmacological management, treatment of psychotic disorders, Parkinson’s disease and Parkinsonism, and gait disorders.

**POPLPRAC 736 (15 Points)**
**Clinical Skills and Organisational Issues in Accident and Medical Practice**
Develops a number of clinical skills relevant to the Acute Medical and Acute Surgical courses, as well as an examination of client-centred communication practices. The positioning of Accident and Medical Practice within the New Zealand health system is examined including management, medico-legal and statutory issues.

**POPLPRAC 737 (15 Points)**
**Acute Orthopaedics**
Assessment and management of injuries and acute conditions of the musculoskeletal system and the skin. Included are clinical examination techniques, radiological examination and management of sprains, fractures, arthritis soft tissue wounds and dermatological conditions.

**POPLPRAC 738 (15 Points)**
**Acute Plastics**
Assessment and management of acute plastic surgical, soft tissue and dermatological conditions. Included are assessment and management of hand, facial and dental injuries, burns, a wide variety of wounds and wound complications. Optimal use of analgesics and local anaesthetics is also discussed.

**POPLPRAC 739 (15 Points)**
**Acute Medical**
Assessment and management of a broad range of acute conditions and related issues including: chest pain, dyspnoea, collapse, coma, anaphylaxis, diabetes, toxicology, psychiatry and environmental conditions.

**POPLPRAC 740 (15 Points)**
**Acute Surgical**
Assessment and management of acute surgical and subspecialty conditions and related issues including: trauma, head injury, abdominal pain, ophthalmology, ENT, gynaecology, pregnancy, and genito-urinary conditions.

**POPLPRAC 741 (15 Points)**
**Practical Orthopaedics and Plastics**
Specific practical skills including: joint and limb examination, common reductions, splint and plaster application, wound repair, x-ray interpretation. A log book of attendance at specialist clinics and practical work experience is required.

**POPLPRAC 742 (15 Points)**
**Immediate Care**
Assessment and management of emergencies in the field and the initial stages of inpatient care of the undifferentiated casualty. Includes: airway management, initial stabilisation, transport systems, care of the patient in transit, triage, disaster medicine and mass incident management.

**POPLPRAC 743 (15 Points)**
**Upper Limb and Spine**
The management of acute and chronic sporting injuries of the upper limb and spine including: initial management, surgical intervention, and rehabilitation.

**POPLPRAC 744 (15 Points)**
**Lower Limb and Physiotherapy**
The management of acute and chronic sporting injuries of the lower limb including: initial management, surgical intervention, and rehabilitation. Physiotherapy principles in relation to diagnosis, management and rehabilitation are covered.

**POPLPRAC 745 (15 Points)**
**Sports Medicine in the Community**
The role of the doctor and physiotherapist in community settings including: their role in team sports, community sports event medical cover, environmental medicine, exercise for health, exercise physiology and sports psychology.

**POPLPRAC 746 (15 Points)**
**Medical Issues in Sport**
Management of medical conditions in sports people and the interaction of exercise and medical conditions, including diabetes, asthma and infections. Other topics covered include: pain management, immunology, rheumatology, ENT, the female athlete, haematology, pharmacology and drugs in sport.

**POPLPRAC 747 (45 Points)**
**POPLPRAC 747A (22.5 Points)**
**POPLPRAC 747B (22.5 Points)**
**Practical Sports Medicine**
Practical sports medicine skills including injury management, along with the duties of team health professionals, and drugs in sport. 

**POPLPRAC 747 (45 Points)**
**To complete this course students must enrol in POPLPRAC 747 A and B, or POPLPRAC 747**

**POPLPRAC 750 (15 Points)**
**Sexually Transmitted Infections**
Epidemiology of STIs, HIV/AIDS, current treatment
regimes for STI's, genital dermatology, contact tracing, legal issues in sexual health.

**POPLPRAC 751 (15 Points)**

**Sexual Health**

Provides an opportunity for doctors, nurses and other health care providers to acquire a specific understanding at a primary care level of a broad range of non-STI sexual health issues. Some of the topics addressed include: sexual behaviour, sexual function and dysfunction, alternative sexualities, sexual health across the lifespan, and in illness and disability. Also includes an introduction to the care of victims of sexual abuse.

**POPLPRAC 752 (15 Points)**

**Sexual Health Counselling**

Reviews clinical communication skills, and examines aspects of sexual health counselling and one-on-one sexual health education. The course will focus in particular on pre-test counselling, giving bad news, and dealing with disclosure. It will also introduce brief intervention techniques that can be used in a clinical setting as tools to assist counselling clients in risk reduction.

**POPLPRAC 753 (15 Points)**

**Special Studies**

**POPLPRAC 754 (15 Points)**

**Infant, Child and Adolescent Primary Mental Health**

Provides an overview of the recognition and primary care management of mental health in the under-eighteen age group. A clinically focused course for primary care practitioners. The content covers attachment, early intervention, development, risk assessment, resilience and families. Topics include depression, anxiety disorders, substance use, eating disorders, first episode psychosis, pain, somatic presentations, disruptive behaviour disorders and common behavioural problems.

**POPLPRAC 755 (15 Points)**

**Special Topic**

**POPLPRAC 756 (30 Points)**

**Adult Rehabilitation Studies**

Focuses on the rehabilitation of adults with an acquired or traumatic condition; including an in-depth exploration of the philosophy of rehabilitation interwoven with the development of clinical rehabilitation skills. The concepts addressed in rehabilitation reflect the eclectic nature of the discipline. 

*Restriction: POPLPRAC 728*

**POPLPRAC 757 (15 Points)**

**Special Topic**

**POPLPRAC 760 (30 Points)**

**Special Topic**

**POPLPRAC 761 (30 Points)**

**Special Topic**

**Psychiatry**

**Postgraduate 700 Level Courses**

**PSYCHIAT 713 (15 Points)**

**Special Topic in Mental Health**

Includes teaching on conceptualisation of mental disorder in children and adolescents, specifically considering the benefits and pitfalls of an illness model. The major focus will be a biopsychosocial and developmental perspective and there will be specific teaching focusing on the DSM IV classification in child and adolescent psychiatry.

**PSYCHIAT 741 (15 Points)**

**Therapy in Child and Adolescent Mental Health – Theory**

Covers the range of treatment modalities used in child and adolescent mental health. Rationale and nature of current therapies will be covered. Students will undertake critical appraisal of the evidence base for therapy pertinent to specific clinical situations.

*Prerequisite: PSYCHIAT 740*

**PSYCHIAT 746 (15 Points)**

**Research Topic in Forensic Psychiatry**

A detailed research study of key issues in forensic psychiatry.

**PSYCHIAT 747 (15 Points)**

**Child and Adolescent Development**

Evaluation of research support for major conceptual and theoretical frameworks for understanding development will be addressed. There will be a focus on specific aspects of development in relation to mental health in childhood and adolescence. These will include: theories of attachment, cognitive development, and social and emotional development in the context of the family; and identity and self-concept issues in adolescence.

*Restriction: 575.620*

**PSYCHIAT 760 (15 Points)**

**Legal Issues in Psychiatry**

An overview of the key issues in the interface between the law and psychiatry, including issues in criminal law (legal insanity, fitness to stand trial, sentencing issues of mentally abnormal offenders), mental health law and civil forensic psychiatry. Report writing and the principles of expert testimony will be addressed.

**PSYCHIAT 761 (15 Points)**

**Clinical Forensic Psychiatry 1**

Addresses the major clinical themes of forensic psychiatry. Students will develop an understanding of the relationship between mental disorder and dangerous behaviour, the principles of risk assessment and management, and the service needs of mentally abnormal offenders.

**PSYCHIAT 762 (15 Points)**

**Clinical Forensic Psychiatry 2**

Examines the literature in detail in relation to key forensic psychiatric issues including: the assessment of risk of violence, the impact of treatment services, the nature and application of the concept of psychopathy, and the role and directions of forensic psychiatric research.

*Prerequisite: PSYCHIAT 761*

**PSYCHIAT 766 (15 Points)**

**Special Topic**

**PSYCHIAT 767 (15 Points)**

**Special Studies**

**PSYCHIAT 768 (30 Points)**

**PSYCHIAT 768A (15 Points)**

**PSYCHIAT 768B (15 Points)**

**Clinical Skills in Child, Adolescent and Family Mental Health Assessment**

The clinical skills of assessment, formulation and case recording of children and adolescents, and
their families within a mental health setting. An amalgam of theory and practice including methods of assessment, assessment of specific psychiatric disorders, assessment interviewing skills, processing and synthesis of clinical assessment information in written work.

Corequisite: PSYCHIAT 740, 747
Restriction: PSYCHIAT 748, 749
To complete this course students must enrol in PSYCHIAT 768 A and B, or PSYCHIAT 768

PSYCHIAT 769 (15 Points)
CBT with Children, Adolescents and their Families 1
Explores Cognitive Behavioural Therapy (CBT) as an evidence-based treatment for children, adolescents and their families, and covers both theoretical and practical applications of CBT. Specifically designed for New Zealand based practitioners working clinically and/or therapeutically with families, students will learn the CBT model, treatment packages and strategies for depression and anxiety. There is also a strong focus on culturally appropriate interventions (especially those appropriate for Māori).
Prerequisite: PSYCHIAT 740, 747

PSYCHIAT 770 (15 Points)
CBT with Children, Adolescents and their Families 2
Examines advanced knowledge and skills applied to complex disorders. Builds on PSYCHIAT 769 and further extends the practitioner's knowledge and skill base to include more complex issues of Trauma, Anger, DBD, Self-esteem, OCD and Personality. The strong cultural focus continues, with issues for Māori families being considered in more depth. Students will also have access to New Zealand CBT resources and practice more in-depth CBT skills.
Prerequisite: PSYCHIAT 769

PSYCHIAT 771 (15 Points)
Special Topic: Infant Mental Health, Early Environments and Nurturing Relationships

PSYCHIAT 772 (15 Points)
Special Topic: Infant Mental Health, Classification of Psychopathology and Effective Treatment

Faculty of Science

Anthropological Science

For the list of courses please refer to the Bachelor of Science Schedule. Prescriptions are listed under their respective subject codes.

Applied Geology

For the list of courses please refer to the Bachelor of Science (Honours), Master of Science and Postgraduate Diploma in Science Schedules. Prescriptions are listed under their respective subject codes.

Applied Mathematics

For the list of courses please refer to the Bachelor of Science, Bachelor of Science (Honours), Postgraduate Diploma in Science and Master of Science Schedules. Prescriptions are listed under their respective subject codes.

Bioinformatics

Postgraduate 700 Level Courses

BIOINF 761 (15 Points)
MSc Thesis Proposal
An extensive review of background material associated with the thesis topic, and a detailed outline of the proposed research and its significance. Students will also be required to present an overview of the proposal in a seminar.

BIOINF 789A (22.5 Points)
BIOINF 789B (22.5 Points)

Project in Bioinformatics
Prerequisite: BIOSCI 359 and approval of Programme Director
Restriction: COMPSCI 789, STATS 789
To complete this course students must enrol in BIOINF 789 A and B

BIOINF 796A (60 Points)
BIOINF 796B (60 Points)

MSc Thesis in Bioinformatics
To complete this course a student must enrol in BIOINF 796 A and B

Biological Sciences

Foundation Courses

BIOSCI 91F (15 Points)
Foundation Biology 1
An introduction to unity in biological sciences. The structures and processes common to all living things at the cellular and molecular levels are introduced in the first half of the course. Genetic principles and processes and an overview of evolutionary concepts are explored in the second half. Laboratory classes complement and reinforce lecture material and several are computer-based utilising multi-media learning tools.
Restriction: BIOSCI 91W

BIOSCI 92F (15 Points)
Foundation Biology 2
Concepts introduced in BIOSCI 91F are further developed with an emphasis on the diversity of living things (including bacteria, plants, fungi and animals). Fundamentals of classification and ecology are introduced and the study of a current topic in biology is used to develop research and critical thinking skills. Practical classes are both laboratory and field-based.
Restriction: BIOSCI 92W

Stage I

BIOSCI 100 (15 Points)
BIOSCI 100G (15 Points)

Antarctica: The Frozen Continent
A general introduction to Antarctica and its environs including the Southern Ocean and the sub-Antarctic islands. Emphasis will be placed on the evolution of Antarctica and how resident plants, animals and micro-organisms have adapted to cope with the extreme environment. Specific topics to be addressed include: the history of Antarctic exploration and its impact on the development of Antarctic science, Antarctic ecosystems, Antarctica as a wilderness region, and the impact of humans including the exploitation of resources and the effects of pollution. This course
is suitable for students with both science and non-science backgrounds.

**BIOSCI 101**  
**Essential Biology: From Genomes to Organisms**  
(15 Points)  
An introduction to the structures and processes which are common to micro-organisms, animals and plants at the cellular, molecular and biochemical levels. Genetic principles and processes and an overview of evolution and evolutionary concepts are included. This course assumes a knowledge of NCEA Level 3 Biology and at least NCEA Level 2 Chemistry.

**BIOSCI 102**  
**Plants, Microbes and Society**  
(15 Points)  
A multidisciplinary approach is taken to studying the relationships between plants, microbes and humans. The course begins with an introduction to the key characteristics of plants and microbes and then goes on to show how they are used for food and pharmaceuticals. The impact of plants and microbes on human health, as well as their role in a variety of industrial and biotechnological processes, will be highlighted.

**BIOSCI 103**  
**Comparative Animal Biology**  
(15 Points)  
A comparative approach to the study of animals, focusing on the processes which underlie and unite all animal life. Emphasis will be placed on evolutionary relationships and history, and on the relationship between form and function and the predictability of animal design. Reference will be made to the New Zealand fauna and to other animals of economic or evolutionary importance, where appropriate.

**BIOSCI 104**  
**New Zealand Ecology and Conservation**  
(15 Points)  
An introduction to the diversity of animals and plants in New Zealand including endemic, native and introduced species, biogeographical and evolutionary relationships, community structure and interrelationships, behaviour and ecology. Māori perspectives in biology, and current conservation, environmental, social, animal welfare and economic issues relevant to New Zealand biology.

**BIOSCI 106**  
**Foundations of Biochemistry**  
(15 Points)  
Biochemical reactions as essential elements of life processes with reference to the genes that control them. Material covered includes: the molecular structure and action of proteins, the synthesis and metabolism of carbohydrates and fats in the fed and starved states, and elements of enzymology, energetics, metabolism, nutrition and hormonal control in health, physical performance and disease. Reference will be made to specific biomedical examples, where appropriate.

**BIOSCI 107**  
**Biological for Biomedical Science: Cellular Processes and Development**  
(15 Points)  
The cellular basis of mammalian form and function including embryology and development. Particular emphasis will be placed on the cellular components of the blood, neural, muscular, reproductive, immune and supporting systems, and how they contribute to the structure and function of the body as a whole.

**BIOSCI 201**  
**Cellular and Molecular Biology**  
(15 Points)  
The basic structures of biomolecules, the evolution and structure of cells and their organisation into tissues and organs are examined first. This is followed by a study of the nucleus, the regulation of gene expression, and DNA, RNA and protein synthesis. Further sections deal with cell behaviour, development, cancer and the basis of immunity. Prerequisite: BIOSCI 101, and 30 points from BIOSCI 102–107, MEDSCI 142, and 15 points from CHEM 110, 120, 150

**BIOSCI 202**  
**Genetics**  
(15 Points)  
The basic principles of mutation, recombination and genetic mapping are established in this course. These principles are developed in a variety of prokaryotic and eukaryotic organisms. Laboratory work uses molecular, microbial and eukaryotic material to explore the key features of heredity. Prerequisite: 30 points from Stage I Biological Sciences including BIOSCI 101

**BIOSCI 203**  
**Biochemistry**  
(15 Points)  
Presents core areas of modern biochemistry. Emphasis is on macromolecular structure and function. Areas covered include protein structure, oxygen and carbon dioxide transport in humans and other species, metabolism in mammals, proteases and human disease, cholesterol metabolism and transport and signal transduction. Prerequisite: BIOSCI 101, 106 and 15 points from CHEM 110, 120

**BIOSCI 204**  
**Principles of Microbiology**  
(15 Points)  
An introduction to the diversity, physiology and functions of microorganisms (prokaryotes, eukaryotes, viruses) as individuals and as communities. The fundamental roles of microorganisms in ecosystems, health and disease are considered alongside methods for their isolation and study. Microbial applications in biotechnology, food production, agriculture and industry are also discussed. Prerequisite: BIOSCI 101 and at least 15 points from BIOSCI 102, 106, 107

**BIOSCI 205**  
**Plant, Cell and Environment**  
(15 Points)  
Unlike animals, plants cannot move to respond to changes in their environment. Plants have evolved diverse signaling systems and the ability to grow towards their essential resources. Explores the intricate ways plants function, how they are able to respond to developmental and environmental signals at the whole plant and cellular level. Prerequisite: BIOSCI 101 and 15 points from BIOSCI 102, 104, 106, 107

**BIOSCI 206**  
**Principles of Ecology**  
(15 Points)  
An examination of ecosystem processes, factors that affect distribution and interactions of organisms, population ecology, and applications of ecology such as restoration and conservation. The key principles of ecology are taught in a New Zealand context emphasising an experimental approach. Prerequisite: BIOSCI 101, 104 and 15 points from either STATS 101 or 108

**BIOSCI 207**  
**Adaptive Design**  
(15 Points)  
The principles of evolutionary adaptation to different habitats and their application to behaviour, morphology, physiology and life histories. Comparative examples are drawn from diverse life forms and contexts, including
the biology of dinosaurs, how animals navigate, the evolution of ageing, costs and benefits of sex and an evolutionary account of human nutritional biology. 

Prerequisite: BIOSCI 101 and 15 points from BIOSCI 102-104, 106, 107

BIOSCI 208
Invertebrate Diversity
Invertebrates make up over 95 percent of animal species. This course explores the biology of invertebrates with an emphasis on structure, function, life histories, behaviour and ecology. Invertebrate diversity is examined in a variety of environments, using New Zealand examples where possible, and provides the basis for advanced courses in conservation and marine biology.

Prerequisite: BIOSCI 101, 103

BIOSCI 209
Biometry
The analysis of data from biological investigations using computer packages and the interpretation and communication of the results of statistical analyses. Understanding the logic of statistical techniques. The topics covered include: regression and analysis of variance models, analysing frequencies and counts, experimental design and sampling.

Prerequisite: 15 points in either STATS 101 or STATS 108 and 30 points from Biological Sciences, Environmental Sciences or Geography

BIOSCI 210
Evolution and the Origins of Life
Covers basic concepts in evolutionary biology including Darwin and the theory of evolution by natural selection, phylogenetics, population genetics, molecular evolution, speciation and extinction. The extent to which Darwin’s theory of evolution by natural selection can explain the origins of biological complexity is explored.

Prerequisite: BIOSCI 101 and 15 points from BIOSCI 102, 103, 104, 106, 107

Stage III

BIOSCI 320
Pure and Applied Entomology
An introduction to the systematics of insects describing the characters that define the major lineages, discussion of the role insects play in different ecological systems, and insect anatomy, physiology, and genetics. Their impact on agriculture and as disease vectors is discussed with descriptions of various control methods for insect pests and how these methods are integrated. Students wishing to complete a course in plant protection should take both BIOSCI 320 and 321.

Prerequisite: BIOSCI 103 and 15 points from Stage II Biological Sciences courses

BIOSCI 321
Plant Pathology
Micro-organisms are of major importance to agriculture. This course will examine the biology of plant pathogens, plant-microbial interactions at the cellular and sub-cellular level, and the epidemiology and control of plant diseases. Practicals will focus on techniques for isolation, culture, identification and study of plant pathogens.

Prerequisite: 15 points from BIOSCI 204, 205

BIOSCI 322
Evolution of Genes, Populations and Species
Fundamentals of molecular evolution, population genetics, phylogenetic and organismal evolution. Examples from animals, plants and microbes, as well as current issues, including speciation, adaptation, co-evolution, conservation, genomics, biotechnology and human disease will be considered.

Prerequisite: BIOSCI 202 and 210

BIOSCI 323
(15 Points)
Plant Diversity
An introduction to plant systematics, plant reproductive strategies, and the evolution of plants with a comprehensive survey of the characteristics and distributions of the major plant groups. Coverage will also include classical and phylogenetic approaches to plant identification, and applications of systematics. Practical work will focus on tools for identifying plants, introduction to plant diversity in the lab and field, and development of a herbarium collection.

Prerequisite: BIOSCI 102 or 104 and 30 points at Stage II in Biological Sciences, Environmental Science or Geography

BIOSCI 328
(15 Points)
Fisheries and Aquaculture
Harvest and capture of aquatic organisms and inter-relationships with aquaculture. Fisheries and aquaculture are treated not as distinct disciplines but in the context of integrating exploitation and sustainable environmental integrity. Case studies include deep sea and coastal fisheries, and shellfish culture.

Prerequisite: BIOSCI 207 or 208

BIOSCI 329
(15 Points)
Biology of Fish
A comprehensive coverage of the biology of fish including their evolution, diversity and organism biology. Coverage includes habitats of particular interest to New Zealand such as Antarctica, the deep sea, coral and temperate reefs, and New Zealand’s lakes and rivers.

Prerequisite: 15 points from BIOSCI 207, 208

BIOSCI 330
Freshwater and Estuarine Ecology
The structure, biodiversity and ecology of lakes, streams, wetlands and estuaries and linkages with near-shore marine habitats. Emphasis is placed on the role of science in monitoring and managing these ecosystems. Case studies include the impact of Auckland’s urban sprawl on stream, estuarine and near-shore marine habitats, and local estuaries as nurseries for fish.

Prerequisite: BIOSCI 206, or 104 and 15 points from BIOSCI 205, or 207 or 208 and STATS 101 or 108

BIOSCI 333
(15 Points)
Marine Ecology
Patterns and processes in marine ecology and biodiversity are described; including animal and plant interactions, benthic and pelagic habitats, biogeography, productivity and physiology. Applied aspects include resources such as fisheries and aquaculture, survey methods, and pollution. Other lectures cover nutritional and chemical ecology and invertebrate reproduction.

Prerequisite: BIOSCI 206, or 104 and 15 points from BIOSCI 205, or 207 or 208 and STATS 101 or 108

BIOSCI 335
(15 Points)
Ecological Physiology
Focuses on the strategies used by animals to cope with physical and biological challenges in the environment. Accordingly, we work at the level of the individual and the interface between physiological, biochemical or molecular approaches on the one hand, and ecology on the other. The adaptive strategies employed by a range
of species, with an emphasis on aquatic organisms, in response to physical factors such as temperature, oxygen and food availability, are considered. Energetics and nutrition are emphasised. The course aims to meet the needs of students with ecological interests wishing to recognise the experimental approach to solving problems in environmental biology. The practical work is project oriented rather than laboratory based.

Prerequisite: 15 points from BIOSCI 207, 208

BIOSCI 337 Animal Behaviour

Proximate and ultimate causes of behaviour are investigated experimentally in the field and the laboratory. Responses by animals to variations in the physical environment and to other organisms are studied. The development and organisation of behaviour and the theoretical background to topics of current interest are covered, using both New Zealand and overseas examples. A knowledge of BIOSCI 206 is recommended.

Prerequisite: BIOSCI 207 and STATS 101 or 108 or BIOSCI 209

BIOSCI 340 Plant Cell Biology and Biotechnology

Explores the cellular basis of how plants develop, function and respond to the environment and how this knowledge is applied to biotechnology. Topics include: methods in plant cell biology, control of gene expression, control of cell shape, intracellular transport and targeting, plant growth hormones and signalling, controlled flowering, structures and biosynthesis of plant cell walls and horticultural biotechnology.

Prerequisite: BIOSCI 201 or 202 or 205

BIOSCI 347 Environmental Microbiology and Biotechnology

The ecology and physiology of micro-organisms in natural and engineered environments. Key themes include marine microbiology, the importance of microbial symbioses to life on Earth, and contemporary research methods in microbiology. Processes such as wastewater treatment and the production of bioactives are used to emphasise exploitation of microbial metabolism for environmental biotechnology purposes.

Prerequisite: 15 points from BIOSCI 204, MOLMED 201, MEDSCI 202
Restriction: BIOSCI 352

BIOSCI 348 Food and Beverage Microbiology

The use and scientific fundamentals of micro-organisms in the production of foods and food additives, nutriceuticals and probiotics. Molecular and applied aspects of the fermentation processes for beer and wine including aroma generation and analysis. Microbial food spoilage, pathogens involved, food safety and quality control.

Prerequisite: 15 points from BIOSCI 204, MOLMED 201, MEDSCI 202
Restriction: BIOSCI 352

BIOSCI 349 Biomedical Microbiology

The major biochemical, physiological and genetic systems involved in the biology of micro-organisms affecting human health. Properties of micro-organisms important in pathogenesis and virulence, and examples of infectious diseases. The molecular response of the host cells during infection; the molecular basis for antimicrobial therapy, acquisition of resistance, and vaccination; use of micro-organisms in medical biotechnology.

Prerequisite: BIOSCI 201 and either BIOSCI 204 or MEDSCI 202

BIOSCI 350 Protein Structure and Function

The relationship of molecular structure to protein function will be emphasised. Techniques for the purification, characterisation, production of native and recombinant proteins and three-dimensional structure determination will be combined with a description of protein structure. Specific groups of proteins will be selected to illustrate structure/function relationships and protein evolution.

Prerequisite: BIOSCI 201, 203

BIOSCI 351 Molecular Genetics

The analysis of genetic material in prokaryotes, viruses, yeast, plants and humans is addressed. The means by which genetic information is transferred and the mechanisms underlying genome diversity will be examined, together with the study of eukaryote genomes at the level of chromosome structure and organisation. The molecular mechanisms underpinning selected inherited human disorders will be discussed as well as the role of model species in understanding normal and perturbed biological pathways.

Prerequisite: BIOSCI 201, 202

BIOSCI 352 Applied and Food Microbiology

Physiological and behavioural ecology of micro-organisms, and microbial communities in food and natural environments including plants, animals and water. Applications of biotechnology in waste management. Bacterial signalling systems, inducible responses, biofilm formation, microbial interactions and genetics. Molecular approaches to the study of micro-organisms and the use of phylogenetic methods. Relevant national and international policy and legislation governing the occurrence and use of micro-organisms.

Prerequisite: 15 points from BIOSCI 204, MOLMED 201, MEDSCI 202

BIOSCI 353 Molecular and Cellular Regulation

The molecular mechanisms which mediate intracellular sorting and targeting of biologically active molecules and the networks of intracellular and extracellular signals which regulate cell function form the focus of this course. The roles of growth factors, oncogenes, plasma membrane receptors, nuclear receptors, ion channels and membrane transporters are emphasised.

Prerequisite: BIOSCI 201, 203

BIOSCI 354 Gene Expression and Gene Transfer

Molecular biology of plant and animal cells is stressed in topics covering gene expression and genetic engineering. These include: methods of gene isolation, transcription factors and the control of gene expression, animal viruses as gene vectors, gene therapy in humans and genetic engineering of livestock, methods of gene transfer in plants, and examples of genetic engineering for crop improvement.

Prerequisite: BIOSCI 202 and either 201 or 203 or 205

BIOSCI 356 Developmental Biology and Cancer

Molecular, cellular and genetic aspects of normal and abnormal development focusing on a variety of model
systems including drosophila, the zebrafish and the mouse. Molecular events underlying the development of body form, the differentiation of specific tissues such as the blood, and abnormalities of development which contribute to diseases of the body such as cancer. Implications of transgenic techniques on development.

Prerequisite: BIOSCI 201, 202

BIOSCI 358 (15 Points)
Nutritional Science
The scientific basis of nutrition focusing on its biochemistry and physiology in health and disease. Nutritional aspects of carbohydrates, fats, proteins, vitamins and trace nutrients are covered in an integrated manner. The methodologies which underpin nutritional science and its applications are included. Reference will be made to a broad range of examples, and a number of specific nutritional topics of current interest will also be included.

Prerequisite: BIOSCI 203

BIOSCI 359 (15 Points)
Bioinformatics
An overview of the methods and applications of computational biology with specific reference to: Internet-accessible database technology, technology and database mining, applications for gene and protein sequence analysis, phylogenetic analyses, and three-dimensional protein prediction methods.

Prerequisite: 15 points from Stage II in Biological Sciences, and 15 points from Computer Science, and 15 points from Mathematics or Statistics

BIOSCI 394 (15 Points)
Conservation Ecology

Prerequisite: BIOSCI 104 and 30 points at Stage II in either Biological Sciences or Geography

BIOSCI 395 (15 Points)
Pacific Biogeography and Biodiversity
Island biogeography and insular biodiversity across the Pacific. A multi-disciplinary approach involving the study of both plant and animal systematics and biogeography.

Prerequisite: 30 points at Stage II in either Biological Sciences or Geography

BIOSCI 396 (15 Points)
Terrestrial Ecology
Experimental and theoretical population and community ecology focusing on the interactions and environmental forces controlling the distribution and abundance of terrestrial populations of plants and animals. Both New Zealand and international examples will be used to explain the fundamental processes shaping ecological systems throughout the world.

Prerequisite: BIOSCI 206, or 104 and 15 points from BIOSCI 205, or 207 or 208 and STATS 101 or 108

Postgraduate 700 Level Courses

BIOSCI 724 (15 Points)
Marine Ecology
Current topics in marine ecology at the population, community, and ecosystem level. Seminars focus on ecology and evolution in a life-history context, including topics on fertilisation, larval development, and recruitment.

Prerequisite: BIOSCI 710

BIOSCI 725 (15 Points)
Ecological Physiology
Physiological and biochemical processes enable animals to occupy diverse habitats. Highly variable and extreme environments provide an opportunity to study the functional attributes of animals, particularly ectotherms, with respect to their metabolic, respiratory, and nutritional adaptations. A sound understanding of BIOSCI 335 or equivalent is assumed.

Prerequisite: BIOSCI 711

BIOSCI 727 (15 Points)
Aquaculture
Current assessment of the national and global status of aquaculture and fisheries, including consideration of future prospects. Examples of algal, invertebrate, and fish aquaculture in New Zealand, and a review of general environmental and biological problems and the role of scientific knowledge in aquaculture management. Coverage of factors contributing to wild fisheries management, including spawning, larval survival, recruitment, principles of stock assessment and fisheries modelling. A sound knowledge of BIOSCI 328 or equivalent is assumed.

Prerequisite: BIOSCI 712, 726

BIOSCI 728 (15 Points)
Neuroethology
The experimental study of the neural basis of behaviour, including current topics in sensory systems (eg, vision, olfaction, audition, lateral line, electro- and magneto-reception) together with neural mechanisms underlying biological rhythms. The application of neuroethology to biomimetic systems will also be discussed. A sound understanding of BIOSCI 337 or equivalent is assumed.

Prerequisite: BIOSCI 337

BIOSCI 729 (15 Points)
Evolutionary Biology
A contemporary approach to central issues in evolutionary biology including mechanisms that produce macroevolutionary patterns. Current research using phylogenetic methods for testing evolutionary hypotheses will be discussed, encompassing the role of selection, the origin of mutations, and concepts of heredity. A sound understanding of BIOSCI 322 or equivalent is assumed.

Prerequisite: BIOSCI 322

BIOSCI 730 (15 Points)
Entomology and Biosecurity
More than half of all described species are insects, and even more species await discovery and description. Insects at every trophic level above plants dominate terrestrial and freshwater food chains. Examines the evolution of insects, the importance of their role in terrestrial ecosystems, and the problems posed by insects as biosecurity invaders in non-native environments. A sound understanding of BIOSCI 320 or equivalent is assumed.

Prerequisite: BIOSCI 708

BIOSCI 731 (15 Points)
Biogeography
Examines the patterns of animal and plant distribution, and the processes that influence these patterns. Topics covered include equilibrium theory, island succession, vicariance and dispersal, insular speciation, and human
migration and colonisation. A sound understanding of BIOSCI 395 or equivalent is assumed.

**BIOSCI 733 (15 Points)**

**Molecular Ecology and Evolution**
Interpreting the molecular archive by reconstructing the branching history of inheritance and its relationship to genetic diversity within and between species. Topics may include the neutral theory of molecular evolution, rates of molecular evolution, molecular systematics, genome change and speciation, molecular identification of species, gene flow and population structure, selection at the molecular level, inbreeding depression and mutational load, and the use of molecular markers for estimation of kinship and the description of mating systems. A sound understanding of BIOSCI 322 or equivalent is assumed.

*Restriction: BIOSCI 719*

**BIOSCI 735 (15 Points)**

**Advanced Behavioural Ecology**
Focuses on organisms interacting in natural environments. Both the mechanistic underpinnings of behaviour and the fitness consequences of such behavioural traits will be examined. Behavioural ecology is not limited to questions of behaviour, but draws in issues of energetics and physiology as these factors are often used as proxies for fitness traits such as differences in survival and reproduction. A sound understanding of BIOSCI 337 or equivalent is assumed.

*Restriction: BIOSCI 723*

**BIOSCI 736 (15 Points)**

**Microbial Genomics and Metabolism**
Cross-disciplinary issues involved in the understanding of microbial genome structure, gene regulation and metabolism. Includes: the genetic basis of microbial interactions and horizontal gene transfer, the effect of stress and mutation on microbial and viral evolution and modern approaches used to link gene sequence to biological function and phenotypes.

**BIOSCI 737 (15 Points)**

**High Resolution Imaging of Biological Molecules**
X-ray crystallography and electron microscopy are two of the principal techniques used by biologists to determine molecular structure. The theory and practice of X-ray crystallography and electron microscopy, including a laboratory component where 3D structure are determined from experimental data, are addressed. Accessible to students with a variety of backgrounds, including Biology, Bioengineering, Chemistry and Physics. This course complements CHEM 738 and BIOSCI 757.

**BIOSCI 738 (15 Points)**

**Advanced Biological Data Analysis**
Advanced biological data analysis, including analysis of variance with nested and random effects, analysis of covariance, cluster analysis, principal components analysis, multidimensional scaling, and randomisation methods. There will be a practical component to this course involving the use of appropriate statistical software.

*Prerequisite: BIOSCI 209 or equivalent*

**BIOSCI 739 (15 Points)**

**Dialogues in Biology**
Cross-disciplinary issues in biology will be debated and explored including ethical and commercial issues underpinning science as a vocation: genetic engineering; development, and evolution versus genetic reductionism; environmentalism, conservation and biodiversity, the role of taxonomy, the history and philosophy of biological science.

**BIOSCI 741 (15 Points)**

**Applied Microbiology and Biotechnology**

**BIOSCI 742 (15 Points)**

**Bioinformatics and Computational Biology**
The methods and applications of computational biology with specific reference to: Internet-accessible database technology and database mining, search algorithms, applications for gene and protein sequence analysis, phylogenetic analyses, plus three-dimensional protein prediction methods.

*Restriction: BIOSCI 359*

**BIOSCI 743 (15 Points)**

**Advanced Bioinformatics 1**
Biological sequence analysis focussing on RNA, DNA, genes and proteins. Students will be introduced to advanced probabilistic and computational methods of alignment, phylogenetic reconstruction, gene discovery and structural prediction. The use of genetic markers as disease correlates, and the analysis of quantitative trait loci will also be covered.

*Prerequisite: BIOSCI 359*

**BIOSCI 744 (15 Points)**

**Advanced Bioinformatics 2**
Introduction to structural, functional and comparative genomic analysis, and the analysis of micro-array and gene expression data. This course will also survey recent developments in bioinformatics.

**BIOSCI 747 (15 Points)**

**Biosecurity and Invasion Biology**
The science of invasion biology, including stages of the invasion process and ecological interactions between species. The impacts of invasive alien species in different ecosystems. Population and community ecology, in relation to biosecurity.

**BIOSCI 748 (15 Points)**

**Weed and Pest Management**
Techniques for the management of invasive plants and animals (vertebrates and invertebrates) in different ecosystem types, including terrestrial and aquatic ecosystems. Approaches to the prevention, control and eradication of invasive species in different situations.

**BIOSCI 749 (15 Points)**

**Ecology of Microbial Interactions**
The associations of micro-organisms with their immediate environment are considered. Topics to be discussed include microbial communities and their survival strategies in natural and artificial systems. A sound understanding of BIOSCI 352 or equivalent is assumed.

*Restriction: BIOSCI 722*
BIOSCI 751 (15 Points)
Advanced Plant Pathology
Addresses selected topics in plant pathology. Modern research on issues relating to plant disease spread (epidemiology) and plant pathogen interactions (disease resistance and susceptibility) will be investigated and discussed. A sound understanding of BIOSCI 321 or equivalent is assumed.
Restriction: BIOSCI 703

BIOSCI 752 (15 Points)
Plant Genomics and Biotechnology
How genomics and gene transfer technologies could be used to achieve improved plant growth and to develop food with new traits. Includes: plant genomics methods, engineering fruit colour, control of fruit ripening and texture, biotechnology project design. A sound understanding of BIOSCI 354 or BIOSCI 340 or equivalent is assumed.

BIOSCI 753 (15 Points)
Synthesis of Plant Products and Foods
Includes the biosynthesis of: selected plant cell-wall components important in dietary fibre or biomass for the production of biofuels, including lignins, cellulose or non-cellulosic polysaccharides; antioxidant pigments in food plants and their possible impacts on human health. The manipulation of nitrogen assimilation in plants to increase the yield and quality of agricultural and horticultural plant products. A sound understanding of BIOSCI 340 or equivalent is assumed.
Restriction: BIOSCI 721

BIOSCI 754 (15 Points)
Plant Genomes and Gene Expression
The analysis of plant genomes and regulation of gene expression in plant biology. Includes: inferences from whole plant genome sequences, transcription factors, transcriptional control of flowering time and post-translational control of hormone receptors by ubiquitination and degradation. A sound understanding of BIOSCI 354 or 340 or equivalent is assumed.

BIOSCI 755 (15 Points)
Genomics and Gene Expression
The analysis of genomes and gene expression as a means of understanding biological processes. Aspects of functional and chemical genomics will be presented, as well as gene expression profiling using microarray technology. In terms of the latter, features of experimental design and data analysis will be discussed in the context of disease and developmental processes. A sound understanding of BIOSCI 351 or equivalent is assumed.
Restriction: BIOSCI 714

BIOSCI 756 (15 Points)
Proteomics and Protein Interactions
Proteomics describes a field of research concerned with the large-scale study of protein expression and function. Highlights biochemical approaches used to link protein sequence and function. The application of proteomics to drug action, discovery and toxicology will be included. A sound understanding of BIOSCI 350 or equivalent is assumed.

BIOSCI 757 (15 Points)
Structural Biology
A selection of contemporary topics in the field of structure and function of important biomolecules and cellular activities. Topics may include: protein folding in the cell; motor proteins; influenza and HIV; protein structure determination; protein structure and function from genomic data. A sound understanding of BIOSCI 350 or equivalent is assumed.
Restriction: BIOSCI 717

BIOSCI 758 (15 Points)
Development, Differentiation and Disease
A critical analysis of normal and perturbed gene expression in selected model organisms as a means of understanding biological pathways and disease processes. Includes the development and use of transgenic organisms as models for human disease. A sound understanding of BIOSCI 356 or equivalent is assumed.
Restriction: BIOSCI 714, 740

BIOSCI 759 (15 Points)
Molecular Cell Biology and Biomedicine
Explores recent advances in cell biology that have led to a greater understanding of a variety of cellular processes at the molecular level. Emphasis will be placed on biochemical and genetic approaches to understand disease mechanisms at the cellular level. A sound understanding of either BIOSCI 349 or 353 or MEDSCI 314 or equivalent is assumed.

BIOSCI 761 (15 Points)
MSc Thesis Proposal
An extensive review of background material associated with the thesis topic, and a detailed outline of the proposed research and its significance. Students will also be required to present an overview of the proposal in a seminar.

BIOSCI 762 (15 Points)
BSc(Hons) Dissertation Proposal
A review of the literature associated with the dissertation topic and an outline of the proposed research and its significance. Students will also be required to present an overview of the proposal in a seminar.

BIOSCI 788A (22.5 Points)
BSc(Hons) Dissertation Proposal

BIOSCI 788B (22.5 Points)
BSc(Hons) Dissertation in Biological Sciences

Restriction: BIOSCI 789
To complete this course students must enrol in BIOSCI 788 A and B

BIOSCI 796A (60 Points)
BSc(Hons) Dissertation Proposal

BIOSCI 796B (60 Points)
BSc(Hons) Dissertation in Biological Sciences

Restriction: BIOSCI 796 A and B
To complete this course students must enrol in BIOSCI 796 A and B

Biomedical Science

Postgraduate 700 Level Courses

BIOMED 791A (45 Points)

BIOMED 791B (45 Points)

Research Portfolio in Biomedical Science
An integrated combination of research in an advanced biomedical science research option, consisting of supervised practical work and independent critical analysis of research in the field.
Restriction: BIOMED 790
To complete this course students must enrol in BIOMED 791 A and B

BIOMED 796A (60 Points)

BIOMED 796B (60 Points)

MSc Thesis in Biomedical Science
Restriction: MEDSCI 796
To complete this course students must enrol in BIOMED 796 A and B
Biosecurity

Postgraduate 700 Level Courses

BIOSEC 796A (60 Points)
BIOSEC 796B (60 Points)

Thesis in Biosecurity
To complete this course students must enrol in BIOSEC 796 A and B

Biotechnology

For the list of courses please refer to the Bachelor of Technology Schedule. Prescriptions are listed under their respective subject codes.

BI Tech Projects

Stage IV

Note: Project topics to be chosen in conjunction with the Coordinator of the Programme.

BTECH 430 (45 Points)
BTECH 430A (22.5 Points)
BTECH 430B (22.5 Points)

Project in Biotechnology
The study of a selected field in Biotechnology at an advanced level.
To complete this course students must enrol in BTECH 430 A and B, or BTECH 430

BTECH 432 (15 Points)
Biotechnology Research Proposal
A review of background literature relevant to the project topic and a detailed outline of the proposed research and its significance.

BTECH 450 (45 Points)
BTECH 450A (15 Points)
BTECH 450B (30 Points)

Project in Information Technology
The study of a selected field in information technology at an advanced level.
To complete this course students must enrol in BTECH 450 A and B, or BTECH 450

BTECH 470 (45 Points)
BTECH 470A (15 Points)
BTECH 470B (30 Points)

Project in Optoelectronics
The study of a selected field in optoelectronics at an advanced level.
To complete this course students must enrol in BTECH 470 A and B, or BTECH 470

BTECH 490A (15 Points)
BTECH 490B (30 Points)

Project in Medical Physics and Imaging Technology
The study of a selected field in Medical Physics and Imaging Technology at an advanced level.
To complete this course students must enrol in BTECH 490 A and B

Chemistry

Foundation Courses

CHEM 91F (15 Points)
Foundation Chemistry 1
Introduction to elements, compounds, the periodic table, atomic structure, covalent bonding, molecular shape and polarity. Quantitative chemistry, including balancing equations, calculating moles and particles present, calculation of concentration in mol L^-1. Energy and thermo-chemistry. Laboratories include practical skills and qualitative analysis, and simple modelling.
Restriction: CHEM 91W

CHEM 92F (15 Points)
Foundation Chemistry 2
Introduces further principles of chemistry. Physical chemistry and qualitative inorganic analysis, including chemical kinetics and chemical equilibrium. Organic chemistry, including hydrocarbons, oxygen-containing functional groups, isomerism and reaction classifications, acids, bases, buffer solutions and titrations. Laboratories include reactions of hydrocarbon and oxygen-containing organic compounds, chromatography, testing for anions and cations in solution, acid-base titrations.
This course requires prior enrolment in CHEM 91F.
Restriction: CHEM 92W

Stage I

Note: For students who have not had the opportunity to study Chemistry previously, or wish to refresh their knowledge, attention is drawn to the Preparatory Chemistry course offered by the Department of Chemistry at the start of each academic year. For exceptionally well qualified students, Stage I requirements may be waived.

CHEM 100 (15 Points)
CHEM 100G (15 Points)
Molecules that Changed the World
The impact of chemistry on the modern world will be explored by focusing on the stories of specific molecules, including penicillin, DDT and nylon. Their discovery, the underlying chemical principles that explain their behaviour, their impact on our lives including social and scientific issues that arise from their use, and their likely impact on the future will be investigated.
Prerequisite: No formal prerequisite, but the course assumes a science background at Year 11 or higher

CHEM 110 (15 Points)
Chemistry of the Living World
A foundation for understanding the chemistry of life is laid by exploring the diversity and reactivity of organic compounds. A systematic study of reactivity focuses on the site and mechanism of reaction including application of chemical kinetics. A quantitative study of proton transfer reactions features control of pH of fluids in both living systems and the environment. It is recommended that students with a limited background in chemistry take CHEM 150 prior to CHEM 110.
Restriction: CHEM 195

CHEM 120 (15 Points)
Chemistry of the Material World
The chemistry of the elements and their compounds is explored. The relationship between molecular structure and reactivity, the role of energy, concepts of bond formation and chemical equilibrium are discussed.
Issues such as sustainability, energy and fuels, and the creation of new materials are also discussed. It is recommended that students with a limited background in chemistry take CHEM 150 prior to CHEM 120.

CHEM 150 (15 Points)
Concepts in Chemistry
The fundamentals of chemistry are explored with a view to enhancing understanding of the chemical nature of the world around us and providing a foundation for further study in chemistry. Special attention is paid to familiarisation with the language of chemistry and the chemist’s perspective of the properties of matter and its transformations. It is recommended that students with a limited background in chemistry take this course prior to CHEM 110 or CHEM 120.
Restriction: May not be taken with or after any other Chemistry course

Stage II

CHEM 210 (15 Points)
Physical and Materials Chemistry
Physical chemistry is essential for developing and interpreting the modern techniques used to investigate the structure and properties of matter. Materials chemistry is an increasingly important subject aimed at producing new or improved materials for a variety of practical applications. Covers topics involving the application of physical chemistry to the study of modern materials: polymer chemistry, electrochemistry and energy storage, and the electrical properties of solids. An understanding of basic maths at the level covered in MATHS 102 will be assumed.
Prerequisite: Either CHEM 110 and 120, or B– in CHEM 110 or 120
Restriction: CHEM 201, 208

CHEM 220 (15 Points)
Inorganic Compounds: Structure, Bonding and Reactivity
Modern inorganic chemistry encompasses the study of compounds with a broad diversity of reactivities, structures and bonding types. Often these have widespread relevance for many other areas of science and technology. Fundamental concepts in atomic and molecular structure will be provided to give a foundation for examples drawn from coordination, bioinorganic, organometallic and main group chemistry. The associated laboratories provide complementary experience in synthesis and measurement of physical properties for selected inorganic compounds.
Prerequisite: Either CHEM 110 and 120, or B– in CHEM 110 or 120
Restriction: CHEM 202

CHEM 230 (15 Points)
Molecules for Life: Synthesis and Reactivity
Students will build on their repertoire of fundamental reaction types that have previously been encountered with the introduction of new reactions and their application to more complex molecules of biological and medicinal importance. The laboratory course is an integral component of the course that emphasises preparative chemistry and the use of modern spectroscopic methods for structure determination.
Restriction: CHEM 203

CHEM 240 (15 Points)
Measurement and Analysis in Chemistry and Health Sciences
An introduction to the physico-chemical principles and techniques underlying a wide range of modern analytical methods used in chemistry and the biomedical sciences. Topics include chromatographic methods for the separation of complex mixtures, the application of modern electrochemical and spectroscopic techniques to analytical problems, and methods for assessing the reliability of results. Experiments illustrating these principles are an integral part of this course.
No formal prerequisite, but knowledge of aspects of chemistry and laboratory practice at the level covered in CHEM 110, and an understanding of basic mathematics at the level covered in MATHS 102 will be assumed.
Restriction: CHEM 204, 209

CHEM 243 (15 Points)
Physicochemical Principles for the Biological and Health Sciences
Topics of physical chemistry and chemical measurement relevant to the bioscience and health science student. Atomic theory, molecular bonding and structure, the behaviour of gases and other phases of matter, essential thermodynamics, electrochemistry, reactions at surfaces, and basic assay and chromatography principles. Associated laboratories focus upon reinforcing underlying principles through practical exercises using materials and concepts pertinent to the bioscience and health science experience.
Recommended preparation: CHEM 110
Restriction: CHEM 210, 240

CHEM 270 (15 Points)
Environmental Chemical Processes
An introduction to the chemistry of the natural environment, including biogeochemical cycling of elements and chemical processes operating in the lithosphere, hydrosphere, atmosphere and biosphere. The objective is to develop a good understanding of how the natural environment works. The laboratory programme includes analytical methods and concepts central to environmental chemistry.
No formal prerequisite, but knowledge of aspects of chemistry and laboratory practice at the level covered in CHEM 110 and 120 will be assumed.
Restriction: CHEM 207

Stage III

CHEM 310 (15 Points)
Structural Chemistry and Spectroscopy
Molecular structure is fundamental to the understanding of modern chemistry. Molecular spectroscopy provides an important method for probing the structure of molecules, and the following aspects of this subject will be presented: molecular energies and molecular spectra, molecular symmetry and spectroscopy, surface spectroscopy and the structure and chemistry of surfaces.
No formal prerequisite, but knowledge of appropriate material at the level covered in CHEM 201 or 202 or 210 or 220 will be assumed.
Restriction: CHEM 301

CHEM 320 (15 Points)
Design and Reactivity of Inorganic Compounds
A selection of the most recent developments in contemporary inorganic chemistry will be covered. These will include ligand design and reactivity in coordination chemistry, macrocyclic chemistry, redox chemistry, photochemistry, construction of devices, organometallic chemistry, catalysis, and main group
rings, chains, clusters and polymers. The laboratories provide complementary experience in synthesis and measurement of physical properties for selected inorganic compounds.  
Prerequisite: CHEM 220 or 202  
Restriction: CHEM 302

**CHEM 330 Contemporary Organic Chemistry**  
(15 Points)  
Topics in advanced organic chemistry, including the synthesis, reactions and uses of compounds containing phosphorus, selenium, boron and silicon. Organotransition metal chemistry. Asymmetric synthesis. Heterocyclic chemistry and pericyclic reactions. Laboratories emphasise synthetic and structural methods.  
Prerequisite: CHEM 230 or 203  
Restriction: CHEM 303

**CHEM 340 Advanced Analytical Chemistry**  
(15 Points)  
Principles and applications of modern instrumental analytical chemistry. Statistical methods, quality control and assurance, sampling, instrumentation, chromatographic and other separation methods, spectrophotometric methods, electro-analytical methods.  
No formal prerequisite, but knowledge of analytical chemistry and laboratory practice at the level covered in CHEM 240 or 204 or 209 will be assumed.  
Restriction: CHEM 304

**CHEM 350 (15 Points)**

**CHEM 350A (7.5 Points)**

**CHEM 350B (7.5 Points)**

**Topics in Chemistry**  
Topics in modern chemistry. Students will select three of the modules offered, details of which are available in the Department of Chemistry Undergraduate Handbook.  
No formal prerequisite, but knowledge of appropriate aspects of Stage II Chemistry will be assumed.  
Restriction: CHEM 305  
To complete this course students must enrol in CHEM 350 A and B, or CHEM 350

**CHEM 370 Environmental Chemistry**  
(15 Points)  
Anthropogenic chemicals in the environment and their influence on environmental systems and processes, including the chemistry of waste water, marine pollutants, pesticides, CFC’s, geothermal effluents and ozone.  
No formal prerequisite, but knowledge of environmental chemistry and laboratory practice at the level covered in CHEM 270 or 207 will be assumed.  
Restriction: CHEM 307

**CHEM 380 Materials Chemistry**  
(15 Points)  
Synthesis, properties characterisation and applications of advanced materials. Includes a review of current trends in materials research. Important aspects of solid inorganic materials and organic polymers are covered.  
No formal prerequisite, but knowledge of materials chemistry and laboratory practice at the level covered in CHEM 210 or 201 will be assumed.  
Restriction: CHEM 308

**CHEM 390 Medicinal Chemistry**  
(15 Points)  
No formal prerequisite, but knowledge of organic chemistry and laboratory practice at the level covered in CHEM 230 or CHEM 203 will be assumed.  
Restriction: CHEM 309

**CHEM 392 Issues in Drug Design and Development**  
(15 Points)  
Intellectual property and patent law in the pharmaceutical industry. An overview of the legal and regulatory framework for drug design and development. Clinical trials: formulation of a drug: phase I, phase II and phase III protocols. An introduction to the principles involved in the Codes of Good Manufacturing Practice and Good Laboratory Practice (quality control and quality assurance procedures) as applied to the manufacture of drug products and the quantification of drugs and metabolites in biological fluids. Examples of drug development. Case studies of selected drugs from design to release.

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**Diploma Courses**

**CHEM 690A (15 Points)**

**CHEM 690B (15 Points)**

**Graduate Diploma Dissertation (Chemistry)**  
To complete this course students must enrol in CHEM 690 A and B

**CHEM 691 (30 Points)**

**CHEM 691A (15 Points)**

**CHEM 691B (15 Points)**

**PG Diploma Dissertation (Chemistry)**  
To complete this course students must enrol in CHEM 691 A and B, or CHEM 691

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**Postgraduate 700 Level Courses**

**CHEM 701 (15 Points)**

**PG Topics in Chemistry 1**  
A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of chemistry.

**CHEM 702 (15 Points)**

**PG Topics in Chemistry 2**  
A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of chemistry.

**CHEM 710 (15 Points)**

**Structural and Computational Chemistry**  
Quantum mechanics, and the calculation of molecular structure at the fundamental level. Statistical thermodynamics: the relationship between molecular structure and bulk properties of matter. The quantum mechanics of magnetic resonance: theory and applications of nuclear magnetic resonance (NMR) and electron paramagnetic resonance (EPR) spectroscopy in structural chemistry.  
No formal prerequisite, but knowledge of physical chemistry at the level covered in CHEM 310 or 301 and of basic calculus will be assumed.  
Restriction: CHEM 711
CHEM 720 (15 Points)
Advanced Inorganic Chemistry
The topics covered are chosen from areas of current research in inorganic chemistry, and will include functional supramolecular devices, organometallic and inorganic chemistry, and main group element multiple bonding.
No formal prerequisite, but knowledge of inorganic chemistry at the level covered in CHEM 320 or 302 will be assumed.
Restriction: CHEM 721

CHEM 730 (15 Points)
Modern Methods for the Synthesis of Bioactive Molecules
The use of modern methods for the construction of complex molecules with an emphasis on carbon-carbon bond formation and control of stereochemistry. Principles and practice of synthesis design based on retrosynthetic analysis. Each student will present and discuss a recent synthesis of a complex bioactive organic compound.
No formal prerequisite, but knowledge of organic chemistry at the level covered in CHEM 330 or 303 will be assumed.
Restriction: CHEM 731

CHEM 735 (15 Points)
Advanced Medicinal Chemistry
A selection of topics dealing with aspects of medicinal chemistry, including anticancer agents, metals in medicine, antibacterial and antiviral chemotherapy, contemporary topics in medicinal and/or bio-organic chemistry.

CHEM 738 (15 Points)
Biomolecular Chemistry
Discusses how techniques including NMR spectroscopy, calorimetry, neutron scattering and computational modeling, can characterise the molecular structure, dynamics, and interactions of biological macromolecules. The principles of each technique will be presented and complemented with examples of where these methods have made major advances in understanding important biochemical processes. Accessible to students with a background in chemistry, biology, bioengineering, or physics.

CHEM 740 (15 Points)
Current Topics in Analytical Chemistry
Principles and applications of modern analytical chemistry. Emphasis will be on the solution of problems met by analytical chemists, including a study of the development of instrumentations, and a study of current trends in analytical research.
No formal prerequisite, but knowledge of analytical chemistry at the level covered in CHEM 340 or 304 will be assumed.

CHEM 750 (15 Points)
CHEM 750A (7.5 Points)
CHEM 750B (7.5 Points)
Advanced Topics in Chemistry 1
To complete this course students must enrol in CHEM 750 A and B, or CHEM 750

CHEM 751 (15 Points)
CHEM 751A (7.5 Points)
CHEM 751B (7.5 Points)
Advanced Topics in Chemistry 2
A modular course comprising topics in physical, inorganic, organic and analytical chemistry related to departmental research interests, which will vary from year to year. Students satisfactorily completing three modules will be awarded CHEM 750. Students satisfactorily completing an additional three modules will be awarded CHEM 751.
To complete this course students must enrol in CHEM 751 A and B, or CHEM 751

CHEM 755 (15 Points)
Special Topics in Chemistry 1

CHEM 770 (15 Points)
Advanced Environmental Chemistry
Selected current research topics in environmental chemistry. Topics change from year to year, but may include: chemical impacts of geothermal energy development or mining on the environment, trace metal fingerprinting, naturally occurring metal-adsorbents such as iron oxides, the behaviour of persistent organic contaminants, the chemistry of drinking water treatment and the chemical theory behind the design of environmental monitoring instruments. Includes a half-day field trip.
No formal prerequisite, but knowledge of environmental chemistry at the level covered in CHEM 370 or 307 will be assumed.

CHEM 780 (15 Points)
Advanced Materials Chemistry
A selection of topics on the chemistry of advanced materials, including novel polymeric materials and materials characterisation and analysis.
No formal prerequisite, but knowledge of materials chemistry at the level covered in CHEM 380 or 308 will be assumed.

CHEM 793 (60 Points)
CHEM 793A (30 Points)
CHEM 793B (30 Points)
BSc(Hons) Dissertation in Chemistry
Restriction: CHEM 792
To complete this course students must enrol in CHEM 793 A and B, or CHEM 793

CHEM 795 (15 Points)
Research Methods in Chemistry
A review of the literature and research methods associated with a selected chemistry research topic and an outline of the proposed research and its significance. Students will also be required to present an overview of the proposal in a seminar.
Restriction: CHEM 790

CHEM 796A (60 Points)
CHEM 796B (60 Points)
MSc Thesis in Chemistry
To complete this course students must enrol in CHEM 796 A and B

Computer Science

Stage I

COMPSCI 101 (15 Points)
Principles of Programming
An introduction to computers and computer programming in a high-level language. The role of computers and computer professionals in society is also introduced. The course is intended for students who may wish to advance in Computer Science or in Information Systems and Operations Management.
Restriction: 415.114, 415.115

COMPSCI 105 (15 Points)
Principles of Computer Science
Extends the programming skills of COMPSCI 101, covering more advanced data structures and their
representation and manipulation. Topics include: pointers, dynamic data structures (lists, queues, stacks, trees, hashtables), recursion, sorting and searching.

Prerequisite: COMPSCI 101

COMPSCI 111 (15 Points)

COMPSCI 111G

Mastering Cyberspace: Introduction to Practical Computing

A practical introduction to computing. Topics include: web design, an overview of computer hardware and operating systems, effective use of common applications, using the Internet as a communication medium, applying programming concepts, and social implications of technology.

Stage II

COMPSCI 210 (15 Points)

Computer Systems 1

The low level representation of data and algorithms in the computer. An introduction to computer organisation. The instruction execution model. Assembly language programming. Study of a high-level language and how it is implemented at the machine level. Assembly and disassembly of instructions.

Prerequisite: COMPSCI 101 and 105

Restriction: 415.212

COMPSCI 215 (15 Points)

Computer Systems 2

Interacting with the operating system via a command line interface and use of a scripting language. Hardware support necessary to implement a secure multiuser operating system: user/kernel mode, exceptions and interrupts, virtual memory, context switching, synchronisation, interrupt driven input/output. An introduction to data communications: the OSI reference model, particularly how the lower layers combine to implement sockets.

Recommended preparation: Prior or concurrent enrolment in COMPSCI 210

Prerequisite: COMPSCI 101, 105

COMPSCI 220 (15 Points)

Algorithms and Data Structures


Prerequisite: COMPSCI 101, 105, and 15 points from MATHS 108, 150, 153

COMPSCI 225 (15 Points)

Discrete Structures in Mathematics and Computer Science

An introduction to logic, principles of counting, mathematical induction, recursion, relations and functions, graphs and trees, and algorithms. This course is suited to students who are interested in the foundations of computer science, mathematics and logic.

Prerequisites: 15 points from MATHS 108, 150, 153, COMPSCI 101, PHIL 101

Restriction: MATHS 255

COMPSCI 230 (15 Points)

Software Construction

Students will develop a software application of reasonable complexity through the application of established software development techniques. In doing so, students will demonstrate fundamental skills in object-oriented software development, GUI programming and application-level multithreading. In addition, students will learn established techniques to ensure that their software satisfies quality criteria.

Prerequisite: COMPSCI 101, 105

COMPSCI 280 (15 Points)

Enterprise Software Development

Develop a distributed application using an Enterprise technology. Demonstrate skills in data modelling, manipulating and querying; and accessing a remote database server. Model system requirements and design using established notations, to leverage a component-based Enterprise technology, and to use tools to support their activities. Collaborative work experience through pair programming.

Prerequisite: COMPSCI 101 and 105

Restriction: INFOSYS 280

Stage III

COMPSCI 313 (15 Points)

Computer Organisation

Modern processor architectures. Principles of modern processor design: pipelining; memory hierarchies; I/O and network interfacing; compiler and OS support; embedded processors; performance; multiprocessing.

Prerequisite: COMPSCI 210, 215 (PHYSICS 140 or 243)

Restriction: SOFTENG 363, COMP_SYS 304

COMPSCI 314 (15 Points)

Modern Data Communications

The structure of data communications and networks, including the Internet, covering all levels of the communications architecture. The layered protocol model, data transmission and coding, link-level and local area network protocols, wide-area internetworking, routing, transport and security protocols. Basic application protocols as the foundation for distributed computing.

Prerequisite: COMPSCI 210 and (COMPSCI 215 or INFOSYS 224)

Restriction: SOFTENG 364

COMPSCI 320 (15 Points)

Applied Algorithmics

Fundamental design techniques used for efficient algorithmic problem-solving and software development. Methods that yield algorithms that are both provably correct and efficient. Efficiency of algorithms to provide a basis for deciding which algorithm is best for the job. Limits on the power of computers and the theory of NP-completeness. An introduction to methods whose correctness or performance is not guaranteed.

Prerequisite: COMPSCI 220, 225

COMPSCI 335 (15 Points)

Distributed Objects, Services, and Programming

Programming introduction to distributed services and to browser based applications. Introduction to functional programming for data integration. Specific topics will include simple distributed applications, using message-based, declarative or functional programming methods. Concepts of programming with XML, SOAP and HTTP based mechanisms, and programming for dynamic web content generation.

Prerequisite: COMPSCI 230 and 15 points at Stage II in Computer Science
COMPSCI 340 (15 Points)
Operating Systems
Prerequisite: COMPSCI 215, 230
Restriction: SOFTENG 370

COMPSCI 345 (15 Points)
Human-computer Interaction
Human behaviour and humans’ expectations of computers. Computer interfaces and the interaction between humans and computers. The significance of the user interface, interface design and user-centred design process in software development. Interface usability evaluation methodologies and practice. Includes a group development and evaluation project using current implementation techniques and tools.
Prerequisite: COMPSCI 230 or SOFTENG 206
Restriction: COMPSCI 370, SOFTENG 350

COMPSCI 350 (15 Points)
Mathematical Foundations of Computer Science
The aim of this course is to present mathematical models for programming languages and computation, and derive some theorems regarding what can and cannot be computed. Abstract programming languages (finite automata, context-free grammars, Turing and register machines) are studied. Basic concepts for programming languages, limits on computational power and algorithmic complexity are presented. Church-Turing thesis and quantum computing are briefly and critically discussed.
Prerequisite: COMPSCI 225 and (COMPSCI 220 or PHIL 222)

COMPSCI 351 (15 Points)
Fundamentals of Database Systems
Database principles. Relational model, Relational Algebra, Relational Calculus, SQL, SQL and Programming Languages, Entity Relationship Model, Normalisation, Query Processing and Query Optimisation, ACID Transactions, Transaction Isolation Levels, Database Recovery, Database Security, Databases and XML.
Prerequisite: COMPSCI 220, 225
Restriction: SOFTENG 351

COMPSCI 367 (15 Points)
Artificial Intelligence
The cornerstones of AI: representation, utilisation, and acquisition of knowledge. Taking a real world problem and representing it in a computer so that the computer can do inference. Utilising this knowledge and acquiring new knowledge is done by search which is the main technique behind planning and machine learning.
Prerequisite: COMPSCI 220, 225
Restriction: COMPSCI 365, 366

COMPSCI 369 (15 Points)
Computational Science
Principles of computational science. Computational science is the development and application of computer algorithms and software to solve scientific and engineering problems including probabilistic computer modeling, computer-based statistical inference and computer simulation. Focus is on the analysis of real-world data with emphasis on Computational Biology and Computational Engineering.
Prerequisite: COMPSCI 220 and 15 points from STATS 101–125

COMPSCI 373 (15 Points)
Computer Graphics and Image Processing
Basic geometric processes including transformations; viewing and projection; back projection and ray tracing. Graphics modeling concepts: primitives, surfaces, and scene graphs, lighting and shading, texture mapping, and curve and surface design. Graphics and image processing fundamentals: image definition and representation, perception and colour models, grey level and colour enhancement, neighbourhood operations and filtering. Use of the OpenGL graphics pipeline.
Prerequisite: COMPSCI 210, 230
Restriction: COMPSCI 372, 375

COMPSCI 380 (15 Points)
COMPSCI 380A (7.5 Points)
COMPSCI 380B (7.5 Points)

Undergraduate Project in Computer Science
Each student taking one of these courses will be expected to do an individual practical project under the supervision of a member of staff. Only students with excellent academic records will be allowed to take these courses, and only after a supervisor and topic have been agreed upon by the Head of Department.
Prerequisite: Approval of Head of Department
Restriction: COMPSCI 690
To complete this course students must enrol in COMPSCI 380 A and B, or COMPSCI 380

COMPSCI 390 (15 Points)
Special Topic in Computer Science 1
COMPSCI 391 (15 Points)
Special Topic in Computer Science 2
COMPSCI 392 (15 Points)
Special Topic in Computer Science 3
COMPSCI 393 (15 Points)
Special Topic in Computer Science 4

Diploma Courses
COMPSCI 601 (15 Points)
Special Topic
Prerequisite: Permission of the Head of Department
COMPSCI 602 (15 Points)
Special Topic
Prerequisite: Permission of the Head of Department
COMPSCI 690A (15 Points)
COMPSCI 690B (15 Points)
Graduate Diploma Dissertation (Computer Science)
Restriction: COMPSCI 380
To complete this course students must enrol in COMPSCI 690 A and B

COMPSCI 691A (15 Points)
COMPSCI 691B (15 Points)
PG Diploma Dissertation (Computer Science)
Restriction: COMPSCI 780
To complete this course students must enrol in COMPSCI 691 A and B
COMPSCI 701
Advanced Topic in Computer Science 1
Prerequisite: Departmental approval

COMPSCI 702
Advanced Topic in Computer Science 2
Prerequisite: Departmental approval

COMPSCI 703
Advanced Topic in Computer Science 3
Prerequisite: Departmental approval

COMPSCI 704
Advanced Topic in Computer Science 4
Prerequisite: Departmental approval

COMPSCI 705
Advanced Topic in Computer Science 5
Prerequisite: Departmental approval

COMPSCI 706
Advanced Topic in Computer Science 6
Prerequisite: Departmental approval

COMPSCI 707
Advanced Topic in Computer Science 7
Prerequisite: Departmental approval

COMPSCI 709
Advanced Topic in Computer Science 8
Prerequisite: Departmental approval

COMPSCI 711
Parallel and Distributed Computing
Computer architectures and languages for exploring parallelism, conceptual models of parallelism, principles for programming in a parallel environment, different models to achieve interprocess communication, concurrency control, distributed algorithms and fault tolerance.
Recommended preparation: COMPSCI 335
Prerequisite: Departmental approval

COMPSCI 715
Advanced Computer Graphics
An advanced look at current research issues in computer graphics. Typical topics include: ray-tracing acceleration methods; radiosity; subdivision surfaces; physically-based modelling; animation; image-based lighting and rendering; non-photorealistic rendering; advanced texturing. The precise content may vary from year to year. Consult the department for details.
Recommended preparation: COMPSCI 373 or equivalent, and 15 points at Stage II in Mathematics
Prerequisite: Head of Department approval

COMPSCI 720
Advanced Design and Analysis of Algorithms
Selected advanced topics in design and analysis of algorithms, such as: combinatorial enumeration algorithms; advanced graph algorithms; analytic and probabilistic methods in the analysis of algorithms; randomised algorithms; methods for attacking NP-hard problems.
Recommended preparation: COMPSCI 320
Prerequisite: Departmental approval

COMPSCI 725
System Security
Recommended preparation: 30 points from COMPSCI 313, 314, 320, 335, 340, 351, 702, 734, 742
Prerequisite: Departmental approval

COMPSCI 732
Software Tools and Techniques
An advanced course examining research issues related to tools and techniques for software design and development. Typical topics include: techniques for data mapping and data integration, software architectures for developing software tools, issues in advanced database systems. The precise content may vary from year to year. Consult the department for details.
Recommended preparation: COMPSCI 335
Prerequisite: Departmental approval

COMPSCI 734
Web, Mobile and Enterprise Computing
Examines advanced and emerging software architectures at the confluence of XML, web services, distributed systems, and databases. Includes advanced topics in areas such as: mobile computing, remoting, web services for enterprise integration, workflow orchestrations for the enterprise, peer-to-peer computing, grid computing.
Recommended preparation: COMPSCI 335
Prerequisite: Departmental approval

COMPSCI 742
Advanced Internet: Global Data Communications
The protocols and performance of local area networks. The special requirements of very high speed networks (100 Mb/s and higher). Asynchronous transfer mode (ATM) and its relation to other protocols. The TCP/IP suite.
Recommended preparation: COMPSCI 314
Prerequisite: Departmental approval

COMPSCI 750
Computational Complexity
Definitions of computational models and complexity classes: time complexity (eg. P and NP), space complexity (eg. L and PSPACE), circuit and parallel complexity (NC), polynomial-time hierarchy (PH), interactive complexity (IP), probabilistic complexity (BPP), and fixed-parameter complexity.
Recommended preparation: COMPSCI 320 or 350
Prerequisite: Departmental approval

COMPSCI 760
Data Mining and Machine Learning
An overview of the learning problem and the view of learning by search. Techniques for learning such as: decision tree learning, rule learning, exhaustive learning, Bayesian learning, genetic algorithms, reinforcement learning, neural networks, explanation-based learning and inductive logic programming. Experimental methods necessary for understanding machine learning research.
Recommended preparation: COMPSCI 367
Prerequisite: Departmental approval
COMPSCI 767 (15 Points)
Intelligent Software Agents
An introduction to the design, implementation and use of intelligent software agents (eg, knoebots, softbots etc). Reviews standard artificial intelligence problem-solving paradigms (eg, planning and expert systems) and knowledge representation formalisms (eg, logic and semantic nets). Surveys agent architectures and multi-agent frameworks.
Recommended preparation: COMPSCI 367
Prerequisite: Departmental approval

COMPSCI 773 (15 Points)
Intelligent Vision Systems
Computational methods and techniques for computer vision are applied to real-world problems such as 2/3D face biometrics, autonomous navigation, and vision-guided robotics based on 3D scene description. A particular feature of the course work is the emphasis on complete system design.
Recommended preparation: COMPSCI 373 and 15 points at Stage II in Mathematics
Prerequisite: Departmental approval

COMPSCI 775 (15 Points)
Advanced Multimedia Imaging
Camera calibration, image sequence analysis, computer vision, 3D visualisation, ground truth for image sequence analysis, performance evaluation (noise, accuracy). Applications in vision-based driver assistance, panoramic or 3D visualisation using recorded images, or image and video retrieval.
Recommended preparation: COMPSCI 373 and MATHS 208 or 250
Prerequisite: Departmental approval

COMPSCI 777 (15 Points)
Computer Games Technology
An advanced course looking at some of the computer graphics and artificial intelligence technology involved in computer games. Typical topics are: an introduction to the gaming industry; commercial modelling and animation software; maximising graphics performance, including such techniques as visibility preprocessing, multiple levels of detail, space subdivision, fast collision detection, direct programming of the graphics card; AI for computer games, including decision trees, rule-based systems, path planning, flocking behaviours, intelligent agents; research issues, such as physically-based modelling, terrain generation, computer learning.
Recommended preparation: COMPSCI 373, 367
Prerequisite: Approval of Head of Department

COMPSCI 780 (15 Points)
COMPSCI 780A (7.5 Points)
COMPSCI 780B (7.5 Points)

Postgraduate Project in Computer Science 1
Prerequisite: Departmental approval
Restriction: COMPSCI 691
To complete this course students must enrol in COMPSCI 780 A and B, or COMPSCI 780

COMPSCI 789A (15 Points)
COMPSCI 789B (15 Points)
BSc(Hons) Dissertation
Prerequisite: Approval of Head of Department
To complete this course students must enrol in COMPSCI 789 A and B

COMPSCI 790 (15 Points)
History of Computing and Computers
A survey of the historical context of modern computing and information technology. History of computing and computing devices prior to the computer age. Developments in computing since the introduction of electronic computers. Significant software developments and applications of computers.
Recommended preparation: 60 points from Stage III
Computer Science courses
Prerequisite: Departmental approval

COMPSCI 796A (60 Points)
COMPSCI 796B (60 Points)
MSc Thesis in Computer Science
To complete this course students must enrol in COMPSCI 796 A and B

Ecology

For the list of courses please refer to the Bachelor of Science Schedule. Prescriptions are listed under their respective subject codes.

Electronics and Computing

For the list of courses please refer to the Bachelor of Science Schedule. Prescriptions are listed under their respective subject codes.

Environmental Management

Postgraduate 700 Level Courses

ENVMGT 741 (15 Points)
Social Change for Sustainability
How social change happens and how to improve the uptake of sustainability. Covers the theoretical frameworks that contribute to our understanding of how social change occurs, and their use in the development of sustainability programmes. Includes the methodologies used to gain insight into attitudes, behaviour and values, and their use as a basis for decision-making in environmental management.

ENVMGT 742 (15 Points)
Ecosystem Complexity and Adaptive Management
A review of the evolution in governance and knowledge systems for addressing environmental uncertainty. Learning objectives emphasise the socio-ecological complexity and scientific dilemmas in the determination of performance standards, the management of environmental risk and the assessment of ecosystem services and their capacities.

ENVMGT 743 (15 Points)
Environmental Policy
Debates surrounding environmental policy and governance provide insights into the complexities of environmental management issues. Examples of environmental governance will be considered at global and local scales. The roles of international agencies, nation-states, civil society and corporations in shaping environmental policy and governance are examined.

ENVMGT 744 (15 Points)
Resource Management
A review of advanced principles, concepts and approaches to the sustainable management of natural resources. Case studies emphasise the need for conflict resolution, equitable allocation, and decentralised decision-making to address the social and environmental impacts of resource utilisation.
Restriction: GEOG 751
Environmental Science

Stage I

ENVS 101 (15 Points)
Environment, Science and Management
Key environmental debates are explored to identify the challenges of understanding underlying scientific principles and effective environmental management. Case studies highlight the complexity of environmental problems and the difficult task of integrating science, knowledge and values in their resolution.

Stage II

ENVS 201 (15 Points)
Sustaining our Environment
An examination of environmental effects associated with urban lifestyles. In particular, effects due to everyday activities, e.g. pollution and the consequences of resource exploitation. Sustainable options for mitigation of adverse effects are identified and discussed.

Stage III

ENVS 301 (15 Points)
Environmental Effects and Management
Effective management of the environmental effects of human activities depends upon a sound basis of environmental science. The effects of industrial production and resource usage are used to illustrate the requirements humans place on the environment. A key theme is the use of tools, derived through environmental research, to effect sustainable management of the environment whilst satisfying human needs. The examples used relate to issues of local, national and international significance. Includes tutorials and a field trip.

Modelling Environmental Systems
An introduction to how models are used in the study and management of environmental impacts in a range of natural environments (e.g. terrestrial, fluvial, atmospheric, subterranean, coastal). Developing skills in designing and critically assessing ecological, geochemical, chemical, physical and numerical models of the environment. Includes computer laboratories and tutorials.

Assessing Environmental Effects
A focus on the interdisciplinary, scientific assessment of environmental activities within the New Zealand
context. Methodologies used in the assessment, monitoring and regulation of environmental effects, trends and risks will be critically assessed. Aspects of the RMA, including consenting procedures and the role of public and professional participants in the process, will be discussed.

ENVSCI 713 (15 Points)
Air Quality and Atmospheric Processes
Monitoring, modelling and management will be considered with emphasis on air quality standards and guidelines and applications of science and technology to indoor and outdoor air pollution prevention, mitigation and remediation. Case studies and practical work will link the theoretical and practical aspects of air quality science.

ENVSCI 714 (15 Points)
Water Quality Science
Water contaminants, monitoring techniques and modelling systems for impact prediction and assessment of effects for both point and non-point sources. Application of science and technology to water pollution prevention, mitigation and remediation. Case studies and practical work (laboratory and field methods).

ENVSCI 716 (15 Points)
Aquatic Ecological Assessment
Application of science to freshwater ecological assessment, management and restoration. Assessment techniques and interpretation of risks associated with natural and anthropogenic disturbance of aquatic ecosystems. Monitoring and reporting of condition and health of aquatic environments. Relevant policy, strategic and legislative frameworks, and national and regional perspectives on applied freshwater management. Course includes case studies and practical work (incl. field trip).

ENVSCI 733 (15 Points)
Biodiversity Management and Conservation
The management of species, ecosystems and conservation areas, including potential synergies and conflicts between different uses. Bio-security and the management of invasive species in a conservation context. Biodiversity management and conservation in terrestrial and aquatic habitats. National and international mechanisms for the sustainable management of natural resources.

ENVSCI 734 (15 Points)
Landscape and Restoration Ecology
The integration of ecological principles and ecological services at the landscape level for both management and restoration. Topics include: the ecology of fragmented ecosystems such as demography, metapopulation issues, ecological genetics, biota-physical environment interactions, the consequences and techniques for restoration of damaged ecosystems and mitigation of the effects of development. Emphasis will be on sustainable solutions including biophysical, legal, social, cultural and economic considerations.

ENVSCI 737 (15 Points)
Applied Terrestrial Ecology
The dynamics of change in terrestrial ecosystems with a focus on forest and wetland environments. The effects of factors such as climate change and fire in New Zealand’s terrestrial ecosystems will be considered. Students will be introduced to modern methods for vegetation assessment and monitoring, including multivariate statistical methods. Students are required to participate in a residential field course as this is a major component of ENVSCI 737.

ENVSCI 738 (15 Points)
Water and Society
The effects of modern lifestyles on water resources are explored to develop ideas for sustainable infrastructure in future settlements. The importance of human behaviour in water system function is examined, along with the mechanisms used to influence those behaviours.

ENVSCI 796A (60 Points)
ENVSCI 796B (60 Points)
MSc Thesis in Environmental Science
To complete this course students must enrol in ENVSCI 796 A and B

Exercise Rehabilitation
For the list of courses please refer to the Master of Science and Postgraduate Diploma in Science Schedules. Prescriptions are listed under their respective subject codes.

Food Science

Stage II

FOODSCI 201 (15 Points)
Foundations of Food Science
The aim of this course is to give the student a general appreciation of the composition and structure of food. Material covered includes the molecular structure of the major food components and how they are altered by processing and preservation. Common foods will be studied in order to understand the complex relationships between food molecules and the physical structure of foods. Topical issues such as genetically modified foods and antioxidants will be included.

Prerequisite: At least 30 points from BIOSCI 101, 102, 106, 107, CHEM 110, 120, MEDSCI 142, PHYSICS 160, PSYCH 109

Stage III

FOODSCI 301 (15 Points)
Food Quality Attributes
Attributes that make food attractive, such as colour, flavour, and texture, and how they alter during processing are studied. Texture measurement and methods of studying food structure will be discussed. Lectures will be given on non-destructive testing of food.

Recommended preparation: BIOSCI 203 and 204

Prerequisite: FOODSCI 201

FOODSCI 302 (15 Points)
Food Preservation
The fundamental principles of freezing and thawing, thermal processing and canning, fermentation and dehydration are studied. Consideration is also given to emerging technologies, with an eye to methods of most interest to New Zealand food industries. An overview of the major causes of food degradation, from microbiological to chemical, is presented. Methods of shelf-life testing are introduced with an emphasis on
Food Safety
An understanding of the changing regulations that apply to the New Zealand food industry is of paramount importance. Pathogen awareness and control from an industry perspective are examined. HACCP and risk management plans will be generated.

Prerequisite: Permission of Programme Director

Food Science
Chemical, biological and physical aspects of foods. The decomposition of food due to lipid oxidation. Integrated study of selected basic foods.

Prerequisite: Permission of Programme Director
Restriction: 426.701

Advanced Food Science

Prerequisite: Permission of Programme Director
Restriction: 426.701

Selected Topics in Food Science and Technology
Modules will be organised by the staff and invited lecturers. Topics offered will usually be based on the specialist interests of the lecturers, although controversial issues may be included (for example, genetically modified food, irradiated food). Students may be required to participate actively by contributing seminars. Topics may vary from year to year.

To complete this course students must enrol in FOODSCI 709 A and B, or FOODSCI 709

Industrial Internship
The industrial internship is an opportunity for students to experience the food industry at first hand. While the placement would normally be in New Zealand, overseas internships are possible. The student will work in the food organisation on a defined project under the supervision of a suitably qualified person. A detailed written report on the assignment must be submitted.

FOODSCI 788 (60 Points)

BSc(Hons) Dissertation in Food Science
A research proposal will be prepared on the dissertation topic. Students will be required to present an overview of the proposal in a seminar. Students will participate in the critical analysis of scientific papers. The student will carry out an original piece of research. The results will be presented and discussed in a dissertation. A seminar on the research will be given.

Restriction: FOODSCI 789
To complete this course students must enrol in FOODSCI 788 A and B, or FOODSCI 788

MSC Thesis in Food Science
Prerequisite: Permission of Programme Director
To complete this course student must enrol in FOODSCI 796 A and B

Forensic Science

Postgraduate 700 Level Courses

FORENSIC 701 (15 Points)
Fundamental Concepts in Forensic Science
Ethics and quality assurance in forensic science.
Principles of criminal law, principles of evidence and procedure, expert evidence, interpretation of scientific evidence, probability and statistics. Forensic pathology, psychology and psychiatry.

**Prerequisite:** Permission of Programme Director

**FORENSIC 702**

**Introduction to Forensic Science**

Forensic biology, documents, fingerprints, physical evidence, toolmarks, fire examination, explosives, hairs and fibres, drugs, toxicology, alcohol (including blood and breath alcohol), crime scene examination, firearms identification.

**Prerequisite:** Permission of Programme Director

**FORENSIC 703**

**Statistics and Molecular Biology for Forensic Science**

Statistics: data summarisation and reduction, laws of probability, conditional probability, likelihood ratios and Bayes theorem. Interpretation of statistical results. Forensic biology: basic principles of population genetics, genomic structure, conventional blood grouping, DNA profiling: structure, enzymology and basic chemistry of nucleic acids, PCR and microsatellites, interpretation of DNA profiles, developing forensic DNA technologies.

**Prerequisite:** Permission of Programme Director

**FORENSIC 704**

**Techniques and Applications for Forensic Science**

Analytical techniques: GC, HPLC, GC-MS chromatography, IR and UV spectroscopy. Applications: toxicology, illicit drugs, sports drugs, racing chemistry. Physical and trace evidence.

**Prerequisite:** Permission of Programme Director

**FORENSIC 706**

**Environmental Forensic Science**

Concepts of environmental science. Environmental monitoring and spill analysis, environmental legislation, criminal and environmental law. Case studies and practical work.

**Prerequisite:** Permission of Programme Director

**FORENSIC 707**

**Environmental Forensic Science**

A research essay on an aspect of forensic science.

**Prerequisite:** Permission of Programme Director

**FORENSIC 707A**

**FORENSIC 707B**

**Project in Forensic Science**

A research essay on an aspect of forensic science.

**Restriction:** FORENSIC 705

**To complete this course students must enrol in FORENSIC 707 A and B, or FORENSIC 707**

**FORENSIC 796A**

**FORENSIC 796B**

**MSc Thesis in Forensic Science**

**Prerequisite:** Permission of Programme Director

**To complete this course students must enrol in FORENSIC 796 A and B**

**Note:** The Forensic Science MSc thesis research courses are mounted with the assistance of the Institute of Environmental Science and Research Ltd (ESR) and ESR facilities and databases will be used for some research. As ESR facilities and databases are relied on in Court proceedings, appropriate steps must be taken to ensure the integrity of ESR’s analyses. This means students wishing to use ESR laboratory facilities as part of the MSc programme will be subject to the same type of access requirements as ESR employees. This includes a security clearance (essentially: a check of any convictions recorded against you) and a drug test prior to being given access to ESR resources. Students will normally be required to provide a DNA sample to ensure that any allegations of cross-contamination of a DNA sample can be properly investigated. The DNA profile will be retained by ESR. All other information will be returned to the students at the completion of their studies. Students who would like further details of these conditions should contact the Programme Director.

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**Geography**

**Foundation Courses**

**GEOG 91F**

**Foundation Geography 1**

Introduces population and development themes, including global and regional patterns of population growth, overpopulation, migration, urbanisation, city planning issues, uneven patterns of economic growth and human well-being, and sustainable development.

**Restriction:** GEOG 91W

**GEOG 92F**

**Foundation Geography 2**

Focuses on the relationship between humans and the environment, emphasising long-term trends in resource use, human impacts in the environment, sustainable resource management and environmental hazards.

**Restriction:** GEOG 92W

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**Stage I**

**GEOG 101**

**Geography of the Natural Environment**

Examines the interrelationships between various components of the natural environment and includes: climate, hydrology, coastal and fluvial geomorphology, and biogeography using environmental processes as an integrating theme. Topics include: the atmospheric and hydrological systems, channel processes and stream patterns, physical forces shaping the coast, glacial processes and environmental change.

**Restriction:** GEOG 151

**GEOG 102**

**Geography of the Human Environment**

Examines the relationships among personal geographies and global geographies of uneven development, economic, environmental and socio-cultural change. Using a variety of examples from New Zealand and the world we illustrate the connection between local places and global issues.

**Restriction:** GEOG 152

**GEOG 103**

**GEOG 103G**

**Digital Worlds**

Introduction to space-modifying technologies such as GIS, transport and communications, and their historical significance. Practical exposure to current digital technologies through laboratories, texting and web interaction and an introduction to the social impact of the technologies through media such as cyberspace, cellular phones and location based systems. Critical perspectives on new technologies and space, and the representation of such technologies in popular and academic writing.

**GEOG 104**

**GEOG 104G**

**Cities and Urbanism**

What makes a great city? This course explores
‘urbanism’ in both historical and contemporary cities to determine the essence of urbanity and the way that citizens (and visitors) experience city life. The dynamics and character of cities are considered in terms of their built environment, economic systems, population, human and cultural diversity and planning policies and practices.

GEOG 105 (15 Points)
Natural Hazards in New Zealand
New Zealanders are exposed to extreme natural events and processes including earthquakes, volcanic eruptions, weather bombs, storm surge, tsunami, flooding and erosion. The physical context for each hazard is provided, drawing on the disciplines of geology, geomorphology and climatology. The frequency and magnitude of natural hazards for New Zealand are considered using different sources. Impacts on modern society are discussed using case studies and scenario modelling.
Restriction: GEOLOGY 110

Stage II
Note: Students majoring in Geography should note the regulations for the Geography major; in particular, they must complete GEOG 250.

GEOG 201 (15 Points)
Processes in the Natural Environment
Selected topics in climatology, hydrology, biogeography, and geomorphology. The course focuses on near-surface processes in the physical environment, explored using a range of conceptual approaches and research methods.
Restriction: GEOG 251

GEOG 202 (15 Points)
Geography of Social and Economic Change
A critical examination of geographic processes and consequences in contemporary society. Topics are selected from the instructors’ research interests, which include: the transformation of urban places and spaces; the forms and location of industries and retailing; social geographies of the city; New Zealand’s linkages with the global economy and society; urban historical geographies; and demographic and social changes in New Zealand and the Pacific region. The course is developed around the core themes of production, consumption and identity as important focuses for the examination of society.
Restriction: GEOG 252

GEOG 205 (15 Points)
Environmental Processes and Management
Provides a foundation for understanding the complex mix of human and physical factors that must be considered by those involved in environmental management. Key concepts are introduced, and a variety of contemporary case studies explored to illustrate how decisions are made in practice.
Restriction: GEOG 255

GEOG 207 (15 Points)
Field Studies in Environment and Community
Connections between environment and community in New Zealand are explored on the ground through consideration of topics from among the following themes: biodiversity and vegetation change; land transformation; heritage values; environmental management; Māori resource management; coastal and fluvial geomorphology; regional economics; community development and planning; tourism development; and government policy. The course involves a one week field trip.

GEOG 210 (15 Points)
Introduction to GIS and Spatial Thinking
An introduction to the conceptual base of Geographic Information Science, the practical use of geo-spatial data and various societal issues related to the use of Remote Sensing and Geographic Information Systems. The course exercises cover a range of application of GIS for analysis and display of spatial data, focusing on non-programmable solutions.
Restriction: GEOG 208, 318

GEOG 250 (15 Points)
Geographical Research in Practice
A critical exploration of the research experience in geography. Case studies and field work demonstrate approaches to understanding the complex interactions of social and environmental processes. Students will develop practical skills in problem identification, research methodologies, ethics and analytical practices.
GEOG 315 (15 Points)
Research Design and Methods in Human Geography
A lecture, practical and field course, the focus of which is a residential field section during the mid-semester study break. The course provides students with experience in designing and executing a research project. It is designed both to prepare students for the increasing number of jobs that require these research skills and as an introduction to research for those proceeding to higher degrees.

GEOG 317 (15 Points)
Remote Sensing and GIS for Physical Environments
Further develops key concepts of geographic information science in earth and environmental sciences including physical geography. Covers techniques for describing the physical environment, ways of analysing and visualising the environment, particularly raster-based surface models, and spatial analysis of surface models. Also develops concepts and theories of remote sensing from space, aerial photography, and image analysis, emphasising the proper use of remotely sensed material.

GEOG 318 (15 Points)
GIS for Human Environments
Further develops key concepts of geographic information science as applied to human activity including retailing, population and health, crime analysis, tourism, consumer behaviour, and planning. Covers techniques for describing human artefacts and activities, ways of analysing and visualising activity in space, spatial analysis of census data, consumption, individual accessibility and activities in time, monitoring devices including remote imagery, locational technology, and privacy.

No formal prerequisite but an understanding of GEOG 210 is assumed.
Restriction: GEOG 208

GEOG 319 (15 Points)
GIS Project
This course builds on materials in GEOG 317 and/or GEOG 318 by providing an opportunity for students to pursue a topic of choice through an individual project. Project topics are developed by students in conjunction with the instructors, and input and ideas from other courses is encouraged.

GEOG 320 (15 Points)
Resources and Environmental Management
Examines the development and conservation of the environment in its use as a resource base, with particular reference to the way in which institutional structures in society determine provision and allocation. Attention is balanced between international experience and the policy framework in New Zealand. The course provides an understanding of key concepts, practices and methods.

GEOG 322 (15 Points)
Culture and Environment in East Asia
This course takes a topical and regional approach to the geography of East Asia. The unity and diversity of East Asia, environment and cultural development, industrialisation and urbanisation, population problems and environmental management are emphasised.

GEOG 330 (15 Points)
Research Methods in Physical Geography
Research design and associated research methods from the component fields of physical geography. A residential field trip forms a focus for the course. On this trip, students will work under supervision in small groups and apply selected research methods and techniques to a research project. Fieldwork will be followed by the development and presentation of the research project.

GEOG 331 (15 Points)
Hydrology and Fluvial Geomorphology
An integrated study of hydrological and fluvial processes in a river basin context. Content includes: examination of the water balance, run-off generating processes and river hydrology, integrated with investigation of sediment sources and transport and resulting deposits. Scientific principles are applied to selected practical problems.

GEOG 332 (15 Points)
Climate and Environment
An exploration of the nature of atmospheric processes that affect our climatic environment with a focus on applications and contemporary issues.

GEOG 333 (15 Points)
Special Topic: Field-focused Research in Earth System Science
Prerequisite: Permission of the School Director
Restriction: GEOG 204, 315, 330

GEOG 334 (15 Points)
Environmental Change
An exploration of the nature and causes of change in selected aspects of the physical environment. A core element of the course is the examination of methods used to reconstruct and date the past, using examples from climatology, biogeography, and geomorphology. Emphasis is on natural environmental change of the past, but human-environment interactions also feature.

GEOG 351 (15 Points)
Coastal and Marine Geography
An investigation of natural processes and mechanisms operating at a range of scales in coastal and marine environments, with an emphasis on estuaries and open coast sandy beaches. This provides the basis for discussion of applications in modelling and resource management.

GEOG 352 (15 Points)
Landscape, Environment and Heritage
The historical and cultural processes of environmental transformation, landscape and heritage making and representation are examined. Attention is directed to theories of and approaches to landscape and environment including Māori ideas of human-environment relations. The course explores how ideas about environment and landscape shape places.

Diploma Courses

GEOG 690 (30 Points)
GEOG 690A (15 Points)
GEOG 690B (15 Points)
Graduate Diploma Dissertation (Geography)
To complete this course students must enrol in GEOG 690 A and B, or GEOG 690

Postgraduate 700 Level Courses

GEOG 711 (15 Points)
Emerging Economic Spaces
Examines globalising economic processes, localising forces, and the practices of economic actors in the
production of emerging economic spaces. The course considers contemporary analytical and conceptual debates, including global value chains, geographic imaginaries, new economies, and diverse economies. Restriction: GEOG 724

GEOG 712 (15 Points)
Land, Place and Culture
Contemporary geographic perspectives on society and culture, focusing on a review of traditional and new cultural geographic approaches to the constructions of place and environment, ethnicity, gender and identity.

GEOG 714 (15 Points)
Population, Mobilities and Health
An exploration of the changing nature of human populations, the dynamics of human mobilities, the determinants of health status and evolving modes of healthcare provision. Restriction: GEOG 725, 726

GEOG 715 (15 Points)
Development and New Regional Geographies
‘Development’ is place-dependent and takes place at a range of scales. This course considers economic, socio-cultural, geopolitical and environmental transformations of nations, regions, communities, and emerging or post-foundational political spaces focussing on examples from Pacific, Asia and New Zealand. Restriction: GEOG 721

GEOG 717 (15 Points)
Contemporary Issues in Human Geography
A critical review of selected issues and debates in contemporary human geography.

GEOG 732 (15 Points)
Quaternary Environmental Change
The use and interpretation of the output of a range of paleoclimate reconstruction tools including dendroclimatology, palynology and environmental isotopes with a focus on New Zealand archives of past environments. The dating tools used to constrain and help explain the timing of the events interpreted from the paleoclimate data will also be considered.

GEOG 738 (15 Points)
Future Food and Biological Economies
Investigates contemporary understandings, issues and strategies relating to the development of biological economies and food networks in the context of the globalising food economy. Addresses transformations in agro-food complexes and questions of nature-society relationships to do with ‘sustainable’ and ‘resilient’ food production and consumption.

GEOG 739 (15 Points)
Research Topics in Geography
Directed research on an approved topic or topics. Prerequisite: Approval of the Programme Coordinator

GEOG 745 (15 Points)
Hydrogeomorphology and River Restoration
Catchment-scale perspectives are used to analyse spatial and temporal variability in river forms and processes. River responses to human disturbance are placed in a longer-term evolutionary context. Prospective ‘river futures’ are appraised, linking principles from geomorphology and hydrology to provide a physical platform with which to frame management applications (especially river rehabilitation options).

GEOG 746 (15 Points)
Dynamic Coasts
An advanced study of the driving mechanisms and associated processes that shape coastlines. Uses and explores the morphodynamic concept as an integrating theme. Lecture topics examine wave hydraulics; surfzone circulation; fluid-sediment interactions and larger scale morphodynamics. Using sandy beach systems as the starting point, the dynamics of other coastal settings (eg. gravel beaches, estuaries, coral reefs) are considered to examine approaches to model coastal behaviour.

GEOG 748 (15 Points)
Fragile Coasts, Vulnerable Communities
Coastal communities are commonly perceived to be threatened by coastal change. Evaluate management responses. Case studies: highlight any geographic variation in local-scale vulnerability; critically evaluating methods that assess physical and social vulnerability; and demonstrating the importance of understanding these factors in coastal management decision-making.

GEOG 749 (15 Points)
Climate and Society
An examination of inter-relationships between climate and society. The sensitivity of selected biophysical and human activity systems to climate will be investigated and the actual and potential impacts of climatic variability and change investigated. Impact themes will vary from year to year, but are likely to be drawn from hydrology and water resources, agriculture, human health, ecosystems, and energy.

GEOG 759 (15 Points)
Research Topics in Geography
Directed research on an approved topic or topics. Prerequisite: Approval of the Programme Coordinator

GEOG 760 (15 Points)
Special Topic in Geography

GEOG 771 (15 Points)
Spatial Analysis and Geocomputation
Approaches and challenges to analysing spatial data. Specific techniques covered will include measures of spatial autocorrelation, geographical regression, point pattern analysis, interpolation, overlay analysis, and an introduction to some of the newer geocomputation methods such as neural networks and cellular automata. Students will conduct a significant analysis task as part of this course.

GEOG 772 (15 Points)
Sensing Technology and Data Analysis
Acquisition of airborne imagery, very high resolution satellite imagery, ground penetrating radar data, and LiDAR data. Geospatial data referencing, geometric and thematic accuracy of geospatial data, image classification and accuracy assessment, multitemporal data analysis, integrated processing of images using GPS and GIS data.

GEOG 773 (15 Points)
Visualisation and Cartography
Introduction to field of cartography, drawing contrasts with new approaches to geovisualisation facilitated by information visualisation and statistical graphics. Human perceptual and cognitive systems as related to visual displays. Principles of sound perceptual and cognitive map design. Planning, creation and delivery of cartographic and visualisation-based projects. Review

For further information please refer to the note on page 349.
of emerging and future trends in this fast-changing field.

GEOG 779 (15 Points)
Programming, GIS Customisation and Web-mapping
Spatial databases, spatial data structures and algorithms and converting and handling spatial data. Introduction to programming (in Python). Principles of object- and component-oriented architectures including details relating to ArcGIS as an example. Open source and open standards, web-mapping as a case-study.

GEOG 789 (30 Points)
GEOG 789A (15 Points)
GEOG 789B (15 Points)
Honours Dissertation in Geography
To complete this course students must enrol in GEOG 789 A and B, or GEOG 789

GEOLOGY (15 Points)
Introduction to Planet Earth
The principles of processes that occur in Earth’s interior and in neighbouring space, formation of the Earth, plate tectonics, volcanoes, the formation of rocks, mineral and energy resources, and comparison with other planets.
Restriction: GEOLOGY 101, 102

GEOLOGY 104 (15 Points)
Introduction to Earth’s History
The principles of processes that occur on Earth’s surface, and the history of Earth and life. Topics include evolution, extinctions, geologic mapping, sediment transport and deposition, landscape evolution, and ice ages.
Restriction: GEOLOGY 101, 102

Stage II

GEOLOGY 201 (15 Points)
Introduction to Field Geology
An introduction to basic techniques of geological field work and mapping. Focuses on the compulsory seven days of field work during which each student will be required to produce a geological map and supporting field records, rocks, fossils and a brief report based on a field mapping exercise. Field trip: refer to School for details.
Prerequisite: 30 points from GEOLOGY 101, 102, 103, 104 or 110

GEOLOGY 202 (15 Points)
Earth History
Explores the geologic and biologic development of Earth from its inhospitable beginnings 4.5 billion years ago to the dynamic planet we inhabit today. Key geologic techniques essential for anyone considering a career in geology are developed, including sedimentology, sequence stratigraphy, biostratigraphy, paleontology and paleoecology.
Prerequisite: 15 points from GEOLOGY 101 or 104

GEOLOGY 203 (15 Points)
Earth Materials
Principles of crystallography, optical mineralogy, identification of minerals in thin section, classification of rocks, interpreting rock textures, rock forming processes.
Prerequisite: 15 points from GEOLOGY 101 or 103

GEOLOGY 204 (15 Points)
Earth Structure
Methods of structural geology, analysing sequences of deformation, introduction to applied geophysics, geophysics of plate boundaries and lithosphere.
Prerequisite: 15 points from GEOLOGY 101 or 104

GEOLOGY 205 (15 Points)
New Zealand: Half a Billion Years on the Edge
Take a 500 million year journey through time following the geologic and biologic development of New Zealand from humble beginnings on the edge of the ancient supercontinent Gondwana to the present day geologically dynamic land mass beset by volcanic eruptions, earthquakes and massive erosion as a consequence of being located on the edge of the Earth’s largest tectonic plate.
Prerequisite: Any 75 points

Stage III

GEOLOGY 301 (15 Points)
Advanced Field Geology
Introduction to photogeology and advanced field techniques. Students will be required to undertake a variety of field studies and produce field reports and geological maps of selected areas.
Prerequisite: GEOLOGY 201 and 30 points from GEOLOGY 202–204

GEOLOGY 302 (15 Points)
Geochemistry and Hydrogeology
Geochemical tools used to solve problems in earth sciences. Principles of hydrogeology are used to examine major challenges facing society. Laboratories include problem sets, alteration petrology and hydrogeology.
Prerequisite: GEOLOGY 201, 203

GEOLOGY 303 (15 Points)
Paleoenvironments and Paleoecology
Investigation and interpretation of past environments, illustrated with case studies from the fossil record and Quaternary sediments. Examination of the high-resolution records of Quaternary environments, as well as the dynamic signatures of evolution, paleobiology and paleoecology.
Prerequisite: Any 30 points at Stage II in Geology, Geography or Biological Sciences

GEOLOGY 304 (15 Points)
Magma, Metamorphism and Volcanism
Magma systems and processes, metamorphic reactions and processes and their role in the evolution of the crust.
Prerequisite: GEOLOGY 203

GEOLOGY 305 (15 Points)
Tectonics and Crustal Evolution
Global mass balances, tectonics, basin analysis, rock associations and plate tectonics. Geochemical evolution of the lithosphere through geologic time.
Prerequisite: GEOLOGY 204
Restriction: 435.311
GEOLOGY 340 (15 Points)
Earth Resources
An introduction to the recognition of geological settings, use and assessment of fossil fuel, metallic and industrial mineral deposits. Environmental impact of resource extraction and use. Each student will be required to attend a one-day field class, usually arranged at a weekend during the semester.
Prerequisite: GEOLOGY 301

GEOLOGY 361 (15 Points)
Applied Geophysics
Geophysical techniques and their application to geological investigations, including the design and execution of field surveys, critical assessment of data, data processing, computer modelling and interpretation. Each student will be required to attend a total of three days of field classes, arranged during the mid-semester break and a weekend during the semester.
Prerequisite: 15 points from GEOLOGY 204, PHYSICS 230

GEOLOGY 372 (15 Points)
Case Histories in Engineering Geology
The geology of dams, canals, tunnels, roads, viaducts, waste management and land development. Geotechnical hazards, seismotectonic hazard evaluation, photogeology, core logging and outcrop mapping. Site investigation methods. Each student will be required to attend two one-day field classes, usually arranged at weekends during the semester.
Prerequisite: Either CIVIL 220 or GEOLOGY 201

GEOLOGY 381 (15 Points)
Topics in Geology 1
Prerequisite: Permission of the School Director
Restriction: GEOLOGY 302, 303, 304, 305

GEOLOGY 382 (15 Points)
Special Topic: Field-focused Research in Geology
Prerequisite: Permission of the School Director

Diploma Courses

GEOLOGY 681 (15 Points)
Special Topic 1

GEOLOGY 682 (15 Points)
Special Topic 2

GEOLOGY 690 (30 Points)

GEOLOGY 690A (15 Points)

GEOLOGY 690B (15 Points)

Graduate Diploma Dissertation (Geology)
To complete this course students must enrol in GEOLOGY 690 A and B, or GEOLOGY 690

Postgraduate 700 Level Courses

GEOLOGY 701 (15 Points)
Engineering Geological Mapping
A field-based course which provides hands-on experience in outcrop mapping, geomorphic mapping, and simple field testing of rocks and soils for geotechnical purposes.
Prerequisite: GEOLOGY 372

GEOLOGY 703 (15 Points)
Geothermal Geology
Geothermal systems are dynamic and of vital significance to national energy requirements. The course overviews the geologic, hydrologic, and geochemical features of geothermal systems with emphasis on those occurring in New Zealand. Topics include the geologic setting of geothermal fields, exploration, heat and mass transfer, fluid compositions and boiling and mixing, geology of reservoirs, fluid/mineral equilibria, alteration, and reservoir geothermometry.

GEOLOGY 704 (15 Points)
Special Topic

GEOLOGY 705 (15 Points)
Geohazards
Introduction to contemporary methods used to identify and assess natural hazards, techniques used for the probabilistic forecasting, spatial representation and communication of hazards. How the relationship between hazard information, risk mitigation and emergency management is addressed. There will be a strong focus on the use of case studies.

GEOLOGY 706 (30 Points)
Special Topic

GEOLOGY 707 (30 Points)
Research Topics in Geology
Admission to research project by approval of Programme Coordinator.

GEOLOGY 713 (15 Points)
Tectonic Geomorphology
New Zealand is an ideal location in which to investigate the interplay between tectonics and geomorphic processes. This will be demonstrated by combining relevant case studies and field practice whereby students will develop skills in report writing and handling of some of the data, literature and tools necessary to conduct field research in active tectonics and landform generation.
Restriction: GEOG 743, GEOLOGY 712, 773

GEOLOGY 721 (15 Points)
Past Life and Ancient Environments
Palentological data are used in hydrocarbon exploration, resource assessment, sequence stratigraphy, sedimentary basin analysis, dating/correlation of rocks, and evaluation of global biodiversity, paleobiogeography, and life’s evolution. This course examines fossils as research tools to decipher past biology, events and environments (Archean to Quaternary in age).

GEOLOGY 741 (15 Points)
Mineral Deposit Geochemistry
Advanced teaching in geochemistry that relates to mineral deposits, and examines case histories of ore deposits, to allow critical assessment of recent advances in research that underpins understanding of ore deposits.
Prerequisite: GEOLOGY 302
Restriction: GEOLOGY 742

GEOLOGY 752 (15 Points)
Understanding Volcanic Systems
Understanding how and why volcanoes erupt from magma processes in mantle to eruption at the surface. All tectonic settings and explosive and effusive processes are examined. Volcanic hazards and resource exploration in volcanic terrain is also covered.
Restriction: GEOLOGY 751

GEOLOGY 754 (15 Points)
Pure and Applied Sedimentology
An integrated account of aspects of advanced sedimentology from sediment source to sink. Critical examination of recent and ongoing, pure and
applied research into the dynamics of sedimentary environments and their recognition in the ancient record.

GEOLOGY 771 (15 Points)
Engineering Geology
Geology applied to engineering investigation, design and construction and to land evaluation. Contemporary practice in engineering geology. Attendance is expected at relevant Geotechnical Society meetings and seminars.
No formal prerequisite, but knowledge of engineering geology and practical methods at the level of GEOLOGY 372 will be assumed.

GEOLOGY 772 (15 Points)
Hydrogeology
Examination of groundwater processes, use and management.

GEOLOGY 789 (30 Points)
GEOLOGY 789A (15 Points)
GEOLOGY 789B (15 Points)
BSc(Hons) Dissertation in Geology
To complete this course students must enrol in GEOLOGY 789 A and B, or GEOLOGY 789

GEOLOGY 795A (60 Points)
GEOLOGY 795B (60 Points)
MSc Thesis in Applied Geology
To complete this course students must enrol in GEOLOGY 795 A and B

Geophysics

Stage III

GEOPHYS 330 (15 Points)
Physics of the Earth
Discussion of the physics of the solid earth includes: the gravitational field, the rotation and figure of the earth, seismology and the internal structure of the earth, the earth’s internal heat, the geomagnetic field, paleomagnetism and geodynamics. The applied geophysics section covers the theoretical basis of geophysical exploration techniques, including seismic methods.
No formal prerequisite, but it will be assumed that students have passed either (PHYSICS 213, 231 and 15 points in Geology) or (GEOLOGY 204, MATHS 108 or 150, and 15 points in Physics)

GEOPHYS 331 (15 Points)
Physics of the Atmosphere and Ocean
The application of fluid dynamics to the motion of the atmosphere and oceans. Marine topics include: ocean structure, oceanic circulation, underwater acoustics, tides and waves. Atmospheric topics include: boundary layer meteorology and the microphysics of clouds and precipitation. A weekend field trip is a component of the course.
Prerequisite: PHYSICS 211 or MATHS 253, and PHYSICS 231. PHYSICS 213 is recommended preparation
Restriction: GEOPHYS 332, 333

Diploma Courses

GEOPHYS 690 (30 Points)
GEOPHYS 690A (15 Points)
GEOPHYS 690B (15 Points)
Graduate Diploma Dissertation in Geophysics
To complete this course students must enrol in GEOPHYS 690 A and B, or GEOPHYS 690

GEOPHYS 691 (30 Points)
GEOPHYS 691A (15 Points)
GEOPHYS 691B (15 Points)
PG Diploma Dissertation in Geophysics
To complete this course students must enrol in GEOPHYS 691 A and B, or GEOPHYS 691

Postgraduate 700 Level Courses

GEOPHYS 761 (15 Points)
Advanced Applied Geophysics 1
The theory and practice of seismic and ground-penetrating radar methods. Topics include: basic theory, theory of methods, data acquisition, data processing, and interpretation. Students are required to select four of the five topics.
Prerequisite: GEOLOGY 361 and GEOPHYS 330
Restriction: GEOPHYS 763

GEOPHYS 762 (15 Points)
Advanced Applied Geophysics 2
The theory and practice of potential field, electrical and electro-magnetic methods. Topics include: basic theory, theory of methods, data acquisition, data processing and interpretation of gravity and magnetic data and of electrical data. Students are required to select four of the five topics.
Prerequisite: GEOLOGY 361 and GEOPHYS 330
Restriction: GEOPHYS 763

GEOPHYS 763 (15 Points)
GEOPHYS 763A (7.5 Points)
GEOPHYS 763B (7.5 Points)
Advanced Applied Geophysics 3
A selection of four of the topics in GEOPHYS 761 and 762. Either the physical principles of applied geophysical methods, or the practice of applied geophysical methods, including data acquisition, data processing, and interpretation.
Prerequisite: Either 15 points in Stage III Physics or Geophysics, or GEOLOGY 361
Restriction: GEOPHYS 761, 762
To complete this course students must enrol in GEOPHYS 763 A and B, or GEOPHYS 763

GEOPHYS 780 (15 Points)
Special Topic in Geophysics

GEOPHYS 789 (30 Points)
GEOPHYS 789A (15 Points)
GEOPHYS 789B (15 Points)
BSc(Hons) Dissertation
To complete this course students must enrol in GEOPHYS 789 A and B, or GEOPHYS 789

GEOPHYS 796A (60 Points)
GEOPHYS 796B (60 Points)
MSc Thesis in Geophysics
To complete this course students must enrol in GEOPHYS 796 A and B
Industrial Mathematics

For the list of courses please refer to the Bachelor of Science Schedule. Prescriptions are listed under their respective subject codes.

Information Technology

For the list of courses please refer to the Bachelor of Technology Schedule. Prescriptions are listed under their respective subject codes.

Marine Science

Stage II

MARINE 202 (15 Points)
Principles of Marine Science

An introduction to the physical and biological structure of the oceans, sea floor, coastlines and the biological communities that inhabit them. Subject matter includes an overview of the nature and scope of marine science globally and within the New Zealand and Auckland contexts. A wide coverage of marine science issues are presented with an emphasis on interdisciplinary examples.
No formal prerequisite, although an understanding of Stage I level science is assumed.
Restriction: 423.202, 424.201, ENVSCI 202

Stage III

MARINE 302 (15 Points)
Dynamics of Marine Systems

Fundamental processes in the marine environment with an emphasis on interdisciplinary linkages in the functioning of marine ecosystems. Topics include: the role of fluid dynamics in the lives of marine animals and in shaping the physical marine environment, and interdisciplinary studies of marine ecosystems.
No formal prerequisite although an understanding of marine science to the level of MARINE 202 will be assumed.
Restriction: 423.302, 424.301, ENVSCI 302

Postgraduate 700 Level Courses

MARINE 701 (15 Points)
Current Issues in Marine Science

A seminar-based examination of selected current issues in Marine Science. Seminars will be jointly run using a web link between the Universities of Auckland, Otago and Victoria. The topics and material will recognise the wide range of undergraduate experience across participants and emphasise the value of cross-disciplinary approaches to Marine Science.

MARINE 702 (15 Points)
Field Techniques in Marine Science

An advanced course in the development of practical skills in research design, implementation and analysis in Marine Science. Students participate in two field units: a compulsory field unit at The University of Auckland and a choice of either the unit offered by the University of Otago or the unit offered by Victoria University of Wellington. Each course focuses on different themes in Marine Science.

MARINE 703 (15 Points)
Marine Protected Areas

A review of current science related to MPA, including biogeographical and ecological principles in the design of marine reserve networks, MPA as controls in ecosystem research, conservation of biological diversity, interaction with fisheries, and case studies and experiences involving guest lecturers. Practicals may include visits to Goat Island marine reserve and other locations, and analysis and interpretation of data related to MPA.
Restriction: ENVSCI 726

MARINE 796A (60 Points)
MARINE 796B (60 Points)
MSc Thesis in Marine Science

To complete this course students must enrol in MARINE 796 A and B

Mathematics

Foundation Courses

MATHS 91F (15 Points)
Foundation Mathematics 1

This first mathematics course for students enrolled in the Tertiary Foundation Certificate programme aims to promote an understanding of number skills, including an introduction to algebra. Students will learn how to use simple technology and develop their problem solving abilities.
Restriction: MATHS 91W

MATHS 92F (15 Points)
Foundation Mathematics 2

This second mathematics course for students enrolled in the Tertiary Foundation Certificate programme aims to use the skills learnt in MATHS 91F to develop an understanding of functions in their tabular, algebraic and graphical representations. This course prepares students for either MATHS 101 or 102.
Recommended preparation: MATHS 91F or 93F
Restriction: MATHS 92W

MATHS 93F (15 Points)
Foundation Mathematics 3

This Extension Mathematics course for students enrolled in the Tertiary Foundation Certificate Programme aims to promote an understanding of numerical and algebraic skills at a deeper level than MATHS 91F. Students will learn how to use simple technology and develop their problem solving abilities.
Restriction: MATHS 93W

MATHS 94F (15 Points)
Foundation Mathematics 4

This second Extension Mathematics course for students enrolled in the Tertiary Foundation Certificate Programme aims to use the skills learnt in MATHS 93F to develop an understanding of functions, including differential functions, in their tabular, algebraic and graphical representations. This course prepares students for either MATHS 101 or 102.
Recommended preparation: MATHS 93F
Prerequisite: MATHS 93F
Restriction: MATHS 94W

Stage I

MATHS 101 (15 Points)

MATHS 101G (15 Points)

Mathematics in Society

Students will encounter the role mathematics plays in understanding and guiding human activity. The teaching is thematic and students experience how
fundamental mathematical ideas occur in modelling diverse features of our society such as the environment (e.g. air pollution) and medicine (e.g. burns, drug dosages).

Recommended preparation: For students who have not studied Mathematics at NCEA Level 3 (or equivalent). Restriction: MATHS 101/101G may be taken with or after MATHS 190/190G. It may not be taken with or after any other Mathematics course at Stage 1 or above. MATHS 101/101G is not available for students who have 12 credits or more in Mathematics at NCEA Level 3 or who have passed Cambridge Mathematics A with an E or better, or Cambridge Mathematics AS with a B or better, or who have passed International Baccalaureate Mathematics, or equivalent. 

MATHS 102 (15 Points)

Functioning in Mathematics
This introduction to calculus focuses on the development of mathematical skills and concepts leading up to calculus, through active participation in problems using functions to model real life contexts. Prepares students for further study, for instance, MATHS 108, 150. Recommended preparation: For students who have achieved fewer than 12 credits in Calculus or Statistics at NCEA Level 3, or who have achieved at least 18 credits in Mathematics at NCEA Level 2 (or equivalent) and fewer than 12 credits in Calculus or Statistics at NCEA Level 3

Restriction: MATHS 102 may be taken with or after MATHS 190/190G, or after MATHS 101/101G. It may not be taken with or after any other Mathematics course at Stage 1 or above

MATHS 108 (15 Points)

General Mathematics 1
A general entry to mathematics for commerce and the social sciences, following Year 13 mathematics. Selected topics in algebra and calculus and their applications including: sets, real numbers, integers; linear functions, linear equations and matrices; functions, equations and inequalities; limits and continuity; differential calculus of one and two variables; integral calculus of one variable. These are studied in general settings using applications from science, commerce and information systems.

Prerequisite: MATHS 102 or at least 12 credits in Achievement Standards in NCEA Level 3 Calculus, or at least 18 credits in Achievement Standards NCEA Level 3 Mathematics and Modelling including standard 90644 Solving Equations; or equivalent

Restriction: ENGSCI 111, MATHS 130, 151, 153, 208, 250, PHYSICS 111, 210. May not be taken with or after MATHS 150

MATHS 150 (15 Points)

Advancing Mathematics 1
The gateway to further mathematics courses for students intending to major in mathematics, statistics, physics, economics, finance or mathematical biology. An introduction to the use of careful mathematical language and reasoning applied to univariate optimisation, matrix methods for linear equations, integration techniques and the solution of differential equations, and builds a strong foundation for further mathematical study. Recommended preparation for MATHS 250.

Prerequisite: B+ in MATHS 102, or MATHS 108, or 18 credits in NCEA Mathematics with Calculus including at least 6 credits at merit or excellence, or B in CIE A2 Mathematics, or equivalent

Restriction: MATHS 109, 151, 130, 250, ENGSCI 111, PHYSICS 111, 210

MATHS 190 (15 Points)

Great Ideas Shaping our World
Mathematics contains many powerful and beautiful ideas that have shaped the way we understand our world. This course explores some of the grand successes of mathematical thinking. No formal mathematics background is required, just curiosity about topics such as infinity, paradoxes, cryptography, knots and fractals.

Stage II

MATHS 202 (15 Points)

Tutoring in Mathematics
This is a mainly practical course in which selected students learn tutoring skills that are put to use in MATHS 102 tutorials. In a small interactive class, students learn to mark, to question strategically and to facilitate learning. The theory and issues of mathematics education as a research field are also introduced.

Prerequisite: 30 points from courses in Mathematics and Departmental consent required

MATHS 208 (15 Points)

General Mathematics 2
This sequel to MATHS 108 features applications from the theory of multi-variable calculus, linear algebra and differential equations to real-life problems in statistics, economics, finance, computer science, and operations research. Matlab is used to develop analytical and numerical methods of solving problems.

Prerequisite: 15 points from ENGSCI 111, PHYSICS 111, MATHS 108, 130, 150, 151, 153

Restriction: MATHS 230 cannot be taken, concurrently with, or after MATHS 250, 253 PHYSICS 210, 211

MATHS 250 (15 Points)

Advancing Mathematics 2
This preparation for advanced courses in mathematics is intended for all students who plan to progress further in mathematics. Covers topics from multivariable calculus and linear algebra that have many applications in science, engineering and commerce, including vector spaces, eigenvalues, power series, least squares and improper integrals. The emphasis is on both the results and the ideas underpinning these.

Prerequisite: 15 points from ENGSCI 111, MATHS 150, 153, PHYSICS 111 or an A pass in MATHS 108, or B+ in MATHS 208

Restriction: MATHS 109, 152, 230, PHYSICS 112, 210
MATHS 253 (15 Points)
Advancing Mathematics 3

The standard sequel to MATHS 250. It covers topics in linear algebra and multi-variable calculus including linear transformations, quadratic forms, double and triple integrals and constrained optimisation. It is a preparation for a large number of Stage III courses in mathematics and statistics, and for many advanced courses in physics and other applied sciences. All students intending to advance in mathematics should take this course.

Prerequisite: 15 points from MATHS 152, 250, PHYSICS 112, 210, or an A pass in MATHS 208
Restriction: PHYSICS 211

MATHS 255 (15 Points)
Principles of Mathematics

An introduction to mathematical thinking and communication: how to organise arguments logically and prove results. Rigorous notions are developed using topics that are central to the foundations of algebra and analysis including set theory, logic, abstract vector spaces and elementary number theory. An essential course for all students advancing in pure mathematics.

Prerequisite: 15 points from MATHS 152, 250, PHYSICS 112, 210, or an A pass in MATHS 208

MATHS 260 (15 Points)
Differential Equations

The study of differential equations is central to mathematical modelling of systems that change. Develops methods for understanding the behaviour of solutions to ordinary differential equations. Qualitative and elementary numerical methods for obtaining information about solutions are discussed, as well as some analytical techniques for finding exact solutions in certain cases. Some applications of differential equations to scientific modelling are discussed. A core course for Applied Mathematics.

Prerequisite: One of MATHS 150, 153, 208, 250, PHYSICS 111, ENGGEN 150, ENGSCI 111, or at least A– in MATHS 108
Restriction: PHYSICS 211

MATHS 269 (15 Points)
Mathematics of Money

An introduction to the mathematics of the personal finance of saving and investment. Topics include interest, inflation, annuities, bonds, shares, mortgages and pension plans. Aspects of KiwiSaver will be covered. This course will provide a useful introduction to STATS 370 but is not a prerequisite.

Prerequisite: One of MATHS 150, 153, 208, 250, PHYSICS 111

MATHS 270 (15 Points)
Numerical Computation

Many mathematical models occurring in Science and Engineering cannot be solved exactly using algebra and calculus. Students are introduced to computer-based methods that can be used to find approximate solutions to these problems. The methods covered in the course are powerful yet simple to use. This is a core course for students who wish to advance in Applied Mathematics.

Prerequisite: One of MATHS 108, 150, 153, PHYSICS 111, ENGGEN 150, ENGSCI 111, and one of MATHS 162, COMPSCI 101, 105, INFOSYS 110, 120 (recommended MATHS 162)
Restriction: MATHS 267

Stage III

MATHS 302 (15 Points)
Teaching and Learning Mathematics

For people interested in thinking about the social, cultural, political, economic, historical, technological and theoretical ideas that influence mathematics education, who want to understand the forces that shaped their own mathematics education, or who are interested in teaching. Students will develop their ability to communicate ideas in essay form.

Recommended preparation: At least 45 points from courses in Mathematics or Statistics

MATHS 307 (15 Points)
Special Topic in Mathematics Education 1

Both MATHS 307 and 308 deal with some special topic(s) of contemporary interest in mathematics education.

MATHS 308 (15 Points)
Special Topic in Mathematics Education 2

Both MATHS 307 and 308 deal with some special topic(s) of contemporary interest in mathematics education.

MATHS 310 (15 Points)
History of Mathematics

A study of some of the topics occurring in the history of mathematics which facilitate the understanding of modern mathematics. These include: concepts of number, geometry, algebra, and the differential and integral calculus.

Corequisite: At least 30 points at Stage III in Mathematics

MATHS 315 (15 Points)
Mathematical Logic

Logic addresses the foundations of mathematical reasoning. It models the process of mathematical proof by providing a setting and the rules of deduction. Builds a basic understanding of first order predicate logic, introduces model theory and demonstrates how models of a first order system relate to mathematical structures. The course is recommended for anyone studying high level computer science or mathematical logic.

Prerequisite: COMPSCI 225 or MATHS 255 or PHIL 222

MATHS 320 (15 Points)
Algebraic Structures

This is a framework for a unified treatment of many different mathematical structures. It concentrates on the fundamental notions of groups, rings and fields. The abstract descriptions are accompanied by numerous concrete examples. Applications abound: symmetries, geometry, coding theory, cryptography and many more. This course is recommended for those planning graduate study in pure mathematics.

Prerequisite: MATHS 255 or 328, or an A– pass in MATHS 253

MATHS 326 (15 Points)
Combinatorics

Combinatorics is a branch of mathematics that studies collections of objects that satisfy specified criteria. An important part of combinatorics is graph theory, which is now connected to other disciplines including bioinformatics, electrical engineering, molecular chemistry and social science. The use of combinatorics in solving counting and construction problems is covered using topics that include algorithmic graph theory, codes and incidence structures, and combinatorial complexity.

Prerequisite: MATHS 255, or COMPSCI 225 and a B+ in MATHS 208, or COMPSCI 225 and any pass in MATHS 250
MATHS 328 (15 Points)
Algebra and Applications
The goal of this course is to show the power of algebra and number theory in the real world. It concentrates on concrete objects like polynomial rings, finite fields, groups of points on elliptic curves, studies their elementary properties and shows their exceptional applicability to various problems in information technology including cryptography, secret sharing, and reliable transmission of information through an unreliable channel.
Prerequisite: MATHS 255, or B+ pass in COMPSCI 225 and one of MATHS 208, 250, 253

MATHS 332 (15 Points)
Real Analysis
A standard course for every student intending to advance in pure mathematics. It develops the foundational mathematics underlying calculus, it introduces a rigorous approach to continuous mathematics and fosters an understanding of the special thinking and arguments involved in this area. The main focus is analysis in one real variable with the topics including real fields, limits and continuity, Riemann integration and power series.
Prerequisite: MATHS 253 and 253, or 253 and a B+ in MATHS 260

MATHS 333 (15 Points)
Analysis in Higher Dimensions
By selecting the important properties of distance many different mathematical contexts are studied simultaneously in the framework of metric and normed spaces. Examines carefully the ways in which the derivative generalises to higher dimensional situations. These concepts lead to precise studies of continuity, fixed points and the solution of differential equations. A recommended course for all students planning to advance in pure mathematics.
Prerequisite: MATHS 332

MATHS 340 (15 Points)
Real and Complex Calculus
Calculus plays a fundamental role in mathematics, answering deep theoretical problems and allowing us to solve very practical problems. Extends the ideas of calculus to two and higher dimensions, showing how to calculate integrals and derivatives in higher dimensions and exploring special relationships between integrals of different dimensions. It also extends calculus to complex variables.
Prerequisite: MATHS 253
Restriction: MATHS 347

MATHS 353 (15 Points)
Geometry and Topology
A selection of topics providing an introduction to a range of concepts in geometry and general topology, with emphasis on visualisable aspects of these subjects. Topics include some or all of the following: axiom systems, affine geometry, Euclidean and non-Euclidean geometry, projective geometry, symmetry, convexity, the geometric topology of manifolds, and algebraic structures associated with topological spaces.
Prerequisite: MATHS 255

MATHS 361 (15 Points)
Partial Differential Equations
Partial differential equations are used to model many important phenomena in the real world (such as heat flow and wave motion). An introductory course on methods of solution for linear partial differential equations in one, two and three dimensions.
Prerequisite: MATHS 260 and 253, or PHYSICS 211

MATHS 362 (15 Points)
Methods in Applied Mathematics
Techniques such as variational methods, Green's functions, and perturbation analysis are a crucial part of the applied mathematician's toolbox. Covers a selection of such advanced topics in detail, and is suitable for those students intending to advance in Applied Mathematics or Physics.
Prerequisite: MATHS 340 and 361

MATHS 363 (15 Points)
Advanced Modelling and Computation
Much of modern research in applied mathematics, physics and engineering relies heavily on the construction and numerical solution of mathematical models. Covers the theory and practice of such computational approaches, including the study of numerical linear algebra and differential equations, and bifurcations in ordinary differential equations. Matlab is used extensively.
Prerequisite: MATHS 260 and 270
Restriction: MATHS 367

MATHS 372A (7.5 Points)
Industrial Mathematics Clinic
An industrial case study involving the formulation, solution and interpretation of a problem presented by an industrial client. Field work, team effort, project presentation and report writing are emphasised.
Recommended preparation: MATHS 267
Prerequisite: Departmental consent required
To complete this course students must enrol in MATHS 372 A and B

MATHS 382 (15 Points)
Special Topic in Mathematics 1

MATHS 382A (7.5 Points)

MATHS 382B (7.5 Points)

MATHS 383 (15 Points)
Special Topic in Mathematics 2

MATHS 384 (15 Points)
Special Topic in Mathematics 3

MATHS 385 (15 Points)
Special Topic in Mathematics 4

MATHS 386 (15 Points)

MATHS 386A (7.5 Points)

MATHS 386B (7.5 Points)

MATHS 387 (15 Points)

MATHS 388 (15 Points)

MATHS 389 (15 Points)
of them are offered every year; further information may be obtained from the Department of Mathematics.

MATHS 389 (15 Points)
Special Topic in Applied Mathematics 4
Each of these courses deals with some special topic(s) of contemporary interest in applied and computational mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

Diploma Courses

MATHS 681 (15 Points)
PG Topic in Mathematics 1
Deals with some topic(s) from pure mathematics, applied mathematics or mathematics education.

MATHS 682 (15 Points)
PG Topic in Mathematics 2
Deals with some topic(s) from pure mathematics, applied mathematics or mathematics education.

MATHS 689 (15 Points)

MATHS 690 (30 Points)
MATHS 690A (15 Points)
MATHS 690B (15 Points)
Graduate Diploma Dissertation (Mathematics)
To complete this course students must enrol in MATHS 690 A and B, or MATHS 690

MATHS 691 (30 Points)
MATHS 691A (15 Points)
MATHS 691B (15 Points)
PG Diploma Dissertation (Mathematics)
To complete this course students must enrol in MATHS 691 A and B, or MATHS 691

MATHS 692 (30 Points)
MATHS 692A (15 Points)
MATHS 692B (15 Points)
Graduate Diploma Dissertation (Applied Mathematics)
To complete this course students must enrol in MATHS 692 A and B, or MATHS 692

MATHS 693 (30 Points)
MATHS 693A (15 Points)
MATHS 693B (15 Points)
PG Diploma Dissertation (Applied Mathematics)
To complete this course students must enrol in MATHS 693 A and B, or MATHS 693

MATHS 694 (15 Points)
PG Diploma Project 1
Involving participation in a research project or investigation in a topic from pure mathematics, applied mathematics or mathematics education under the supervision of one or more staff members, and presentation by the student of the results in a written report and a seminar.

MATHS 695 (15 Points)
PG Diploma Project 2
Involving participation in a research project or investigation in a topic from pure mathematics, applied mathematics or mathematics education under the supervision of one or more staff members, and presentation by the student of the results in a written report and a seminar.

Postgraduate 700 Level Courses

MATHS 701 (15 Points)
Research Skills in Mathematics Education
Prepares students for postgraduate study in mathematics and statistics education. Its emphasis is on workshops in the key research skills required by students working at this level. It will cover a range of research issues and techniques.

MATHS 702 (15 Points)
Mathematics Curriculum
A theoretical approach to mathematical curricula, broadly interpreted, with particular emphasis on cultural and linguistic perspectives, especially Māori. Additional issues will include a selection from history of mathematics curricula, influences on the development of a mathematics curriculum, and the aims and objectives of secondary and tertiary mathematics curricula.

MATHS 703 (15 Points)
Theoretical Issues in Mathematics Education
An analysis of theoretical perspectives that inform research in mathematics education, with a focus on learning theories, both social and psychological, and their implications for teaching and learning in mathematics.

MATHS 705 (15 Points)
Socio-political Issues in Mathematics Education
This course will examine mathematics teaching and learning from a sociological perspective. Topics covered will include gender differences in mathematics, grouping students by ability vs. mixed ability teaching, and the performance of students from working class and ethnic minority backgrounds. Equity issues will be a central focus, and we will discuss the ways in which sociological ideas complement other approaches to research in mathematics education.

MATHS 706 (15 Points)
Technology and Mathematics Education
Practical and theoretical perspectives on ways that technology, especially calculators and computers, can enhance teaching at senior secondary and university levels, with a particular focus on calculus. Identification of affordances, constraints and obstacles in the use of technology. Consideration of issues of teacher and lecturer development in implementation of technology.

MATHS 707 (15 Points)
Special Topics in Mathematics Education 1

MATHS 708 (15 Points)
Special Topics in Mathematics Education 2

MATHS 709 (15 Points)
Special Topics in Mathematics Education 3

MATHS 710 (15 Points)
Special Topics in Mathematics Education 4

MATHS 711 (30 Points)
MATHS 711A (15 Points)
MATHS 711B (15 Points)
Special Topics in Mathematics Education 5
To complete this course students must enrol in MATHS 711 A and B, or MATHS 711

MATHS 712 (15 Points)
Teaching and Learning in Algebra
Recent theoretical perspectives on the teaching and
learning of school and university mathematics are linked to the learning of either calculus or algebra. The focus is on the mathematics content, applications, and effective learning at school and university. Students taking this course should normally have studied mathematics or statistics at 200 level.

MATHS 713 (15 Points)
Logic and Set Theory
A study of the foundations of pure mathematics, formalising the notions of a “mathematical proof” and “mathematical structure” through predicate calculus and model theory. It includes a study of axiomatic set theory.
Prerequisite: MATHS 315 or PHIL 305

MATHS 714 (15 Points)
Number Theory
A broad introduction to various aspects of elementary, algebraic and computational number theory and its applications, including primality testing and cryptography.
Prerequisite: B+ in MATHS 328 or 320

MATHS 715 (15 Points)
Graph Theory and Combinatorics
A study of combinatorial graphs (networks), designs and codes illustrating their application and importance in other branches of mathematics and computer science.
Prerequisite: B+ pass in MATHS 326 or 320

MATHS 720 (15 Points)
Group Theory
A study of groups focusing on basic structural properties, presentations, automorphisms and actions on sets, illustrating their fundamental role in the study of symmetry (for example in crystal structures in chemistry and physics), topological spaces, and manifolds.
Prerequisite: MATHS 320

MATHS 721 (15 Points)
Representations and Structure of Algebras and Groups
Representation theory studies properties of abstract groups and algebras by representing their elements as linear transformations of vector spaces or matrices, thus reducing many problems about the structures to linear algebra, a well-understood theory.
Prerequisite: MATHS 320

MATHS 725 (15 Points)
Lie Groups and Lie Algebras
Symmetries and invariants play a fundamental role in mathematics. Especially important in their study are the Lie groups and the related structures called Lie algebras. These structures have played a pivotal role in many areas, from the theory of differential equations to the classification of elementary particles. Strongly recommended for students advancing in theoretical physics and pure mathematics.
Recommended preparation: MATHS 333
Prerequisite: MATHS 320 and 332

MATHS 730 (15 Points)
Measure Theory and Integration
Presenting the modern elegant theory of integration as developed by Riemann and Lebesgue, it includes powerful theorems for the interchange of integrals and limits so allowing very general functions to be integrated, and illustrates how the subject is both an essential tool for analysis and a critical foundation for the theory of probability.
Strongly recommended: MATHS 333
Prerequisite: MATHS 332

MATHS 731 (15 Points)
Functional Analysis
Provides the mathematical foundations behind some of the techniques used in applied mathematics and mathematical physics; it explores how many phenomena in physics can be described by the solution of a partial differential equation, for example the heat equation, the wave equation and Schrödinger’s equation.
Recommended preparation: MATHS 730 and 750
Prerequisite: MATHS 332 and MATHS 333

MATHS 735 (15 Points)
Analysis on Manifolds and Differential Geometry
Studies surfaces and their generalisations, smooth manifolds, and the interaction between geometry, analysis and topology; it is a central tool in many areas of mathematics, physics and engineering. Topics include Stokes’ theorem on manifolds and the celebrated Gauss Bonnet theorem.
Strongly recommended: MATHS 333 and 340
Prerequisite: MATHS 332

MATHS 740 (15 Points)
Complex Analysis
An introduction to functions of one complex variable, including Cauchy’s integral formula, the index formula, Laurent series and the residue theorem. Many applications are given including a three line proof of the fundamental theorem of algebra. Complex analysis is used extensively in engineering, physics and mathematics.
Strongly recommended: MATHS 333 and 340
Prerequisite: MATHS 332

MATHS 745 (15 Points)
Chaos, Fractals and Bifurcation
Presents the classical fractals of computer science and art such as Julia and Mandelbrot sets, iterated function systems and higher-dimensional strange attractors, and illustrates applications of chaos, fractals and bifurcation to areas including commerce, medicine, biological and physical sciences.

MATHS 750 (15 Points)
Topology
Unlike most geometries, topology models objects which may be stretched. Its ideas have applications in other branches of mathematics as well as physics, chemistry, economics and beyond. Its results give a general picture of what might happen rather than precise details of when and where. The course covers aspects of general and algebraic topology.
Recommended preparation: MATHS 333
Prerequisite: MATHS 332 or 333

MATHS 761 (15 Points)
Dynamical Systems
Mathematical models of systems that change are frequently written in the form of nonlinear differential equations, but it is usually not possible to write down explicit solutions to these equations. This course covers analytical and numerical techniques that are useful for determining the qualitative properties of solutions to nonlinear differential equations.
Prerequisite: MATHS 340 and 361

MATHS 762 (15 Points)
Nonlinear Partial Differential Equations
A study of exact and numerical methods for nonlinear partial differential equations. The focus will be on the kinds of phenomena which only occur for non-linear partial differential equations, such as blow
up, shock waves, solitons and special travelling wave solutions.
Prerequisite: MATHS 340 and 361

MATHS 763 (15 Points)
Advanced Partial Differential Equations
A study of exact and approximate methods of solution for the linear partial differential equations that frequently arise in applications.
Prerequisite: MATHS 340 and 361

MATHS 764 (15 Points)
Mathematical Biology
A course introducing central concepts in mathematical biology, with emphasis on modelling of physiological systems and gene dynamics.

MATHS 769 (15 Points)
Applied Differential Equations
Systems taken from a variety of areas such as financial mathematics, fluid mechanics and population dynamics can be modelled with partial differential equations and stochastic differential equations. This course uses such applications as the context to learn about these two important classes of differential equations.
Prerequisite: MATHS 340 and 361

MATHS 770 (15 Points)
Advanced Numerical Analysis
Covers the use, implementation and analysis of efficient and reliable numerical algorithms for solving several classes of mathematical problems. The course assumes students have done an undergraduate course in numerical methods and can use Matlab or other high-level computational language.
Prerequisite: MATHS 270 and one of MATHS 340, 361, 363

MATHS 776 (30 Points)
MATHS 776A (15 Points)
MATHS 776B (15 Points)
Honours Dissertation in Maths
Restriction: MATHS 791
To complete this course students must enrol in MATHS 776 A and B, or MATHS 776

MATHS 777 (15 Points)
Project in Mathematics 1
A supervised investigation or research project including seminar presentation in pure or applied mathematics.
Restriction: MATHS 792

MATHS 781 (15 Points)
Advanced Topic(s) in Mathematics 1
Each of these courses deals with some special topic(s) from pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

MATHS 782 (15 Points)
Advanced Topic(s) in Mathematics 2
Each of these courses deals with some special topic(s) from pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

MATHS 783 (15 Points)
Advanced Topic(s) in Mathematics 3
Each of these courses deals with some special topic(s) from pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

MATHS 784 (15 Points)
Advanced Topic(s) in Mathematics 4
Each of these courses deals with some special topic(s) from pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

MATHS 786 (15 Points)
Advanced Topic(s) in Applied Mathematics 1
Each of these courses deals with some special topic(s) from applied and computational mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

MATHS 787 (15 Points)
Advanced Topic(s) in Applied Mathematics 2
Each of these courses deals with some special topic(s) from applied and computational mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

MATHS 788 (15 Points)
Advanced Topic(s) in Applied Mathematics 3
Each of these courses deals with some special topic(s) from applied and computational mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

MATHS 789 (15 Points)
Advanced Topic(s) in Applied Mathematics 4
Each of these courses deals with some special topic(s) from applied and computational mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

MATHS 791 (15 Points)
Honours Dissertation in Mathematics or Applied Mathematics

MATHS 793 (15 Points)
Project in Mathematics 2
Each of these courses involves participation in a research project or investigation in some topic from pure or applied mathematics, under the supervision of one or more staff members, and presentation, by the student, of the results in a seminar; further information may be obtained from the Department of Mathematics.

MATHS 794 (30 Points)
Project in Mathematics 3
Each of these courses involves participation in a research project or investigation in some topic from pure or applied mathematics, under the supervision of one or more staff members, and presentation, by the student, of the results in a seminar; further information may be obtained from the Department of Mathematics.

MATHS 795A (60 Points)
MATHS 795B (60 Points)
MSc Thesis in Applied Mathematics
To complete this course students must enrol in MATHS 795 A and B

MATHS 796A (60 Points)
MATHS 796B (60 Points)
Masters Thesis Mathematics
To complete this course students must enrol in MATHS 796 A and B

MATHS 798A (45 Points)
MATHS 798B (45 Points)
Research Portfolio in Mathematics
Restriction: MATHS 797
To complete this course students must enrol in MATHS 798 A and B
Medical Physics and Imaging Technology

For the list of courses please refer to the Bachelor of Technology Schedule. Prescriptions are listed under their respective subject codes.

Medical Statistics

For the list of courses please refer to the Master of Science and Postgraduate Diploma in Science Schedules. Prescriptions are listed under their respective subject codes.

Medicinal Chemistry

For the list of courses please refer to the Bachelor of Science and Bachelor of Science (Honours) Schedules. Prescriptions are listed under their respective subject codes.

Optoelectronics

For the list of courses please refer to the Bachelor of Technology Schedule. Prescriptions are listed under their respective subject codes.

Optometry and Vision Science

Stage I

OPTOM 110 (15 Points)  
Optics of the Eye  

OPTOM 161 (15 Points)  
Optics of Lenses and Lens Systems  
Optics relevant to optometry, but of interest to other science students seeking a background in geometrical optics. Includes a study of the principles of image formation by lenses and lens systems, mirrors and prisms. In addition to an introduction to ophthalmic lenses, includes basic instruments such as telescopes, microscopes and projection systems.

OPTOM 165 (15 Points)  
Physical Optics  
Includes physical optics relevant to optometry but is also directed towards students taking other science courses. Gives an understanding of the basic principles of physical optics and will involve a study of phenomena including interference, diffraction and polarisation.  
Restriction: OPTOM 160

OPTOM 171A (15 Points)  
OPTOM 171B (15 Points)  
Visual Science 1: Structure and Function of the Visual System  
Anatomy and physiology of the eye and visual pathway. Topics include composition and structure of the tear film, neural processing in the visual cortex, aspects of visual function including spatial and temporal vision, motion perception and colour vision. Investigation of visual perception using psychophysical and electrophysiological techniques.  
Restriction: OPTOM 151, 170

To complete this course students must enrol in OPTOM 171 A and B

OPTOM 191 (15 Points)  
OPTOM 191A (7.5 Points)  
OPTOM 191B (7.5 Points)  
Issues in Optometry  
Topics of special interest to students entering Optometry from overseas and from the graduate entry quota.  
Prerequisite: Permission of Head of Department  
To complete this course students must enrol in OPTOM 191 A and B, or OPTOM 191

Stage II

OPTOM 212A (22.5 Points)  
OPTOM 212B (22.5 Points)  
Optometry  
The history and development of optometry as a healthcare profession, scope of optometric practice. Introduction to the optometric examination: vision and visual acuity, contrast sensitivity, visual fields, colour vision, slit lamp biomicroscopy, ophthalmoscopy, objective and subjective examination, near visual examination, routine binocular vision examination, history taking, communication skills, clinical problem solving.  
Restriction: 450.210, 450.220, OPTOM 211

To complete this course students must enrol in OPTOM 212 A and B

OPTOM 245A (7.5 Points)  
OPTOM 245B (7.5 Points)  
Principles of Ocular Pharmacology  
Prerequisite: OPTOM 151  
Restriction: OPTOM 241, 361

To complete this course students must enrol in OPTOM 245 A and B

OPTOM 251A (7.5 Points)  
OPTOM 251B (7.5 Points)  
Ocular Pathology  
To complete this course students must enrol in OPTOM 251 A and B

OPTOM 260 (15 Points)  
Applied Optics – Dispensing  
of diseases of eye, ocular adnexa and visual system, including the use of therapeutic agents. Indications, contraindications and side effects of therapeutic agents for the treatment of ocular disease.

Restriction: OPTOM 351, 355
To complete this course students must enrol in OPTOM 352 A and B

OPTOM 372A (7.5 Points)
OPTOM 372B (7.5 Points)

Visual Science 3
To provide an understanding of visual information processing by the visual pathways (retino-geniculate-striate system) and the physiology of other ocular components. A problem-oriented approach, which develops students’ skills in reading, analysing and debating scientific papers in the vision sciences, will be used to achieve a high level of critical thinking and problem solving skills. It is expected that students will acquire the ability to seek, evaluate and retrieve scientific information on which to base their clinical practice. Clear and concise communication of scientific information both in written and oral form will be required.

To complete this course students must enrol in OPTOM 372 A and B

OPTOM 391 (15 Points)

OPTOM 391A (7.5 Points)
OPTOM 391B (7.5 Points)

Topics in Optometry 3
Prerequisite: Permission of Head of Department
To complete this course students must enrol in OPTOM 391 A and B, or OPTOM 391

Stage IV

OPTOM 410A (15 Points)
OPTOM 410B (15 Points)

Advanced Clinical Optometry 1
Clinical work with responsibility, under supervision, for patients.
To complete this course students must enrol in OPTOM 410 A and B

OPTOM 420A (15 Points)
OPTOM 420B (15 Points)

Advanced Clinical Optometry 2
Clinical work with greater emphasis on particular areas in optometry including: contact lenses, low vision, binocular vision, paediatric optometry and practice management.
To complete this course students must enrol in OPTOM 420 A and B

OPTOM 462A (15 Points)
OPTOM 462B (15 Points)

Optometry in Practice
Supervised clinical work in locations external to the Grafton Campus Optometry Clinic. These locations may include University satellite clinics, private optometry practice, hospital eye departments, overseas institutions, or experience in other approved locations. Lectures address: legislation relevant to healthcare including registration and competency, occupational safety and health, ethics, practice management, small business management.
To complete this course students must enrol in OPTOM 462 A and B
OPTOM 475A (15 Points)
OPTOM 475B (15 Points)
Research in Advanced Optometric Science
Study modules on a range of topics in optometry and vision science, with the focus being on developing an evidence-based approach on selected topics. Study will include supervised investigations into an approved topic relating to optometry and vision science, including clinical and applied research.
Prerequisite: Enrollment in Part IV of the Optometry Programme
Restriction: OPTOM 470, 480
To complete this course students must enrol in OPTOM 475 A and B

OPTOM 491 (15 Points)
OPTOM 491A (7.5 Points)
OPTOM 491B (7.5 Points)
Topics in Optometry 4
A number of special topics in Clinical Skills. Further information may be obtained from the Department of Optometry and Vision Science.
Prerequisite: Permission of Head of Department
To complete this course students must enrol in OPTOM 491 A and B, or OPTOM 491

Diploma Courses

OPTOM 691A (15 Points)
OPTOM 691B (15 Points)
PG Diploma Dissertation (Optometry)
To complete this course students must enrol in OPTOM 691 A and B

Postgraduate 700 Level Courses

OPTOM 756 (15 Points)
Special Topic in Vision Science
The study of selected fields of vision science at an advanced level with detailed study of one particular field. The topic will be prescribed by the Head of Department.

OPTOM 757A (15 Points)
OPTOM 757B (15 Points)
Special Topic in Optometry
The study of selected fields of clinical optometry at an advanced level with detailed study of the particular field. The topic will be prescribed by the Head of Department.
To complete this course students must enrol in OPTOM 757 A and B

OPTOM 781 (30 Points)
Principles of Ocular Disease
The basic anatomy, physiology, pharmacology, pathology, immunology and microbiology necessary for an understanding of ocular disease and its treatment. The course is presented as a number of lectures combined with a significant self-directed learning component. Assessment is by written examination and completion of written assignments based on specified ocular disease conditions with the overall theme being an evidence-based approach to learning.

OPTOM 784 (30 Points)
Ocular Disorders and their Management
The clinical presentation and differential diagnosis of eye diseases with emphasis on those likely to be diagnosed and managed by a therapeutically-qualified optometrist and the principles and actions of therapeutic agents as a basis for their safe use in the management of ocular disease. The overall theme of the course is an evidence-based approach to the use of therapeutic agents.
Prerequisite: Permission from the Head of Department

OPTOM 787A (15 Points)
OPTOM 787B (15 Points)
Clinical Ocular Therapeutics
The clinical application of the therapeutic and management practices covered in OPTOM 781 and 784. Students attend a series of ophthalmological clinical rotations in which they examine patients under direct supervision and observe treatment of ocular conditions by an ophthalmologist. The emphasis is on developing practical therapeutic management plans for different disease conditions.
Prerequisite: OPTOM 781, 784 and registration to practise optometry in New Zealand or Australia
To complete this course students must enrol in OPTOM 787 A and B

OPTOM 796A (60 Points)
OPTOM 796B (60 Points)
MSc Thesis in Optometry
To complete this course students must enrol in OPTOM 796 A and B

Physics

Foundation Courses

PHYSICS 91F (15 Points)
Foundation Physics 1
An introductory course for students who have not previously studied physics. Topics include the nature of light; wave motion; basic mechanics of motion in a straight line, including the concepts of momentum and energy: an introduction to heat.
Restriction: PHYSICS 91W

PHYSICS 92F (15 Points)
Foundation Physics 2
A second foundation course for students who understand the basic mechanics of motion in a straight line. Further mechanics, including equilibrium, projectile motion, rotational motion and gravitation. Electromagnetism, including electrostatics, elementary circuits and the effects of magnetic fields.
Restriction: PHYSICS 92W

Stage I

PHYSICS 102 (15 Points)
Basic Concepts of Physics
A non-advancing course in physics for students interested in understanding the physics of everyday phenomena. The course requires a minimal background in mathematics and physics, and will stress the conceptual understanding of important physical ideas. Demonstration experiments are a major feature.
Restriction: Cannot be taken either with or after any of PHYSICS 120–160

PHYSICS 107 (15 Points)
PHYSICS 107G (15 Points)
Planets, Stars and Galaxies
A non-advancing course in physics for students interested in astronomy. Topics include a survey of astronomical objects in the universe, the tools of observational astronomy, stellar evolution, quasars and black holes, cosmology. This course does not require a formal background in mathematics or physics.
PHYSICS 108 (15 Points)
Science and Technology of Sustainable Energy
Leading-edge science behind the various technologies which underpin new sustainable energy sources will be discussed in a way which will lead to understanding of the advantages, disadvantages, and compromises involved. Case-study examples include solar energy, wind energy, biofuels, geothermal energy, tidal energy, wave energy, and hydrogen energy.

PHYSICS 120 (15 Points)
Physics of Energy
A course designed for students either advancing in physical science or with a major interest in field studies offered at both campuses. It covers motion and its causes, as well as the production, transformation and propagation of energy in its thermal and mechanical forms. Physics and mathematics at NCEA level 3 or equivalent or a pass in PHYSICS 102 are recommended for students intending to enrol in this course.

PHYSICS 130 (15 Points)
Properties of Matter
Static equilibrium of solids and fluids with an introduction to fluid mechanics. The physical properties of condensed matter including strength, elasticity, and other mechanical characteristics. The electrical, optical and thermal characteristics of materials with technological applications including alloys, ceramics, polymers, glasses and plastics. Physics and mathematics at NCEA level 3 or equivalent, or a pass in PHYSICS 102 are recommended for students intending to enrol in this course.

PHYSICS 140 (15 Points)
Digital Fundamentals
Logic components, Boolean algebra, combinational logic analysis and synthesis, synchronous and asynchronous sequential logic analysis and design, digital subsystems, computer organisation and design.

PHYSICS 150 (15 Points)
Physics of Technology
Prescribed for students advancing either in the physical sciences or in the special science and technology programmes offered on both campuses. It covers basic aspects of circuits, fields, optical systems and quantum effects common to modern communication systems and devices. Physics and mathematics at NCEA level 3 or equivalent, or a pass in PHYSICS 102 are recommended for students intending to enrol in this course.

PHYSICS 160 (15 Points)
Physics for the Life Sciences
Designed for students intending to advance their studies in the life sciences. Topics covered will be especially relevant to biological systems: mechanics, thermal physics, wave motion, electricity and instrumentation. This course requires a knowledge of physics and mathematics to at least NCEA level 2.

PHYSICS 120 and 160 are equivalent; PHYSICS 111, MATHS 107, 108, 130, 150 and 152 are equivalent; PHYSICS 210, MATHS 208 and 250 are equivalent; and COMPSCI 101 and INFOSYS 110 are equivalent.

PHYSICS 211 (15 Points)
Analytical Techniques in Physical Sciences 3
Covers analytical techniques associated with Stage II Physics courses, relating appropriate mathematical concepts to various physical systems and including laboratory work. Provides a minimal preparation in mathematical techniques for Stage III Physics courses. Topics include: oscillations and waves, numerical and analytical solution of differential equations describing physical systems, vector calculus, description of physical systems by sets of linear equations.

PHYSICS 213 (15 Points)
The Geophysical Environment
An understanding of the atmospheric, oceanic and solid earth environment in terms of physical principles. Topics include: the shape of the Earth, gravitational variations, seismic waves, global heat balance and atmospheric dynamics, ocean waves and tides, and general properties of fluids applied to the environment. A weekend fieldtrip is a component of the course.

PHYSICS 231 (15 Points)
Classical Physics

PHYSICS 240 (15 Points)
Networks and Electronics
Covers AC circuit theory with phasors and complex operators, including network theorems, resonance, and operational amplifiers treated as linear components. Principles of semiconductor physics, diodes, transistors, and associated analogue and digital applications. No formal prerequisite, but an understanding of the material in MATHS 208 or 250 and PHYSICS 120 will be assumed.

PHYSICS 251 (15 Points)
Modern Physics
An introduction to quantum physics and astrophysics. Foundations of quantum physics. Schrödinger equation treatment of one-dimensional bound systems and quantum tunnelling. Angular momentum and the hydrogen atom. Elementary atomic structure, spin and the periodic table. Quantum statistics, molecules and solids. Selected topics from stellar astrophysics, gravitational astrophysics and cosmology, including nuclear fusion, white dwarfs, black holes, gravitational lensing, active galaxies and the early universe.

For further information please refer to the note on page 349.
PHYSICS 261  (15 Points)
Optics and Electromagnetism
Development of the principles underlying electric and magnetic field phenomena, and applications of Maxwell's equations in integral form, leading to the wave equation. Discussion of optics and the modern science of Photonics using both the plane wave solution of the wave equation and geometrical optics. Fibre optics, lasers, LEDs, polarisation effects, interference and diffraction.
No formal prerequisite, but an understanding of the material in MATHS 208 or 250, PHYSICS 120 and 150 will be assumed.
Recommended preparation: PHYSICS 160

PHYSICS 280  (15 Points)
Medical Physics
An overview of the field of Medical Physics including the biophysical basis of biomedical measurement, radiation, physics, biology and dosimetry.
Recommended preparation: PHYSICS 160

PHYSICS 315  (15 Points)
Classical and Statistical Physics
Statistical physics topics emphasise the description of macroscopic properties using microscopic models and include: temperature, the partition function and connections with classical thermodynamics, paramagnetic solids, lattice vibrations, indistinguishable particles, classical and quantum gases. Classical mechanics topics include: vector mechanics, coordinate transformations, rotating frames, angular momentum, rigid body dynamics, variational formulation, constraints, Lagrange equations, Hamiltonian mechanics and relationships with quantum mechanics.
Prerequisite: B– average in PHYSICS 211 or MATHS 253, and PHYSICS 231

PHYSICS 325  (15 Points)
Electromagnetism
A systematic development of Maxwell's theory of electromagnetism and its applications to optics. Topics include: electrostatics, dielectrics, polarisation, charge conservation, magnetostatics, scalar and vector potentials, magnetic materials, Maxwell's equations, the wave equation. Propagation of electromagnetic waves in vacuum, dielectrics and conducting media. Energy and momentum in electromagnetic waves.
Prerequisite: B– average in PHYSICS 211 or MATHS 253, and PHYSICS 261

PHYSICS 326  (15 Points)
Optics and Laser Physics
Lasers: electron oscillator model, rate equation model, Einstein coefficients, Fabry Perot etalons and resonators, optimum output coupling, reflection at a dielectric surface, waveguide theory, thin films, matrix techniques for optical elements, Gaussian beams and applications.
Prerequisite: PHYSICS 211 or MATHS 253, and PHYSICS 261. Concurrent enrolment in PHYSICS 390 or 391 is recommended.

PHYSICS 340  (15 Points)
Electronics and Signal Processing
An introduction to analogue and digital electronics. Topics will be selected from: linear circuit theory, analytical and numeric network analysis, steady state and transient response of networks, feedback and oscillation, transistor circuits, operational amplifier circuits, sampling theory, digital filter design, the fast Fourier transform and digital signal processing.
Prerequisite: PHYSICS 211 or MATHS 253, and PHYSICS 240. Concurrent enrolment in PHYSICS 390 or 391 is recommended
Restriction: PHYSICS 341

PHYSICS 350  (15 Points)
Quantum Mechanics and Atomic Physics
Non-relativistic quantum mechanics will be developed using the three-dimensional Schrödinger equation, and will be applied particularly to the physics of atoms and molecules. The interaction of like particles and the quantisation of angular momentum will be studied.
Prerequisite: B– average in PHYSICS 211 or MATHS 253, and PHYSICS 251

PHYSICS 355  (15 Points)
Condensed Matter and Sub-Atomic Physics
An introduction to the quantum and statistical foundations of modern studies in condensed matter and sub-atomic physics. Topics covered include quasiparticles, the band theory of electronic structure, semiconductors, magnetism, superconductivity, nuclear models, applications of nuclear processes in fields such as medicine and archaeology, the main properties of strong, weak and electromagnetic interactions, an introduction to Feynman diagrams and quark models.
Prerequisite: PHYSICS 211 or MATHS 253, and PHYSICS 251. Concurrent enrolment in PHYSICS 390 or 391 is recommended.
Restriction: PHYSICS 356

PHYSICS 390  (15 Points)
Experimental Physics 1
Students may select experiments from a wide spectrum of physics that are appropriate to the lecture courses being taken from PHYSICS 315–356.
Prerequisite: At least one of PHYSICS 231, 240, 251, 261

PHYSICS 391  (15 Points)
Experimental Physics 2
Experimental work as for PHYSICS 390.
Prerequisite: At least one of PHYSICS 231, 240, 251, 261

Diploma Courses

PHYSICS 625  (15 Points)
Selected Topics 1
Enrolment requires approval of the Head of Department and the choice of subject will depend on staff availability or on the needs of particular students.

PHYSICS 626  (15 Points)
Selected Topics 2
Enrolment requires approval of the Head of Department and the choice of subject will depend on staff availability or on the needs of particular students.

PHYSICS 681  (15 Points)
Experimental Physics
A selection of experiments appropriate to the student's lecture courses for the Diploma. Requires the approval of the Head of Department.
PHYSICS 690A (15 Points)
PHYSICS 690B (15 Points)
Graduate Diploma Dissertation (Physics)
To complete this course students must enrol in PHYSICS 690 A and B

PHYSICS 691 (30 Points)

PHYSICS 691A (15 Points)
PHYSICS 691B (15 Points)
PG Diploma Dissertation (Physics)
To complete this course students must enrol in PHYSICS 691 A and B, or PHYSICS 691

Postgraduate 700 Level Courses

PHYSICS 701 (15 Points)
Linear Systems
Many physical situations are treated by making linear approximations to actual behaviour and analysing the resulting systems. Topics include: generalised functions, Green’s function, convolution, sampling theory, Fourier, Laplace and Hilbert transforms, with applications to statistics, optics, solution of differential equations, filtering and digital signal processing.
Prerequisite: 30 points from PHYSICS 315–380, or MATHS 340 and 361

PHYSICS 703 (15 Points)
Advanced Quantum Mechanics
Includes a review of the general formalism of quantum theory, making use of: Dirac notation, scattering theory, time-dependent perturbation theory, relativistic quantum mechanics and spin, many-body quantum mechanics, rotations and other symmetry operations, quantum theory of radiation and introductory quantum field theory. Applications are taken from atomic, nuclear and particle physics.

PHYSICS 705 (15 Points)
Advanced Electromagnetism and Special Relativity
An introduction to tensors, development of the Special Theory of Relativity including kinematics, dynamics, properties of waves and a covariant formulation of electrodynamics. Charges, currents and fields in different inertial frames, electromagnetic wave propagation in media and radiation from moving charges.

PHYSICS 706 (15 Points)
Quantum Field Theory
Follows on from PHYSICS 703 Advanced Quantum Mechanics. The first part treats relativistic generalisations of the Schröedinger equation and many-particle quantum mechanics. The second part is an introduction to quantum electrodynamics, using Feynman diagram techniques. Applications are made to atomic, condensed matter and particle physics.

PHYSICS 707 (15 Points)
Inverse Problems
Inverse problems involve making inferences about physical systems from experimental measurements. Topics include: the linear inverse problem, regularisation, and introduction to multi-dimensional optimisation, Bayes theorem, prior and posterior probabilities, physically-based likelihoods, inference and parameter estimation, sample based inference, computational Markov chain, Monte Carlo, and output analysis.
Prerequisite: PHYSICS 701, or MATHS 340 and 361

PHYSICS 708 (15 Points)
Statistical Mechanics and Stochastic Processes
Phase transitions and critical phenomena, stochastic methods, master equations, Fokker-Planck equations and stochastic differential equations.

PHYSICS 715 (15 Points)
Selected Topics 1
Enrolment requires approval of the Head of Department and the choice of subject will depend on staff availability or on the needs of particular students.

PHYSICS 726 (15 Points)
Optoelectronics
Laser physics including a discussion of resonator theory and laser beam diagnostics, together with modelocked lasers, frequency stabilised lasers, non-linear optics and interferometry.

PHYSICS 727 (15 Points)
Optoelectronics and Communications
Optoelectronics, scanners and printers, propagation in optical waveguides, non-linear effects in optical fibres, amplifiers, semiconductor laser sources, LEDs and the detection of optical radiation, optical communication systems architecture and an introduction to network topology.

PHYSICS 731 (15 Points)
Wave Propagation
A general treatment of wave propagation including rays, normal modes and reflection coefficients, with applications principally to underwater acoustics, seismology and electromagnetic waves.

PHYSICS 732 (15 Points)
Fluid Mechanics and Applications
Principles and phenomena of fluid dynamics, including the Navier-Stokes equations, viscous flow and non-viscous flow, with applications in areas including geophysics, medical physics and soft materials.

PHYSICS 751 (15 Points)
Selected Topics 2
Enrolment requires approval of the Head of Department and the choice of subject will depend on staff availability or on the needs of particular students.

PHYSICS 754 (15 Points)
Condensed Matter Physics
Modern aspects of condensed matter physics including liquids, glasses, amorphous solids, soft matter and low dimensional systems.

PHYSICS 755 (15 Points)
Particle Physics
An introduction to particle physics: the particles and their interactions, QED and field theory, gauge invariance (consequences, its role in particle physics), electroweak interaction (left-handed neutrinos, W and Z, bosons, neutrino mass) and strong interaction (quark model, problems, colour, confinement and QCD compared with QED).

PHYSICS 756 (15 Points)
Nuclear Physics
General properties of nuclei as described by the Liquid Drop and Fermi Gas and Shell models; properties of beta decay, and recent developments in neutrino mass theory and experiments; relativistic nuclear collisions, and recent theory and experiments of highly compressed nuclear matter leading to the quark-gluon plasma.
PHYSICS 760 (15 Points)
Quantum Optics
Light, non-classical, squeezed and anti-bunched light, quantum theory of the interaction of light with atoms, manipulations of atoms by light.

PHYSICS 780 (15 Points)
Advanced Imaging Technologies
The physical basis and use of new imaging technologies in medicine, biomedicine and biotechnology, including electron microscopy, ultrasonic imaging, magnetic resonance imaging, CAT scanning and PET imaging. Biological applications of fluorescence and other areas of biophotonics, microarray analysis. Recommended preparation: No formal prerequisite, but an understanding of material to at least a C+ standard in PHYSICS 340 and 211 or ENGSCI 211 will be assumed.

PHYSICS 788 (15 Points)
Project in Physics

PHYSICS 789 (30 Points)

PHYSICS 789A (15 Points)

PHYSICS 789B (15 Points)

BSc(Hons) Dissertation in Physics
To complete this course students must enrol in PHYSICS 789 A and B, or PHYSICS 789

PHYSICS 791 (15 Points)
Selected Topics 3
Enrolment requires approval of the Head of Department and the choice of subject will depend on staff availability or on the needs of particular students.

PHYSICS 792 (15 Points)
Selected Topics 4
Enrolment requires approval of the Head of Department and the choice of subject will depend on staff availability or on the needs of particular students.

PHYSICS 796A (60 Points)

PHYSICS 796B (60 Points)
MSc Thesis in Physics
To complete this course students must enrol in PHYSICS 796 A and B

Polymer Science

POLYMER 692A (15 Points)

POLYMER 692B (15 Points)

PG Diploma Dissertation (Polymers and Coatings Science)
To complete this course students must enrol in POLYMER 692 A and B

Postgraduate 700 Level Courses

POLYMER 701 (15 Points)
Polymer Science
Polymer structures, polymerisation processes, polymer solutions and polymer characterisation. Properties of thermoplastic polymers, network polymers and elastomers. Prerequisite: Permission of Programme Director

POLYMER 702 (15 Points)
Synthetic Resin Technology
The chemistry of synthetic resins used in adhesive, ink and coatings applications. The aim is to provide the student with the knowledge to formulate resins for specific applications. Prerequisite: Permission of Programme Director

POLYMER 711 (15 Points)
Interfacial Science and Coatings Technology
Principles of surface and interfacial science and modification of surfaces by coatings. Coatings manufacture and related topics. Prerequisite: Permission of Programme Director

POLYMER 796A (60 Points)

POLYMER 796B (60 Points)
MSc Thesis in Polymers and Coatings Science
To complete this course students must enrol in POLYMER 796 A and B

Psychology

Stage I

PSYCH 108 (15 Points)
Individual, Social and Applied Psychology
Topics covered may include: developmental and social psychology including group behaviour, the measurement of mental abilities, intelligence, models of personality, clinical and health psychology, methods of therapeutic intervention, and the psychological similarities and differences between cultures. A laboratory component, in which students are required to participate as subjects, forms part of the course. Restriction: PSYCH 128, 461.118

PSYCH 109 (15 Points)

PSYCH 109G (15 Points)
Mind, Brain and Behaviour
Topics covered may include: the nature of sensory and perceptual processes, the cause of perceptual illusions, the structure and function of the human brain, approaches to animal and human learning, models of human language and memory, and the design of psychological experiments. A laboratory component, in which students are required to participate as subjects, forms part of the course. Restriction: PSYCH 129

Stage II

PSYCH 201 (15 Points)
Perception and Cognition
An introduction to a variety of topics in human experimental psychology. Topics covered may include: perceptual processes, attention, memory, mental imagery, language development, theory of mind, problem solving and decision making. Participation in the laboratory component of this course is compulsory. Prerequisite: 30 points in Stage I Psychology Restriction: PSYCH 261, 461.220

PSYCH 202 (15 Points)
Biopsychology
Provides a basic introduction to the structure and function of the brain, neuropsychology, and genetic and hormonal influences on behaviour. This course includes a compulsory laboratory component. Prerequisite: 30 points in Stage I Psychology or 15 points from BIOSCI 101, 103 Restriction: 461.230

PSYCH 203 (15 Points)
Learning and Behaviour
A consideration of the environmental factors that control and modify animal (including human) behaviour. Generally, an experimental laboratory approach is
taken, and quantitative theories are stressed. Topics include: classical and operant conditioning, theories of reinforcement, the stimulus control of operant behaviour, behavioural analyses of problem solving, concept learning and language, choice, self control, remembering and experimental design. This course includes a compulsory laboratory component.

**Prerequisite:** 30 points in Stage I Psychology or 15 points from BIOSCI 101, 103

**Restriction:** 461.250

**PSYCH 204** *(15 Points)*

**Social Psychology**

Focuses on humans as social beings. Covers topics such as social cognition, attitudes, group processes, interpersonal relationships, and language communication. The course may include participation in and completion of a research project.

**Prerequisite:** 30 points in Stage I Psychology

**Restriction:** PSYCH 263, 461.240

**PSYCH 207** *(15 Points)*

**Theories of Personality and Development**

The major personality theories are presented including: Behavioural, Cognitive, Social-Cognitive, Psychodynamic, Humanistic/Phenomenological, Trait/Dispositional and Biological/Evolutionary. The hypotheses generated by these theories, about development from early childhood onwards and about ‘normal’ and ‘abnormal’ behaviour, will be discussed and evaluated in terms of empirical evidence and utility. Attention will be paid to cultural issues of relevance in a New Zealand context.

**Prerequisite:** 30 points at Stage I in Psychology

**Restriction:** PSYCH 206, 461.205

**PSYCH 208** *(15 Points)*

**Producing Psychological Knowledge**

How do you go about answering a research question? What is a research question anyway? Which research methodology and method will best provide the types of answers you are looking for? Examines what we do and can know in psychology, and why and how we know it, including philosophy of science, methodology, ethics, research outcomes, and particular methods.

**Prerequisite:** 30 points at Stage I in Psychology

**Restriction:** PSYCH 262

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**Stage III**

**PSYCH 303** *(15 Points)*

**Cognitive Science**

Provides an introduction to cognitive science and cognitive neuroscience. Topics covered include: visual and auditory perception, attention, memory, thinking and problem-solving. Participation in the laboratory component of this course is compulsory.

**Prerequisite:** 45 points in Stage II Psychology and 15 points from STATS 101–125, 191

**PSYCH 305** *(15 Points)*

**Human Neuroscience**

Covers material relating to the neural basis of cognitive processes, including perception, attention, memory and language. Students will be introduced to different methods of inferring mind-brain relations in normal and neurologically-impaired individuals, and different ways of conceptualising mind-brain relations, such as connectionism and modularism.

**Prerequisite:** 45 points in Stage II Psychology and 15 points from STATS 101–125, 191, or 15 points from either PHYSIO 220 or MEDSCI 206

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**PSYCH 306** *(15 Points)*

**Research Methods in Psychology**

This course deals with principles and practices relevant to psychological research, including philosophy of science, research ethics, research design, measurement of dependent variables, describing and analysing data, and interpreting results. Participation in the laboratory component of this course is compulsory.

**Prerequisite:** 45 points in Stage II Psychology and 15 points from STATS 101–125, 191

**PSYCH 308A** *(7.5 Points)*

**PSYCH 308B** *(7.5 Points)*

**Research Topic**

A course of research supervised by a staff member and written up as a course for publication instead of final examinations. A list of available supervisors and topics is published each year in the Psychology Department Undergraduate Handbook.

**Prerequisite:** 45 points in Stage II Psychology and 15 points from STATS 101–125, 191

**Corequisite:** Student must be enrolled in (or have completed) an additional 45 points of Stage III in Psychology courses plus Head of Department approval

To complete this course students must enrol in PSYCH 308 A and B

**PSYCH 309** *(15 Points)*

**Learning**

A discussion of how behaviour is controlled and modified by discriminative stimuli and by consequential reinforcers and punishers. The emphasis is on laboratory research with animals, but with some human data also considered. Topics include: choice behaviour, punishment, avoidance, psychophysics, memory and cognition. This course includes a compulsory laboratory component.

**Prerequisite:** 45 points in Stage II Psychology and 15 points from STATS 101–125, 191 or 45 points at Stage II in Biological Sciences

**Restriction:** PSYCH 362

**PSYCH 310** *(15 Points)*

**Introduction to Clinical Psychology**

Describes and evaluates psychological approaches to the assessment and treatment of those mental health problems, in adults and children, most commonly encountered by clinical psychologists. Consideration is given to work in mental health, corrections, child protection and neuropsychology rehabilitation. Issues relevant to Māori mental health, gender, cross-cultural work and prevention are included.

**Prerequisite:** 45 points in Stage II Psychology and 15 points from STATS 101–125, 191

**Restriction:** 461.315

**PSYCH 311** *(15 Points)*

**Advanced Topics in Social Psychology**

This paper focuses on a number of key topics in social and community psychology. One module examines issues in identity and well-being, a second module looks at interpersonal influence and intimate relationships, and a third module addresses collective behaviour and social issues.

**Prerequisite:** 45 points in Stage II Psychology and 15 points from STATS 101–125, 191

**PSYCH 313** *(15 Points)*

**Psychology of Communication Disorders**

This course studies the links between psychological processes and communication disorders. Hearing and speech and language development will be covered. A range of communication disorders will be introduced.
Psychosocial aspects of communication disorders including impact on self-esteem, health-related quality of life, peer/interpersonal relationships and educational and behavioural consequences of communication disorders in children will also be discussed.

**Prerequisite:** 45 points in Stage II Psychology and 15 points from STATS 101–125, 191

**PSYCH 317**

**Evolution, Behaviour and Cognition**

How does behaviour in non-human animals evolve? Do other animals have language? Do they have culture? Can human behaviour be explained in evolutionary terms? This course addresses these questions and the methods that can be used to answer them.

**Prerequisite:** 45 points in Stage II Psychology and 15 points from STATS 101–125, 191, or 45 points at Stage II in Biological Sciences

**PSYCH 319**

**Psychology and Gender**

The study of gender is crucial to understanding many everyday aspects of our lives, as well as many contemporary social issues. This course provides an introduction to selected key issues in the critical psychology of gender, from a social constructionist perspective. Topics that will be covered include gendered bodies, masculinity and femininity, sexuality, rape, and mental health.

**Prerequisite:** 45 points in Stage II Psychology and 15 points from STATS 101–125, 191, or 30 points at Stage II in Women’s Studies

**PSYCH 320**

**Special Topic**

**PSYCH 322**

**Industrial, Work and Organisational Psychology**

An introduction to core areas of industrial, work and organisational Psychology. This field of Psychology is concerned with improving the performance and well-being of people at work at individual, group and organisational levels, recognising the interdependencies among these levels, and between people and their environments. Emphasis is given to the interplay between science and practice.

**Prerequisite:** 45 points in Stage II Psychology, or MGMT 211 and 15 points from STATS 101–125, 191

**Restriction:** PSYCH 312, 314

**PSYCH 326**

**Life Span Development**

The development of people across the life span is studied. Describes key milestones in development and examines the causes and processes that produce stability and change in people's development over time. Topics discussed will include aspects of cognitive, social and physical development with consideration given to biological, societal and family influences. Attention will also be given to development within the New Zealand context.

**Prerequisite:** 45 points at Stage II in Psychology and 15 points from STATS 101–125, 191

**Restriction:** PSYCH 316

**PSYCH 364**

**Health Psychology**

An introduction to the study of links between psychological processes and health/illness. The course discusses a number of psychological issues relating to serious illnesses (cancers, coronary heart disease etc.) and links to other aspects of physical well-being (eg, exercise, diet). Consideration will be given both to the theoretical models which have been developed within health psychology and to the types of methodology used in their investigation.

**Prerequisite:** 45 points in Stage II Psychology and 15 points from STATS 101–125, 191

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**Diploma Courses**

**PSYCH 651A**

(30 Points)

**PSYCH 651B**

(30 Points)

**Practicum**

This includes a practical component of up to 1,500 hours of supervised work in an approved applied psychology setting, with an emphasis on the application of research principles and designs. Evaluation is by internal assessment and assessment by field supervisors.

**Restriction:** PSYCH 650

To complete this course students must enrol in PSYCH 651 A and B

**PSYCH 690A**

(15 Points)

**PSYCH 690B**

(15 Points)

**Graduate Diploma Dissertation in Psychology**

To complete this course students must enrol in PSYCH 690 A and B

**PSYCH 691A**

(15 Points)

**PSYCH 691B**

(15 Points)

**PG Diploma Dissertation in Psychology**

To complete this course students must enrol in PSYCH 691 A and B

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**Postgraduate 700 Level Courses**

**PSYCH 707**

(15 Points)

**Forensic Psychology**

Covers psychological theories of crime and violence, empirical research relevant to the assessment and treatment of youth and adult offenders, with particular emphasis on violent and sexual offenders, and the range of roles for clinical psychologists in forensic and correctional settings such as prisons, community and forensic psychiatric hospitals.

**PSYCH 708A**

(15 Points)

**PSYCH 708B**

(15 Points)

**Clinical Neuropsychology**

Consists of: an introduction to neuroanatomy and neuropathology seminars on the major areas of neuropsychological dysfunction, introduction to community-used test materials and theoretical issues of neuropsychological assessment, neuropsychological dysfunction, individual assessment and individual case studies.

To complete this course students must enrol in PSYCH 708 A and B

**PSYCH 711A**

(15 Points)

**PSYCH 711B**

(15 Points)

**Advanced Operant Behaviour**

A seminar course on advanced treatments of learning and behaviour including both reinforcement and stimulus control. A research-oriented approach is stressed in both pure and applied areas and in the technological application of basic principles in educational and clinical procedures.

To complete this course students must enrol in PSYCH 711 A and B

**PSYCH 712**

(15 Points)

**The Psychology of Psychosis**

A summary and critique of recent research concerning
the psycho-social causes of psychotic symptoms such as hallucinations and delusions, the psychological mechanisms by which adverse life events increase the risk of psychosis, and the effectiveness of psychological treatments for psychosis. Includes discussion of reductionist, biological approaches to psychosis from historical, economic and sociological perspectives.

PSYCH 713A (15 Points)
Advanced Child Psychology
This course is seminar-based involving critical evaluation of research and theory in child psychology. Set readings will be discussed on topics in areas such as: early cognitive development, language and reading development, attachment and temperament, self-regulation, social competence, behavioural problems and parenting.

To complete this course students must enrol in PSYCH 713 A and B

PSYCH 713B (15 Points)

PSYCH 714 (15 Points)
Cognitive Neuroscience
An advanced seminar on cognitive neuroscience. Topics may include: neuroanatomy, neuroimaging methodologies, neurological and developmental disorders, and the organisation of higher cognitive functions such as attention, language, memory and executive functions. Emphasis will be placed on current developments relevant to the understanding of human psychological processes.

Restriction: 461.724

PSYCH 715 (15 Points)
Sustainability and Psychology
Human behaviour and thinking is central to both the sustainability problem and viable solutions. This course considers the psychological barriers to thinking and acting sustainably and how theories and research on emotions, modelling, identity, belonging, moral development and the evolution of cooperation can be applied to overcome these barriers. There will be particular emphasis on how to develop ‘sustainability consciousness’ in individuals and organisations.

PSYCH 716 (15 Points)
Social Psychology and Interpersonal Processes
Key empirical and theoretical areas in modern social psychology form the basis of this seminar-based course. Topics will include social cognition, interpersonal influence, communication, and close personal relationships. Students will also conduct small research projects investigating central topics covered in the course.

Restriction: 461.712

PSYCH 717 (15 Points)
Community Psychology
This course is about the application of psychological knowledge and research skills to issues faced by communities. Students will design an intervention relevant to a social issue. Theoretical approaches to working in community settings and the practical challenges involved will be discussed.

Restriction: 461.728

PSYCH 718 (15 Points)
Psychotherapeutic Assessment and Formulation
Major theories used in clinical practice to understand psychological problems will be discussed, including behavioural, cognitive-behavioural, systems and psychodynamic models. Emphasis is on assessment and formulation of clients’ problems rather than therapeutic intervention. Approaches covered are those that are most commonly employed by psychologists practicing in New Zealand.

Prerequisite: PSYCH 747
Restriction: PSYCH 709

PSYCH 720A (15 Points)
PSYCH 720B (15 Points)
Research Topic in Psychology
A research topic undertaken under the direct supervision of a staff member and written up for presentation, instead of a final examination paper. A list of staff available for supervision, and their areas of interest and expertise, is published each year in the Psychology Department Handbook.

To complete this course students must enrol in PSYCH 720 A and B

PSYCH 721 (15 Points)
Consciousness and Cognition
This course will discuss recent research on consciousness from the perspective of cognitive neuroscience. Topics covered may include: implicit learning, implicit memory, blindsight, the split-brain syndrome, amnesia and hemineglect.

Restriction: 461.724

PSYCH 722 (15 Points)
Human Learning and Development
Focuses on the processes and factors that influence human learning from early childhood and beyond. Topics discussed may include: early social cognition, language development, and the factors that influence school and life success. Consideration will be given to diverse contexts and populations.

PSYCH 725 (15 Points)
Evolutionary Psychology
This course will cover evolutionary concepts as they apply to psychological issues. Specific topics may include: the evolution of tool use, language, cerebral asymmetry, theory of mind, culture and the sociobiology/evolutionary psychology debates.

PSYCH 730 (15 Points)
Professional Psychology Practice In New Zealand
Aims to equip students with knowledge and skills required for registration as a psychologist with the New Zealand Psychologists Board. Topics include the structure and functions of the Psychologists Board/Health and Disability Commissioner, cultural competency (obligations under the Treaty of Waitangi and cultural safe practice), professional ethics (Code of Ethics for Psychologists Working in Aotearoa/New Zealand) and related legislation. For students enrolled in the PGDipAppPsych.

PSYCH 731 (15 Points)
Social Psychology and Intergroup Processes
Focuses on the application of social psychological knowledge and theory to the understanding of broad social and cultural processes and phenomena, such as violence, prejudice, group behaviour and conflict, intergroup dynamics, collective behaviour, social beliefs, cultural differentiation and contact.

Restriction: 461.728

PSYCH 737 (15 Points)
Work Analysis and Design
Reviews basic concepts and methods of the multidisciplinary field of work psychology (human factors/ergonomics/engineering psychology) and
examines current research in selected topics in this field.
Restriction: 461.726

PSYCH 739 (15 Points)
Reading Acquisition
Reading is a developmental milestone. How children learn to read, why they fail, and the cognitive processes underlying reading are the main issues addressed in this course. Adult models of reading and acquired dyslexia will also be considered, as they relate to developmental models.

PSYCH 740 (15 Points)
Sensory Science
A range of methods commonly used to measure sensory capacity will be explored, with an emphasis on the difference between methods commonly used by technicians and scientists and how these methods can be improved. Appropriate methods for use in psychological science as well as in industry will be explored.

PSYCH 741 (15 Points)
Special Topic

PSYCH 742 (15 Points)
Special Topic

PSYCH 743 (15 Points)
Critical Qualitative Research
An in-depth focus on critical and discursive approaches to psychological research will be provided in this seminar-based course. Content will include examination of key theoretical underpinnings of critical qualitative research, as well as the practical application of such approaches.

PSYCH 744 (15 Points)
Experimental Design and Quantitative Methods for Psychology
Covers applications of the general linear model to research design and analysis. Topics include: univariate techniques (analysis of variance, analysis of covariance, regression) and multivariate techniques (multivariate analysis of variance, discriminant analysis, multivariate regression, and factor analysis).
Prerequisite: PSYCH 306 or consent of Department

PSYCH 745 (15 Points)
The Psychology of Death and Dying
Introduction to psychological aspects of death and dying. There will be a brief introduction to psychological models and demography. Death rituals and culture, communication, timeliness of death, palliative care and end of life decision making will also be discussed.
Restriction: PSYCH 734

PSYCH 746 (15 Points)
Perception, Cognition, Action
Seminar-based introduction to theories and models linking (human, animal and machine) perception, cognition and action, with emphasis on competing approaches to perceptual-motor control and learning, using evidence from classic and contemporary research in experimental psychology and cognitive neuroscience.
Restriction: PSYCH 735

PSYCH 747 (15 Points)
Psychological Assessment
This course focuses on developing skills in the assessment and evaluation of constructs commonly used in psychology research and practice. We will cover the critical aspects of psychometric theory and test construction including assessments of reliability and validity, item analysis, cultural sensitivity and potential biases in measurement, and assessments involving diagnostic practices, interviewing, and behavioural observations.
Restriction: PSYCH 701

PSYCH 748 (15 Points)
Health Psychology Interventions
This course focuses on theoretical, practical and ethical issues concerning the design and evaluation of health-related interventions. Covers research on a variety of clinic-based and community interventions including programmes for promoting healthy diet and exercise habits, psychosocial interventions for individuals with chronic illnesses and pain management interventions.
Restriction: PSYCH 701

PSYCH 750A (15 Points)
PSYCH 750B (15 Points)
Applied Behaviour Analysis: Methods
A study of the principles and issues involved with the observation, measurement, and functional analysis of an individual human or animal's behaviour in some applied setting. Particular emphasis will be placed on the rationale behind single-subject research designs, and their application to the validation of interventions aimed at modifying behaviour.
To complete this course students must enrol in PSYCH 750 A and B

PSYCH 751A (15 Points)
PSYCH 751B (15 Points)
Applied Behaviour Analysis: Behaviour Modification
A study of the techniques and issues involved with modifying an individual human or animal's behaviour in some applied setting. Appropriate and effective applications of scientific principles of learning will be taught, as will pertinent topics researched in the Experimental Analysis of Behaviour. Topics will include the application of research into associative learning, reinforcement, punishment, extinction, avoidance, stimulus control and choice.
To complete this course students must enrol in PSYCH 751 A and B

PSYCH 754 (15 Points)
Developmental and Intellectual Disabilities
Study of the behavioural aspects, aetiologies and therapeutic interventions for disorders usually diagnosed during childhood that are associated with reduced abilities to learn. Examples include intellectual disabilities (mental retardation) and pervasive developmental disorders (eg. autism).
Restriction: PSYCH 722, 752

PSYCH 755 (15 Points)
Gender, Power, and Sexuality
This seminar-based course will allow students to explore a broad range of topics such as: sexual coercion, prostitution, rape, pornography, safer sex, lesbian and gay sexuality, heterosexuality, bisexuality,osexology, sex therapy, intersex, transgender, sexuality and culture. The emphasis will be on looking at questions from the perspective of theoretical approaches such as Foucault's work on sexuality and feminist theories.

PSYCH 757 (15 Points)
Advanced Applied Behaviour Analysis
Advanced education and training in applied behaviour analysis (ABA) in preparation for a professional career. Topics include ethical, professional, and practical
issues confronting behaviour analysts in employment; recent research in ABA and other sciences with respect to clinical, educational, and other populations with whom behaviour analysts typically work. 

**Prerequisite:** PSYCH 750, 751

**Corequisite:** PSYCH 651

**Restriction:** PSYCH 753

**PSYCH 760**  
**Workplace Assessment and Development**

Focuses on assessing and developing employees at work. Both organisation and employee/candidate perspectives are considered through the process of recruitment, assessment, selection, socialisation, performance, and training and development. Students will be encouraged to adopt a scientist-practitioner perspective, through class discussions and assignments.

**PSYCH 761**  
**Organisational Psychology**

Focuses on attitudes and behaviours at work that reflect or impact on the relationship between employee and employer, with a particular emphasis on topics that are proposed to impact on employee well-being and productivity (eg. job satisfaction, motivation, leadership). Students will be encouraged to adopt a scientist-practitioner perspective, through class discussions and assignments.

**PSYCH 762**  
**Advanced Industrial, Work and Organisational Psychology**

Investigates current research in selected topics in industrial, work and organisational psychology, such as occupational stress, work-related fatigue, human-machine-environment interactions, decision making, automation, technology at work and safety management.

**Prerequisite:** PSYCH 737

**Restriction:** 461.726

**PSYCH 763A**  
**PSYCH 763B**  
**Portfolio of Professional Practice Reports**

A portfolio of original reports associated with the student’s practicum experience and demonstrating the ability to make appropriate use of the scientific literature in solving problems in professional practice, as required by the New Zealand Psychologists Board for the practice of psychology. For students enrolled in the PGDipAppPsych specialising in IWO.

**Corequisite:** PSYCH 651

To complete this course students must enrol in PSYCH 763 A and B

**PSYCH 771A**  
**PSYCH 771B**  
**Clinical Practice 1 and Professional Issues**

Consists of two parts: First, psychological assessment and therapy for diverse clinical populations, including adult, and child and family. Cognitive behaviour therapy and family therapy are central, but other models are included. Consideration of psychotherapy research and practical exercises are incorporated. Secondly, ethics, bicultural and cross-cultural practice, and other professional issues relevant to the practice of clinical psychology are covered. Evaluation is by internal assessment.

To complete this course students must enrol in PSYCH 771 A and B

**PSYCH 772A**  
**PSYCH 772B**  
**Clinical Practice 2**

Advanced psychological assessment and therapy for diverse clinical populations, including adult, and child and family. Cognitive behaviour therapy, narrative therapy, psychodynamic therapy, and the trauma model are emphasised. Includes two, 200 hour placements, in either an adult setting or a child and family setting. Evaluation is by internal assessment, including assessment by field supervisors.

To complete this course students must enrol in PSYCH 772 A and B

**PSYCH 773A**  
**PSYCH 773B**  
**Clinical Internship**

Includes a practical component of supervised clinical work of not less than 1500 hours in an approved health setting. Emphasis is placed on the application of research principles and designs in routing clinical practice. A university-based seminar series that covers topics relevant to advanced, intern-level practice is included. Evaluation is by internal assessment, and assessment by field supervisors.

To complete this course students must enrol in PSYCH 773 A and B

**PSYCH 788A**  
**PSYCH 788B**  
**Honours Dissertation in Psychology**

**Restriction:** PSYCH 789

To complete this course students must enrol in PSYCH 788 A and B

**PSYCH 796A**  
**PSYCH 796B**  
**Masters Thesis in Psychology**

To complete this course students must enrol in PSYCH 796 A and B

**Named Doctoral Courses**

**PSYCH 801**  
**(30 Points)**

**Scientist-practitioner Model 1**

Research based psychological assessment and therapy skills for diverse clinical populations, including adult, child and family. Cognitive-behaviour therapy and family therapy are central, but other models are included. Advanced clinical research design, ethics, bicultural and cross-cultural practice, supervision practice, and other professional issues relevant to the practice of clinical psychology are covered. Evaluation is by internal assessment. Includes one 200-hour placement in either an adult or a child and family setting. Evaluation is by internal assessment, including assessment by field supervisors.

**PSYCH 802**  
**(30 Points)**

**Scientist-practitioner Model 2**

Advanced psychological assessment and therapy skills for diverse clinical populations, including adult, and child and family. Cognitive-behaviour therapy, family therapy, narrative therapy, psychodynamic therapy, and the trauma model are emphasised. Includes two 200-hour placements, in either an adult setting or child and family setting. One of these may, depending on staff availability, be in a specialist setting. Options may include: clinical neuropsychology, forensic psychology, assessment and psychological treatment of psychoses, child and adolescent clinical psychology, drug and alcohol addiction, and others. Evaluation
is by internal assessment, including assessment by field supervisors.
Prerequisite: PSYCH 801
Restriction: PSYCH 813, 814

PSYCH 803 (60 Points)
Internship
This includes a practical component of supervised clinical work of not less than 1,500 hours in an approved setting. Emphasis is placed on the application of research principles and designs in routine psychological clinical practice. A university based seminar course that covers topics relevant to advanced, intern-level practice is included. Evaluation is by internal assessment, and assessment by field supervisors.
Prerequisite: PSYCH 801, 802
Restriction: PSYCH 821

PSYCH 897 (90 Points)
Portfolio of Clinical Research
Five original research projects demonstrating appropriate use of the scientist-practitioner model (single case design, programme evaluation or group research may be included). One project will be conducted within each of the three placements associated with the courses PSYCH 801 and 802, and two within the Internship, PSYCH 803. At least one project should be related to research with an adult population, and at least one with a child and family population. The Portfolio will be examined by two internal academic psychologists and assessed by the two external Thesis examiners.
Restriction: PSYCH 894, 895

PSYCH 899 (150 Points)
Thesis
An original research dissertation completed over the three years of the degree (75 points in year 1, 60 points in year 2, and 15 points in year 3). The research may be basic or applied, but must be relevant to some area of clinical psychology and represent a significant contribution to knowledge in the field.
Restriction: PSYCH 896

Science Enterprise

Postgraduate 700 Level Courses

SCIENT 701 (15 Points)
Accounting and Finance for Scientists
Builds upon scientific numeracy in exploring the sources, uses and reporting of accounting and financial information in science-based enterprises; application of capital budgeting and valuation theory to science-relevant situations; and key bases for financially-informed project and enterprise decision-making and the management of economic resources.

SCIENT 702 (15 Points)
Marketing for Scientific and Technical Personnel
Examines the intermediaries and end-users of technical and research-related applications, products and services; their ‘customers’, ‘value chain’, ‘marketing’, and related concepts in both highly-regulated and open markets; and how effective science-related marketing strategies and promotional efforts are developed and communicated.

SCIENT 703 (15 Points)
Frontiers in Biotechnology
An examination of how breakthrough discoveries in contemporary life sciences flow through to commercialisation. Current and emerging applications of biotechnology; includes guest lectures from New Zealand's leading biotechnologists and case studies focused particularly on medical applications.

SCIENT 704 (15 Points)
Law and Intellectual Property
An explanation of the legal system including basic concepts of contract and corporate law in a biotechnology context. Emphasis will be upon intellectual property laws in particular patent law and practice and other means of protecting new ideas, discoveries and inventions. Also covered will be technology licensing and basic competition and marketing law.

SCIENT 705 (15 Points)
Research Commercialisation
Integrative exploration of common theories, processes and models involved in commercialising scientific research. Topics include technology transfer, technological entrepreneurship, commercial potential, risk, and valuation assessment and related tools. Utilises multiple learning approaches including case studies and a "hands-on" term project.
Prerequisite: SCIENT 701, 702

SCIENT 706 (15 Points)
Commercialisation Project
A supervised practical application of the theories, concepts and techniques of commercialisation, covered in courses SCIENT 701–705, to a research-based opportunity and its related intellectual property estate.
Prerequisite: SCIENT 701, 702, 704
Corequisite: SCIENT 703, 705

SCIENT 707 (15 Points)
Special Topic

SCIENT 720 (15 Points)
Science Enterprise Research Methods
Students will become familiar with underlying theory and best practices in the principal qualitative and quantitative methods applicable to, and useful in, thesis research on commercialisation and science-based enterprise.

SCIENT 721 (15 Points)
Product Development and Regulatory Environments
Aims to give students an understanding of the stages of product development for therapeutics, diagnostics and medical devices, as well as the regulatory requirements affecting product development in the Life Sciences. Project management tools and processes will also be covered in the context of product development.

SCIENT 722 (15 Points)
Current Issues in Bioscience Enterprise
An exploration of trends and developments of importance to Life Sciences-related enterprises and industries. Utilises multiple learning approaches, eg, independent reading, case studies, projects, guest speakers, presentations and related discussions.

SCIENT 794A (45 Points)
SCIENT 794B (45 Points)
Theis
Research project addressing a topic relevant to the commercialisation of research. Overseen jointly by both academic and industry supervisors.
To complete this course students must enrol in SCIENT 794A and B
SCIENCE – General

Stage I

SCIGEN 101 (15 Points)

SCIGEN 101G
Communicating for a Knowledge Society
Effective communication is required for specialists in all fields to engage meaningfully with society. In this course students gain an understanding of the important role communication plays in a knowledge society. Through case studies and practical experience students learn about the responsibilities and skills required to communicate with a variety of audiences. They learn how to effectively manage and present data and practice oral, written, visual and electronic communication.

SCIGEN 189 (10 Points)
Special Topic
Selected topics in Science designed as a short credit course for exchange students coming to New Zealand. This course is only available to inbound exchange students.
Prerequisite: Permission of Head of Department

Stage II

SCIGEN 201 (15 Points)
Managing Science and Technology
An interdisciplinary examination of issues relating to the management of science and technology. At a policy level, topics include the international context for science and technology, the role of business and research organisations, and policies for emerging technologies. At an organisational level, issues range from strategic analysis of the business environment to planning a corporate response. At project level, topics include the management of specialist staff and resources, and implementation of research strategies.

Stage III

SCIGEN 301 (15 Points)
Special Topic in General Science
Prerequisite: Any 180 points

Speech Science

Postgraduate 700 Level Courses

SPCHSCI 711 (15 Points)
Introduction to Communication in Children and Adults
Communication development and disorders. Normal communication development across the lifespan, in the context of total child development, of major changes in expectations such as school and literacy, and of variations such as cultural differences and multilingualism. Applications of these concepts in an introduction to the assessment and management of communication disorders in children and of acquired disorders in adults.

SPCHSCI 712 (15 Points)
Linguistics for Speech Language Therapy
The study of articulatory phonetics, phonemic transcription using the International Phonetic Alphabet, and the relationship between phonetics and phonology. Additional language analysis covering morphology, syntax, semantics and pragmatics.

SPCHSCI 713 (15 Points)
Anatomy and Physiology for Speech Language Therapy
Anatomy and physiology of speech, language and hearing, including the respiratory, phonatory, articulatory, auditory and peripheral and central nervous systems underlying spoken communication. Application of this knowledge is through manipulation of human models and supported computer laboratories.

SPCHSCI 714 (15 Points)
Speech Language Therapy Clinical Practicum 1
Clinical observation under supervisor guidance in a variety of settings, establishing links between theory and practice. This course is supported by weekly tutorial sessions.

SPCHSCI 721 (15 Points)
Dysphagia
Assessment and management of adult and paediatric clients with dysphagia.

SPCHSCI 722 (15 Points)
Communication Disorders in Children
The nature of speech and language delay and disorder in children. Introduces a range of disorders focussing on: general language impairment, specific language impairment (SLI) and phonological disorders in children through pre-school and primary school ages, and language disorders in adolescence. Assessment and intervention in phonology, articulation, and all aspects of language, incorporating principles of inclusion and diversity and evidence-based practices.

SPCHSCI 723 (15 Points)
Communication Disorders in Adults
Assessment and management of adults with acquired communication disorders.

SPCHSCI 724 (15 Points)
Speech Language Therapy Clinical Practicum 2
Clinical observation and practice in a variety of settings, enabling students to work with clients under supervision. This course is supported by weekly tutorials.
Prerequisite: SPCHSCI 714

SPCHSCI 731 (15 Points)
Voice and Fluency

SPCHSCI 732 (15 Points)
Audiology for Speech Language Therapy
Study of types of hearing impairment, pathologies of the hearing mechanism, tests and clinical procedures used in audiological evaluations and hearing instrumentation.
Restriction: SPCHSCI 732

SPCHSCI 733 (15 Points)
Speech Language Therapy Clinical Practicum 3
Clinical practice in a variety of settings with students taking responsibility for the assessment and management of cases with supervisor guidance. Weekly tutorials support the course.
Prerequisite: SPCHSCI 724

SPCHSCI 735 (15 Points)
Research Methods and Ethics for Speech Language Therapy
Research design, methods and data analysis. Critical
evaluation of research literature. Ethical issues in research and clinical practice.

SPCHSCI 736
Topics in Communication Disorders in Adults
Advanced study of speech language therapy with a focus on adult populations including evidence based practice, working with diversity, complex populations, lifelong disability and ageing effects on audition and language. Implications for SLT practice in the New Zealand context.
Restriction: SPCHSCI 731

SPCHSCI 743
Advanced Study of Speech and Language Therapy in Children
Develops depth in specific areas of difficulty including language disorders in adolescents, pre-verbal stages, and working with disabilities, particularly intellectual and physical disability and autism spectrum disorder. Develop best practice in cultural and linguistic diversity. Consolidate and extend knowledge of evidence-based practice in child speech and language.
Restriction: SPCHSCI 732

SPCHSCI 744
Speech Language Therapy Clinical Practicum 4
Clinical practice in a variety of settings with the student demonstrating independent practice and problem solving skills. Supervisory guidance will be given and the course will be supported by weekly tutorials.
Prerequisite: SPCHSCI 734

SPCHSCI 745
Speech Language Therapy Project
Research project relating to diagnosis and treatment of adult or paediatric communication disorders or dysphagia.

SPCHSCI 751
Special Topic

SPCHSCI 752
Research Project

SPCHSCI 753
Special Topic

SPCHSCI 754
Special Topic

SPCHSCI 796A
Special Topic

SPCHSCI 796B
MSc Thesis in Speech Science

To complete this course students must enrol in SPCHSCI 796 A and B

Sport and Exercise Science

Stage I

SPORTSCI 100G
Exercise and Fitness: Myths and Reality
An introduction to the principles of physical exercise, with a focus on understanding how the body moves and responds to exercise, how performance can be measured, and how fitness can be developed and maintained to optimise health. Particular emphasis will be placed on the debunking of common myths about exercise, and offering evidence-based advice on the benefits of appropriate physical activity.

SPORTSCI 101
Foundations of Sport and Exercise Science
Essential scientific concepts, methods, and skills for progression to the biophysical sub-disciplines of Sport and Exercise Science: Biomechanics, Physiology, Neuroscience, and Psychology. Includes examples of research questions, key historical developments, professional organisations, training, and career pathways within each sub-discipline.

SPORTSCI 103
Human Anatomy
The study of the gross anatomical organisation of the neural, muscular and skeletal systems, with particular reference to the neck, limbs, back and abdominal wall. Practical work includes gross anatomy laboratories and CD-Rom study.
Restriction: 470.101

SPORTSCI 105
Exercise Prescription
An introduction to the risks and benefits of exercise, exercise policy and safety, physical fitness testing, guidelines for exercise test administration, principles of exercise prescription, cardiorespiratory and neuromuscular training.
Restriction: SPORTSCI 205

Stage II

SPORTSCI 201
Sport and Exercise Physiology 1
The biology and physiology of skeletal muscle, including its metabolism, energetics, activation and control. Training and assessment of neuromuscular strength, power and endurance. Physiological measurement of short-term power and aerobic metabolism.
Prerequisite: SPORTSCI 103, and 15 points from BIOSCI 107, MEDSCI 142

SPORTSCI 202
Principles of Tissue Adaptation
Principles of adaptation in nerve, muscle, bone and other tissue that occur with increased use, disuse, or misuse including sports and exercise injuries. Coverage includes examples relevant to the maintenance of healthy tissues and the recovery and rehabilitation of tissue following injury or disease.
Prerequisite: SPORTSCI 103

SPORTSCI 203
Introductory Biomechanics
Mechanical analysis of human movement, using qualitative, quantitative and predictive techniques. The focus is on sports techniques, musculoskeletal stress and locomotion.
Prerequisite: SPORTSCI 103

SPORTSCI 204
Psychology of Physical Activity
An introduction to the study of psychology as it relates to sport, exercise, health and rehabilitation.
Prerequisite: 15 points from PSYCH 108, 109, 128, 129

SPORTSCI 206
Exercise Nutrition
A cross-disciplinary focus on nutrition, examining nutritional enhancement of sports performance, diet and physiological function, eating disorders, energy balance, body composition and the role of diet in growth and exercise.
Prerequisite: 15 points from BIOSCI 107, MEDSCI 142

Stage III

SPORTSCI 301
Sport and Exercise Physiology 2
Cardiopulmonary, endocrine and immune systems
and their responses and adaptations to exercise and training. Physiological aspects of exercise and adaptation under different environmental conditions. Training and evaluation of anaerobic and aerobic power and endurance.

**Prerequisite:** SPORTSCI 201

**SPORTSCI 302** (15 Points)
Sport and Exercise Physiology for Special Populations
Examination of the role of exercise for special populations. Physiological responses and adaptations to exercise and training, and exercise and training recommendations for selected medical and athletic populations. Evaluation of cardiovascular, pulmonary, metabolic and neuromuscular function.

**Prerequisite:** SPORTSCI 201

**SPORTSCI 303** (15 Points)
Advanced Biomechanics
Advanced quantitative techniques in biomechanics used to study human movement including mathematical modeling and signal processing. An application area such as occupational ergonomics or clinical gait analysis will be used to demonstrate the biomechanical techniques.

**Prerequisite:** SPORTSCI 203

**SPORTSCI 304** (15 Points)
Sport Psychology
Examination of psychological factors affecting behaviour and performance in exercise and sport. The individual performer is the major consideration, but group influences on individual performance are also considered.

**Prerequisite:** SPORTSCI 204, or 45 points at Stage II in Psychology with at least a B– average grade

**SPORTSCI 305** (15 Points)
Movement Neuroscience
Examines brain and spinal cord organisation and function related to movement, and the neurological mechanisms involved in the planning, execution and control of movement in health and disease. Introduces the concept of neural plasticity as it relates to motor skill learning and recovery after injury in both healthy and neurologically impaired populations.

**Prerequisite:** SPORTSCI 301

**SPORTSCI 306** (15 Points)
Technique Assessment in Movement Analysis
An overview of current biomechanics methodology for assessing various human movements, including sport and ergonomics. Emphasis is on image analysis, force measurement techniques and electromyography. A technique assessment project is completed.

**Prerequisite:** SPORTSCI 303

**SPORTSCI 309** (15 Points)
**SPORTSCI 309A** (7.5 Points)
**SPORTSCI 309B** (7.5 Points)
Practicum in Sport and Exercise Science
This practicum provides an opportunity to combine theoretical knowledge with practical skills in exercise rehabilitation, physical/cognitive ergonomics, or sport science settings.

**Prerequisite:** Permission of Head of Department, and three of SPORTSCI 201, 202, 203, 204
To complete this course students must enrol in SPORTSCI 309 A and B, or SPORTSCI 309

**Diploma Courses**

**SPORTSCI 690A** (15 Points)
**SPORTSCI 690B** (15 Points)
Graduate Diploma Dissertation (Sport and Exercise Science)
To complete this course students must enrol in SPORTSCI 690 A and B

**SPORTSCI 691A** (15 Points)
**SPORTSCI 691B** (15 Points)
PG Diploma Dissertation (Sport and Exercise Science)
To complete this course students must enrol in SPORTSCI 691 A and B

**SPORTSCI 692A** (15 Points)
**SPORTSCI 692B** (15 Points)
PG Diploma Dissertation (Cardiac Rehabilitation)
To complete this course students must enrol in SPORTSCI 692 A and B

**Postgraduate 700 Level Courses**

**SPORTSCI 702** (15 Points)
Project in Sport and Exercise Science
Provides students with an opportunity to collect data in an area of interest, with the aim of validating an area of study towards their theses.

**SPORTSCI 703** (15 Points)
Cardiac Rehabilitation
The role of the exercise scientist in cardiac rehabilitation. Topics include electrocardiography, exercise testing and exercise prescription. The course combines theory and laboratory/clinical study of these topics.

**SPORTSCI 704** (15 Points)
Advanced Techniques in Biomechanics
A laboratory-based course which explores the theoretical foundations of advanced data collection and analysis of biomechanical data and offers students opportunities to experience practical, hands-on laboratory experiences that will demonstrate these theoretical foundations.

**SPORTSCI 705** (15 Points)
Seminar in Sport and Exercise Science
The role of science in sport – current developments and future needs. Practical seminar and research skills. Meta-analysis and critiquing of journal articles. Development and presentation of literature reviews.

**SPORTSCI 706** (15 Points)
Seminar in Advanced Exercise Physiology
A seminar-based course examining the physiological responses and adaptations to physical exercise or inactivity. Students evaluate, present, and discuss seminal and contemporary research publications on selected topics largely focusing on the cardiovascular, metabolic, and musculoskeletal systems. Emphasis will be placed upon investigations of the explanatory elements of adaptation, from the level of the genome to the living human, and the use of relevant contemporary experimental techniques.

**Restriction:** PHYSIOL 706

**SPORTSCI 707** (15 Points)
Advanced Seminar in Biomechanics
A seminar and laboratory-based course which examines theoretical and practical concerns in quantitative biomechanical data collection and analysis. Topics include: signal processing methods, 2-D and 3-D video analysis, human body modelling.
**SPORTSCI 708**  
**Advanced Seminar in Movement Neuroscience**  
Seminar based course which examines brain organisation and function related to movement in health and disease. Emphasis is placed on contemporary techniques and paradigms in the field of movement neuroscience, with special emphasis on clinical populations that exhibit impaired movement. Neural plasticity is a central theme.

**SPORTSCI 710**  
**Exercise Rehabilitation**  
The role of exercise in a multi-component approach to rehabilitation. Risks and benefits of exercise, particularly with respect to sedentary individuals and/or those with medical considerations. Exercise test administration. Exercise prescription and monitoring, physical and functional assessment of performance.

**SPORTSCI 712**  
**Advanced Exercise Prescription**  
Use of advanced techniques for interpreting physical test results used in the prescription of accurate and progressive exercise programmes for people with co-existing health problems including disease and injury. Applies the principles of exercise prescription in combination with scientific evidence for specific exercise modalities. Reviews the American College of Sports Medicine guidelines for exercise prescription and progression, their scientific evidence as well as baseline history taking, rationale, contraindications, privacy issues.

**SPORTSCI 713**  
**Sport, Exercise and Rehabilitation Psychology**  
A course designed to provide a comprehensive perspective of the role of psychology and psychological techniques in the areas of sport and exercise. Historical, theoretical, clinical and methodological considerations will be examined.

**SPORTSCI 714**  
**Special Topics in Sport and Exercise Science**  
*Prerequisite: Permission of Head of Department*

**SPORTSCI 788A**  
**SPORTSCI 788B**  
**BSc(Hons) Dissertation in Sport and Exercise Science**  
*Restriction: SPORTSCI 789*

To complete this course students must enrol in SPORTSCI 788 A and B

**SPORTSCI 791A**  
**SPORTSCI 791B**  
**Research Project in Exercise Rehabilitation**  
*To complete this course students must enrol in SPORTSCI 791 A and B*

**SPORTSCI 796A**  
**SPORTSCI 796B**  
**MSc Thesis in Sport and Exercise Science**  
*To complete this course students must enrol in SPORTSCI 796 A and B*

**SPORTSCI 797A**  
**SPORTSCI 797B**  
**MSc Thesis in Exercise Rehabilitation**  
*To complete this course students must enrol in SPORTSCI 797 A and B*

**SPORTSCI 798A**  
**SPORTSCI 798B**  
**MSc Thesis in Cardiac Rehabilitation**  
*To complete this course students must enrol in SPORTSCI 798 A and B*

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**Statistics**

### Stage I

**STATS 101**  
**STATS 101G**  
**Introduction to Statistics**  
Intended for anyone who will ever have to collect or make sense of data, either in their career or private life. Steps involved in conducting a statistical investigation are studied with the main emphasis being on data analysis and the background concepts necessary for successfully analysing data, extrapolating from patterns in data to more generally applicable conclusions and communicating results to others. Other topics include probability; confidence intervals, statistical significance, t-tests, and p-values; nonparametric methods; one-way analysis of variance, simple linear regression, correlation, tables of counts and the chi-square test.  
*Restriction: STATS 102, 107, 108, 191*

**STATS 108**  
**Statistics for Commerce**  
The standard Stage I Statistics course for the Faculty of Business and Economics or for Arts students taking Economics courses. Its syllabus is as for STATS 101, but it places more emphasis on examples from commerce.  
*Restriction: STATS 101, 102, 107, 191*

**STATS 125**  
**Probability and its Applications**  
Probability, conditional probability, Bayes theorem, random walks, Markov chains, probability models. Illustrations will be drawn from a wide variety of applications including: finance and economics; biology; telecommunications, networks; games, gambling and risk.  
*Corequisite: MATHS 108 or 150  
Restriction: STATS 210*

**STATS 150**  
**STATS 150G**  
**Lies, Damned Lies, and Statistics**  
Examines the uses, limitations and abuses of statistical information in a variety of activities such as polling, public health, sport, law, marketing and the environment. The statistical concepts and thinking underlying data-based arguments will be explored. Emphasises the interpretation and critical evaluation of statistically based reports as well as the construction of statistically sound arguments and reports. Some course material will be drawn from topics currently in the news.

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### Stage II

**STATS 201**  
**Data Analysis**  
A practical course in the statistical analysis of data. Interpretation and communication of statistical findings. Includes exploratory data analysis, the analysis of linear models including two-way analysis of variance, experimental design and multiple regression, the analysis of contingency table data including logistic regression, the analysis of time series data, and model selection.  
*Prerequisite: 15 points from STATS 101–108, 191  
Restriction: STATS 207, 208*
STATS 207
Data-centred Investigation and Analysis
A practical course in the statistical analysis of data, with hands on experience in research design and execution. Includes exploratory data analysis, the analysis of linear models including two-way analysis of variance, experimental design and multiple regression, the analysis of contingency table data including logistic regression, the analysis of time series data, and model selection. The primary coursework assessment will be a group project.
Prerequisite: 15 points from STATS 101, 108, 191
Restriction: STATS 201, 208

STATS 208
Data Analysis for Commerce
A practical course in the statistical analysis of data. There is a heavy emphasis in this course on the interpretation and communication of statistical findings. Topics such as exploratory data analysis, the analysis of linear models including two-way analysis of variance, experimental design and multiple regression, the analysis of contingency table data including logistic regression, the analysis of time series data, and model selection will be covered.
Prerequisite: 15 points from STATS 101–108, 191
Restriction: STATS 201, 207

STATS 210
Statistical Theory
Probability, discrete and continuous distributions, likelihood and estimation, hypothesis testing. This course is a prerequisite for the BSc(Hons) and Master's degree in Statistics.
Corequisite: 15 points from MATHS 208, 250 or equivalent

STATS 220
Data Technologies
Explores the processes of data acquisition, data storage and data processing using current computer technologies. Students will gain experience with and understanding of the processes of data acquisition, storage, retrieval, manipulation, and management. Students will also gain experience with and understanding of the computer technologies that perform these processes.
Prerequisite: 15 points at Stage I in Computer Science or Statistics.

STATS 255
Introduction to Operations Research
Emphasises the relationship between business and industrial applications and their associated operations research models. Software packages will be used to solve practical problems. Topics such as linear programming, transportation and assignment models, network algorithms, queues, Markov chains, inventory models and simulation will be considered.
Prerequisite: 15 points at Stage I in Computer Science or Mathematics
Restriction: ENGSCI 255

Stage III

STATS 301
Statistical Programming and Modelling using SAS
Introduction to the SAS statistical software with emphasis on using SAS as a programming language for purposes of database manipulation, simulation, statistical modelling and other computer-intensive methods.
Prerequisite: 15 points from STATS 201, 207, 208, or at least a B+ in BIOSCI 209

STATS 302
Applied Multivariate Analysis
Covers the exploratory analysis of multivariate data, with emphasis on the use of statistical software and reporting of results. Topics covered include: techniques for data display, dimension reduction and ordination, cluster analysis, multivariate ANOVA and associated methods.
Prerequisite: 15 points from STATS 201, 207, 208, or at least a B+ in BIOSCI 209

STATS 310
Introduction to Statistical Inference
Estimation, likelihood methods, hypothesis testing, multivariate distributions, linear models.
Prerequisite: STATS 210 and 15 points from MATHS 208, 250 or equivalent

STATS 320
Applied Stochastic Modelling
Introduction to stochastic modelling, with an emphasis on queues and models used in finance. Behaviour of Poisson processes, queues and continuous time Markov chains will be investigated using theory and simulation.
Prerequisite: 15 points from STATS 125, 210, 208, 220, or at least a B+ in BIOSCI 209

STATS 325
Stochastic Processes
Introduction to stochastic processes, including generating functions, branching processes, Markov chains, random walks.
Prerequisite: 15 points from STATS 125, 210, 320, with at least a B pass, 15 points from MATHS 208, 250, 253

STATS 326
Applied Time Series Analysis
Components, decompositions, smoothing and filtering, modelling and forecasting. Examples and techniques from a variety of application areas.
Prerequisite: 15 points from STATS 201, 207, 208, or at least a B+ in BIOSCI 209

STATS 330
Statistical Modelling
Application of the generalised linear model and extensions to fit data arising from a range of sources, including multiple regression models, logistic regression models, and log-linear models. The graphical exploration of data.
Prerequisite: 15 points from STATS 201, 207, 208, or at least a B+ in BIOSCI 209

STATS 331
Introduction to Bayesian Statistics
Introduces Bayesian data analysis using the WinBUGS software package and R. Topics include the Bayesian paradigm, hypothesis testing, point and interval estimates, graphical models, simulation and Bayesian inference, diagnosing MCMC, model checking and selection, ANOVA, regression, GLMs, hierarchical models and time series. Classical and Bayesian methods and interpretations are compared.
Prerequisite: 15 points from STATS 201, 207, 208, or at least a B+ in BIOSCI 209

STATS 340
Design and Analysis of Surveys and Experiments
Design, implementation and analysis of surveys including questionnaire design, sampling design and the analysis of data from stratified, cluster and multistage sampling. Design and implementation issues for scientific experiments including blocking.
replication and randomisation and the analysis of data from designs such as complete block, balanced incomplete block, Latin square, split plot, factorial and fractional designs.

Prerequisite: 15 points from STATS 201, 207, 208, 210, or BIOSCI 209 with at least a B+
Restriction: STATS 341, 351

STATS 341 (15 Points)
Design and Analysis of Surveys
Design, implementation and analysis of surveys including such topics as questionnaire design, sampling design and the analysis of data from stratified, multistage and cluster sampling.
Prerequisite: 15 points from STATS 201, 207, 208, 210, or at least a B+ in BIOSCI 209
Restriction: STATS 340

STATS 351 (15 Points)
Design and Analysis of Experiments
Design and implementation issues for statistically designed experiments and the analysis of data from designs such as incomplete block, Latin square, split plot, factorial and fractional designs.
Prerequisite: 15 points from STATS 201, 207, 208, 210, or at least a B+ in BIOSCI 209
Restriction: STATS 340

STATS 370 (15 Points)
Financial Mathematics
Mean-variance portfolio theory; options, arbitrage and put-call relationships; introduction of binomial and Black-Scholes option pricing models; compound interest, annuities, capital redemption policies, valuation of securities, sinking funds; varying rates of interest, taxation; duration and immunisation; introduction to life annuities and life insurance mathematics.
Prerequisite: 15 points in Stage II Statistics, or at least a B+ in BIOSCI 209, and 15 points at Stage II in Mathematics

STATS 380 (15 Points)
Statistical Computing
Statistical programming using the R computing environment. Data structures, numerical computing and graphics.
Prerequisite: 15 points from STATS 201, 207, 208, 220, or at least a B+ in BIOSCI 209

STATS 390 (15 Points)
Topics in Statistics

Postgraduate 700 Level Courses

STATS 701 (15 Points)
Special Topic in Statistics 1

STATS 702 (15 Points)
Special Topic in Statistics 2

STATS 705 (15 Points)
Topics in Official Statistics
Official statistics, data access, data quality, demographic and health statistics, other social statistics, economic statistics, analysis and presentation, case studies in the use of official statistics.

STATS 708 (15 Points)
Topics in Statistical Education
Covers a wide range of research in statistics education at the school and tertiary level. There will be a consideration of, and an examination of, the issues involved in statistics education in the curriculum, teaching, learning, technology and assessment areas.

STATS 710 (15 Points)
Probability Theory
Fundamental ideas in probability theory; sigma-fields, laws of large numbers, characteristic functions, the Central Limit Theorem.
Prerequisite: STATS 310, 320 or 325

STATS 720 (15 Points)
Stochastic Processes
Prerequisite: STATS 320 or 325

STATS 721 (15 Points)
Special Topic in Applied Probability

STATS 722 (15 Points)
Financial Mathematics

STATS 723 (15 Points)
Stochastic Methods in Finance
Contingent claims theory in discrete and continuous time. Risk-neutral option pricing, Cox-Ross-Rubinstein and Black-Scholes models, stochastic calculus, hedging and risk management.
Prerequisite: STATS 210

STATS 724 (15 Points)
Operations Research
Continuous-time Markov processes; optimisation for jump Markov processes; Markov decision processes; queueing theory and stochastic networks.
Prerequisite: 15 points from STATS 320, 325, 720 with at least B+

STATS 725 (15 Points)
Topics in Operations Research

STATS 726 (15 Points)
Time Series
Stationary processes, modelling and estimation in the time domain, forecasting and spectral analysis.

STATS 727 (15 Points)
Special Topic in Time Series

STATS 730 (15 Points)
Statistical Inference
Fundamentals of likelihood-based inference, including sufficiency, conditioning, likelihood principle, statistical paradoxes. Theory and practice of maximum likelihood. Examples covered may include survival analysis, GLM’s, nonlinear models, random effects and empirical Bayes models, and quasi-likelihood.
Prerequisite: STATS 310

STATS 731 (15 Points)
Bayesian Inference
A course in practical Bayesian statistical inference covering: the Bayesian approach specification of prior distributions, decision-theoretic foundations, the likelihood principle, asymptotic approximations, simulation methods, Markov Chain Monte Carlo methods, the BUGS and CODA software, model assessment, hierarchical models, application in data analysis.
Prerequisite: STATS 210
STATS 732  (15 Points)  
Topics in Statistical Inference

STATS 740  (15 Points)  
Sample Surveys
This is a course in the design, management and analysis of sample surveys. Topics such as the following are studied. Types of Survey. Revision of statistical aspects of sampling. Preparing surveys. Research entry: problem selection, sponsorship and collaboration. Research design: methodology and data collection; Issues of sample design and sample selection. Conducting surveys: Questionnaires and questions; Non-sampling issues; Project management; Maintaining data quality. Concluding surveys: Analysis; Dissemination. 
Prerequisite: 15 points from STATS 340, 341

STATS 741  (15 Points)  
Special Topic in Sampling

STATS 747  (15 Points)  
Statistical Methods in Marketing
Stochastic models of brand choice, applications of General Linear Models in marketing, conjoint analysis, advertising media models and marketing response models.

STATS 750  (15 Points)  
Experimental Design
The design and analysis of data from experiments involving factorial and related designs and designs which have the property known as general balance (this includes most of the standard designs), and more general designs with blocking and replication. Response surface methodology. Sequential experimentation. 
Prerequisite: 15 points from STATS 340, 330

STATS 751  (15 Points)  
Special Topic in Experimental Design

STATS 760  (15 Points)  
A Survey of Modern Applied Statistics
A survey of techniques from modern applied statistics. Topics covered will be linear, non-linear and generalised linear models, modern regression including CART and neural networks, mixed models, survival analysis, time series and spatial statistics. 
Prerequisite: STATS 310, 330

STATS 761  (15 Points)  
Mixed Models
Statistical techniques for analysis of data from medical studies, with an emphasis on mixed modelling. Topics such as the use of SAS for analysing medical data with applications in epidemiology. Analysis of multicentre trials (random effects models), repeated measures data (covariance pattern and random coefficient models), matched case-control studies and the use of generalised linear models in medical statistics will be studied.

STATS 762  (15 Points)  
Special Topic in Regression

STATS 764  (15 Points)  
Analysis of Failure Time Data
Topics in the theory and analysis of survival data. Survival data arises both in the Health Sciences and in industrial testing. Such data is often subject to censoring and truncated data. Both parametric and nonparametric methods, such as Kaplan-Meier estimates, will be covered. Other topics may include: proportional hazards regression, censored data and reliability. 
Prerequisite: STATS 310

STATS 766  (15 Points)  
Multivariate Analysis
A selection of topics from multivariate analysis, including: advanced methods of data display (eg, Correspondence and Canonical Correspondence Analysis, Biplots, and PREFMAP) and an introduction to classification methods (eg, various types of Discriminant Function Analysis). 
Prerequisite: STATS 302

STATS 767  (15 Points)  
Topics in Multivariate Analysis

STATS 770  (15 Points)  
Introduction to Medical Statistics
An introduction to ideas of importance in medical statistics, such as measures of risk, basic types of medical study, causation, ethical issues and censoring, together with a review of common methodologies.

STATS 771  (15 Points)  
Topics in Biostatistics 1

STATS 773  (15 Points)  
Design and Analysis of Clinical Trials
The theory and practice of clinical trials, including: design issues, data management, common analysis methodologies, intention to treat, compliance, interim analyses and ethical considerations.

STATS 775  (15 Points)  
Design of Ecological Experiments
Factorial designs, nested hierarchies and mixed models; variance components and expected mean squares; precision and power analysis; multivariate analysis in ecology; designs to detect environmental impact; resampling methods and permutation tests for complex designs.

STATS 776  (15 Points)  
Topics in Environmental and Ecological Statistics

STATS 777  (15 Points)  
Professional Skills for Statisticians
Statistical software, data management, data integrity, data transfer, file processing, symbolic manipulation, document design and presentation, oral presentation, professional ethics.

STATS 778  (15 Points)  
Statistical Consulting
Students will learn about the practicalities of statistical consulting. Students will carry out a statistical consulting project, including the writing of a report, under the supervision of a member of the academic staff.

STATS 778A  (15 Points)  
Honours Project in Statistics
Restriction: STATS 789
To complete this course students must enrol in STATS 781 A and B, or STATS 781

STATS 782  (15 Points)  
Statistical Computing
Professional skills, advanced statistical programming, numerical computation and graphics.
STATS 783 (15 Points)
Simulation and Monte Carlo Methods
A practical introduction to modern simulation and Monte Carlo techniques and their use to simulate real situations and to solve difficult statistical inferential problems whose mathematical analysis is intractable.

STATS 784 (15 Points)
Statistical Data Mining
Data cleaning, missing values, data warehouses, security, fraud detection, meta-analysis, and statistical techniques for data mining such as regression and decision trees, modern and semiparametric regression, neural networks, statistical approaches to the classification problem.

STATS 785 (15 Points)
Topics in Statistical Data Management

STATS 786 (15 Points)
Special Topic in Statistical Computing

STATS 787 (15 Points)
Topics in Statistical Computing

STATS 788 (45 Points)

STATS 788A (22.5 Points)

STATS 788B (22.5 Points)

Dissertation in Medical Statistics
To complete this course students must enrol in STATS 788 A and B, or STATS 788

STATS 790 (30 Points)
Masters Dissertation 1
Restriction: STATS 796
To complete this course students must enrol in STATS 790 A and B, or STATS 790

STATS 790A (15 Points)

STATS 790B (15 Points)

STATS 798A (45 Points)

STATS 798B (45 Points)

Masters Thesis in Statistics
Restriction: STATS 790, 796
To complete this course students must enrol in STATS 798 A and B

Wine Science

Stage II

WINESCI 201 (15 Points)
Special Topic

Postgraduate 700 Level Courses

WINESCI 701 (15 Points)
Winemaking in a New Zealand Setting
The principles and practices of local winemaking are reviewed and compared with international counterparts to highlight the distinctive characteristics of winemaking in New Zealand. A microvinification project is undertaken in which students begin with an allotment of grapes, monitor the fermentation using a range of analytical techniques, and make decisions which affect the style of wine they produce.

WINESCI 702 (15 Points)
The Science Behind Grape Production
Develops understanding of the contemporary scientific knowledge and research that is of relevance to grape production for winemaking. The application of traditional and modern molecular methods in plant science and plant pathology will be discussed in relation to the selection, improvement and management of vines and grape attributes. Research issues of national and international relevance to viticulture will also be addressed.

WINESCI 703 (15 Points)
The Science Behind Winemaking
Follows on from 702 and focuses on the contemporary scientific knowledge and research that is of relevance to winemaking, commencing from the point of grape harvest. The application of traditional and modern methods in biochemistry and microbiology will be discussed. Research issues of national and international relevance to winemaking will also be addressed.

WINESCI 704 (15 Points)
Sensory Evaluation and Statistical Methods
The principles of sensory science, sensory analysis of wine, differences among wine types, regional styles and grape types will be covered. Emphasis will be placed on those components which influence sensory appeal. The application of statistical methods to wine sampling and to the design of sensory panels will be overviewed.

WINESCI 705 (15 Points)
WINESCI 705A (7.5 Points)
WINESCI 705B (7.5 Points)
Project in Wine Science
Students will gain a thorough understanding of the current knowledge on a selected topic associated with wine science and have experience in writing a research proposal and in giving a presentation to the peer group.
To complete this course students must enrol in WINESCI 705 A and B, or WINESCI 705

WINESCI 706 (15 Points)
The Business of Wine Production
Students will be introduced to the economics of grape growing, winemaking, winery design and management. Distribution and marketing will be introduced. Special topics including wine law, use and negotiation of contracts small business development, stock valuation, issues of appellations, labelling and brand development will be taught. Environmental and resource management issues and health and safety regulations will be covered.

WINESCI 707 (15 Points)
WINESCI 707A (7.5 Points)
WINESCI 707B (7.5 Points)
Topics in Wine Science
A number of advanced or special topics in wine science. This course may not be offered every year; further information may be obtained from the Department of Chemistry.
To complete this course students must enrol in WINESCI 707 A and B, or WINESCI 707

WINESCI 796A (60 Points)
WINESCI 796B (60 Points)
MSc Thesis in Wine Science
Advanced research on an aspect of wine science. This may be undertaken with the Wine Industry CRIs and University staff.
To complete this course students must enrol in WINESCI 796 A and B
General Education

Stage I

ACCTG 151G (15 Points)
Financial Literacy
People who understand the basic principles of finance are likely to get much more mileage out of their money – whether spending, borrowing, saving or investing – than those who do not. Develop an understanding of how to be in control of spending and saving; understand borrowing; make informed investment decisions; know broadly what to insure and what not to; and recognise scams and consider whether money is the key to happiness.
Restriction: May not be taken by students with a concurrent or prior enrolment in Accounting or Finance courses

ANTHRO 104G (15 Points)
Peoples and Cultures of the Pacific
A survey of the peoples of Pacific Islands through the perspectives of archaeology, biological anthropology, ethnomusicology, linguistics and social anthropology.

ANTHRO 105G (15 Points)
Question of Race and Racism
International, cross-cultural and interdisciplinary perspectives question "race" and "racism". Why does the concept have such social and political potency? What are the impacts of concepts of race and practices of racism and anti-racism on individuals, families, communities, nation-states and empires, and in Aotearoa New Zealand and the Pacific in particular?

ANTHRO 106G (15 Points)
Issues and History in Popular Music
A survey of popular music styles, artists, sub-cultures and issues that explores facets such as genre, the music industry, music and politics, music videos, the sales process, race and identity, and gender theory. Core theory and writers in popular music studies are introduced and popular music is used to explore societal changes in class, ethnicity, gender, sexuality, youth, and global economic and cultural processes.
Restriction: POPMUS 106, 106G

ARCHHTC 102G (15 Points)
Modern Architecture and Urbanism
Examines through case studies the cultural contexts that shaped the development of architecture, urban design, landscape and the environment during the twentieth century. Emphasis is placed on the historical developments that influenced changes in style and the theoretical contexts that shaped attitudes towards inhabitation, social organisation, national identity, and cultural self-expression, amongst other things.
Restriction: ARCHHTC 100

ARTHIST 114G (15 Points)
Reading Images
Is seeing learned? Can an image be read in the same way as a text? Understanding images is central to everyday life. Visual literacy is fundamental to all disciplines. This course provides students with tools for making sense of various kinds of images and objects: photographs, advertisements, paintings, film, television, comics, cartoons, monuments, buildings, maps, landscape, digital and internet images.

ARTHIST 115G (15 Points)
Global Art Histories
A broad survey of visual art spanning from the early modern period to the contemporary. Students will be introduced to a range of art practices situated within a global context and will consider art works produced in Māori and Pacific cultures alongside Indian, South Asian, Middle Eastern, European and American traditions.

ASIAN 140G (15 Points)
New Zealand and Asia
Asia and its interrelationship with New Zealand, including Asia’s growing presence in New Zealand in all its manifestations, and the evolving political, social, economic, cultural, and strategic relations between this country and Asia. Topics will include historical and contemporary ties with Asia. Asian migration, literature, media and films. The course will focus especially on South-East and East Asia.

BIOSCI 100G (15 Points)
Antarctica: The Frozen Continent
A general introduction to Antarctica and its environs including the Southern Ocean and the sub-Antarctic islands. Emphasis will be placed on the evolution of Antarctica and how resident plants, animals and micro-organisms have adapted to cope with the extreme environment. Specific topics to be addressed include: the history of Antarctic exploration and its impact on the development of Antarctic science, Antarctic ecosystems, Antarctica as a wilderness region, and the impact of humans including the exploitation of resources and the effects of pollution. This course is suitable for students with both science and non-science backgrounds.

BIOSCI 104G (15 Points)
New Zealand Ecology and Conservation
An introduction to the diversity of animals and plants in New Zealand including endemic, native and introduced species, biogeographical and evolutionary relationships, community structure and interrelationships, behaviour and ecology, Māori perspectives in biology, and current conservation, environmental, social, animal welfare and economic issues relevant to New Zealand biology.

BUSINESS 151G (15 Points)
Communication in a Multicultural Society
Develops communication knowledge and skills for students' careers and interpersonal and intercultural relationships in this theory-based, but practical study of communication knowledge. Offers opportunities to improve your communication knowledge, competencies and skills through the study of interpersonal and intercultural relationships, information literacy, different forms of writing, group communication processes, oral presentations and the impact of technology on communication behaviours.
Restriction: BUSINESS 291, MGMT 291

CHEMMAT 100G (15 Points)
Materials of the Modern World
Every aspect of daily living is influenced in some way by the materials that surround us. Ceramics, metals, polymers, and composites; each has its own properties which have, over time, influenced the development of modern technological societies. Take a moment to imagine a world without metal, for example, to see how central the science of materials is to everyday life. This course will explore, at a non-specialist level, the basic principles governing the properties and behaviour of a wide variety of common materials and examine their applications and limitations.

CHEM 100G (15 Points)
Molecules that Changed the World
The impact of chemistry on the modern world will
be explored by focusing on the stories of specific molecules, including penicillin, DDT and nylon. Their discovery, the underlying chemical principles that explain their behaviour, their impact on our lives including social and scientific issues that arise from their use, and their likely impact on the future will be investigated.

Prerequisite: No formal prerequisite, but the course assumes a science background at Year 11 or higher.

CHINESE 100G (15 Points)
Beginning Modern Chinese 1
Designed to provide basic written and spoken skills in modern standard Chinese (Mandarin, Putonghua) for beginners.
Restriction: CHINESE 110, 210, 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

CLASSICS 110G (15 Points)
Classical Mythology through Tragedy
A study of the mythology of ancient Greece and Rome through the works of tragic playwrights such as Aeschylus, Sophocles, Euripides and Seneca.

COOKIS 101G (15 Points)
Conversational Cook Islands Maori
Gives students a grounding in conversational Cook Islands Maori language, allowing them to develop basic skills in listening and speaking. Intended for students with no previous knowledge of the language, and those with limited fluency.
Restriction: COOKIS 102. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

DANCE 101G (15 Points)
Introduction to Dance and Creative Processes
To develop an understanding of our moving bodies through movement awareness, dance improvisation, choreography and creative and analytic writing. Students will undertake both theoretical and practical classes focusing on a range of practices that dancers and movement practitioners use to facilitate kinaesthetic awareness, experimentation, communication and choreography. Students will explore somatic theory and practice, improvisation scores, choreography and dance analysis. (DANCE 101 not available for BDanceSt)
problems and the difficult task of integrating science, knowledge and values in their resolution.

EUROPEAN 100G
Thinking Europe
An introduction to the study of Europe, organised around a number of major themes, including linguistic and ethnic groupings, historical periods, literary and cultural movements, religious and philosophical traditions, and political and cultural figures. An ideal course for students wishing to explore European culture and civilisation.

FTVMS 110G
Advertising and Society
A critical examination of advertising and advertisements focusing on the role advertising plays in consumer culture. Advertisements from a diverse range of media are studied in order to analyse how advertisements construct and disseminate meaning. The course investigates how advertising engages with the logic of wider cultural and global transformations with consideration given to both consumer and industry perspectives.

FRENCH 101G
Introductory French Language 1
This is a four-skill language course (reading, writing, speaking, listening), teaching vocabulary and structure using up-to-date methodology and multimedia materials, for beginners or near beginners. Students who have achieved 12-16 credits in Level 2 NCEA French should enrol in FRENCH 102. FRENCH 101 does not count towards a major in French. Restriction: FRENCH 151, 161. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

GENED 101G
Global Issues, Sustainable Futures
The basis for sustainability—social issues such as population and consumption, environmental issues such as climate change, limited resources and environmental degradation. Discusses the roles that various disciplines (law, business, engineering and urban planning) will play in developing solutions, including consideration of human rights and good governance, new concepts in economics and business management which will lead to sustainable businesses, developments in science and technology which will change how we manage resources and new visions for cities and communities which will support sustainable ways of life.

GEOG 103G
Digital Worlds
Introduction to space-modifying technologies such as GIS, transport and communications, and their historical significance. Practical exposure to current digital technologies through laboratories, texting and web interaction and an introduction to the social impact of the technologies through media such as cyberspace, cellular phones and location based systems. Critical perspectives on new technologies and space, and the representation of such technologies in popular and academic writing.

GEOG 104G
Cities and Urbanism
What makes a great city? This course explores ‘urbanism’ in both historical and contemporary cities to determine the essence of urbanity and the way that citizens (and visitors) experience city life. The dynamics and character of cities are considered in terms of their built environment, economic systems, population, human and cultural diversity and planning policies and practices.

GEOG 105G
Natural Hazards in New Zealand
New Zealanders are exposed to extreme natural events and processes including earthquakes, volcanic eruptions, weather bombs, storm surge, tsunami, flooding and erosion. The physical context for each hazard is provided, drawing on the disciplines of geology, geomorphology and climatology. The frequency and magnitude of natural hazards for New Zealand are considered using different sources. Impacts on modern society are discussed using case studies and scenario modelling. Restriction: GEOLOGY 110

GERMAN 101G
German Language Introductory 1
Written and oral use of German for students with no previous knowledge of the language or with fewer than 16 credits in NCEA Level 2 German. Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed.

HISTORY 103G
Global History
It is only since the fifteenth century that a truly global dimension to history can be identified. This course examines key determinants that have bound the fate of peoples together including the emergence of world trade networks, the growth of world religions, the spread of epidemic diseases, the formation of empires, and the migration of peoples across continents.

INTBUS 151G
Firms across Frontiers: An Introduction to International Business
Business on a global scale presents unique challenges and unrivalled opportunities to companies equipped to cross national boundaries. Set against a background of current events, Firms across Frontiers explores the influence of international trade and multinational corporations on the contemporary global economy.

ITALIAN 106G
Italian Language for Beginners 1
Students learn to speak, read and write Italian, studying aspects of contemporary Italian society and thought. This course does not count towards a major in Italian. For students with no previous knowledge of Italian. Restriction: ITALIAN 166. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

JAPANESE 130G
Introduction to Japanese Language 1
An integrated basic course in modern Japanese covering reading, writing, speaking and listening. Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed.

KOREAN 110G
Korean for Beginners 1
Basic written and spoken skills in modern Korean. Through the practice of listening to and reading basic Korean sentences, fundamental grammar and vocabulary are taught so that students will be able to carry out basic conversation and comprehend simple Korean texts. Restriction: KOREAN 100, 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed.
LAW 121G  
Law and Society  
(15 Points)  
An introduction to theories of the nature, functions and origins of law and legal systems, including sources of law: comparative concepts of law; an overview of constitutional and legal arrangements in New Zealand, including the role of the courts; the operation of the legal system in historical and contemporary New Zealand with a focus on concepts of property rights, the Treaty of Waitangi, Treaty Settlements and proposals for constitutional change.  
Restriction: LAW 101

LINGUIST 101G  
Language and Society  
(15 Points)  
Language in its social and cultural context. Topics may include language variation, language and gender, language and social identity, language contact, language in the media, language maintenance.

MĀORI 101G  
Introduction to Written Māori  
(15 Points)  
An introduction to listening, reading, writing and translation techniques used in the composition, reading and understanding of basic Māori. Designed for students with little or no knowledge of the language, and for those with some fluency wishing to understand simple sentence structure and composition.  
Restriction: 260.105. May not be taken if a more advanced language acquisition course in this subject has previously been passed

MĀORI 130G  
Te Ao Māori: The Māori World  
(15 Points)  
An introduction to Māori tradition, culture and history: origin and migration traditions, marae protocol, Ngāti Whātau and the settlement of Tāmaki Makaurau, Māori land ownership and use, the Treaty of Waitangi, the history of Māori-Pākehā contact, Māori religion, Māori leadership and the Waitangi Tribunal.

MATHS 101G  
Mathematics in Society  
(15 Points)  
Students will encounter the role mathematics plays in understanding and guiding human activity. The teaching is thematic and students experience how fundamental mathematical ideas occur in modelling diverse features of our society such as the environment (eg. air pollution) and medicine (eg. burns, drug dosages).  
Recommended preparation: For students who have not studied Mathematics at NCEA Level 3 (or equivalent)  
Restriction: MATHS 101/101G may be taken with or after MATHS 190/190G. It may not be taken with or after any other Mathematics course at Stage 1 or above. MATHS 101/101G is not available for students who have 12 credits or more in Mathematics at NCEA Level 3 or who have passed Cambridge Mathematics A with an E or better, or Cambridge Mathematics AS with a B or better, or who have passed International Baccalaureate Mathematics, or equivalent.

MATHS 190G  
Great Ideas Shaping our World  
(15 Points)  
Mathematics contains many powerful and beautiful ideas that have shaped the way we understand our world. This course explores some of the grand successes of mathematical thinking. No formal mathematics background is required, just curiosity about topics such as infinity, paradoxes, cryptography, knots and fractals.

MEDSCI 100G  
Human Mind and Body Relationships  
(15 Points)  
Humans share with other living things the features of physical self-generation and adaptation to the environment. Humans also live in a mental (mind) world and maintain relationships with our perceived environments. Minds and bodies mutually affect one another. This mind/body dance, which is explored in this course, is what gives rise to all of human behaviour from simple daily activities to the highest forms of creativity.

MEDSCI 101G  
Environmental Threats to Human Health  
(15 Points)  
Our environment sustains our lives but at times threatens our health. These threats may occur naturally, or arise from damage we have inflicted on the environment. This course considers health impacts of climate change, pollution, lifestyle choices, poverty and affluence, workplace hazards, emerging infectious diseases, and dangers affecting cancer risk.

MKTG 151G  
Marketing  
(15 Points)  
Marketing is an integral part of our modern world. Essential Marketing is designed for non-business students and provides an inside view to the world of marketing. We explore basic marketing principles and examine contemporary issues relevant to our changing world. Its emphasis is based on creating customer value and satisfaction through the understanding of these principles and practice.

MUSIC 144G  
Turning-points in Western Music  
(15 Points)  
A study of the significance of certain major discoveries, inventions and trends in Western music, and their effect on today’s “classical” music. No previous knowledge of music is assumed.

MUSIC 149G  
New Zealand Music Studies  
(15 Points)  
New Zealand art music and popular music from World War II to the present, with a focus on contemporary practice. A broad range of musical styles and genres and their historical significance and wider social contexts will be discussed, together with notions of cultural identity in music at national and local levels. No previous knowledge of music is assumed.

PHARMACY 111G  
Drugs and Society  
(15 Points)  
The use of drugs in society including historical perspectives. Selected examples of the use of medicines in disease, recreational drug use and drug misuse, and cultural and ethnic influences on drug use. Differences between conventional and complementary medicines. The role of the pharmaceutical industry in drug discovery, manufacture and promotion. Legal and ethical issues pertaining to access to pharmaceuticals.

PHIL 105G  
Critical Thinking  
(15 Points)  
Dialogue, argument and discussion are analysed. Distinctions are drawn between persuasive, logically good and materially good arguments. The focus is on well reasoned persuasive dialogue, and mistakes in persuasive reasoning. Topics include the point of an argument, strength of arguments, fallacious reasoning, relevance of reasons, and burden of proof.

PHYSICS 107G  
Planets, Stars and Galaxies  
(15 Points)  
A non-advancing course in physics for students interested in astronomy. Topics include a survey of astronomical objects in the universe, the tools of observational astronomy, stellar evolution, quasars and...
black holes, cosmology. This course does not require a formal background in mathematics or physics.

PHYSICS 108G  
Science and Technology of Sustainable Energy  
(15 Points)
Leading-edge science behind the various technologies which underpin sustainable energy sources will be discussed in a way which will lead to understanding of the advantages, disadvantages, and compromises involved. Case-study examples include solar energy, wind energy, biofuels, geothermal energy, tidal energy, wave energy, and hydrogen energy.

PLANNING 100G  
Creative Communities: An Introduction to Planning  
(15 Points)
The evolution of modern planning as an intellectual and professional movement.

POLITICS 107G  
New Zealand Politics  
(15 Points)
An examination of who governs New Zealand and in whose interests. Topics include: government formation and functioning under MMP, political leadership, national identity, parties and elections, the role of the media in election campaigns, the place of Māori within the political system, and business and politics.

POLITICS 140G  
Power, Order and Society in Europe  
(15 Points)
Politics today is shaped by a long history of ideas beginning with the ancient Greeks about the nature of human beings and their relationships with each other. This course examines the ways people in the west from the classical world to the present have imagined their place in nature and their social world, and some of the consequences of their thinking.

POPLHLTH 103G  
Epidemics: Black Death to Bioterrorism  
(15 Points)
Epidemics have devastated human populations and will continue to do so. This course looks at how epidemics can run rampant through society and how we can control them. It will include examples from the past and present, as well as outline future threats. A diversity of epidemics will be covered, from the plague, gambling, depression, pandemics, nun-biting and alien abduction.

POPLHLTH 104G  
Future Health  
(15 Points)
Healthcare systems face complex challenges in improving people's health. The goal of this course is to give students the opportunity to learn how the health system works, the challenges it faces, what role innovation plays, and how they can make a difference with knowledge about the role of information in the delivery of healthcare in the twenty-first century.

PROPERTY 151G  
Property Market Dynamics  
(15 Points)
The dynamics of property markets (housing, retail, office, industrial) help shape our daily lives and can have profound impacts for wealth creation. Property Market Dynamics is designed to introduce students to key economic and property concepts that help understand urban development. National and international property trends, property development and investment processes, tenure and property rights, and mortgage issues are examined.

Restriction: PROPERTY 102

PSYCH 109G  
Mind, Brain and Behaviour  
(15 Points)
Topics covered may include: the nature of sensory and perceptual processes, the cause of perceptual illusions, the structure and function of the human brain, approaches to animal and human learning, models of human language and memory, and the design of psychological experiments. A laboratory component, in which students are required to participate as subjects, forms part of the course.

Restriction: PSYCH 129

RUSSIAN 100G  
Beginners' Russian  
(15 Points)
A beginner's course using multi-media (computer) materials that presumes no prior knowledge of Russian, with emphasis on a range of language skills – listening comprehension, speaking, reading, writing, and the essential grammar of Russian.  

Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

SAMOAN 101G  
Samoan Language  
(15 Points)
The communicative uses of Samoan in everyday and specialised situations based on listening and speaking, reading and writing, and visual language and cultural learning. Intended for students with no previous knowledge or familiarity with the language, and for those with limited fluency wishing to understand simple sentence structure and composition.

Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

SCIGEN 101G  
Communicating for a Knowledge Society  
(15 Points)
Effective communication is required for specialists in all fields to engage meaningfully with society. In this course students gain an understanding of the important role communication plays in a knowledge society. Through case studies and practical experience students learn about the responsibilities and skills required to communicate with a variety of audiences. They learn how to effectively manage and present data and practise oral, written, visual and electronic communication.

SOCIO 101G  
Understanding Aotearoa New Zealand  
(15 Points)
Provides an introduction to the sociological analysis of New Zealand society. Looks at familiar events, institutions, social processes from a sociological point of view and offers ways to understand them in new and different ways. Focuses on the structure of New Zealand society and on social and political changes which affect the lives of New Zealanders and shape their society.

Restriction: 315.104

SPANISH 104G  
Beginners' Spanish  
(15 Points)
Designed for students who have not studied Spanish before. In addition to providing a good grammar base, the course has a strong focus on listening and oral work. SPANISH 104 does not count towards a major in Spanish.  

Restriction: SPANISH 107. May not be taken if a more advanced language acquisition course in this subject has previously been passed

SPORTSC 100G  
Exercise and Fitness: Myths and Reality  
(15 Points)
An introduction to the principles of physical exercise, with a focus on understanding how the body moves and responds to exercise, how performance can be measured, and how fitness can be developed and maintained to optimise health. Particular emphasis
will be placed on the debunking of common myths about exercise, and offering evidence-based advice on the benefits of appropriate physical activity.

STATS 101G (15 Points)
Introduction to Statistics
Intended for anyone who will ever have to collect or make sense of data, either in their career or private life.
Steps involved in conducting a statistical investigation are studied with the main emphasis being on data analysis and the background concepts necessary for successfully analysing data, extrapolating from patterns in data to more generally applicable conclusions and communicating results to others. Other topics include probability; confidence intervals; statistical significance; t-tests; and p-values; nonparametric methods; one-way analysis of variance; simple linear regression; correlation; tables of counts and the chi-square test.
Restriction: STATS 102, 107, 108, 191

STATS 150G (15 Points)
Lies, Damned Lies, and Statistics
Examines the uses, limitations and abuses of statistical information in a variety of activities such as polling, public health, sport, law, marketing and the environment. The statistical concepts and thinking underlying data-based arguments will be explored. Emphasises the interpretation and critical evaluation of statistically based reports as well as the construction of statistically sound arguments and reports. Some course material will be drawn from topics currently in the news.

THEOLOGY 101G (15 Points)
The Bible in Popular Culture
An exploration of biblical themes, images, and metaphors in contemporary film, music and cultural arts through which religion and culture intersect. It develops tools appropriate for analysing popular culture, as it moves from the local to the national to the global.

THEOLOGY 105G (15 Points)
Worlds and Cultures of the Bible
Selected biblical texts are situated within their historical and socio-cultural contexts. Students will study the cultures of the Ancient Near East and the Graeco-Roman world, and develop competencies in using historical and socio-cultural methodologies, and literary and artefactual data necessary for understanding and interpreting biblical texts. Attention will also be given to these texts and their contexts in contemporary politics and religion in the Middle East.
Restriction: BSTHED 111

TONGAN 101G (15 Points)
Tongan Language 1
Focuses on developing initial fluency in the communication skills of listening, speaking, reading and writing. Intended for students with no previous knowledge or familiarity with the language, and for those with limited fluency.
Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed

YOUTHWRK 152G (15 Points)
Understanding New Zealand Youth
This course examines the concept of 'youth' and the historical, economic and political contexts in which young people live and are schooled in New Zealand society. The concept of youth is explored as a fundamental aspect of human development, identity and culture. The ways that we learn about what it is to be a young person in New Zealand today, including sport, body image, media, music, technology and social networking will be explored.

Stage II

DANCE 200G (15 Points)
Dance and Culture
Examines the interrelationship between dance and wider political and cultural movements through practical dance classes and theoretical investigations into diverse cultural environments around the world. Students physically and theoretically engage in the study of various dance forms such as Tango, Salsa, Dabke, traditional Chinese dance and Bharata Natyam.
Prerequisite: 60 points at Stage I in any subject(s)

ENGLISH 241G (15 Points)
Literature and Science
Explores the relations between literature and science past and present, including science fiction, science in fiction, creativity and criticism in science and in literature, narrative and metaphor as ways of understanding in science and in literature. Literature about science, science writing (science as literature), science on literature, and science and literature on human nature.
Prerequisite: 90 points passed

FINEARTS 210G (15 Points)
Understanding Contemporary Visual Arts Practice
How does the contemporary artist and designer work? This course presents first hand, locally engaged practitioners' perspectives on creative practice. On successful completion of this course students will be able to access local, contemporary art and design with confidence, and to discuss examples of practitioners' methodologies and areas of investigation. Coursework will involve active exploration of the local art world.
Prerequisite: 60 points at Stage I in any subject(s)

FTVMS 215G (15 Points)
Reading Contemporary Films
Considers ways of analysing and interpreting contemporary films. The aim is to develop students' skills of close reading through the analysis of a range of contemporary films that represent a number of narrative and cinematic styles, both 'mainstream' and 'alternative'.
Prerequisite: 90 points passed
Restriction: FTVMS 112

GEOLOGY 205G (15 Points)
New Zealand: Half a Billion Years on the Edge
Take a 500 million year journey through time following the geologic and biologic development of New Zealand from humble beginnings on the edge of the ancient supercontinent Gondwana to the present day geologically dynamic land mass beset by volcanic eruptions, earthquakes and massive erosion as a consequence of being located on the edge of the Earth's largest tectonic plate.
Prerequisite: Any 75 points

SOCIOI 220G (15 Points)
Last Call: The Sociology of Death and Dying
Examines the social location of death in modern life. It includes topics on perceptions of death from sociological, philosophical, religious, historical, secular and medical approaches. It includes topics on death systems, medicalisation of death, death in popular culture, suicide and genocide.
Prerequisite: 90 points passed
Acts of Parliament and University Statutes

Acts of Parliament
706   Education Act 1989
706   The University of Auckland Act 1961

University Statutes
707   The Disciplinary Statute 1998
710   Membership of Associations of Students Referenda and Elections of Student Representatives on Council Statute 2008
717   Court of Convocation Statute 2007
The University of Auckland Act 1961

Analysis

Title
1 Short Title and Commencement
2 Interpretation
3 Constitution of the University
4 University District and Court of Convocation

Powers of the Council
20 Award of certificates, etc
21 Lectures to members of the public

An Act to consolidate and amend certain enactments of the General Assembly relating to The University of Auckland

Be it enacted by the General Assembly of New Zealand in Parliament assembled, and by the authority of the same, as follows:

1 Short Title and Commencement
(1) This Act may be cited as The University of Auckland Act 1961.
(2) This Act shall come into force on the first day of January, 1962.

2 Interpretation
In this Act, unless the context otherwise requires:
‘the Council’ means the Council of The University of Auckland constituted in accordance with Part XV of the Education Act 1989:
‘Lecturer’ means a member of the staff of The University of Auckland who is in terms of his appointment an associate professor, a reader, a senior lecturer, or a lecturer of the University; and includes such other persons and classes of persons as the Council from time to time determines:
‘Minister’ means the Minister of the Crown for the time being responsible for the administration of this Act:
‘Professor’ means a professor of The University of Auckland; but does not include an associate professor:
‘the Registrar’ means the Registrar of The University of Auckland:
‘the University’ means The University of Auckland constituted under this Act.

3 Constitution of the University
(1) For the advancement of knowledge and the dissemination and maintenance thereof by teaching and research there shall be a University to be called The University of Auckland.
(2) The University shall consist of the Council, the professors emeriti, the professors, lecturers, junior lecturers, Registrar and librarian of the University for the time being in office, the graduates and undergraduates of the University, the graduates of the University of New Zealand whose names are for the time being on the register of the Court of Convocation of The University of Auckland, and such other persons and classes of persons as the Council may from time to time determine.

4 Court of Convocation
(1) – repealed.
(2) – repealed.
(3) There shall be a Court of Convocation of the University.
(4) The said Court of Convocation shall consist of the persons whose names are enrolled on a register to be kept by the Registrar.
(5) Every person shall be entitled to have his name enrolled on the register of the Court of Convocation who
(a) is a graduate of the University; or
(b) being a graduate of The University of New Zealand either by examination at any time or by reasons of having been admitted ad eundem gradum before the first day of January, 1943, is not by reason of that qualification, enrolled on the register of the Court of Convocation for any other University, and is otherwise qualified in accordance with statutes made by the Council to be enrolled on the
register of the Court of Convocation of the University; or

c) not being such a graduate, is a professor or graduate full-time member of the staff of the University or a graduate member, approved by the Council as being of University status, of the staff of an institution affiliated to the University; or

d) is otherwise entitled in accordance with statutes made by the Council to have his name enrolled on the said register.

(6) The power of the Council under Section 194 of the Education Act 1989 to make statutes extends to making statutes for the keeping of the register of the Court of Convocation, which statutes may include provisions prescribing the persons and classes of persons who are eligible under paragraph (b) or paragraph (d) of subsection (5) of this section for membership of the said Court of Convocation and the conditions (whether as to payment of fee or otherwise) on which persons are entitled to have their names enrolled in the register of the said Court; and, subject to this Act and to the said statutes, if any, the said Court shall have power to make such rules for the conduct of its business as it thinks fit and until rules governing its meetings are so made shall meet at such times and places as the Council may determine.

(7) The said Court may make representations to the Council on any matter concerning the interests of the University.

Sections 5 to 19 – repealed

20 Awards of Certificates, etc

The Council shall have power, under such conditions as it thinks fit, to award certificates, fellowships, scholarships, bursaries and prizes, and to make other awards.

21 Lectures to Members of the Public

The Council shall have power to provide such lectures and instruction for any persons, whether or not they are members of the University, as it thinks fit, and may award certificates to any of them.

Sections 22 to 53 – repealed

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**UNIVERSITY STATUTES**

**The Disciplinary Statute 1998**

1 Title and Commencement

This Statute may be cited as The Disciplinary Statute 1998 and comes into force on 1 March 1998.

2 Interpretation

‘Appeals Committee’ means the Committee constituted by the Council with delegated authority to exercise the powers conferred on it by Statute.

‘Authorised Person’ means the Vice-Chancellor, the Registrar, any Staff Member, a Warden or a member of the staff of the Students’ Association.

‘Class’ means any lecture, tutorial, seminar, laboratory, or other assembly of Students at which tuition is being given and includes any lecture or address within the University at which Students are present.

‘Council’ means the Council of the University.

‘Discipline Committee’ means the committee constituted by the Council with delegated authority to exercise the powers conferred on it by Statute.

‘Enrolment’ means enrolment in a course of study or training at the University and ‘enrol’ has a corresponding meaning.

‘Facility’ means premises and equipment made available by the University for the recreation of Students and Staff Members as, for example:

- Common Rooms
- Physical Fitness Facilities
- Playing Fields
- Student Union
- The Maidment Theatre.

‘Field Trip’ means a trip beyond University Premises undertaken by Students and conducted by the University for the purposes of study or research.

‘Hall’ means any hostel or hall of residence or other student accommodation under the control of the University and intended for the occupation of students.

‘Registrar’ means the person for the time being holding office as the Registrar of the University.

‘Rule’ means any rule of conduct made by the Council, Senate, or any Authorised Person of which notice has been given:

(i) by publication in the University Calendar; or

(ii) by other means; or

(iii) to the person charged with misconduct before the alleged misconduct has occurred.

‘Senate’ means Senate of the University.

‘Specified Statutes’ means the Examination Regulations, the Fees Regulations, the Information and Communications Technology Statute, the Library Statute as published in the most recent University
Calendar and includes any other Regulations or Statutes so published which prescribe offences for misconduct (whether or not penalties are also prescribed for those offences).

‘Staff Member’ means a member of the staff of the University.

‘Statute’ means a Statute made by the Council and includes this Statute, a Specified Statute and all Regulations of the University made before 1 January 1991 and not since revoked.

‘Student’ means a duly enrolled student of the University and includes, for the purposes of section 3 of this Statute, a person applying to enrol.

‘Students’ Association’ means the Auckland University Students’ Association Incorporated.

‘Student Union’ means University Premises that are for the time being administered by the Students’ Association.

‘University’ means The University of Auckland.

‘University Premises’ means land and buildings owned by the University or of which the University has possession or control; and includes any Hall and (for the avoidance of doubt) the Student Union.

‘Vice-Chancellor’ means the person holding office for the time being as the Chief Executive of the University; and includes any person for the time being:

a acting in that capacity; or
b acting as a Deputy of the Chief Executive.

‘Warden’ means the person for the time being in charge of any Hall; and includes a deputy of that person.

Good Government and Discipline

3 Observed of Statutes and Rules

a Every Student shall observe and comply with the provisions of the Statutes and Rules of the University.

b Students who, on Enrolment or in the course of their attendance at the University, are subject to conditions imposed on their attendance to prevent disturbance or to maintain good order and discipline shall comply with those conditions.

c The Discipline Committee shall have the power to hear and determine recommendations from the Registrar that a person not be permitted to enrol as a student of the University consistent with section 224(13)(a) of the Education Act 1989, on the grounds that the person is not of good character or has been guilty of misconduct or a breach of discipline.

4 Prohibitions and Directions

a No Student or Staff Member shall:

(i) Willfully act (on University Premises or elsewhere) in a manner contrary to the good government of the University or so as to bring the University into disrepute.

(ii) Willfully damage, deface or destroy University Premises, any property on University Premises or any property of a Student, a Staff Member, or the Students’ Association.

(iii) Willfully impede the activities of the University, whether in teaching, research or otherwise.

(iv) Willfully obstruct any Authorised Person in the due performance of the functions or duties of that Authorised Person.

(v) Willfully create any nuisance in or on University Premises.

(vi) Willfully interfere with the pursuit of work or study by any Student or Staff Member or his or her proper enjoyment of the amenities of the University.

(vii) Be in University Premises when the Student knows or ought to know that he or she is not entitled to be there at that time.

(viii) Smoke in any place where smoking is prohibited in terms of the Smoke Free policy of the University for the time being.

(ix) Cause any unnecessary disturbance or annoyance to persons living in residential quarters on University Premises or to residents in the immediate neighbourhood of University Premises.

(x) Ride, drive or park a cycle or motor vehicle in the University grounds except in compliance with the directions notified from time to time regulating the entry, exit and speed of cycles and vehicles and the places where they may be parked.

(xi) Be accompanied by a dog (other than a guide dog) or any other pet on University Premises.

(xii) Refuse any reasonable request to identify himself or herself by an Authorised Person who has reason to suspect that the Student is involved in a breach of any Statute or Rule.

(xiii) Post notices elsewhere than on the permanent notice boards provided for the purpose and except in compliance with the conditions prescribed by the Executive of the Students’ Association in that regard.

(xiv) Bring or consume alcoholic liquor on University Premises other than:

(a) on licensed premises; or

(b) any other premises where permission has been given to consume alcohol and then only in accordance with any conditions imposed.

(xv) Use the Personal Identification Card or Access Card of another Staff Member or Student, or permit his or her Personal
Identification Card or Access Card to be used by another person.

b All Students shall comply with:
(i) Such directions as may reasonably be given by an Authorised Person to maintain good order and discipline.
(ii) (While in a Class): any requirements as to behaviour or attire made for the orderly conduct of the Class or the safety of persons or property.
(iii) (While using any Facility): the Rules applicable to its use and any directions by the person in charge to preserve the safety of the persons using the Facility.
(iv) (While resident or present in a Hall): the Rules governing the maintenance of good order and discipline in the Hall and any directions given by the Warden of the Hall for that purpose
(v) (While on a Field Trip): any Rules by the person in charge of the Field Trip to preserve the safety of the persons engaged on the Field Trip or to prevent misconduct during the Field Trip.
(vi) (While present in the Student Union): requests made by an Authorised Person to prevent unruly behaviour or to cause it to cease.

5 Members of the Security Intelligence Service
a No member of the Security Intelligence Service enrolled as a Student at the University shall carry out any inquiries into security matters within the University Premises.

b The proposed attendance of a member of the Security Intelligence Service at the University shall be discussed between the Security Intelligence Service and the Registrar before his or her enrolment.

c After those discussions have been held, Senate shall determine each year what special conditions (if any) as to attendance at Classes shall apply to students who are members of the Security Intelligence Service in order to maintain discipline among the students of the University by preventing any possible disturbance to the carrying out of normal teaching activities.

d In this Section 5 ‘Member of the Security Intelligence Service’ means an officer or employee engaged in the Security Intelligence Service established under the New Zealand Security Intelligence Service Act 1969.

Imposition of Penalties on Students

6 Misbehaviour in Classes or Facilities
a Where a Student commits a breach of any Statute or Rule:
(i) In any Class: the person in charge of the Class; or
(ii) In any Facility: the person in charge of the Facility; may
(a) Exclude the Student from the Class (and up to 3 subsequent sessions of the Class) or the Facility (for such period as the person in charge may determine); and
(b) Refer the breach to the Discipline Committee.

7 Misbehaviour in Halls
a Where a Student commits a breach of any Statute or Rule in any Hall, the Warden of that Hall may:
(i) Impose a fine not exceeding $1,000 on the Student; and/or
(ii) Suspend or terminate the Student’s right to reside in the Hall; and/or
(iii) Refer the breach to the Discipline Committee.

8 Misbehaviour in the Student Union Building or its Precincts
a Where a Student commits a breach of any Statute or Rule in the Student Union the Executive of the Students’ Association may:
(i) Impose a fine not exceeding $500; and/or
(ii) Refer the breach to the Discipline Committee.

9 Other Penalties
a The Discipline Committee may of its own motion or on reference to it pursuant to:
(i) This Statute; or
(ii) Any other Statute or Rule impose on a Student who commits a breach of any Statute or Rule, any one or more of the penalties prescribed in Clauses 9b, 9c or 9d or require any such Student to pay an amount by way of restitution pursuant to Clause 9e.

b For a breach of Examination Regulations the Discipline Committee may:
(i) As provided in those Regulations:
(a) Suspend for such time as it may prescribe the release to the candidate of the results of any examination;
(b) Decline to credit to the candidate’s course any subject or subjects;
(c) Cancel any pass with which that candidate may have been credited in the subject or examination in respect of which the breach occurred;
(d) Disqualify the candidate from sitting any examination for such period as it may prescribe;
(e) Impose any one or more of those penalties; and/or
(ii) Impose any of the penalties prescribed in Clause 9d.

c For breach of any other Specified Statute the Discipline Committee may impose:
(i) The penalties prescribed in that Specified Statute; and/or
(ii) The penalties prescribed in section 9d.
d For a breach of any Statute (not being a Specified Statute) or any Rule, the Discipline Committee may impose:
(i) A fine not exceeding $1,000.
(ii) A limitation or prohibition on attendance at any Class or Classes or the use and enjoyment of any of the Facilities.
(iii) A suspension from attendance at the University or any Class or Classes for such period as it thinks fit.
(iv) Cancellation of Enrolment of a Student at the University or in a course of study or training at the University.
(v) A penalty in the form of requiring the offender to remove any defacement to University Premises or property or to render services to the benefit of the University or its students.
(vi) Any one or more of those penalties.
e In determining any allegation of a breach of paragraph (ii) of Clause 4a of this Statute (damage to property) the Discipline Committee may, with or without imposing a penalty, require an offending Student to pay such amount by way of restitution as the Discipline Committee thinks fit.
f On default of payment, within the time prescribed, of:
(i) A fine; or
(ii) Any amount to be paid by way of restitution pursuant to Clause 9e of this Statute;
the Discipline Committee may suspend the Student in default from attendance at the University or any Class or Classes until that fine or that amount is paid.

10 Reprimands
a Where the Discipline Committee has investigated a complaint that a Student has committed an offence under any Specified Statute it may:
(i) Through its Chairperson or any Authorised Person it has nominated for the purpose; and
(ii) Whether or not it has imposed any penalty for the offence;
issue a reprimand orally or in writing to the Student charged with the offence in terms that it considers appropriate in all the circumstances.

11 Review of Penalties
a Any Student:
(i) Upon whom a penalty is imposed under any Statute or any Rule; or
(ii) Who is required to pay any amount by way of restitution;
may by giving written notice to the Registrar within 14 days of the penalty having been imposed apply to the Appeals Committee of the Council to review:
(i) The amount of that penalty; or
(ii) The imposition of that penalty; or
(iii) Both those matters; or
(iv) Any amount required to be paid by way of restitution.
b The decision of the Appeal Committee on any such review is final.

12 Saving
a Nothing in this or any other Statute prejudices the rights and remedies of the University at law in respect of the misconduct or negligence of any Student or Staff Member.

13 Transitional Provisions
a Notwithstanding the revocation of the Disciplinary Regulations 1972:
(i) Proceedings may be commenced in respect of any offence under those Regulations alleged to have been committed before their revocation; and
(ii) Proceedings previously commenced under those Regulations may be continued;
as if those Regulations remained in force.
b Where any proceedings that are commenced or continued pursuant to Clause 13a relate to an offence under the Examination Regulations, those Regulations will be deemed not to have been amended for the purpose of those proceedings.

Membership of Associations of Students Referenda and Elections of Student Representatives on Council Statute 2008
Pursuant to section 171(2) (e)(ii) of Education Act 1989.

1 Title and Commencement
This Statute may be cited as the Membership of Associations of Students Referenda and Elections of Student Representatives on Council Statute 2008 and comes into force on 23 June 2008.

2 Interpretation
‘Academic Year’ means a period of 12 months commencing on 1 January.

‘Association of Students’ means an incorporated body of students enrolled at the University, whether membership of that association is compulsory or voluntary.
‘AUSA’ means the Auckland University Students’ Association.
‘Candidate’ means a candidate for election under this Statute as a student representative on the Council.
‘Council’ means the Council of the University.

‘Election’ means an election of student representatives on the Council conducted under this Statute.

‘Instructions for Voting’ means those instructions issued by the Returning Officer for the conduct of the electronic voting by means of a secure system which ensures each Student is only able to cast one valid vote for each vacancy or for each referendum.

‘Ministry’ means the department of State that, with the authority of the Prime Minister, is for the time being responsible for the administration of Part 13 of the Act.

‘Nomination Day’ means the day appointed for the closing of nominations of candidates for election as student representatives on the Council.

‘Referendum’ means a vote taken in terms of section 4.

‘Statement’ means the statement made by a Candidate in accordance with Clause 22.3.

‘Student’ means a duly enrolled student of the University.

‘University’ means The University of Auckland.

‘University Publications’ may be in hard copy or electronic form and includes magazines, newsletters and websites published by the University.

‘Vice-Chancellor’ means the person holding office for the time being as the Chief Executive Officer of the University; and includes any person for the time being:

a Acting in that capacity; or

b Acting as a Deputy of the Chief Executive.

Conduct of Referenda

3 Returning Officer

3.1 The Council shall appoint a Returning Officer to conduct referenda under this Statute.

3.2 Unless Council determines otherwise the Returning Officer for referenda conducted under this Statute shall hold office until his or her removal by the Council, or his or her resignation, incapacity or death, in any of which events the Council shall appoint a Returning Officer in his or her place.

3.3 Every referendum conducted under this Statute shall be conducted by the Returning Officer, but, if for any reason he or she is unable to fulfil the duties of his or her office at any referendum, the Council shall appoint a substitute, who, for the purposes of that referendum, shall be deemed to be the Returning Officer.

4 Request for Referendum

4.1 Where the membership of an Association of Students is compulsory students of the University may request the Council to conduct a vote of all students at the University on whether membership of that Association should continue to be compulsory.

4.2 Where membership of an Association of Students is not compulsory students of the University may request the Council to conduct a vote of all students at the University on whether membership of a specified Association of Students at the University should become compulsory.

4.3 A request under subsection 4.1 or subsection 4.2 is not effective unless it is accompanied by a petition requesting the vote, signed by at least 10 percent (as calculated according to figures provided by the Ministry) of all students currently enrolled at the University.

4.4 Each student who makes such a request must provide sufficient details to enable the Returning Officer to determine whether he or she is so enrolled at the University.

4.5 No such vote may be held more than once every two years.

5 Date of Referendum

5.1 Where a request for a referendum is received by the Council and the Returning Officer has determined that the request was made by 10 percent of Students enrolled at the University in accordance with section 4.3 above, a referendum shall be held at a time determined by the Council.

5.2 The Returning Officer shall give advance notice of the commencement date and closing date of a referendum by a notice, which shall be published in such University Publications as the Returning Officer sees fit.

6 Referendum to be Held Over One Month Period

6.1 The closing date of a referendum shall be one month from the opening date of that referendum.

7 Students Eligible to Vote

7.1 The Returning Officer shall compile a list of Students eligible to vote in a referendum, which will include all Students enrolled at the University at a date to be determined by the Returning Officer.

8 Referendum to be Conducted Electronically

8.1 The Returning Officer shall conduct referenda under this Statute by electronic vote.

9 Issue of Voting Instructions

9.1 The Returning Officer shall, not later than the date on which the referendum is to be held, send by email to each Student at their University email address an email message with Instructions for Voting which:

a States that the instructions are for the conduct of a referendum;

b States that the referendum is for the purpose of establishing whether membership of associations of Students
at the University is to be voluntary or compulsory;
c  Gives instructions for voting in that referendum;
d  States the commencement date and closing date of the referendum.

9.2 The voting shall take place in a manner prescribed in the Instructions for Voting email sent by the Returning Officer.

10 Method of Voting
10.1 On receipt of the Instructions for Voting from the Returning Officer, the Student shall alone exercise his or her vote in accordance with the Instructions for Voting.

10.2 Where any Student:
a  Is wholly or partially blind; or
b  Suffers from any other disability which makes it difficult to cast his or her vote in the prescribed manner, that Student’s vote may be recorded by another person in accordance with the instructions of the Student.

11 Invalid Votes
11.1 A vote shall only be valid if:
a  The Student exercises his or her vote in accordance with the Instructions for Voting;
b  The Student has not yet exercised his or her vote; and
c  The Student’s vote is received by the Returning Officer on or after the commencement date of the referendum and on or before the closing date of the referendum.

12 Counting of Votes
12.1 Votes shall be counted by such means as are prescribed by the Returning Officer.

12.2 The Returning Officer shall make arrangements for votes to be counted as soon as reasonably practicable after the close of voting.

12.3 The Returning Officer shall appoint scrutineers if requested to do so by interested parties to the referenda. Such scrutineers shall have the right to inspect records of electronic voting, consistent with current best practice in local body elections.

13 Declaration of Result
13.1 No later than one month after the closing date of the referendum, the Returning Officer shall declare, by means of notices in such University Publications as the Returning Officer sees fit:
a  The number of votes in favour of membership of associations of Students being voluntary;
b  The number of votes in favour of membership of an Association of Students being compulsory; and
c  Whether the majority of votes are in favour of membership of associations of Students being voluntary or compulsory.

14 Recount
14.1 Where any Student, officer of an Association of Students or member of the Council has reason to believe that the declaration by the Returning Officer of the number of votes in favour of membership of associations of Students being voluntary or compulsory is incorrect, and that on a recount thereof the result of the referendum, namely whether the majority of votes are in favour of membership of associations of Students being voluntary or compulsory, might be found to be different, he or she may within seven days after the declaration, apply to the Returning Officer for a recount of the votes.

14.2 Every application for a recount in accordance with section 14.1 above shall:
a  Be accompanied by a deposit of $500, which shall be refunded if, following a recount of the votes, the declaration by the Returning Officer of the number of votes in favour of membership of associations of Students being voluntary or compulsory proves to be incorrect;
b  State the grounds upon which the applicant believes that the declaration by the Returning Officer of the number of votes in favour of membership of associations of Students being voluntary or compulsory is incorrect, and that on a recount thereof the result of the referendum, namely whether the majority of votes are in favour of membership of associations of Students being voluntary or compulsory, might be found to be different; and
c  State the name of the applicant and whether he or she is a Student, officer of an Association of Students or member of the Council.

14.3 If the Returning Officer is satisfied that an applicant for a recount has reasonable cause to believe that the Returning Officer’s declaration of the number of votes in favour of membership of associations of Students being voluntary or compulsory is incorrect and that on a recount the result of the referendum, namely whether the majority of votes are in favour of membership of associations of Students being voluntary or compulsory, might be found to be different, the Returning Officer shall, as soon as reasonably practicable after receiving the application and deposit as aforesaid, arrange for a recount of the votes.

14.4 Where the Returning Officer arranges for a recount of the votes in accordance with section 14.3 above, he or she shall:
a  Notify the applicant in writing of the result of the recount; and
b  Where the result of a recount is that the declaration by the Returning Officer of the number of votes in favour of membership of associations of Students being voluntary or compulsory is incorrect, the Returning Officer shall make such arrangements as are necessary to ensure that the result is declared in accordance with the provisions of this Act.
being voluntary or compulsory is incorrect, declare, by means of notices in such University Publications as he or she sees fit:

(i) That upon a recount of the votes, the declaration by the Returning Officer of the number of votes in favour of membership of associations of Students being voluntary or the number of votes in favour of membership of an Association of Students being compulsory was found to be incorrect; and

(ii) The number of votes in favour of membership of associations of Students being voluntary;

(iii) The number of votes in favour of membership of an Association of Students being compulsory; and

(iv) Whether the majority of votes are in favour of membership of associations of Students being voluntary or compulsory.

15 Destruction of Votes
15.1 The Returning Officer shall, no earlier than one month after the declaration of the result of a referendum, and if an application for a recount is made, not before the declaration of the result of the recount, arrange for all records of Students' votes to be destroyed in a manner which ensures the confidentiality of the voting information is preserved.

16 Recognition of Associations of Students
16.1 Where the result of a referendum is that membership of Associations of Students is to be voluntary, the Council may decide whether it wishes to recognise one or more Associations of Students and if so, what form that recognition will take.

The Election of Student Representatives on the Council

17 Student Representatives on the Council
17.1 Student representatives serving as members of the Council at the time of a referendum shall remain on the Council until the completion of their term of membership.

17.2 Where the result of a referendum is that membership of associations of Students is to be voluntary, the Council shall conduct an Election in accordance with this Statute and the Constitution of the Council, subject to section 17.1 above.

Conduct of Elections

18 Returning Officer
18.1 The Council shall appoint a Returning Officer to conduct Elections under this Statute. Until otherwise determined the Returning Officer shall be the Registrar of the University.

18.2 Unless the Council determines otherwise the Returning Officer for Elections conducted under this Statute shall hold office until his or her removal by the Council, or his or her resignation, incapacity or death, in any of which events the Council shall appoint a Returning Officer in his or her place.

18.3 Every Election conducted under this Statute shall be conducted by the Returning Officer, but, if for any reason he or she is unable to fulfil the duties of his or her office at any referendum, the Council shall appoint a substitute, who, for the purposes of that referendum, shall be deemed to be the Returning Officer.

19 Date of Election and Term of Office
19.1 Elections conducted under this Statute shall be held at a time in the second semester in each Academic Year determined by the Returning Officer.

19.2 Successful Candidates shall hold office during the Academic Year immediately following their Election.

20 Students Eligible to Vote
20.1 The Returning Officer shall compile a list of Students eligible to vote in an Election, which will include all Students enrolled in the University at a date to be determined by the Returning Officer.

21 Notice of Election, Nomination of Candidates, and Closing Date for Nominations
21.1 No less than 30 days and no more than 60 days before the day or days fixed by the Returning Officer for an Election, except where a second election for want of candidates may be required in which case as soon as reasonably practicable, the Returning Officer shall give advance notice thereof in such University Publications as the Returning Officer sees fit and the University website and shall in that notice state the number of positions to be filled on the Council and request the nomination of Candidates in writing and a closing date for the receipt of such nominations.

22 Nomination of Candidates
22.1 To be eligible for Election a nominee must:

a be enrolled as a Student at the time when nominations close; save that a nominee who is a sitting Student member seeking re-election need not be enrolled as a Student at that time; and

b neither be employed for a continuous period of more than six months on a full-time basis by the University or under terms and conditions of fulltime employment set by the University nor have been so employed at any time during the two years preceding the date of the Election.

22.2 Nomination of Candidates for Election under this Statute must:

a be in the form scheduled to this Statute; and
be signed by not less than two Students as the nominators; and

carry the written consent of the nominee and a declaration of eligibility; and

d contain a declaration by the nominee as to whether the nominee has or has not ever been employed (as described in sub-section 22.1b) by the University and an undertaking to include such information in all material circulated in connection with the nominee’s nomination.

22.3 Every Candidate for election may submit to the Returning Officer with his or her nomination paper a short statement about the Candidate:

a The statement shall not exceed 250 words.

b The statement must be submitted electronically.

c The statement shall include the name, occupation, degrees, and any other relevant information about the candidate and may include a passport photograph of the Candidate.

d The Returning Officer may require a Candidate whose statement does not comply with the requirements of this section to revise the statement so as to comply and may refuse to make available any statement which does not comply.

e The Returning Officer shall ensure that the information in each statement which complies with this section is included in the Instructions for Voting sent to each Voter.

22.4 Every nomination paper shall be lodged with or given to the Returning Officer not later than noon on Nomination Day. The Returning Officer shall acknowledge receipt of every nomination paper on that nomination paper.

22.5 Every Candidate shall be nominated by a separate nomination paper.

23 Rejection of Nominations

23.1 The Returning Officer shall reject the nomination of a nominee who does not qualify for Election under sub-section 22.1

23.2 Where a nomination is rejected the Returning Officer will notify the nominee in writing giving the reasons for the rejection.

24 Withdrawal of Nomination

24.1 Any Candidate may withdraw his or her nomination at any time before noon on Nomination Day, by notice in writing to the Returning Officer, signed by the Candidate.

25 Death of Candidate Before Close of Nominations

25.1 Where before the close of nominations the Returning Officer receives advice that a Candidate who has been nominated and has not withdrawn his or her nomination has died or has become incapable of holding the position for which he or she is a Candidate, his or her nomination shall be treated as if the Candidate had withdrawn.

26 If Number of Candidates does not Exceed Number of Vacancies, Candidates to be Declared Elected

26.1 If the number of the Candidates does not exceed the number of vacancies to be filled, the Returning Officer shall, as soon as practicable after the close of nominations, by notice in such University Publications as he or she sees fit, declare the Candidate or Candidates so nominated to be duly elected to the Council.

27 Notice of Nominations and Election

27.1 If the number of Candidates exceeds the number of positions on the Council to be filled, the Returning Officer shall, as soon as practicable after the close of nominations, give notice in such University Publications as he or she sees fit, of the day or days on which the Election is to be held and of the names of the Candidates.

28 Candidate May Retire

28.1 A Candidate at an Election may retire after the close of nominations at any time before a declaration has been made pursuant to section 26 of this Statute, or, where an Election is required to be held, at any time before the day or days of the Election, by notice in writing to the Returning Officer, signed by that Candidate.

28.2 Where the Returning Officer receives notice pursuant to section 28.1 above:

a Where practicable, the Returning Officer shall before the day or days of the Election give notice of the retirement in such University Publications as he or she sees fit;

b If a Candidate retires after the Instructions for Voting have been distributed, the Returning Officer shall take such steps as are practicable to advise Voters that the Candidate has retired;

c Any vote cast for that Candidate shall be void.

28.3 If, by the retirement of a Candidate in accordance with section 28.1 above the number of Candidates is reduced to or below the number of positions to be filled on the Council:

a The Returning Officer shall, by notice in such University Publications as he or she sees fit, before the day or days of the Election, declare the remaining Candidates to be duly elected; or

b If the Candidate retires at such a time that it is not possible to give such a notice before the day or days of the Election, the Election shall not be held and the declaration shall be made on
the day or days of the Election or as soon thereafter as possible.

29 Death or Incapacity of Candidate After Close of Nominations

29.1 Where:
   a. After the close of nominations and before the day or days of the Election, any Candidate dies or becomes incapable of holding the position for which he or she is a Candidate; or
   b. Any such Candidate dies or becomes incapable as aforesaid before the close of nominations but advice of his or her death or incapacity is received by the Returning Officer after the close of nominations, the provisions of section 28 of this Statute, so far as they are applicable and with the necessary modifications, shall apply as if the deceased or incapacitated Candidate had retired on the date of his or her death or incapacity, or, as the case may be, on the date on which advice of his or her death or incapacity is received by the Returning Officer.

30 Election to be Conducted Electronically

30.1 Unless sections 26.1 or 28.3 of this Statute apply, the Returning Officer shall conduct an Election by means of an electronic voting system.

31 Issue of Instructions for Voting

31.1 The Returning Officer shall, not later than the day or days on which the Election is to be held, send by email addressed to each Student at their University email address Instructions for Voting which:
   a. State that these are instructions for an Election of Student representatives on the Council;
   b. Give instructions for voting in that Election;
   c. State the day or days of the Election;
   d. State the name and Statement of the Candidates for the Election; and
   e. State the number of Student representative positions on the Council.

32 Method of Voting

32.1 On receipt of the Instructions for Voting sent by the Returning Officer, the Student shall alone exercise his or her vote in accordance with the Instructions for Voting.

32.2 Where any Student:
   a. Is wholly or partially blind; or
   b. Suffers from any other disability which makes it difficult to cast his or her vote in the prescribed manner, that Student’s vote may be recorded by another person in accordance with the instructions of the Student.

33 Invalid Votes

33.1 A vote shall only be valid if:
   a. The Student’s identification number is entered into the electronic voting system;
   b. The Student’s duly chosen password is entered into the electronic voting system;
   c. The Student has not yet recorded his or her vote; and
   d. The Student’s vote is recorded on the day or days of the Election.

34 Counting of Votes

34.1 Votes shall be counted by such means as are prescribed by the Returning Officer.

34.2 The Returning Officer shall make arrangements for votes to be counted as soon as reasonably practicable after the close of voting.

35 Declaration of Result

35.1 No later than one month after all the votes have been counted, the Returning Officer shall declare, by means of notices in such University Publications as the Returning Officer sees fit, the result of the Election, being the name or names of the Candidates elected as Student representatives on the Council.

36 Recount

36.1 Where any Student or member of the Council has reason to believe that the declaration by the Returning Officer of the result of the Election is incorrect, and that on a recount thereof the result of the Election might be found to be different, he or she may within seven days after the declaration, apply to the Returning Officer for a recount of the votes.

36.2 Every application for a recount in accordance with section 36.1 above shall:
   a. Be accompanied by a deposit of $500, which shall be refunded if, following a recount of the votes, the declaration by the Returning Officer of the result of the Election proves to be incorrect;
   b. State the grounds upon which the applicant believes that the declaration by the Returning Officer of the result of the Election is incorrect, and that on a recount thereof the result of the Election might be found to be different; and
   c. State the name of the applicant and whether he or she is a Student or member of the Council.

36.3 If the Returning Officer is satisfied that an applicant for a recount has reasonable cause to believe that the Returning Officer’s declaration of the result of the Election may be incorrect and that on a recount the result of the Election might be found to be different, the Returning Officer shall, as soon as reasonably practicable after receiving the application and deposit as aforesaid, arrange for a recount of the votes to be made by such means as the Returning Officer thinks fit.
36.4 Where the Returning Officer arranges for a recount of the votes in accordance with section 36.3 above, he or she shall:
   a Notify the applicant in writing of the result of the recount; and
   b Where the result of a recount is that the declaration by the Returning Officer of the result of the Election is incorrect, declare, by means of notices in such University Publications as he or she sees fit:
      (i) That upon a recount of the votes, the declaration by the Returning Officer of the result of the Election was found to be incorrect; and
      (ii) The Candidates elected as Student representatives on the Council.

37 Destruction of Votes
37.1 The Returning Officer shall, no earlier than one month after the declaration of the result of an Election, and if an application for a recount is made, not before the declaration of the result of the Election, arrange for all records of Students' votes to be destroyed in a manner which ensures the confidentiality of voting information is preserved.

38 Vacation of Office
38.1 A member of the Council elected under this Statute ceases to hold office as a member if that member becomes employed for a continuous period of more than six months on a full-time basis by the University or under terms and conditions of full-time employment set by the University. The casual vacancy occurring for that reason shall be filled in accordance with section 176 of the Act.

39 Casual Vacancies
39.1 A casual vacancy arises in the office of a Student Representative on the Council during his or her term if he or she:
   a Dies; or
   b Becomes disqualified to hold office under this Statute; or
   c Is declared bankrupt; or
   d Becomes mentally disordered within the meaning of the Mental Health (Compulsory Assessment and Treatment) Act 1992; or
   e Resigns office by notice in writing to the Chancellor; or
   f Is convicted of an offence and sentenced to imprisonment; or
   g Is absent without leave from three consecutive meetings of the Council.

39.2 A Casual Vacancy that occurs within [three] months of the end of a term of office of a Student Representative need not be filled.
39.3 Where a Casual Vacancy occurs any earlier in the term of office of a Student Representative it shall be filled for the remainder of the term in accordance with section 176 of the Act:

The Schedule

Nomination Form
University of Auckland

Election to be held on the ... day of ............... 20..... of two Members of the Council by the Students of The University of Auckland.
The successful candidates will hold office during the following Academic Year.
We ......................................................
and ......................................................
(print names in full)
being duly enrolled Students of the University nominate:
......................................................
(print name in full)
for election to the Council
Dated ..... day of ......................20......

Signatures of Nominees

As the above-named nominee I consent to this nomination and declare that:
(a) either
   I am duly enrolled as a Student of the University (or will be so enrolled before nominations close)
   or
   I am a sitting member of the Council elected by the Students and seek re-election
and
(b) I am not now employed for a continuous period of more than six months on a full-time basis by the University or under terms and conditions of full-time employment set by the University and have not been so employed at any time during the two years preceding the date of the elections.
I further
(a) declare that I have/have not ever been employed for a continuous period of more than six months on a full-time basis by the University or under terms and conditions of full-time employment set by the University
(b) Undertake to include such declaration in all material circulated about me in connection with my nomination

Signature of Nominee
Title and Commencement
1. This Statute is made pursuant to section 4 of The University of Auckland Act 1961, as amended by the Education Act 1989 and may be cited as the Court of Convocation Statute 2007. It comes into force on 30 March 2007.

Interpretation
2. In this Statute:

'Act' means the Education Act 1989
'Candidate' means a person duly nominated and eligible for election in accordance with sections 20 and 21 of this Statute.
'Communicate' includes printed and electronic communications.
'Council' means the Council of The University.
'Election' means an election of Court of Convocation representatives to the Council by the Court of Convocation.
'Graduate' means a person who has graduated from The University of Auckland.
'Member' means a person who is enrolled on the Register in accordance with section 5.
:Register' means the list of Members of the Court of Convocation as described in section 4 and 5 of this Statute.
'Returning Officer' shall be the Registrar of the University.
'Signature' includes an electronic signature.
'Roll' means the roll of Voters eligible to vote in an election prepared in accordance with this Statute.
'University' means The University of Auckland.
'Voter' means a Member whose name is shown on the Roll with a contact address sufficient, assuming the validity of such address, to enable the Voter to receive the Voting Documents.
'Voting Form' means the form or forms prepared in accordance with section 32 on which the vote is recorded and includes both the electronic and the hard copy versions of the Voting Form distributed to Voters.
'Voting Documents' include the documents which list the names of the candidates, the envelope in which the postal Voting Form must be placed, instructions for casting a valid vote and those Candidate information statements which comply with section 26 of this Statute and, for the avoidance of doubt, includes the Voting Form.

Register
3. The Returning Officer shall ensure that the Register is prepared and maintained. The Register may be maintained in such a format (or formats) as the Returning Officer, after consultation with the Council, determines.

4. The Register shall (subject to section 5) contain the names and the contact addresses of persons entitled to be enrolled on the Register under section 4 of The University of Auckland Act 1961 and under section 5 of this Statute.

5. Consistent with the provisions of subsection 5 of section 4 of The University of Auckland Act 1961 each person shall be entitled to have his or her name enrolled on the Register of the Court of Convocation (without fee) who:

(i) Is a graduate of the University; or
(ii) Not being such a graduate is a professor or graduate full time member of the staff of the University.
(iii) Being a graduate of The University of New Zealand is not by reason of that qualification enrolled on the Register of the Court of Convocation for any other University in New Zealand, and

(a) under section 23A of the New Zealand University Act 1908 was enrolled or entitled to be enrolled on the register of the Court of Convocation of The University of Auckland at the 31st day of December, 1961, or
(b) was an undergraduate member of The University of Auckland at the 31st day of December, 1961, and became a graduate of The University of New Zealand after that date.

6. A person who is not enrolled on the Register and who believes that he or she is entitled to be enrolled on the Register under the provisions of this Statute or section 4 of The University of Auckland Act 1961, may apply to the Returning Officer for enrolment. Each application for enrolment shall contain such evidence of the facts and matters the Returning Officer may reasonably require to determine whether or not the applicant satisfies the requirements for enrolment on the Register.

7. A Member may, by notifying the Returning Officer in writing, object to the inclusion on the Register of the name of a person who does not satisfy the requirements of section 5.

8. The Returning Officer shall enquire into and decide whether to uphold or dismiss any objection made under section 7.

9. A person who believes on reasonable grounds that a decision or act of the Returning Officer relating to the Register has unfairly disadvantaged that person may appeal that decision or act to the Council by written notice to the Chancellor setting out the grounds for the appeal. The
Elections to the Council of Court of Convocation Representatives

13. The date of each election and number of members to be elected by the Court of Convocation shall be determined by the Returning Officer in accordance with the Act and reported to the Council.

14. Each Voter will be entitled to receive Voting Documents. For the election to be held in 2007, Members may elect to receive Voting Documents either by post or by email. Each Member who has an email address recorded on the Register shall receive Voting Documents by email unless:
   (a) they have elected not to receive the Voting Documents; or
   (b) they have elected to receive the Voting Documents by post.

15. For each subsequent Court of Convocation election after 2007, the Council will determine whether it is appropriate to continue a dual (postal and electronic) voting system. The Council, in making that determination, shall consider the desirability of maintaining access to a voting system by the maximum practicable number of Voters.

Roll

16. The Returning Officer shall prepare the Roll for the election. Subject to Clauses 17 and 18 below, every member on the Register shall be included on the Roll.

17. The Returning Officer shall ensure that any Member who has elected not to receive Voting Documents is not listed on the Roll.

18. A Member who previously elected not to receive Voting Documents may be listed on the Roll, provided that they advise the Returning Officer in writing that they wish to receive Voting Documents at least twenty one days before the date on which the election is to be held.

19. The Returning Officer shall ensure the Roll is closed at 5pm on the twenty-first day immediately preceding the day of the election and the Roll shall continue to be closed and no further names entered on the Roll for that election.

Nomination of Candidates

20. Whenever an election is to be held the Returning Officer shall, not less than thirty five days before the election, by notice in at least two University publications, on the University Website (www.auckland.ac.nz), and using such other communication media as the Returning Officer determines, announce the date of the election, and call for nominations of Candidates to be lodged with the Returning Officer on or before a day, to be fixed by the Returning Officer, being not less than ten days from the date of publication of the first notice. The notice shall be in the following form (or form to the like effect):

<table>
<thead>
<tr>
<th>The University of Auckland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Election of Member(s) of the Council by the Court of Convocation for The University of Auckland. An election of member(s) will be held at 5.00 pm. on the ...... day of ............ 20..... at the office of the Registrar of the University, Princes Street, in the City of Auckland.</td>
</tr>
</tbody>
</table>

No person shall be recognised as a candidate at this election unless he or she shall have been previously nominated in a document signed by two electors, and unless such nomination paper shall have been delivered to the Returning Officer by postal delivery or otherwise not later than 5.00 pm. on the ...... day of ............ 20.....

The role of electors will remain open for inspection and additions until 5.00 pm. on the twenty-first day before the election and will then be closed. The Returning Officer will then communicate the Voting Documents to the Voters.

21. To be eligible for election and to remain in office if elected, a nominee must:
   (a) Be a Member or be entitled to be a Member; and
   (b) Neither be employed for a continuous period of more than six months on a full-time basis by the University or under terms and conditions of full-time employment set by the University nor have been so employed at anytime during the five years preceding the date of the election;
   (c) Not be enrolled as a full-time student (as the term applies under current University enrolment policies); and
   (d) Be able to attend Council meetings and participate in Council business, including serving on Council Committees.
22. The Returning Officer shall reject the nomination of a nominee who:
(a) Does not qualify for election under section 21; or
(b) Not being enrolled as a member of the Court of Convocation does not become enrolled within the time notified in writing to the nominee by the Returning Officer.
23. Where a nomination is rejected the Returning Officer will notify the nominee in writing giving the reasons for the rejection.
24. A member of the Council elected under this Statute ceases to hold office as a member if that member ceases to be eligible for election in terms of section 21. The casual vacancy occurring for that reason shall be filled in accordance with section 176 of the Act.
25. Nomination of Candidates for election under this Statute must:
(a) Be in the form prescribed in section 26; and
(b) Be signed by two Members whose names are on the Roll; and
(c) Carry the written consent of the nominee and a statement of eligibility.
26. Nomination Papers shall be in the following form or a form to the like effect:

The University of Auckland
Election to be held on the ..... day of ............ 20.... of (number) Members of the Council by the Court of Convocation for The University of Auckland.
We .................................................................
being duly qualified voters, hereby nominate .................................................................
for election to the Council by the Court of Convocation for The University of Auckland.
Dated ....day of .................20....
Signatures of Nominators
(print full names)

As nominee I consent to this nomination and declare that:
(a) either (strike out the option which does not apply)
1 am enrolled as a member of the Court of Convocation;
or
1 am entitled to be enrolled as a member of that court and will become so enrolled before the Election Date (failing which my candidacy will be deemed to be withdrawn) and
(b) I am not now employed for a continuous period of more than 6 months on a full-time basis by the University or under terms and conditions of full-time employment set by the University and have not been so employed at any time during the 5 years preceding the date of the election; and
(c) I am not enrolled as a full-time student of the University
(d) I am able to attend Council meetings and participate in Council business, including serving on Council Committees.

Signature of Nominee

27. Each Candidate for election may submit to the Returning Officer with his or her nomination paper a short statement about the Candidate:
(a) The statement shall not exceed 250 words.
(b) The statement must be submitted electronically.
(c) The statement shall include the name, occupation, degrees, and any other relevant information about the candidate and may include a passport photograph of the Candidate.
(d) The Returning Officer may require a Candidate whose statement does not comply with the requirements of this section to revise the statement so as to comply and may refuse to make available any statement which does not comply.
(e) The Returning Officer shall ensure that the information in each statement which complies with this section is included in the Voting Documents made available to each Voter.

28. If the nominations received do not exceed the number of vacancies, the Returning Officer shall, on the nominated day of the election, declare the candidate(s) duly elected.

Voting
29. If there are more Candidates than the number of vacancies to be filled, as soon as reasonably possible following the closing of the Roll, the Returning Officer shall issue the Voting Documents to the Voters in accordance with the provisions of this Statute.
30. Notwithstanding anything set out above, the Returning Officer shall, prior to the date of the election and in a manner consistent with section 14 or section 15 of this Statute, communicate the Voting Documents to any Voter whose name appears on the Roll and who notifies the Returning Officer in writing that they have not received the Voting Documents.
31. Where a Voter has elected to receive the Voting Documents by post the Voting Documents shall be sent and received in sealed envelopes issued by the Returning Officer and shall be in the form prescribed by this Statute (or to like effect). The completed Voting Form must be received by the Returning Officer on or before the day and time fixed for holding the election, or posted within New Zealand to the Returning Officer in a sealed envelope on or before that day. The Voting Documents posted to the Voter will be accompanied by an envelope, addressed to the Returning Officer. The Voter must place their vote in the envelope, seal the envelope, complete the declaration and fill in the details required on the panel on the back of the envelope which will be in the form following, or to like effect:
32. The Voting Form on which a Voter records their vote shall be in the form following or to like effect:

The Voter must sign his/her name and complete the address panel below.

I .................................................................
(Full name in block letters)
declare that I am not, by reason of my being a graduate of The University of New Zealand, enrolled on the register of the Court of Convocation of any University in New Zealand other than The University of Auckland.
Signature of Voter ...........................................
Address .........................................................
...........................................................................
Email address (only supply this if you are not voting by post in future elections)
...........................................................................
(I request the Registrar to record my address on the roll as above.)
If recorded on University records under another name, eg, maiden name, please state
...........................................................................

33. Where a Voter has supplied a valid operating email address and is not a Voter who has requested to vote by post, the Returning Officer shall forward to that Voter at their email address:
(a) the electronic address of the site at which the Voter shall vote;
(b) instructions for accessing the site;
(c) a unique personal identifier; and
(d) the password the Voter must use to access the Voting Documents and record their vote.

34. The election shall close at 5.00 p.m. on the day of the election.

35. All valid electronic votes received by the close of the election shall be counted electronically and appropriate steps taken to record those votes and the results for scrutineering purposes.

36. For each election where postal voting is permitted, but not thereafter, the results of the counting of the valid electronic votes shall be withheld until all valid postal voting papers are received and counted, provided the Returning Officer is satisfied that each such postal vote counted was posted in accordance with the provisions of section 31 of this Statute and received by the Returning Officer before the close of the sixth day after the day of the election. On the seventh day after the day of the election the Returning Officer shall open the postal votes. As soon as the voting papers have been checked against the Roll and against the electronic votes to ensure no Voter has voted more than once, the name and address shall be removed from each voting paper before the votes are counted.

37. Each candidate shall be entitled to nominate a scrutineer, who shall have the right to be present when the postal votes are counted and to inspect records of electronic voting, consistent with best practice in local body elections.

38. Upon completion of the counting of votes, the Returning Officer shall forthwith declare the results of the election.

39. The Returning Officer is authorised to destroy all the Voting Forms three months following the date of the official announcement of the result of the election.

General

40. The Returning Officer shall, subject to the provisions of this Statute, determine conclusively all questions of detail concerning the election.

41. The Council Elections (Court of Convocation Representatives) Statute 1990 and the Court of Convocation Register Statute 1990 are repealed.
## Scholarships and Prizes

- National Scholarships (NZVCC) 2010
- The University of Auckland Scholarships, 2010
- The University of Auckland Prizes, 2009
## SCHOLARSHIPS AND PRIZES

### National Scholarships (NZVCC) 2010

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Winners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claude McCarthy Fellowship</td>
<td>Jing Cheah</td>
</tr>
<tr>
<td>Claude McCarthy Fellowship (2009 winners)</td>
<td>Todd Landers, Maria Rowe, Jennifer Wilcock</td>
</tr>
<tr>
<td>KiwiRail Undergraduate Scholarship</td>
<td>Hamish McQueen, Jane Neilson, Brittany Stewart, Yuchen Wang</td>
</tr>
<tr>
<td>L B Wood Travelling Scholarship</td>
<td>Kelly Delmonego, Sinead McLaughlin, John-Paul Muir, Matthew Windsor, Kitaj Woodward</td>
</tr>
<tr>
<td>Mervyn Sterling Memorial Scholarship</td>
<td>Amber Hallamore</td>
</tr>
<tr>
<td>Rhodes Scholarship</td>
<td>Richard Stebbing</td>
</tr>
<tr>
<td>Sullivan Scholarship</td>
<td>David Harris</td>
</tr>
<tr>
<td>Todd Foundation Award for Excellence (2009 winner)</td>
<td>David Pattemore</td>
</tr>
<tr>
<td>Woolf Fisher Scholarship</td>
<td>Anna Dare</td>
</tr>
</tbody>
</table>

### The University of Auckland Scholarships, 2010

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Winners</th>
</tr>
</thead>
<tbody>
<tr>
<td>A G Davis Scholarship in Law</td>
<td>Hamish McQueen</td>
</tr>
<tr>
<td>Aaron Masters Memorial Scholarships for Pacific Students</td>
<td>Andrew Faleatua, Jessica Lindsay</td>
</tr>
<tr>
<td>Alexander Dorrington Scholarship</td>
<td>Amanda Moir</td>
</tr>
<tr>
<td>Alma Logan Scholarship in Italian Language</td>
<td>Chao Yan</td>
</tr>
<tr>
<td>Anne Bellam Scholarship</td>
<td>Darija Andjelic-Andzakovic, Natalie Harris, Yoon Lee, Rowan Meade, John-Paul Muir, Tania Priebs, Vasilly Shapkin, Vladimir Shapkin</td>
</tr>
<tr>
<td>Anne Bellam Scholarship (2009 winners)</td>
<td>Elizabeth Chou, Jenny Thomas</td>
</tr>
<tr>
<td>Anne Reid Memorial Trust Scholarship</td>
<td>Briar March</td>
</tr>
<tr>
<td>Anthony Jennings Memorial Scholarship</td>
<td>Hsiang-Yun Lai</td>
</tr>
<tr>
<td>Arthur Thomas Paterson Scholarship in Ophthalmology</td>
<td>Yu-Fen Ku, Hussain Patel</td>
</tr>
<tr>
<td>ASB Bank Scholarships in Information Technology</td>
<td>Hengzhang Wu</td>
</tr>
<tr>
<td>ASB Bank Scholarships in Information Technology (2009 winner)</td>
<td>Mark Barboza</td>
</tr>
<tr>
<td>Auckland Centennial Music Festival Scholarship</td>
<td>Jin Bae</td>
</tr>
<tr>
<td>Auckland EYE Summer Scholarship</td>
<td>In Park</td>
</tr>
<tr>
<td>Auckland University Engineers Association Scholarships</td>
<td>Anna Evans, Yu Tan, Michelle Willis</td>
</tr>
<tr>
<td>AUEA Ardmore Fund Undergraduate Scholarships</td>
<td>Graham Bougen, Daniel Scott</td>
</tr>
<tr>
<td>AUEA Braithwaite-Thompson Graduate Research Scholarship</td>
<td>Lucas Hogan</td>
</tr>
<tr>
<td>Beca Part II Engineering Scholarships</td>
<td>Alistair Collins, Charlotte Davis, Sue Huang, Qi-Wern Lim, Simon Mekhail</td>
</tr>
<tr>
<td>Bishop Music Scholarships (Junior)</td>
<td>Cam Taylor</td>
</tr>
<tr>
<td>Bishop Music Scholarships (Senior)</td>
<td>Tsubasa Kawamoto</td>
</tr>
<tr>
<td>Scholarship and Prize</td>
<td>Recipient(s)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>Blair Hargrave Colliers International Scholarship</strong></td>
<td>Jing Huang</td>
</tr>
<tr>
<td><strong>Brick Family Scholarship</strong></td>
<td>Ruveena Kaur</td>
</tr>
<tr>
<td><strong>Brookfields Lawyers Scholarship (2009 winner)</strong></td>
<td>Hamish McQueen</td>
</tr>
<tr>
<td><strong>Brookfield Multiplex Scholarship</strong></td>
<td>Shahyad Asdollah-zadeh</td>
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<tr>
<td><strong>BuildIT PhD Scholarship</strong></td>
<td>Damir Azhar Hoang Nguyen Chia-Han Yang</td>
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<tr>
<td><strong>Canterbury Architects' Scholarship</strong></td>
<td>Hannah Steenson</td>
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<tr>
<td><strong>Casement Aickin Memorial Bursary</strong></td>
<td>Lucy Lu</td>
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<tr>
<td><strong>Cecil Segedin Undergraduate Scholarship in Engineering Science</strong></td>
<td>Vincent Bachtiar Iain Dunning Scott Priestley</td>
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<tr>
<td><strong>Cecil Segedin Postgraduate Scholarships in Engineering Science</strong></td>
<td>Eduard Bulog Anita Walbran</td>
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<tr>
<td><strong>Charmian J. O’Connor Scholarship in Chemistry</strong></td>
<td>Emma Sherratt</td>
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<tr>
<td><strong>Constance Herbert Memorial Music Scholarship</strong></td>
<td>Jin Bae</td>
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<tr>
<td><strong>David R Mummery Memorial Scholarship in Law (2009 winners)</strong></td>
<td>Daria Sutherland Emily Wright</td>
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<tr>
<td><strong>Denise Gerard Scholarships</strong></td>
<td>Sophie Bannan Zénobie Cornille Gina Granwal Toby Raine Graham Riddiford Kerryann Romero Anna Starr Shinae Suh Amalie Termannsen Loretta Walton Sarah Yates</td>
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<tr>
<td><strong>Department of Philosophy Masters Scholarships</strong></td>
<td>David Merry Daniel Wilson</td>
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<tr>
<td><strong>Deutsche Bank Engineering Scholarship</strong></td>
<td>Brian Hill</td>
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<tr>
<td><strong>Deutsche Bank Financial Markets and Investment Banking Scholarship</strong></td>
<td>Richard Higgins</td>
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<tr>
<td><strong>Douglas Goodfellow Diploma Scholarship in Medical and Health Sciences</strong></td>
<td>Jed Horner</td>
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<td><strong>Douglas Goodfellow Masters Scholarship in Medical and Health Sciences</strong></td>
<td>Melissa Joe</td>
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<tr>
<td><strong>Douglas Goodfellow Scholarship in Engineering (2009 winners)</strong></td>
<td>Grainam De Borja Christopher Vogel</td>
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<td><strong>Dow AgroSciences Bursary in Chemical and Materials Engineering</strong></td>
<td>Nyssa Brewer</td>
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<td><strong>Duffus Lubecki Scholarship</strong></td>
<td>Ian McLeod</td>
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<tr>
<td><strong>Dulcie Bowman Memorial Scholarship</strong></td>
<td>Alexandra Bayfield Rachelle Meijer</td>
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<tr>
<td><strong>Dulcie Bowman Memorial Scholarship (2009 winner)</strong></td>
<td>Janet Liang</td>
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<tr>
<td><strong>Edna Waddell Undergraduate Scholarships for Women in Technology and Engineering</strong></td>
<td>Toni Keeling Kejia Wang</td>
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<tr>
<td><strong>Edward Connelly Kick Start Scholarship</strong></td>
<td>Simon Corkery Andi Liu Alastair McDowell Charlotte Peyroux Yuchen Wang Christopher Wang</td>
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<td><strong>Elam Art Scholarship</strong></td>
<td>Gina Granwal</td>
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<tr>
<td><strong>Electricity Engineers' Association Scholarship</strong></td>
<td>Lewis Toman Sinapati Tupou</td>
</tr>
<tr>
<td><strong>Energy Education Trust Undergraduate and Honours Scholarships</strong></td>
<td>Oliver Browne Rupert Freeman Niancen Miao Carl Newby Kai Tnay Darren Van Druten</td>
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<tr>
<td><strong>Energy Educational Trust Doctoral Scholarships</strong></td>
<td>David Dempsey Stephan Hassold Christina Walter</td>
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<td><strong>Evan Gibb Hudson Scholarship in Engineering</strong></td>
<td>Keith Cook</td>
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<tr>
<td><strong>Evelyn M Harrison Scholarship</strong></td>
<td>Cameron Barclay</td>
</tr>
<tr>
<td><strong>Faculty of Arts Masters/Honours Scholarship</strong></td>
<td>Campbell Birch Qian Chang Callum Christopher Sarah Greer Rosanna Keam David Merry Simon Opit</td>
</tr>
</tbody>
</table>
Julia Scott
Daniel Willcocks

Faculty of Arts Undergraduate Scholarship
Nicholas Blayney
Natalie Braid
Thomas Corbett
Florence Crick-Friesen
Annie Jones
Arizona-Rose King
Aria Newfield
Stacey Salu

Faculty of Engineering Doctoral Scholarships
Prem Kethavath

Faculty of Engineering Doctoral Tuition Fees Bursaries
Weiwei Chen
Prem Kethavath
Matthias Krug
Marzieh Sharifi

Faculty of Medical and Health Sciences Alumni Scholarship
Bryony Nicholls

Faculty of Medical and Health Sciences MD Fees Bursary
Grant Christie
Alan Merry

Faculty of Medical and Health Sciences MD Fees Bursary (2009 winners)
Gerard Devlin
Nicholas Evennett
Martyn Harvey
David Herd
Frieder Kleemann
Corinne Law
Graham Parry
Ashley Pollock

Faculty of Science Entry Level Undergraduate Scholarships
Michael Fairley
Jessica Ives
Bowen Liu
Stanley Roache
George Yoon

Faculty of Science Undergraduate Scholarships
Yongsheng Tang
Sujani Thrimawithana
Man Tong
Wesley Webb

Frances Briggs Memorial Bursaries in Plant Sciences Junior
Renee Johansen

Frances Briggs Memorial Bursaries in Plant Sciences Senior
Hilary Ireland

Frederick Ost Scholarship in Architecture
Ross Smith

Geology Centennial Award
Sophie Milloy
Emma Turner

George Mason Scholarships in Marine Science
Sunkita Howard

George Turner Wilson Music Trust Scholarship - Senior Award
Rowan Meade

GHD Achievement Scholarship
Chetan Patel

Goodman Scholarship
Christina Dunn

Grace Kay Awards
Victoria Bayly
Helen Brown
Camille Butters
Louise Carr-Neil
Rachel Faleatua
Rebecca George
Caroline Hill
Anna Lang
Harriet Rogers
Ngair Wills
Michelle Yang
Sarah Yates

H C Russell Memorial Postgraduate Scholarship
Philip Turnbull

Haines Planning Scholarship
Cameron Wallace

Harmos Horton Lusk Scholarship in Commercial Law
Dime Atanasovski

Health Research Council of New Zealand Ethics of Health Research
Jed Horner
Talia Sellars

Health Research Council Summer Studentships
Gabrielle Britton
Laura Woods

HEB Construction Scholarship
Abhijit Vinjimoore

Henrietta and Lola Anne Tunbridge Scholarship
Saskia Leek
Eun Park

Hiway Stabilizers Undergraduate Scholarship in Pavement Engineering
Melissa Melrose

Hollinrake Memorial Scholarship
Celeste Oram

ING (NZ) Limited Scholarship in Property
Apoorva Agarwal

Janet Bain MackKay Memorial Scholarship in Plant Sciences
Rebecca Turner

Jean Hamlin Memorial Scholarship
Lia Mackillop
Jeanette Rapson

Jean Heywood Postgraduate Scholarships
Fiona Grimson
Jean Heywood Scholarship
Amita Kala

Joe Raynes Scholarship
Selina Foote

John Baros Scholarship in Music
John-Paul Muir

John Hamel MacGregor Awards in Medical Science
Sudhvir Singh

Jonathan Hunt Postgraduate Scholarship
Rosanna Keam

Kathleen Mary Reardon Memorial Music Scholarship
Madeleine Haskell
Elizabeth Mandeno
Thomas Woodfield

Kelly Undergraduate Scholarships
Dhananjay Garg
Kimberley Mundy

Kendrick Smithyman Scholarship in Poetry
Bree Huntley

Keystone Bayleys Property Scholarship
Lauren Phillips

Kiwiplan Scholarship
Prabhjot Jassal

Lee Foundation Grants
Huiling Chen
Roslyn Cheong
Agnes Chin
Glen D'Cruz
Evan Lim
Jia Lim
Wei Teng
Joshua Wong

Les and Sonia Andrews Scholarship
Jenny Thomas

Linguistics Master of Arts Research Scholarship
Marie-France Duhamel

Mainzeal Property and Construction Scholarship in Civil Construction Management
Sarah Neill

Marie D’Albini Scholarship
Stephen Diaz
Elizabeth Mandeno

Martyn Finlay Memorial Scholarship (2009 winner)
Ella Burton

Marylyn Eve Mayo Endowment Scholarship (2009 winner)
Leigh Walker

Maurice and Phyllis Paykel Trust Research Scholarship in Health Sciences
Duneshaya Gunasekara
Rashika Karunasinghe
Kevin Lee

Maurice Paykel Undergraduate Scholarships (2009 winners)
Alexander Blakeley
Antony Burness
Nathanael Gray
Sinapati Tupou

Maxwell Walker Memorial Scholarships
Sara Battersby

Mercer Memorial Scholarship in Aeronautics (2009 winner)
Laura Abraham

Mervin Walter Stoddart Scholarship in Electrical and Electronic Engineering (2009 winner)
Aaron Croft

Michael Joseph Savage Memorial Scholarship
Wesley Webb

Murray Scholarship in Mechanical Engineering
David Isaacs

New Zealand Institute of Chartered Accountants BCOM(HONS) Scholarship
Yana Krivykh

New Zealand Medical Women’s Association Elective Scholarship (2009 winner)
Himali Wethasinghe

New Zealand Refining Company Ltd Bursary (2009 winner)
Marcel Jekel

New Zealand Steel Engineering Scholarship (2009 winners)
Zoe Garrett
Robert Hoye
James Kerr-Reeve
Niancen Miao

Norman Thom Award
David Bryden

NZSTI Scholarships
Kathryn Malan

Onehunga High Business School Undergraduate Scholarships
Nathan Eccles
Jatin Galhotra

Orion Award for Excellence in Computer Science (2009 winner)
David MacDonald

Pears-Britten Scholarship in Singing
Darren Pati

Peter North Scholarship
Kelsy Seyb

Phitek Systems Signal Processing Scholarship (2009 winner)
Thomas Gillooly

Professor John Asher Graduate Scholarship in German
Caitlyn Westbrooke
R J Mowatt Memorial Scholarship in Geology
Sophie Milloy

R N Brothers Memorial Award
Jason Ward

Rakon Engineering Scholarship
Nathanael Gray
Simon Mittermeier

Realcold Group Scholarship
Marcel Jekel

Reardon Postgraduate/Honours Scholarship in Music
Morag Atchison

Rio Tinto Alcan Scholarship in Chemical and Materials Engineering
Reece Oosterbeek

Rio Tinto Aluminium Undergraduate Bursaries in Chemical and Materials Engineering
Sarah Bacon
Madeline Pemberton
Patrick Swinburne

Rive Memorial Scholarship
Jonathan Mandeno

Sagar Scholarship for String Players
Olivia Francis

Scott Family Trust PhD Scholarship
Tabea Salewski

Senior Scholarships

Accounting
Yana Krivykh
Gareth Miller

Anthropology
Alison Preston

Applied Mathematics
Rebecca Turner

Architectural Studies
Timothy Sargisson
Yunwei Xu

Art History
Victoria Wynne-Jones

Biblical Studies
Timothy Lloyd

Biological Sciences
Rachel Bowden
Hilary Ireland

Biomedical Engineering
Adam Reeve

Biotechnology
Lian Lee

Chemical and Materials Engineering
Michael McCracken

Chemistry
Paul Hume

Chinese
Olivier Teernstra

Christian Thought and History
Peter Bargh
Megan Harvey

Civil Engineering
Andrew Thompson

Classical Studies
Hannah Kento-Peachey

Commercial Law
Kim Brokenshire

Computer Science
Tristan Thode

Computer Systems Engineering
Maja Krivokuca

Early Childhood Education
Philippa Harris
Bronwyn Jeromson

Economics
Neil Cribbens
Paul Hadwin

Electrical and Electronic Engineering
Richard Stebbing

Engineering Science
Qi-Shan Lim

English
Benedict Tompkins

Environmental Science
Kiely McFarlane

Film, Television and Media Studies
Callum Christopher

Finance
Martin Boulanger

Fine Arts
David Hofer
Andrew McCully
Neeve Woodward

Food Science
Myrtle Videna

French
Himmy Lui

Geography
Petra Chappell
James Tremlett
David Williams

Geology
Rachel Taplin

German
Richard Bade
Caitlyn Westbrooke

Greek
Alexandra Djoulai

History
Gavin Beinart-Smollan
Zoe Brentnall

Huarahi Mäori
Les Tepania

Human Services
Gary Wyatt
Information Management
Gareth Miller

Information Systems
Soo Shin

International Business
Jessica Desmond

Italian
Kelly Delmonego

Japanese
Winsy Ip
Olivier Teernstra

Korean
Leslie Ryan

Language Teaching
Daniel Willcocks

Latin
Himmy Lui

Law
Samuel Beswick
Alix Boberg
Zoe Brentnall
Thomas Quayle
Jia See
Sally Trafford

Linguistics
Ji Kim

Management
Michael Hoksbergen

Marine Science
James Tremlett

Marketing
Sally Jaggar
Laura Molony

Mathematics
Tan Do

Mechanical Engineering
Jeremy Miller

Mechatronics Engineering
Martin Spencer

Medicine and Surgery
Orazio Di Bartolo
Ashley Fraser
Jin Gao
Victoria Gifford
Sarah Merry

Moral and Practical Theology
Isabel Mordecai

Music
Theodore Clearwater
Isaac Crandell-Tanner
Ivan Luketina-Johnston
Alexander Taylor
Caitlyn Westbrooke

Nursing
Jessica Laing
Lisa Reddy
Zarina Yap

Operations and Supply Chain Management
Katherine Walker

Optometry
Penelope Richards

Pasifika
Irene Paleai

Performing Arts
Justine Terrill

Pharmacology
Allan Plant

Pharmacy
Sarah Gempton
Teresa Hawke
Leanne Short
Nicola Williams

Philosophy
Robert Hunt

Physical Education
Amy Jackson

Physics
Adriaan Barnard

Physiology
Nicola Mount

Planning
Ruth Hansen-Thorpe

Political Studies
Danielle Romanes

Population Health
Bellanavidanalage Jayasinha
Yousif Rassam

Primary Education
Julie Brown
Kathryn Horsnell
Alison Howard
Charlotte Marjoribanks
Kathryn Mildon
Lena Milton
Sarah Moore
Alana Roder

Property
Benjamin Whitcher

Psychology
Yu-Hin Lam
Yvette Lamb

Social Work
Kerehi Tahana
Christopher Vernon

Sociology
Tracey Thompson

Software Engineering
Danver Braganza

Spanish
Matthew Hill

Sport and Exercise Science
Hayley MacDonald

Statistics
Thomas Wakefield
Pun Yau

Visual Arts
Catherine Dearsley
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<th>Scholarship</th>
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<tr>
<td>Women's Studies</td>
<td>Hazel Kearns-Rees</td>
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<tr>
<td>Siemens Audiology Scholarship</td>
<td>Carly Hensman</td>
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<tr>
<td>Simpson Grierson Law Scholarship</td>
<td>Hue Chan, Ralph Hall</td>
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<tr>
<td>Sir Alexander Johnstone Scholarship in Law</td>
<td>Hamish McQueen</td>
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<td>Sir Robert Jones Scholarship in Philosophy</td>
<td>Lisa Kemp, Finn Morrow</td>
</tr>
<tr>
<td>SKM Civil Engineering Scholarship</td>
<td>Olivia Ashby, Thomas Barlow, Sara Chamberlin, Lucy Ferris, Meng Gao, Rachel Gasson, Nicholas Grgec</td>
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<td>SKM Scholarship</td>
<td>Isabella Howie, Shaun McCarthy, Elinor Swery</td>
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<td>Society of Petroleum Engineers (SPE) Scholarship</td>
<td>Niancen Miao, Thomas Fox</td>
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<td>Society of Petroleum Engineers (SPE) Scholarship</td>
<td>Katarina Lawrie, Christopher Vogel</td>
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<td>Southern Photonics Undergraduate Scholarships</td>
<td>Ryan Hawker</td>
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<td>Staples Rodway Auckland Taxation Scholarship</td>
<td>Nicole Rockliffe</td>
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<td>Stella Baron Awards</td>
<td>Charlotte Chen, Minesh Prakash, Charlotte Rea, Claire Yee</td>
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<td>Swedlund Music Bursary</td>
<td>Jesbery Hartono, Sungwon Shin</td>
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<tr>
<td>T R Johnston Scholarship (2009 winner)</td>
<td>Sung Hee Kim</td>
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<tr>
<td>The University of Auckland Alumni Scholarships</td>
<td>Ahmed Abdile, Joshua Baxter, Isabelle Cox, Jennifer Eom, Briar Evans, Anoosh Franklin, Martin Graham, Luke Hall, Bonnie Hartfield, Rebecca Lawson, Dandan Ma, Matthew Mudford</td>
</tr>
<tr>
<td>The University of Auckland Chancellor's Awards</td>
<td>Akash Rampal, Priyashmi Reddy, Benjamin Thomason, Bethany Thompson, Michael Walden, Sam Williams, Benjamin Wilshere, Nora Xharra</td>
</tr>
<tr>
<td>The University of Auckland Commonwealth Scholarship from UK/Canada</td>
<td>Jordan Collins</td>
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<td></td>
<td>Maryam Alavi Shooshtari, Jesse Ashton, Morag Atchison, Susan Bedford</td>
</tr>
</tbody>
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2011 CALENDAR

SCHOLARSHIPS AND PRIZES

Emma Blomkamp
Charlotte Blythe
Lyndon Burford
Kathryn Burns
Samantha Campbell
Linda Chalmers
Tuan-Yow Chien
Matthew Courtney
Sarah Cowie
Aaron Croft
Janus Currie
Benjamin Davies
Genevieve de Pont
Jessica Dent
Alicia Didsbury
Nora Dittrich
Christopher Dowling
Paul Drury
Amanda Dunlop
Gayle Evers
Daniel Farrant
Emma Fergusson
Heather Free
Sai Fung
Joseph Gingell
Lagares Gonzalez
Anna Grant
Renee Handley
Zhixiang He
Jennifer Huebert
Callum Johnston
Alexander Jorgensen
Vedran Jovic
Sophie Joyce
Caroline Keen
Claudia Kelly
Joo Kim
Lloyd Kimble
Jacqueline Knobloch
Sachi Kodipilly
Maja Krivokuca
Vedrana Krivokuca
Sien Lau
Rachel Lees-Green
Ho Yan Leung
Jennifer Liang
Adrian Lo
Ho Cheong Lo
Ho Shing Lo
Megan Lourie
Xiaobo Lu
Zhe Lu
Sandeeka Mannakkara
Matthew McCallum
Penelope McKegg
Brad McKenna
Karen McLe lan
Clinton Mitchell
Jessica Mitchell
Fiona Moir
Kristopher Montrose
Natalie Morgan
Jingwen Mu
Meghan Murphy
Robert Myles
Jamie Newth
Nicholas Ng
Jennifer O’Callaghan
John O’Hagan
Richard O’Rorke
Li-Ming Ou
Tirnud Paichayontvijit
Saem Park
Anne-Marie Perchec Merien
Sally Prebble
Bilel Ragued
Jeremiah Rankin
Jezrael Revalde
Eleanor Riddick
Judith Robins
Max Rohde
Miguel Roncoroni
Adam Roughton
Gregory Rublee
James Scoltock
Rachel Scott
Talia Sellsar
Dagmar Simon
Jen-Hui Sim-Smith
Malvindar Singh-Bains
Michael Smith
Michelle Soakell
Rebecca Stafford
Jamie Steer
David Stillaman
Anthony Surman
Meghna Talekar
Marek Tesar
Christopher Thompson
Sarah Thompson
Kimai Tocker
Mihai Vacaru
Amelia Van Slooten
Chez Viall
Amanda Wajiers
Le Wen
Simon Whalen
Esther Willing
Sarah Wolstenholme
Lydia Woolley
Sarah Wyse
Jeffrey Yan
Xiani Yan
Tzu-Ying Yu
David Zeitner-Smith
Xinghua Zhan

The University of Auckland Doctoral Scholarship
(2009 winners)

Nasef Ahmed
Judith Ansell
Matthew Barrett
Lynda-Maree Bavin
Theresa Boyes
Joanna Chu
Michael Cole
Samuel Collinson
Lynnaire Doherty
So Goo
Oliver-James Grant
David Guerin
Samuel Harris
Kelly Holt  
Bhuvaneswari Kannan  
Jung Kim  
Philipp Mandlier  
Ian McLeod  
Kieron Mottley  
Gerard O’Regan  
Christina Painting  
Wei Qiu  
Georgina Rae  
Vaughan Roberts  
Bridget Rule  
Megan Schlottjes  
Emma Stone  
Peng Tan  
Tamasin Taylor  
Corey Wallace

The University of Auckland Faculty of Engineering  
Masters Scholarships  
Qian Ao  
Robert Connolly  
Patrick Kenny  
Yi Lim  
Timothy Tan

The University of Auckland Faculty of Engineering  
Undergraduate Scholarships  
Jack Dunn  
Qian He  
John MacLaren  
UnHee Minett  
Victoria Shrimpton

The University of Auckland Faculty of Engineering  
Undergraduate Scholarships (2009 winners)  
Anjukan Kathirgamanathan  
Timothy Klingenberg  
Zheng Lin  
Niancen Miao  
Heath Vinicombe

The University of Auckland Fulbright Scholarship  
Courtney-Savali Andrews

The University of Auckland Health Research  
Doctoral Scholarships  
Laura Bear  
Anna Fogarty

The University of Auckland Health Research  
Doctoral Scholarships (2009 winner)  
Priyadarshini Pantham

The University of Auckland International Doctoral Scholarships  
Sara Amani  
Amita Bansal  
Erin Gaab  
Lagares Gonzalez  
Hao Hao  
Stephan Hassold  
Christine Joggi  
David Ladd  
Sylvia Leao  
De Mendes  
Davide Mercadante  
Frauke Meyer  
Mohsen Mohammadzadeh  
Yun Neo  
Max Rohde  
Paul Schmieder  
Christopher Sommer  
Nicholas Smith  
Sonja Storm  
Tatyana Vagner  
Anastasia Zaytseva

The University of Auckland International Doctoral Scholarships (2009 winner)  
Raoul Schwing

The University of Auckland Jubilee Awards (Non School Leavers)  
Samuel Ah Mu  
Shahyad Asdollah-Zadeh  
Janelle Booth  
Mary Breckon  
Emma Clarkson  
Lisa-Ann Clifford  
Lauren Harrington  
Timothy Maifelesi  
Kadin Prideaux  
Tauinaola Tulaga  
Mikaela Williamson

The University of Auckland Jubilee Awards (Non School Leavers) (2009 winners)  
Zainab Abbas  
Lamees Alafeishat  
Daphne Amataga  
Rebecca Archer  
Vincent Bachtiar  
Sally Be  
Ashlee Beazley  
Jemaa Ben  
Gene Beveridge  
Lisa Boulton  
Tiffany Campbell  
Joshua Cates  
Greta Cervin  
Sin Chan  
Navshika Chandra  
Christine Chandra  
Li-Jiun Chen  
Hyo Cho
Jee Choi
Kiram Choi
Dong Chung
Vanessa Crockett
Eve Decker
Mumtaz Dole
Deborah D’Souza
Yi Du
Yan Fong
Melody Forrest
Victoria Forster
Tania Fowke
Neala Glass
Lynda Granwal
Sharna Granwal
Samantha Gregory
Aaron Grey
Simon Gyenge
HyunYoung Ha
Solyneth Hak
Grace Hall
Li Hiew
Annalise Higgins
Christopher Horan
Julie Hu
Su Hwang
Warrick Isaachsen
Redwan Islam
Yeo Jang
Mayoorathy Jeyamohan
Kylee Jones
Esther Kim
Taehyun Kim
Corey Kok
Melody Lai
Anya Leenman
Soyeon Lim
Jin Lin
Sarah Lin
Anyang Liu
Shabnam Mahbub
Ruta Malolo
Mugdha Manda
Cassandra McGill
Stacey McNaull
Holly Miller
Joseph Mills
Hye Moon
Cornelia Mu
Cathrine Mulrennan
Jacqueline Munro
Kiren Narayanan
Won Oh
Temukisa Pasese
Callum Passells
Hamuera Pere
John Pfluke
Julianne Pimentel
Sonia Polak
Hemisha Priya
Daniel Quach
Sanika Rangnekar
Christopher Read
Louise Renwick
Rez Ricardo
Sophia Rive
Stacey-Anne Ross
Milly Rout
Meta Schmidt
Anne Sim
Megan Smith
Audrey Soegiarto
Kelsie Stewart
Benedict Stewart
Lauren Stuckey
Danny Su
Lindsey-Rose Topp
Isaiah Tour-Teur
Phuc Tran
Victoria Trow
Lattie Truppman
Martha Tuinukuafe
Millika Tuinukuafe
Kelela Tuitavake
Sophia Wang
Michael Ware
Dylan Webb
Amy Weng
Emily Whelan
Corey Whitley
Kinga Wielczko
Mudhu Wijewardene
Jan Wong
Justin Wong
Landy Wu
Tongliang Xing
Sandra Yassi
Bee Yeoh
Peter Yoo
Dianna Zheng

The University of Auckland Māori and Pacific Graduate Scholarships
Christine Anderson
Telea Andrews
Vincent Bennett
Kirstin Clark
Marianna Deynzer
Leon Hoffman
Jade Hyslop
Frances Jones
Helena Kaho
Altaire Mandell
Marina McCartney
Helen Nathan
Caleb Sjardin
Lironi Takimoana
Luke Thompson
Gemma Tricklebank
Raukura Turei
Tyla Vaeau
Chloe Weavers
Daniel Wilson
Elizabeth Wootton

The University of Auckland Masters/Honours/PGDip Scholarship
Alastair Abbott
Debra Anstis
Adriaan Barnard
Eduard Bulog
Ilya Chevyrev
Isaac Crandell-Tanner
Neil Cribbens
Nicholas Dalkie
Katherine Errington
Lisa Fendall
Kim Frew
Jeny Gautam
Samuel Gavin
Robert Hannon
Jessica Harding
Lucy Hawcroft
Jed Horner
Jonathan Hubert
Mike Hudson
Paul Hume
Francis Hunter
Yvette Lamb
Matthew Lowe
Laura McLauchlan
Joanna Minster
Virginia Morrison
Joseph Nelson
Rebecca Norris
Lisa Pilkington
Darren Powell
Marcus Roberts
Timothy Sargisson
Samira Shamalov
Soo Shin
Sudhir Singh
Reilly Smethurst
Martin Spencer
Mark Taylor
Bridget Thompson
Thomas Wakefield
Harriet Wild
Rebecca Wood
Linda Yang
Yanchuan Zhang
Melody Freeth
Dylan French
Edward Giffney
Rebecca Grass
Anna Gray
Geoffrey Gunn
Charles Hadfield
Christopher Haines
Kristee Hardacre
Herman Haringa
Cassandra Hidajat
Leroy Hudson
Cayley Ingham
Diana Ivanov
Kevin Jia
Paul Johnston
Abhilash Kamineni
Toni Keeling
Nelson Lam
Joel Lawson
Grice Le
Hannah Lees
Emma Lemire
Alwin Lim
Shelane Lomas
Keegan Lopez
Corinne Marti
Laura Mayhew
Esther McCoskrie
Andrew McIndoe
Andrew McGee
Hayley Morgan
Rachael Narbey
Manasvi Narula
Matthew Ogden
Kon-Woo Park
So Park
Jane Pavada
Catherine Peake
Brierley Penn
Jonathan Pullon
Rennie Qin
Andrew Rahardja
Ashwin Rajan
Sasha Rasmussen
Joseph Rea
Matt Ritani
Hyun Roh
Travis Scott
George Shand
Victoria Shrimpton
Hannah Smiley
Keagan Sorrell
Sarah Standring
Samantha Stevenson
Jayanth Sundaresan
William Tennent
Elizabeth Thomas
Charles Toebes
Tamaki Tokita
Charlotte Trevella
Hwui-Wen Tsao
Shruthi Vijayakumar
Vidushan Vijayakumar
Nethmi Vithanage

The University of Auckland Scholarships

Brendan Abley
Imogen Allan
Nicole Ashby
Sara Bailey
Nikhil Balakrishnan
Alice Bates
Max Biggs
Katherine Braatvedt
Mark Burrell
Samuel Burridge
Sue Chan
Yi Lein Chan
Bronwyn Chapman
Kelly Chapman
Jonathan Choie
Amy Chu
Victoria Clarke
Daniel Cullum
Jayana Devathasan
Matthew Dobbs
Linda Duxfield
Hillary Fee
Olivia Francis
Grace Francis

2011 Calendar
Hsu-Han Wang
Kejia Wang
Abigail Ward
Leighton Watson
Rachael Windsor
Nicole Woodsworth
Mengbin Ye
Jingya Zhang
Youjia Zhang
William Zhang
Samantha Zondag

The University of Auckland Senior Health Research Scholarships
Kelly Holt
James McKelvie
Choon Ng

The University of Auckland Study Abroad Scholarships
Su Chung
Grainam De Borja
Jessica O’Connor
Monique Donker
Florel Limas
Simon Robinson
Yu-Hsuan Shu
Myung Sung
Ada Tso

The University of Auckland Study Abroad Scholarships (2009 winners)
Laura Berger
Emily Bolton
Ellen Carter
Queenie Chek
Claire Choe
Rafe Hampson
Isabella Howie
Zoe Hunt
Juliana Johnson
Sarah Kraft
Alannah Manson
Seo Oh
Loren O’Sullivan
Hae Ryu
Sidney Smith
Cherie Wadsworth

The University of Auckland Talent Fund Award
Shahyad Asdollah-Zadeh
Janelle Booth
Alan Cameron
Andrew Chan
Zénobie Cornille
Emi Fepuleai
Bevan Findlay
Ursula Foley
Gavin Lee
Anna Leyland
Shona Mackenzie
Ariane Mendoza
Niancen Miao
Kimberley Mundy
Bryony Nicholls
Minesh Prakash
Chloe Riddell

Kerryann Romero
Tony Rowell
Wan So
Anna Starr
Georgia Stillwell
Yih-Cheng Tai
Hui Tan
Kian Tan
Andrea Tangiia
Arief Tjahyono
Tracey Viviani
Weiyan Wang
Wesley Webb
Rosealee Wells

The University of Auckland Universitas 21 Doctoral Student Mobility Scholarships
Neil Newton
Megan Schlotjes

The William Chick Masters Scholarship in Architecture
Anthony Geck
Hay Ho
Ja Lee
Marie Muller

Todd Mataga AUEA Award
Sheung-Ming Lam
Michael McCracken

Toi Uru Roa: The Paul Kelly Māori Undergraduate Scholarships
Korey Te Hira

Toi Uru Roa: The Paul Kelly Māori Undergraduate Scholarships (2009 winners)
Matthew Lowe
Michael Moka

Tonkin and Taylor Scholarship
Mathew Dickey
Julian Lees

Traffic Design Group Scholarship
Matthew Cutfield

Tuakana Scholarships for Māori and Pacific Students (2009 winners)
James David
Thomas Lintern
Jessica Pridgeon
Ida Vaai

University Preparation Award
Monalisa Aokuso
Simon Bailey
Saeunn Bjorgvinsdottir
Simon Bonner
Charles Henry
Shanelle Hohepa
Alyson Kahukiwa
Puawai Kopu
Tusi Malosi
Ekaterina Nosova
April Pomare
Leufa Salafai
Theo Taavili
### The University of Auckland Prizes, 2009

| University Preparation Award (2009 winners)        | Sarah Edmunds   |
| Jasmie Castle                                      | Victoria Gates  |
| Kathryn Doughty                                   | Norman Henley   |
| Sesilia Faimasui                                  | Dominique Hite  |
| Elizabeth Nicholson-Moon                          | Timothy Hopgood |
| Van-Thanh Nguyen PhD Engineering Scholarship      | Joel Jackson    |
| Xuan Pham                                         | Rebekah Lamb    |
| Vicki St. John Postgraduate Scholarship for Māori | Nikola Lilić    |
| Students                                          | Amy Lineham     |
| Vincent Bennett                                   | Rachael McMahon |
| Vista Linda Graduate Scholarship                  | Yee-Shynn Ooi   |
| Jane Christie                                     | Sarah Pennilligen|
| Inigo Echevarria                                  | Clare Russell   |
| W W Phillipps Awards in Medicine (2009 winners)   | Jonathan Wills  |
| Cheryl Anderson                                    |                |
| Rini Chegudi                                      |                |
| Louise De Candole                                 |                |
| Anne Webb Prize in Contract Law                   |                |
| Carl Ferer                                        |                |
| Antarctica 150 Prize in Environmental Science     |                |
| Lironi Takimoana                                  |                |
| Aseptic Dispensing Prize                          |                |
| Zhichao Jin                                       |                |
| Asian History Award                               |                |
| Andrew Lamont                                     |                |
| Auckland Bioengineering Institute Prize in Biomedical Engineering |                |
| Adam Reeve                                        |                |
| Auckland Brick Manufacturers Prize                 |                |
| Carina Chan                                       |                |
| Owen Huang                                        |                |
| Auckland Classical Association Prize (Classical Studies) |            |
| Nicholas Weijermars                               |                |
| Auckland Classical Association Prize (Greek)      |                |
| Benjamin Cain                                     |                |
| Auckland District Law Society’s Prize             |                |
| Jia See                                            |                |
| Auckland District Society of Notaries Conflict of Laws Prize |            |
| Daniel Kenyon                                      |                |
| Sarah Murphy                                      |                |
| Auckland Low Impact Design Student Competition Prize |            |
| Michael Bangma                                    |                |
| Javier Barcelo                                    |                |
| Xiaoyi Bian                                       |                |
| Christian Gamst                                   |                |
| Louise Goodwin                                    |                |
| Richard Greatrex                                  |                |
| Thomas Henderson                                  |                |
| Michael Jenkins                                   |                |
| Cody Mankelow                                     |                |
| Claire Oliver                                     |                |
| Richard Slight                                    |                |
| Daniel Thomas                                     |                |
| Tomas Ussher                                      |                |
| Matthew Yu                                        |                |
| Auckland Pushkin Society Prize in the Russian Language |            |
| Sarah Bisley                                      |                |
| Auckland University Singers Choral Award          |                |
| Che-Kai Chang                                     |                |
| Australia and New Zealand College of Anaesthesiology Prize |      |
| Charlotte Chen                                    |                |
| Australia and New Zealand College of Anaesthesiology Prize (2008 winner) |            |
| Lynette McGaughran                                |                |
| Bartrum Memorial Prize in Geology (Stage III) (2008 winner) |        |
| Scott Carruthers                                   |                |
| BDO Spicers Prize in Business Communication (2008 winner) |         |
| Lu Yuan Lee                                       |                |
| Bell Gully Prize in Advocacy                      |                |
| Benjamin Prewett                                  |                |
| Blaze O’Connor Prize                              |                |
| Andrea Crown                                      |                |

**3M Littmann Prize**
Charlotte Rea

**A L Titchener Prize**
Michael McCracken

**Alan Simpson Memorial Prize**
Heather Park

**Aalcon Prize in Optometry**
Yitian Gao

**Anne Webb Prize in Contract Law**
Carl Ferer

**Antarctica 150 Prize in Environmental Science**
Lironi Takimoana

**Aseptic Dispensing Prize**
Zhichao Jin

**Asian History Award**
Andrew Lamont

**Auckland Bioengineering Institute Prize in Biomedical Engineering**
Adam Reeve

**Auckland Brick Manufacturers Prize**
Carina Chan
Owen Huang

**Auckland Classical Association Prize (Classical Studies)**
Nicholas Weijermars

**Auckland Classical Association Prize (Greek)**
Benjamin Cain

**Auckland District Law Society’s Prize**
Jia See

**Auckland District Society of Notaries Conflict of Laws Prize**
Daniel Kenyon
Sarah Murphy

**Auckland Pushkin Society Prize in the Russian Language**
Sarah Bisley

**Auckland University Singers Choral Award**
Che-Kai Chang

**Australia and New Zealand College of Anaesthesiology Prize**
Charlotte Chen

**Australia and New Zealand College of Anaesthesiology Prize (2008 winner)**
Lynette McGaughran

**Bartrum Memorial Prize in Geology (Stage III) (2008 winner)**
Scott Carruthers

**BDO Spicers Prize in Business Communication (2008 winner)**
Lu Yuan Lee

**Bell Gully Prize in Advocacy**
Benjamin Prewett

**Blaze O’Connor Prize**
Andrea Crown
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<thead>
<tr>
<th>Scholarship/Prize</th>
<th>Winner</th>
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<tbody>
<tr>
<td>Brenda Dawson Award</td>
<td>Divya Mehta</td>
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<tr>
<td>Brookers Pharmacy Law and Ethics Prize</td>
<td>Jobie Tong</td>
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<td>Butland Prize</td>
<td>James Peckett</td>
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<td>Imogen Restall</td>
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<tr>
<td>Calvin Ring Prize for Clinical Ophthalmology</td>
<td>Pranali Desai</td>
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<tr>
<td>Carl and Alberta Rosenfeldt Prize in Chamber Music</td>
<td>Rowan Meade</td>
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<td>Minsi Yang</td>
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<td>Wei Huang</td>
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<tr>
<td>Carrick Robertson Prize in Surgery</td>
<td>Charlotte Allen</td>
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<tr>
<td>Cecil M Segedin Prize in Engineering Science</td>
<td>Antony Phillips</td>
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<tr>
<td>Chisholm Memorial Prize</td>
<td>Joshua Lilananda</td>
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<td>Christine Roigard Memorial Prize</td>
<td>Robert Schultz</td>
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<td>Andrew Wells</td>
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<td>Cigre New Zealand National Committee Prize</td>
<td>Matthew Shanks</td>
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<td>Andrew Wells</td>
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<tr>
<td>CIMA Prize in Management Accounting (2008 winner)</td>
<td>Alison Dunn</td>
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<tr>
<td>Collins Prize in Mathematics</td>
<td>Heather Macbeth</td>
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<tr>
<td>Concrete Prize (Engineering)</td>
<td>Sumit Anand</td>
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<td>David Robinson Prize</td>
<td>Michael Smith</td>
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<td>Dean’s Senior Prize in the Master of Business Administration</td>
<td>Luke Longney</td>
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<td>Dean’s Senior Prize Master of Management (2008 winner)</td>
<td>Ivor Woodfield</td>
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<tr>
<td>Dean’s Senior Prize Postgraduate Diploma in Business (2008 winners)</td>
<td>Kevin Angland</td>
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<td>Michelle Bridge</td>
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<td>Howard Dawson</td>
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<td>David Inggs</td>
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<td>Aaron Jackson</td>
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<td>Catherine Smith</td>
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<td>Paul Tapsell</td>
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<tr>
<td>Deloitte Touche Tohmatsu Prize in Advanced Financial Accounting (2008 winners)</td>
<td>Yana Krivykh</td>
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<td>Adam Weston</td>
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<td>Deloitte Touche Tohmatsu Prize in Taxation</td>
<td>Courtney Sutherland</td>
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<td>Department of Anaesthesiology Prize</td>
<td>Kate Duggan</td>
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<tr>
<td>Department of Anaesthesiology Prize (2008 winner)</td>
<td>Yu Tan</td>
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<td>Department of Medicine Prize</td>
<td>Lisa Hilligan</td>
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<td>Department of Psychiatry Prize</td>
<td>Chinthaka Samaranayake</td>
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<td>Desmond Lewis Memorial Prize in International Law</td>
<td>Luke Dixon</td>
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<tr>
<td>Douglas Mews Composition Prize</td>
<td>Tianyi Lu</td>
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<td>Thomas Woodfield</td>
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<td>Douglas Robb Prize</td>
<td>Anna Dare</td>
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<td>Imogen Restall</td>
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<tr>
<td>Dr R G McElroy Prize in Administrative Law</td>
<td>Martien Duis</td>
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<td>Jessica Pridgeon</td>
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<td>Equinox Capital Property Project Prize</td>
<td>Timothy Wiles</td>
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<td>Eric Hector Goodfellow Memorial Prize</td>
<td>Andrew MacDonald</td>
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<td>ESR Prize</td>
<td>Alex Taefu</td>
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<td>European Union Prize</td>
<td>Shantanu Lal</td>
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<td>F A de la Mare Memorial Prize</td>
<td>Janine Smith</td>
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<td>F E R Noble Memorial Prize</td>
<td>Xi Zhang</td>
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<td>Fertility Associates Prize in Health Psychology</td>
<td>Kate Faasse</td>
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<tr>
<td>Fowlds Memorial Prize – Arts</td>
<td>Lauren Tooker</td>
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<td>Fowlds Memorial Prize – Arts (2008 winner)</td>
<td>Cameron McLachlan</td>
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<tr>
<td>Gaze Burt Prize for Master of Commercial Law</td>
<td>Jessica Cameron</td>
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<td>Geoff Evans Prize for Excellence in Screen Production</td>
<td>Dena-Marie Kennedy</td>
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<td>Geoffery Powell Prize</td>
<td>Desley Horton</td>
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<td>George Hopkins Prize</td>
<td>Tianyi Lu</td>
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<tr>
<td>Gerald Brown Memorial Award</td>
<td>Hasniyati Hamzah</td>
</tr>
</tbody>
</table>
Gordon Harris Art Supplies Prize
Joseph Hammond

Graham Ford Dawson Prize
Mohamed Kheir

Harrison and Grierson Prize for Technological Advances in the Water Industry
Katherine Draper

Hawkins Construction Limited Construction Management Prize
Allistair Mitchell

Haydon Prize
Charlotte Bennett

Hill Young Cooper Prize
Emma Fergusson

Hyder Consulting (NZ) LTD Prize in Transportation Engineering
Mehedi Chowdhury

IET Prize (Computer Systems Engineering)
Chan Yoo

IET Prize (Electrical and Electronic)
Chuan Lee

IET Prize (Information Technology)
Jason Hsia

IET Prize (Mechanical)
Jinny Kim
James Seggie

IET Prize (Mechatronics)
Ben Xu

IET Prize (Software Engineering)
David Olsen

Integrated Pharmacy Studies Prize
Nicola Williams

IRHACE Undergraduate Prize
Gavin Ryan

Ivan Reilly Prize
John Ong
Donald White

J D K North Prize in Clinical Medicine
Ninos Khnania

J P Campbell Prize
Erik Nilsson

J S Werry Prize in Psychiatry
Amy Newman

James Gordon Goodfellow Memorial Prize
Qi-Shan Lim
Richard Stebbing

Janetta McStay Prize for Pianists
Lorelle McNaughton

John Asher Prize in German Literature (Stage II)
Alec Cummins

John Mulgan Memorial Prize
Lauren Davison

Karina Williams Prize in Law (2008 winner)
Tamina Cunningham

KPMG Prize in Auditing (2008 winners)
Jiayi Li
Maria Vorobieva

L H Briggs Memorial Prize
Amelia Albrett
Sarah Carley

Law and Ethics Prize
Jitika Jakhu

Les and Sonia Andrews Woodwind Prize
Natasha Port
Finn Schofield
Tianyi Lu

Lesley Allison Memorial Prize
Ashley Bai

Leukaemia and Blood Foundation Prize in Molecular Medicine
Andrew MacDonald

Llewelyn Jones Prize in Music for Piano
Tianyi Lu
John-Paul Muir

Louise Perkins Prize in Art History
Victoria Bayly

Mathematics Education Prize
Louise Addison

Mathematics Education Technology Prize
Louise Addison

Meltzer Mason Heath Prize in Company Liquidations
Michael Lake
Kim Shearstone

Monier Prize
Matthew Holloway
Stella Lien
Joshua Lilananda

Montgomery Memorial Prize
Alastair Abbott

New Zealand Aluminium Smelters Undergraduate Prizes in Engineering
Richard Stebbing
Jian Tan

New Zealand Automobile Association Prize in Transportation Engineering
Jedediah Martin

New Zealand Institute of Food Science and Technology Prize
Louise Tolenaars

New Zealand Political Studies Association Undergraduate Prize
Lewis Mills

New Zealand Steel Prize (Mechanical)
Damien Rogers
New Zealand Stock Exchange Prize
Fiona Murray

Nicholas Tarling Prize in History
Beth Murphy

Nigel Chstianson Memorial Prize in Electrical and Computer Engineering
Ganesh Nagendra

Noni Wright Prize in Film, Television and Media Studies
Jennifer Kirby

NZ Political Studies Postgraduate Prize
Margaret Joiner

NZACS Prize
Nicole Allan
Ellen Ashenden

NZIOB Mechanical Engineering Prize
Timothy Tan

Olympus Photography Prize
Anne Tonga

OTC Medicines Management Prize
Nicola Williams

Pattle Delamore Partners’ Prize in Environmental Engineering
Julie Zou

Peg Wood Award
Alexander Petty

Pharmaceutical Society of New Zealand Prize
Sarah Gempton
Nicola Williams

Pharmacy Guild Prize
Nicola Williams

Pharmacy Management Prize
Jobie Tong
Lisa Wu
Nathan Wu
Jenny Zhao
Kristen Zhao

Phillip Graham Crabbe Memorial Prize
Rachel Leong

Potter Interior Systems Ltd Prize in Architecture – MArch Prof (Part I)
Nicole Allan

Potter Interior Systems Ltd Prize in Architecture (BAS Part III)
Ray Lee

Pre-Clinical Prize in Behavioural Science
Sarah Merry

PricewaterhouseCoopers Prize in Accounting Concepts (2008 winner)
Xiaoyuan Li

PricewaterhouseCoopers Prize in Accounting Information (2008 winner)
Matthew Davis

PricewaterhouseCoopers Prize in Accounting Information Systems (2008 winner)
Jihyun Yoon

PricewaterhouseCoopers Prize in Financial Management (2008 winner)
Christopher Hickey

ProCare Annual Prize in General Practice
Weehi Te
Mele Tupou

Professional Pharmacy Studies Prize
Nicola Williams

Property Institute of New Zealand Student of the Year Award
Louisa Viall

R Morrison Cassie Memorial Prize
Yu-Hin Lam

R S Components Prize (Electrical and Electronic)
Siri Singamneni

R S Components Prize (Mechanical)
Athena Zhu

Raymond Harry Hawkins Prize in Undergraduate Optometry Research
Vinoja Vinayagamoorthy

Real Estate Institute of New Zealand Prize
Samuel Mathews

Research Dissertation Prizes
Mahdi Algargoosh
Sarah Gempton
Teresa Hawke
Jonathan Hwang
Katarina Jeftic
Chin Kwok
Hubert Liang
Diana Wong
Minhao Zhan

Richards Prize in Primary Health Care
Daniel Lemanu
James Peckett

Rod McKay Memorial Prize
Ian Riddick

Roland Marley Prize in German Literature
Geoffrey Thompson

Rosemary Grice Memorial Prize
Eva Burgess

Rosemary Grice Memorial Prize (2008 winner)
Mei Cooper

Royal Institution of Chartered Surveyors (RICS) Prize
Xi Zhang

Royal New Zealand College of General Practitioners 4th Year General Practice Prize
Jeremy Steinberg

Royal New Zealand College of General Practitioners Prize
Andrew Reid
<table>
<thead>
<tr>
<th>Scholarship/Prize</th>
<th>Winner(s)</th>
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<td>S R de la Mare Memorial Prize</td>
<td>Swet Van</td>
</tr>
<tr>
<td>School of Population Health BHSc (Honours) Prize</td>
<td>Krysta McDonald</td>
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<tr>
<td>Scion Timber Design Studio Award</td>
<td>Anya Bell, Peter Cui, Anas Hafeedh, Nicholas Hayes, Ellapeta Heta, Ray Lee, James Moore, Rita Mouchi</td>
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<tr>
<td>Scion Timber Design Studio Award (2008 winner)</td>
<td>Ellen Paterson</td>
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<tr>
<td>Scott Ellery Medal</td>
<td>Copisarow Poharama</td>
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<tr>
<td>Sebastian Black Prize in English</td>
<td>Samuel Bookman</td>
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<tr>
<td>Seiichi Waki Prize in Physics (2008 winner)</td>
<td>Lloyd Sanders, Yiqing Xu</td>
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<tr>
<td>Shortland Chambers Prize in Public Law</td>
<td>James Ruddell</td>
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<tr>
<td>Simon Devitt Prize for Photography</td>
<td>James Rust</td>
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<tr>
<td>Sir William Liley Prize for Excellence in Reproductive Biology</td>
<td>Kate Kelly</td>
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<tr>
<td>Squire Speedy Prize in Property</td>
<td>Xi Zhang</td>
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<tr>
<td>Statistics New Zealand Prize</td>
<td>Lisa Pilkington, Thomas Wakefield</td>
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<td>Stephenson and Turner Prize</td>
<td>John Hawkins</td>
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<tr>
<td>Studio Art Supplies Prize</td>
<td>Ha Kim</td>
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<tr>
<td>The Hiway Stabilizers Prize in Pavement Engineering</td>
<td>Owen Woodhouse</td>
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<td>The Margaret Morton Memorial Prize</td>
<td>Jennifer Huang</td>
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<tr>
<td>The New Zealand Society on Large Dams (NZSOLD) Prize</td>
<td>Christopher Leyland</td>
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<tr>
<td>The NZIA Graphisoft Student Design Prizes</td>
<td>Leong Choo, Frances Cooper, Peter Cui, Wei Guan, Owen Huang, Grice Le, Shiqi Lin</td>
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<tr>
<td>The Rotary Club of Auckland Prize for the Most Distinguished Medical Graduate of the Year</td>
<td>Rachel Aubrey, Anna Dare</td>
</tr>
<tr>
<td>Theodore Roosevelt Award in United States History</td>
<td>Rebecca Weeks</td>
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<tr>
<td>Thomas Jefferson Prize in United States History</td>
<td>Patrick Lilly</td>
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<tr>
<td>Tonkin and Taylor Prize in Geomechanics</td>
<td>Aidan Thorp</td>
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<tr>
<td>Tony Cotton Memorial Prize (Graduate)</td>
<td>Aidan Thorp</td>
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<tr>
<td>Tony Cotton Memorial Prize (Undergraduate)</td>
<td>Christophe Gillain</td>
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<td>Traffic Design Group Prize in Traffic Engineering</td>
<td>Yan Chu</td>
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<td>Vernon Brown Memorial Award</td>
<td>Yunwei Xu</td>
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<td>Vibrations Association of New Zealand Prize</td>
<td>Mark Mazengarb, Thomas Warren</td>
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<tr>
<td>Vice-Chancellor’s Prize for Best Doctoral Thesis</td>
<td>Jeremy Corfield, Richard Espley, Jennifer Kruger, Enid Lam, Samuel Veres</td>
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<td>W E Henley Prize in Clinical Medicine</td>
<td>Andrew Reid</td>
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<td>W K S Christiansen Prize</td>
<td>Michele Elsmore</td>
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<tr>
<td>W.K. Lacey Prize in Ancient History</td>
<td>Luke Sizer</td>
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<tr>
<td>William Jebson Memorial Award</td>
<td>Samuel Bradley</td>
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<tr>
<td>Wilson Harle Prize in Commercial Law</td>
<td>Igor Drinkovic</td>
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<tr>
<td>Yvonne Sogno Prize in Finance (2008 winners)</td>
<td>Christopher Hickey, Maria Vorobieva</td>
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Staff and Student Information

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Accommodation Services

Accommodation Services offer a range of accommodation options to New Zealand and international students. These are:

- Halls of Residence
- Self-catered apartments and flats
- Private accommodation in flats and homestays.

The University of Auckland residences have been independently quality-assured by Qualmark and have been graded from 3 Star Plus to 4 Star Plus in the Student Accommodation category. They have also been peer assessed and accredited by the New Zealand Association of Tertiary Education Accommodation Professionals.

Halls of Residence

Three of the four Halls of Residence (Grafton Hall, International House and O’Rorke Hall) are fully-catered while Huia Residence offers self-catered facilities and an optional meal plan. Conveniently located close to the City Campus and Grafton Campus, the Halls provide students with excellent study facilities and a supportive living environment. Social and sporting activities, study groups and study tutorials are arranged by the Residential Management teams. Libraries, internet access, games, television rooms and outdoor areas such as tennis or volleyball courts are some of the facilities available at most of the Halls. The Halls are particularly suitable for recent school-leavers but offer accommodation to students at all stages of their academic career. O’Rorke Hall has larger rooms that meet the needs of postgraduate students. All residents enjoy access to the University Recreation Centre membership as part of their fees.

Self-catered Flats

More mature students are accommodated at the Number Fourteen Whitaker Place Flats and at Parnell Student Village in partially furnished accommodation in four to six bedroom apartments. Accommodation particularly suitable for postgraduate students is available at the Park Road Student Flats in furnished bedsit apartments with bathrooms ensuite and sharing a communal kitchen. Unfurnished apartments for families are provided at The Royal. The costs of utilities, such as electricity, are included in the fees. Recent school leavers are not eligible to apply for accommodation in these properties.

Private Accommodation in Flats and Homestays

In a homestay, a student lives with a family in a separate room, with meals and laundry service provided. Accommodation Services use a professional placement service to match students with the homestay situation that best suits their needs. A placement fee is charged.

Applications

Applications for University accommodation are made online at www.auckland.ac.nz/accommodation from 1 August of the preceding year for the full academic year or for Semester One. Semester Two applications can be made from 1 April of the year of study. There is no closing date but applicants are urged to apply before 1 October as the first offers and Residential Contracts are sent out soon thereafter. Later applications are considered after the first round of offers if vacancies exist. A signed Residential Contract and payment of an Accommodation Deposit of $650 and an Administration Fee of $100 will be required to confirm acceptance. The Accommodation Deposit is refundable under certain conditions. Full details about how to apply are on the website.

Catering and Room Bookings

Accommodation Services offer a full catering service to a variety of functions, conferences and other University events and also deal with bookings by the public for University lecture theatres for seminars and functions.

Academic and Visitors’ Accommodation

Academic visitors can stay at the fully furnished apartments of Old Government House and The Lodge for periods of a month to up to six months. The apartments are suitable for couples. Application for a booking may only be made by an academic department for its visitors.

Summer and Conference Accommodation

From mid-November to mid-February, summer accommodation is offered at the Halls of Residence and the self-catered apartments at special summer rates to students attending Summer School or working over the summer vacation period. Other visitors to Auckland, including sports teams, conference delegates and educational tour groups, are also hosted at some of these residences. Special conditions and rates apply and pre-booking is required. Details of rates and the booking forms are on the website.

Contact Details

Full details about all accommodation options are available on the website, or contact:

Accommodation Services
O’Rorke Hall, 16 Mount Street
Phone: +64 9 373 7599 ext 87691
Email: accom@auckland.ac.nz
Open: Monday to Friday 8.30am-5pm
Web: www.auckland.ac.nz/accommodation
Campus Recreation

City Campus
The University of Auckland Recreation Centre at 17 Symonds Street is a five-level building that meets a broad range of recreational, health, fitness and sporting needs.

Facilities and Services
- Health and Fitness Studio – a comprehensive range of top quality strength machines and free weights
- Cardio Theatre – computerised treadmills, total body arc trainers, cross-trainers, steppers, cycles, grinders and rowing machines
- Express Exercise Studio – a self-contained circuit training area consisting of cardio and strength training equipment
- Personal training, fitness instruction, educational seminars, and fitness assessment services undertaken by qualified staff
- Sports Hall (indoor soccer, basketball, badminton, volleyball etc)
- Group Fitness Studio – offers a diverse range of group fitness classes (eg, Step, Stretch, Pump) and expert instruction by qualified personnel
- Dance Studio
- Two squash courts
- State-of-the-art Climbing Wall
- Spin Studio
- Stretching and Core Training space
- Bungy circuit.

Each semester the Centre runs a Recreation Programme that offers classes and tuition in a host of different activities, including: dance classes, racquet and ball sports, yoga, pilates, tai chi and karate. Social and competitive team sports leagues are also run on a semesterly basis and provide opportunities for participation in sports such as indoor soccer, basketball, badminton and touch rugby. The Centre is open seven days a week.

Recreation Centre Hours:
Monday to Thursday 6am–9.30pm
Friday 6am–8.30pm
Saturday 7am–6.30pm
Sunday 7am–6.30pm.

For further information and enquiries:
Reception Desk, phone: +64 9 373 7599 ext 84788
Health and Fitness, phone: +64 9 373 7599 ext 86796
Web: www.auckland.ac.nz/recreation

Tāmaki Sports Facilities

UniSports
The UniSports Training Centre is a facility of The University of Auckland Clinics located in Colin Maiden Park. It is a venue for teaching and research and it is open for student and public use. It is also a venue for testing and training athletes.

Facilities include fitness equipment, a weights room and a main hall with a state-of-the-art sprung wooden floor. It also has highly qualified staff who provide training advice and conduct fitness assessments. A variety of membership options including a range of fitness classes are available.

UniSports Training Centre Hours:
Monday to Thursday 6am–9pm
Fridays 6am–8pm
Weekends 9am–1pm
Closed on public and University holidays
Phone: +64 9 521 1210 ext 1
Email: clinics@auckland.ac.nz
Web: www.clinics.auckland.ac.nz

Sports Fields and Facilities
There are a number of cricket, rugby and soccer fields at the Tāmaki Innovation Campus on Colin Maiden Park. These are available to University affiliated clubs, staff and students. Phone: +64 9 373 7599 ext 85206 or +64 21 585 777

Adjacent to the Campus are two sports centres:
- Scarbro Tennis Centre, which offers discounted rates to University staff and students to use indoor and outdoor tennis facilities. Phone: +64 9 528 9782
- Auckland Netball Centre. Phone: +64 9 570 0030 ext 203.

Chaplaincy
There is a team of chaplains who work together within the University providing pastoral care and support for students and staff.

Chaplains
The Catholic Chaplain can be contacted through Newman Hall, and the Maclaurin Chaplain through Maclaurin Chapel.

Newman Hall
Newman Hall is the centre for Catholic Chaplaincy and is situated at 16 Waterloo Quadrant. Mass is celebrated each weekday in the Newman Hall Chapel and the sacrament of reconciliation is available on request. Newman Hall is also a place for prayer, recreation, study and activities organised by the Catholic Students Society (Cathsoc).

Maclaurin Chapel
Maclaurin Chapel complex is situated on the corner of Princes Street and Waterloo Quadrant and consists of a Chapel, study hall and offices. The Chapel is open 9am–5pm weekdays and may be used as a place of prayer for students and staff. The hall may be used by students for study and relaxation. A theological library is situated in the hall and books may be borrowed. The Chapel complex may be used by student and staff groups and hired for meetings or services of worship.

Early Childhood Centres
The University has eight early childhood centres which provide education and care by qualified, experienced educators for the children of students and staff of the University.
City Campus

Alten Road Early Childhood Centre
3 Alten Road, phone: +64 9 373 7599 ext 85121
Email: ecc-altendrd@auckland.ac.nz
Infant and Toddler centre for children from 3 months to 3 years of age. It also caters for siblings of children already attending the centre, up to 5 years of age. Open: Monday to Friday 7.45am–5.15pm

Hineteiwaiwa Te Kohanga Reo
23 Alten Road, phone: +64 9 373 7599 ext 86534
Email: ecc-kohangareo@auckland.ac.nz
The University also offers full-time care within a Māori immersion programme. Te Kohanga Reo is situated on the City Campus behind the Māori Studies Department and the Marae. Open: Monday to Friday 8am–5pm

Symonds Street Early Childhood Centre
28A Symonds Street, phone: +64 9 373 7599 ext 88377
Email: ecc-symondsst@auckland.ac.nz
Caters for children from 3–5 years of age. Open: Monday to Friday 7.45am–5.15pm

Park Avenue Infant and Toddler Centre
28 Park Avenue, phone: +64 9 373 7599 ext 87755
Email: ecc-parkaveinfants@auckland.ac.nz
Infant and Toddler centre for children up to 30 months of age. Open: Monday to Friday 7.45am–5.15pm

Epsom Campus

Epsom Campus Early Childhood Centre
33 Epsom Avenue, phone +64 9 630 0426
Email: ecc-epsomave@auckland.ac.nz
Caters for 25 children from 6 months to 5 years of age. Open: Monday to Friday during the semester 7.45am–5.30pm

Te Puna Kōhungahunga
Māori Medium Early Childhood Centre
Gate 1, 78 Epsom Avenue, phone: +64 9 623 8837
Email: ecc-tepunakohungahunga@auckland.ac.nz
Caters for 45 children from 10 months to 5 years of age. Open: Monday to Friday 8am–5pm

Summer School
Each year one centre is open to cater for children of parents attending Summer School. Early enrolments are necessary.

Information Commons Services
(University Library)

The English Language Self-Access Centre (ELSAC)
The English Language Self-Access Centre is part of the Centre for Academic Development and provides English language enrichment for University of Auckland students and staff members. ELSAC fosters supported and sustained independent learning in all the language tools (vocabulary, grammar and pronunciation) and skills (reading, writing, speaking and listening) through its work with individuals, departments, faculties and other support services. At ELSAC’s facility on campus, a range of resources is available including professional language advice, collaborative language learning activities, hard copy and computer-based language learning materials, audio programmes and DVDs. ELSAC’s website gives access to information about all these resources and hosts an expanding online e-learning environment. ELSAC is located on Level 1 of the Kate Edger Information Commons and is open every weekday. There is more information on the website at www.elsac.auckland.ac.nz

The Kate Edger Information Commons on the City Campus, the Grafton Information Commons on the Medical and Health Sciences Campus, the Epsom Information Commons on the Epsom Campus, and the Tāmaki Information Commons on the Tāmaki Campus provide a learning environment with a variety of group and individual study spaces, multi-purpose computers and easy access to core information resources and technologies for all students. Students are able to retrieve information from the library databases, e-journals and e-books, access course work through Cecil, the University’s e-learning system, send email and browse the Internet, use MS Office and other specialist programs – all on the same computer.

The Kate Edger Information Commons has over 1300 study and casual seats, including around 500 multi-purpose computers and 60 laptops. It also houses the Short Loan collection for Arts, Business, Science and Engineering. The Grafton Information Commons has over 100 multi-purpose computers, 30 laptops and a number of group study seats. The Epsom Campus provides students with access to 50 multi-purpose computers and 25 laptops. The Tāmaki Information Commons provides students with access to 64
computers. Students also have access to printers, scanners, photocopiers and wireless networking technology in all these locations.

The Information Commons facilities and services offer opportunities to develop IT, information literacy and learning skills in a supportive environment. The IC Help Desk is the main student IT help desk and provides walk-in, roaming, email and telephone support with all aspects of student computing resources and services including NetID and password, email, Cecil, Library resources, and using Information Commons computers. The IC Help Desk operates in all Information Commons locations.

More information, including hours of opening and other operational details, can be found on the Information Commons website at www.information-commons.auckland.ac.nz

**Maidment Theatre – Te Atamira**

The Maidment Theatre, opposite the University Library, 8 Alfred Street, provides a venue for University and community performance events. The mainstage auditorium seats 448 and the Musgrove Studio 104.

Tickets for Maidment performances are available from the foyer Box Office: Monday to Friday 10am–6pm, Saturday 1pm–6pm and one hour before each performance. Student and staff concessions are offered. For bookings phone: +64 9 308 2383. Web: www.maidment.auckland.ac.nz

**Parking**

Street parking is available for two-wheel vehicles in Symonds Street between Alfred and Wellesley Streets; in Princes Street; various marked areas on all five levels of the Owen G Glenn Building car park in Grafton Road; Eden Crescent – Law School car park; in Park Road outside the Grafton Campus.

Provision has been made for bicycles in the following areas: Alfred Street – Concourse. Library; Princes Street – Physics Building; Grafton Road – Owen G Glenn Building car park level P1 close to the lifts and the Fale; Symonds Street – Departments of Architecture, Property, Planning and Fine Arts and Faculty of Engineering (Goods entrance), Lower Lecture Theatre, Thomas Building, 58 Symonds Street, Upper and Lower Concourses, Recreation Centre (a lockable bicycle compound is located between the Recreation Centre and Chemistry Building, City Campus); Park Road – Grafton Campus. The above space allocation for bicycles may vary from time to time as various major projects are initiated.

Car parking is available for staff, students, or visitors off Grafton Road beneath the Owen G Glenn Building. Staff and full-time students may apply at the Student Information Centre, The ClockTower, 22 Princes Street for an EarlyBird discount card for this car park only. (Note: There is only a limited number of EarlyBird cards available.)

The opening hours of the Owen G Glenn car park are Monday to Saturday 7am–11.30pm and Sunday 12pm–5pm. The car park is closed on public holidays.

**The Research Office**

The Research Office provides information and services in support of research activities carried out within the University and funded from public domain sources including government agencies, non-commercial foundations, trusts and charities.

The objective of the Office is to assist the University community in gaining and managing research grants and contracts. The strategy is to ensure that the University engages effectively with funders, end users and the private sector nationally and internationally, and to support Faculties in the development of funding applications across disciplines and organisations.

The Office incorporates the Performance Based Research Fund Office and the Research Ethics and Biological Safety Administration Office, and provides secretariat services and support for:

- The University of Auckland Research Committee (UARC)
- The University of Auckland Human Participants Ethics Committee (UAHPEC)
- the Biological Safety Committee (UABSC)
- the Animal Ethics Committee (AEC).

The UARC is responsible for developing research policy, and the allocation of research funds within the University through the General Research Support Pool. All policies relating to research are to be found in the University’s policy register. Other research information is available on the Research website www.researchinfo.auckland.ac.nz.

The UAHPEC, the UABSC, and the AEC are responsible for the assessment of applications for approval to use human participants, biologically active organisms, and animals in research conducted by The University of Auckland researchers. Such research activities must have the necessary approvals prior to the research commencing.

The Research Office is located on the second and third floors of 76 Symonds Street.

Phone: +64 9 373 7599 ext 87956

Open: Monday to Friday 8.30am–5pm

Note: The Research Ethics and Biological Safety Administration Office is open Monday to Thursday 8am–4.30pm, and Friday 8am–3.30pm.

**Rest Spaces**

There is a rest space available for students with disabilities in the Todd Foundation Centre in the Recreation Centre on the City Campus. Inquiries should be made in the first instance to Disability Services.

Phone: +64 9 373 7599 ext 82936
Room Bookings

University teaching and meeting rooms may be booked by departments, service divisions, AUSA clubs and by university affiliated organisations on a casual or regular basis. Rooms are allocated according to the Bookable Spaces Management Policy. Staff can view this policy on the staff intranet at www.auckland.ac.nz/timetable.

Internal booking requests from AUSA associated student groups must be made via email and should be directed to roombookings@auckland.ac.nz. Internal booking requests from staff may be made by email or by using the self-service Web Room Bookings tool accessible from the staff intranet at www.auckland.ac.nz/timetable.

Student Central

Student Central provides assistance to students seeking information on the support services that are available to them on campus. Staff can assist students with information on application and enrolment, International Student Insurance, issuing Muslim prayer space, bike shed access cards and MAXX discount stickers.

Main Quad, 32 Princes Street (joint venture with AUSA)
Phone: +64 9 373 7599 ext 82728
Email: studentinfo@auckland.ac.nz

Student Counselling

Student Counselling is a free and confidential service that provides counselling on a wide range of issues including: stress, anxiety, depression, relationship issues, and the impact of personal difficulties on academic performance. The service also provides students and staff with support in the event of an emergency on campus.

The members of the team are all well-qualified, experienced counsellors and psychologists. Where possible, culturally or gender appropriate counsellors are available.

An initial appointment to begin counselling can be booked ahead or on the day, after which further counselling is available as required. There are also Duty Counsellor sessions available daily for emergencies.

Level 3, Student Commons Building, 2 Alfred Street
Phone: +64 9 373 7599 ext 87681
Open: Monday to Thursday 8am–6.30pm and Friday 8am–5pm (and some evenings). Hours are available at the Grafton Campus on Tuesday and Thursday.

Student Learning Centre

The Student Learning Centre (SLC) is staffed by lecturers and tutors who support the development of academic skills and literacies by students of the University. Students at all levels, from first-year undergraduate to doctoral, are catered for through a mix of workshops, individual tuition and online resources.

At undergraduate level, a wide range of skills is developed including academic writing, reading and note-taking, critical thinking, study organisation, time and workload management, referencing, test and exam skills and motivation. Maths and statistics workshops are offered for students who have not studied these subjects for some years or who do not have the assumed background for first-year courses in these subjects. Computer skills are also taught for a range of applications including MS Word, MS Excel, and Power Point.

The Centre caters for the academic needs of Māori and Pacific Islands students through its Te Puni Wānanga and Fale Pasifika programmes.

The Centre also has comprehensive postgraduate and doctoral skills development programmes offering courses on topics such as thesis writing, research design and data analysis.

The Centre provides services to students who have English as an additional language on a wide range of topics including sentence/paragraph writing, grammar, writing style and oral presentation skills.

In addition, specialist tutors can assess the needs of students who may have specific learning difficulties or other impairments and provide the appropriate advice and/or support.

The Centre’s main office is Room 320 on Level 3 of the Kate Edger Information Commons Building, 9 Symonds Street. The Centre is also located in the Student Resource Centre, Room 710.110, at the Tamaki Campus, in Room N321 at the Epsom Campus and at the Tai Tokerau Campus. Visit the SLC website at www.slc.auckland.ac.nz

Student Loans and Allowances

Student allowances and student loans are administered by StudyLink, a service of the Ministry of Social Development.

For information and publications, or to apply for a student loan or student allowance, call StudyLink on 0800 889 900, or apply online at www.studylink.govt.nz

University Careers Services

University Careers Services offers guidance, advice, information and practical help to currently enrolled students and recent graduates of The University of Auckland (information resources and web access may be used by any Alumni of the University). The aim is to help individuals identify career options, plan their
career and then find a job, course of further study or other experience that meets their career aims.

Careers Services offers one-to-one guidance interviews, ‘drop-in’ advice, comprehensive careers information and website, CV appraisal, practice interviews, workshops covering all aspects of finding a job, careers fairs, employer presentations and a website with graduate vacancies and details of internships and other career/course relevant opportunities. There is also a specialised service for postgraduate students (Masters research and Doctoral). Postgraduate students can book one-to-one sessions and attend workshops with the Postgraduate Careers Consultant.

Careers Services is located in The ClockTower on the City Campus and is open Monday to Friday 8.30am–5pm. Call in or phone +64 9 373 7599 ext 88727.

Careers Consultants also visit the Tāmaki Campus and may be contacted through the Student Resource Centre there. Phone: +64 9 373 7599 ext 85230

Full details of services and availability are on the web at www.auckland.ac.nz/careers

University Health Services
University Health Services offer primary health services including medical and nursing clinics at the City, Grafton, Tāmaki and Epsom campuses. Specialised advice is also provided for sexual health, psychological problems, men’s and women’s health, immunisation, travel, smoking cessation and healthy eating. The City Campus also has specialist services such as dental, dermatology and minor surgery.

City Campus: Level 3, Student Commons Building, 2 Alfred Street.
Phone: +64 9 373 7599 ext 87681

The University Library
The University Library system consists of the General Library, on the corner of Princes and Alfred Streets, together with 12 specialist libraries: Architecture, Audiovisual, Business Information Centre, Engineering, Fine Arts, Davis Law, Leigh Laboratory, Philson Medical and Health Sciences, Music and Dance, Sylvia Ashton-Warner Library (Education), Tāmaki (Science and Population Health), and Tai Tokerau (Education). The prime focus of the General Library is to serve the needs of the staff and students of the faculties of Arts, Science and Business and Economics: it also houses Special Collections and central infrastructural services for the Library system.

The Library manages four Information Commons facilities: the Kate Edger Information Commons on the City Campus, the Grafton Information Commons on the Medical and Health Sciences Campus, the Epsom Information Commons on the Epsom Campus, and the Tāmaki Information Commons on the Tāmaki Campus. Access to The Catalogue and electronic resources is available at all times via the Library’s website (www.library.auckland.ac.nz). Hours of opening for all libraries are available via the Library’s website. Hours of opening for the Information Commons, together with other operational details, are available at www.information-commons.auckland.ac.nz

ASSOCIATIONS

The New Zealand University Students’ Association
NZUSA is a federation of five of the eight university students’ associations (Auckland, Massey Palmerston North, Massey Albany, Victoria and Lincoln). In partnership with Te Mana Akonga, the national Māori university students’ association, NZUSA represents university students nationally.

NZUSA has an office in Wellington which houses the two full-time Co-Presidents, a Research Officer and the NZUSA Women’s Network Coordinator, in conjunction with Te Mana Akonga, the Aotearoa Polytechnics Students’ Union and Student Job Search, with whom the building is shared.

NZUSA was established to represent the common and collective concerns of students. It is a political body, which works for change for students. Government, media and other national bodies look to NZUSA as the voice for students. As such, NZUSA gives Auckland University Students Association political clout, as well as providing a vehicle for student unity.

Auckland University Students’ Association
The Association is an Incorporated Society which was founded in 1891. For more than 100 years the Students’ Association (AUSA) has acted for the benefit of Auckland students both within and outside the University. The student body is an integral part of the University community and the members of AUSA are involved not only in the control of the University but also in fostering social, political, cultural and sporting activities within the University. AUSA is a society that is concerned with the problems and needs of students in their widest context. There are many affiliated groups, societies and clubs, details of which are available from AUSA.

In 1999, a referendum was held and voluntary membership of Associations of Students was adopted. Membership of AUSA is currently free to all enrolled students of the University.
Activities
There are over 120 clubs and societies affiliated to the Association covering many spheres of student interest. The sports clubs cater for a range of sporting interests and most participate in the local Auckland inter-club competitions and in national tournaments. The cultural societies cater for a wide range of religious, academic, social, cultural and political interests.

Administration
The control of AUSA’s business and affairs lies with the Executive Committee which is elected annually. It comprises a full-time President, four part-time Officers and 13 portfolio holders.

Advocacy and Representation Services (WAVE)
AUSA also provides representation and advocacy services to support students in the form of the Welfare, Advocacy, Voice and Education (WAVE) service. Through this service, AUSA administers the Class Representative System and Student Committee Representatives (Class Representatives, who are elected to sit on Central University committees), the Advocacy Service and the Student Advocacy Network (trained student volunteers), who can help to resolve a variety of academic, financial, personal and social issues, and a Student Parent Resource Officer (SPRO) who assists parents on campus. The WAVE Department is located on the second floor of the Kate Edger building and staff can be contacted by phone on +64 9 306 6577, or via email at wave.manager@ausa.org.nz

Cafeterias and Tavern
AUSA operates a number of campus cafeterias (QUAD Cafe, Engineering, HSB, Law School, and the ‘HANGAR coffee bar’), as well as the City Campus tavern ‘Shadows’, ‘Toasted Bar and Grille’ licensed cafe and the ‘Cap and Gown’ functions lounge.

Campus Radio 95bFM
Campus Radio 95bFM provides an alternative-programme radio station on campus, based in the Student Union.

University Book Shop
AUSA has a full interest in the University Book Shop which stocks university texts and other books, stationery, Alumni memorabilia etc. AUSA members are entitled to a 10 percent discount.

For further information contact AUSA Reception, AUSA House, 4 Alfred Street. Phone: +64 9 309 0789, email ausa@auckland.ac.nz or visit the website at www.ausa.auckland.ac.nz

UNIVERSITY POLICY

Mediation and Harassment Policy

Mediation
Although the Mediation Service is funded by the University it is independent and impartial. The Service Manager reports directly to the Registrar.

The guiding principle adopted by The University of Auckland is to encourage individuals to work together to resolve their disputes and disagreements. To this end it may be helpful to seek assistance from the University’s Mediation Service. Mediators provide a safe process so that people in dispute with each other can deal with their conflicts and disagreements more constructively. They also facilitate difficult conversations and assist people to clarify what the problems are and how to achieve mutual outcomes and collaborate with each other. Mediators also “coach” people to deal more effectively with conflict situations.

Mediators are bound by a “Code of Ethics” in regards to the principles of Mediation: Confidentiality, Impartiality and Good Faith.

The Service is free to all members of the University community. Appointments can be made by contacting the Mediation Service by email at mediation@auckland.ac.nz or on extension 88905.

Harassment
The University is a large and complex community made up of diverse groups of people from many different backgrounds. The University is committed to providing an environment which is free from harassment and discrimination but sometimes difficulties with another person’s behaviour and attitudes can arise.

If the behaviour is inappropriate, unwanted, offensive, serious and ongoing and the person has been asked to stop but they continue, it may be harassment. In the first instance we encourage anyone who experiences harassment to meet with the Mediator and discuss their concerns.

Student Learning and Research Grievances
If a grievance, dispute or problem arises between a student and supervisor it is recommended that this is addressed as soon as possible. The University considers that in the first instance and wherever possible, attempts should be made to resolve any dispute or problem in an informal way.

In order to facilitate the effective resolution of difficulties, a number of informal processes are available. These include raising the matter directly with the other person, approaching the Head of Department or Faculty postgraduate advisor, or referring the problem to the Mediation Service.
To request a brochure or make an appointment, contact the Mediation Service by email at mediation@auckland.ac.nz or phone +64 9 373 7599 ext 88905.

Further advice and assistance is available from the following websites:
- www.auckland.ac.nz/Current students/Academic information/Regulations, policies and guidelines/Postgraduate policies and guidelines
- www.ausa.auckland.ac.nz/WAVE/advocacy.html

If your concerns are not dealt with satisfactorily there are more formal processes available and these options can also be discussed with you.

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**Equity Strategy**

The University of Auckland is committed to maintaining a diverse, collegial, scholarly community in which people are valued, respected, and treated equitably. Its status as a university of international standing, recognised for excellence in teaching and research, and its service to local, national and international communities, requires an academic environment in which talented staff and students from a wide range of backgrounds can flourish.

The University’s equity strategy is conducted in compliance with statutory obligations under the State Sector Act 1989 and the Education Act 1990. It also acknowledges our special responsibilities under the Treaty of Waitangi. The University’s academic and cultural life benefits from a strong core of Māori students and staff, and the contributions they make to Māori intellectual and social advancement. The production of high quality research on Māori issues, and of Māori staff and students with advanced academic and professional qualifications are a significant aspect of our service to New Zealand.

The equity strategy also aims to deliver equity outcomes to Pacific people and other ethnic groups, to those with disabilities, to women in areas where they are under-represented, and to general staff.

A university serving a small country must draw upon the widest possible pool of gifted people for its students and staff, in order to fulfil its academic potential. A diverse and high calibre student body contributes to a rich teaching and research environment, producing leaders for all sectors of New Zealand society. A diverse and high calibre staff can best cater for an increasingly cosmopolitan, multi-ethnic student body, linking the University with its regional and global communities.

The University opposes unfair discrimination on the grounds of gender, race or colour, ethnic or national origins, employment status, disability, family status, marital status, sexual orientation, gender identity, age, religious or ethical belief, political opinion, or any other grounds. The equity strategy thus requires that all selection, appointment, promotion and evaluation processes should be based on impartial assessment of merit and the definition of merit is inclusive of diverse skills and contributions. Where necessary, procedures will be reviewed, training provided and assistance given in achieving the successful delivery of equal opportunities.

The development and monitoring of the equity strategy (see the Equity Office Strategic Plan) are the responsibility of the Pro Vice-Chancellor (Equity), together with the Equity Office and the Equity Committee. Faculty equity committees also contribute to Equity Office planning, reporting and consultation. Responsibility for disseminating and implementing the strategy is widely shared, ie, among Council, Senate, and their committees, and the Vice-Chancellor, Registrar, Deans and heads of departments. The Equity Office provides advice on all equity issues.

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**The University of Auckland Intellectual Property Created by Staff and Students Policy**

1. **Introduction and Objectives**

1.1 This policy seeks to establish a framework for managing the intellectual property created by staff and students within the University.

1.2 The objectives of this policy are to:

- a Preserve and enhance a climate of creativity, innovation and inventiveness among staff and students.
- b State clearly the respective ownership rights of the University and its members in relation to intellectual property.
- c Foster an awareness of the importance of intellectual property among staff and students.
- d Assist in establishing appropriate mechanisms for the more effective commercial exploitation of intellectual property for the benefit of the University and its members.

1.3 In giving effect to this policy the University acknowledges the need to be guided by the aims laid down in its mission statement and its obligations under the Education Act 1989. Particular regard shall be had to:

- a The University’s role as a critic and conscience of society.
- b The maintenance of international standards of research and teaching.
- c The freedom of academic staff and students within the law to:
  - (i) question and test received wisdom;
  - (ii) put forward new ideas; and
  - (iii) state controversial or unpopular opinions.
- d The freedom of academic staff to engage in research.
- e The University’s obligations in respect of the Treaty of Waitangi.
1.4 Except as it may affect the rights and obligations of staff and students this policy is not intended to govern dealings between the University and third parties concerning intellectual property.

1.5 The University reserves the right to enter into express agreements with individual staff or students relating to intellectual property. Such agreements may be at variance with this Policy.

1.6 This Policy is to be administered and interpreted in accordance with the objectives and obligations set out in §1.2 and §1.3.

2 Definitions
For the purposes of this policy:

2.1 ‘Academic institution’ means any public or private sector organisation whether inside or outside New Zealand engaged in the provision or delivery of tertiary education and includes tertiary institutions established under the Education Act 1989.

2.2 ‘Academic staff member’ means a staff member appointed by the University to undertake teaching or research.

2.3 ‘Artistic work’ means an artistic work as defined by the Copyright Act 1994.

2.4 ‘Building’ means a building as defined by the Copyright Act 1994.

2.5 ‘Book’ includes sections in books.

2.6 ‘Collective copyright licence’ means a licensing scheme covering the work of more than one author but does not include those schemes referred to in section 147(1)(a) and (b) of the Copyright Act 1994.

2.7 ‘Copying’ means copying as defined in the Copyright Act 1994.

2.8 ‘Copyright work’ means those original works referred to in section 14 of the Copyright Act 1994 and further defined in section 2 of that statute or their equivalents under other applicable law and includes a work of joint authorship.

2.9 ‘Creator’ means any person who produces, invents, discovers, originates, develops or puts into practice any intellectual property and ‘create’, ‘created’ and ‘creating’ have corresponding meanings.

2.10 ‘Dramatic work’ means a dramatic work as defined by the Copyright Act 1994.

2.11 ‘Excluded copyright work’ means:
   a A monograph, journal article, book or conference paper whether first published in hard copy or in some other format; and
   b Except where expressly and separately commissioned by the University independently of any employment agreement
      (i) a dramatic work
      (ii) the words of a song
      (iii) a musical work
      (iv) a work of fine art
      (v) instructional material.

2.12 ‘Instructional material’ means any copyright work prepared specifically for the purpose of assisting teaching and learning.

2.13 ‘Intellectual property’ means any discovery, innovation, invention, form, shape, sound, image, expression, technique or process which is the product of skill, effort or intellect and includes:
   a Copyright works and performances.
   b Patentable and potentially patentable subject matter and associated know how.
   c Plant varieties and invented life forms.
   d Designs, registrable or otherwise.
   e Databases and other valuable or potentially valuable information, including research outcomes and records.
   f Material subject to an obligation of confidence.
   g Layout designs for integrated circuits.
   h Signs or insignia of origin, quality, reputation, or commercial connection.
   i Registered and unregistered trade marks and business names.
   j Instructional material.

2.14 ‘Intellectual property right’ or ‘right to intellectual property’ means any claim, right or interest in intellectual property which is enforceable under the law of New Zealand or any other country, whether by contract or direct operation of law.

2.15 ‘Layout design’ means a layout design as defined in the Layout Designs Act 1994.

2.16 ‘Licensing scheme’ means a licensing scheme as defined in the Copyright Act 1994.

2.17 ‘Member of the University’ includes staff, students, and officers of the University.

2.18 ‘Moral rights’ are the rights conferred on authors and others under Part IV of the Copyright Act 1994 or equivalent provisions under the law of the place where such rights are sought to be enforced.

2.19 ‘Musical work’ means a musical work as defined in the Copyright Act 1994.
2.20 ‘Performance’ means a performance as defined in section 169 of the Copyright Act 1994 or other applicable law.

2.21 ‘Plant variety’ means a plant variety as defined in the Plant Variety Rights Act 1987.

2.22 ‘Prescribed copying limit’ means the terms and conditions on which a copyright work may be copied or accessed under a collective licensing agreement or where no such terms and conditions currently apply to the work, those laid down in Part III of the Copyright Act 1994.

2.23 ‘Research outcome’ means the results and conclusions arrived at as the result of particular research activities and includes products, processes, experimental methods and supporting data.

2.24 ‘Research record’ means any information concerning particular research activities recorded in a form capable of reproduction and includes notes, designs, drawings, memoranda and other writings.

2.25 ‘Sign’ means sign as defined in the Trade Marks Act 1953.

2.26 ‘Staff member’ means a person engaged by the University on an employment agreement.

2.27 ‘Student’ means any person other than a staff member enrolled for any course or qualification offered by or on behalf of the University.

2.28 ‘Third party’ means any person or organisation other than The University of Auckland or its members.

2.29 ‘Trade mark’ means a trade mark as defined in the Trade Marks Act 1953.

2.30 ‘University’ means The University of Auckland and all subsidiary companies and entities owned by the University and includes:
   a Auckland UniServices Limited.
   b Such other person or organisation as may be specified from time to time by the Vice-Chancellor as being affiliated to the University for the purposes of this policy.

2.31 ‘University resources’ means money or property owned, provided or obtained by the University and includes:
   a Pre-existing intellectual property rights vested in the University.
   b Funds obtained by or through the University.

2.32 ‘Work of fine art’
   a Means an artistic work originally produced in single or limited editions and not intended for industrial application or use; but
   b Does not include:
      (i) a work of architecture being a building or a model or plan for a building; or
      (ii) a means of storing, accessing or arranging an artistic work.

2.33 ‘Work of joint authorship’ means a work of joint authorship as defined in section 6 of the Copyright Act 1994.

3 Policy

3.1 Ownership Issues – Staff
   a Where staff members create any form of intellectual property other than an excluded copyright work
      (i) in the course of their employment; or
      (ii) using University resources
   the University is acknowledged as having rights to that intellectual property unless those rights are abandoned under the provisions of Clauses 6.3 and 6.4 of this policy.

   The University shall also retain ownership of any physical object or tangible material embodying or incorporating its intellectual property rights.

   Subject to the conditions set out in §3.4 and §3.5 the University agrees that copyright in an excluded copyright work belongs in the first instance to the staff member or members who create it.

3.4 Where an excluded copyright work is produced in whole or in part in the course of a staff member's employment or using University resources, the University shall have a non exclusive, royalty free, worldwide and irrevocable licence to exploit or use that work either itself or through other academic institutions provided that such exploitation or use
   a is confined to the delivery of courses or programmes offered by the University; and
   b complies with the prescribed copying limit.

3.5 Staff wishing to enter into an agreement of assignment or licence with a third party in relation to any excluded copyright work are to notify the third party of the existence and extent of the University's licence under §3.4.

4 Ownership Issues – Students

4.1 Students do not relinquish their intellectual property rights by enrolling in a course
of study offered by or on behalf of the University.

4.2 The University may require students to assign their intellectual property rights to itself or a third party as a condition of participation in a particular research project or exercise. In such cases the student shall be given an explanation of the need for such assignment and an opportunity to seek independent legal advice.

4.3 The University agrees that students are to be the first owners of copyright in their theses, dissertations and other assessable work.

5 Moral Rights
5.1 The University undertakes to respect and protect the moral rights which the law confers on staff and students.

5.2 The University accepts that the creators of excluded copyright works are to have their full moral rights as first owners of copyright in such works.

5.3 The University will not require staff or students to waive their moral rights as a condition of employment or funding.

6 Identification and Notification
6.1 When staff or students create intellectual property to which the University has any claim in law or in terms of this policy and which in the creators' view offers possibilities for commercial exploitation the creators shall promptly make that fact known to the Intellectual Property Manager of UniServices Ltd.

6.2 Whenever disclosure is made under §6.1, the University may require the staff or students concerned to provide further details of the intellectual property in question including:
   a The date upon which the intellectual property was created.
   b The identity of any person or persons who contributed to the creation of the intellectual property.
   c The details of any pre-existing intellectual property which was used in creating the intellectual property.
   d Whether any person other than the creator claims any entitlement or interest in the intellectual property.
   e The details of any University facilities or resources used to create the intellectual property.
   f The details of any likely existing or potential use for, or commercial exploitation of, the intellectual property.
   g Any financial or other interest in a third party which might affect the commercial exploitation of the University's intellectual property.
   h The details of all expenditure made, and its source, in relation to the creation of the intellectual property.

6.3 Within 90 days of first being notified of the existence of intellectual property, or within 90 days of receiving any additional information requested under the provisions of section 6.2, whichever is the later, the University, shall:
   a Make a decision as to whether it may wish to exploit the intellectual property; and
   b Communicate that decision to the creator of the intellectual property.

6.4 Failure to decide and notify in terms of §6.3 shall be treated as an abandonment by the University of its rights in the intellectual property in question.

7 Commercialisation and Protection
7.1 The decision whether or not to exploit its intellectual property lies with the University, not individual staff or students. The University undertakes to consult with creators as to the appropriate mode of commercialisation.

7.2 The commercialisation of intellectual property may be carried out by Auckland UniServices Limited or other organisation or person appointed for the purpose.

7.3 Staff and students must not do any of the following things in relation to the University's intellectual property:
   a Apply for the grant of a patent or other registrable intellectual property right; or
   b Enter into any contracts, discussions, or negotiations with third parties without the permission of the University; or
   c Knowingly act in any way which is inconsistent with the University's intellectual property rights or which diminishes or lessens the value of those rights.

7.4 Staff or students who create intellectual property to which §6.1 relates shall provide the University with all reasonable assistance in its exploitation or development including:
   a Providing information when required.
   b Executing specified documents.
   c Entering into agreements to undertake particular research or produce other stated outcomes.
   d Participating in appropriate marketing or promotional activities.

7.5 Where staff or students are unwilling or unable to execute documents as provided in §7.4 above, the University shall be deemed to have an irrevocable authority
to execute on their behalf any document which is consistent with the objectives of this policy.

7.6 The University will share the benefits of commercialisation with the creator on an agreed case by case basis.

8 Publication and Information Exchange

8.1 In accordance with its obligation to protect and enhance academic freedom, the University acknowledges the right of staff and students to:
   a Exchange information with colleagues in other academic and research institutions,
   b Present and publish the results of their research and scholarly endeavours in a full and timely way.

8.2 In order to protect its intellectual property against the effects of premature disclosure, the University may in particular cases, and for a limited period, require staff and students to:
   a Inform the recipients of information relating to the University Intellectual Property or the physical material embodying it that they:
     (i) may only use the information or material for stated purposes;
     (ii) may not further disclose the information (or transmit the material) without the consent of the University.
   b Suspend publication or presentation of all or part of particular research outcomes for as long as may be reasonably necessary for the University to complete the successful commercialisation of those outcomes or comply with the University’s pre-existing obligations to third parties. In normal circumstances such a period would not be expected to exceed twelve months and staff and students would usually be informed of the need to restrict publication or disclosure before they embark on the research in question. Agreements with third parties containing such restrictions must first be submitted to the Deputy Vice-Chancellor (Research) for approval.

8.3 The University shall take all steps necessary so as to ensure that the protection and/or commercialisation of Intellectual Property consistent with the provisions of §8.2 does not unreasonably delay the conferment of a degree or other academic qualification on the creator of the intellectual property.

9 Administration and Legal Effect

9.1 Where there is any inconsistency between this Policy and an employment agreement with staff, such agreements will prevail over the Policy.

9.2 The University is free to waive or relinquish its intellectual property rights whether by agreement, contract or otherwise as circumstances may dictate.

9.3 This Policy only relates to intellectual property which comes into existence after 30 December 2000.

9.4 The University acknowledges that disputes arising from the interpretation or application of this Policy should as far as possible be settled without resort to litigation or other legal process. The University will consult with all interested parties as to how this may be achieved.

The University of Auckland Smoke Free Policy

Purpose

This policy seeks to provide a smoke free environment on University Campuses, and Facilities. As from the 31 December 2009 this policy is to replace the Smoke Free Policy last amended in December 2004, and endorsed by Council in 2007.

1 Definitions

1.1 ‘Campus’ includes all land or interests in land owned, occupied or used by The University of Auckland, and for avoidance of doubt includes leased or licensed land or buildings.

1.2 ‘Facilities’ means and includes a physical location or building, a teaching or research site or location, a teaching or research entity of any kind, air space, ground space, and rights and things of any nature or description owned, operated or administered by the University.

1.3 ‘Members’ means members of The University of Auckland and shall include members of Council, Council committees and other committees, students, staff, committee appointees and the University’s companies’ staff and board members.

1.4 ‘Rule’ means a Rule as defined in the Disciplinary Statute 1998.

1.5 ‘Smoke’ and ‘Smoking’ shall have the meaning set out in S2 of the Smoke-Free Environments Act 1990.

1.6 ‘Visitor’ means any person who is not a Member but who is on or in a University Campus or Facility.

2 Policy and Rule

2.1 No person, whether a Member or Visitor, shall Smoke on any Campus or when in or on any Facility of The University of Auckland unless
Smoking is carried out for experimental or research purposes under conditions and terms laid down by the University’s Human Participants’ Ethics Committee. This Policy shall also be a Rule.

3 **Audience**

3.1 This Policy applies to all Members and Visitors.

4 **Legislation**

4.1 The Smoke-free Environments Act 1990
    The Health and Safety in Employment Act (HSE) 1992

5 **Non-compliance**

5.1 If a Member breaches this Policy one or more of the following may result:

5.1.1 A warning or direction to the Member written or oral, to comply.

5.1.2 On a failure to comply with a warning or direction that failure where the Member is a student, will be a breach of the Disciplinary Statute (Clause 4(b)) and will carry disciplinary consequences.

5.1.3 Where the Member is a student as a breach of a Rule, the Penalties set out in Clauses 6, 7 and 8 of the Disciplinary Statute 1998 may be imposed.

5.1.4 Where the Member is a student or staff member, that Member will be specifically in breach of Clause 4(a)(viii) of the Disciplinary Statute which states:

“No Student or Staff Member shall:
...(viii) Smoke in any place where smoking is prohibited in terms of the Smoke Free Policy of the University for the time being.”

5.1.5 Where the Member is a staff member a breach of this Policy and/or a breach of a reasonable direction given under it, will constitute Misconduct in terms of the applicable employment agreement.

5.1.6 Where a Member is a student in addition to the provisions set out in Clauses 6, 7 and 8 of the Disciplinary Statute which do not require reference to Discipline Committee, the matter may also be referred to Discipline Committee which may impose the penalties set out in Clause 9(d) of the Disciplinary Statute which include a fine of up to $1000.00, prohibitions, suspension, cancellation of enrolment and restitution.

5.2 Visitors who breach this Policy on Campuses and Facilities where Smoking is prohibited by the law of New Zealand are subject to all reasonably practicable steps by the University to ensure no person Smokes in a workplace. Such steps may include a request for them to not Smoke or to exclude them from any workplace.

5.3 Members are expected to ensure, where this is reasonably within their control, that Visitors are aware of this Policy and again where reasonably possible to incorporate in any contract, or access provisions, an acknowledgement of, and an undertaking to comply with, Clause 2.1 of this Policy where any Visitor is on or in a Campus or Facility. ‘Contracts’ in this context extends to grants of lease, licences or occupation rights. Visitors in this context include, but is not limited to, contractors and sub-contractors, volunteers and persons attending performances, lectures or events, sports functions and similar.

6 **Related Procedures**

6.1 All hazard assessment procedures and guidelines.

6.2 Any procedural terms and conditions imposed or required by a relevant Human Participants’ Ethics Committee having jurisdiction.
University Personnel

754 Officers of the University
754 The Council of the University
754 The Senate of the University
755 Deans
756 Tāmaki Innovation Campus
756 New Zealand Asia Institute
756 Honorary Graduates
757 Honorary Fellows
757 The University of Auckland Distinguished Alumni Awards
757 Professores Emeriti

University Staff

759 Faculty of Arts
765 Faculty of Business and Economics
769 Faculty of Creative Arts and Industries
770 Faculty of Education
774 Faculty of Engineering
777 Faculty of Law
778 Faculty of Medical and Health Sciences
800 Faculty of Science
809 Auckland Bioengineering Institute
810 Liggins Institute
811 Academic Services
811 Auckland UniServices Limited
811 Campus Life
812 Centre for Academic Development
812 Centre for Continuing Education
812 Communications and Marketing
812 Equity Office
813 External Relations and Development
813 Financial Services
813 Foundation Studies Programmes
813 Human Resources
813 International Office
814 IT Services
814 Property Services
814 School of Graduate Studies
814 Schools Partnership Office
814 Student and Information Services
814 University Library
815 Office of the Vice-Chancellor
UNIVERSITY PERSONNEL

Officers of the University

Chancellor
G. Roger W. France, BCom, CA (Term ends 14.12.10)

Pro-Chancellor
Lindsay Corban, MA (Term ends 14.12.10)

Vice-Chancellor
Stuart N. McCutcheon, BAgSc(Hons) PhD Massey

Deputy Vice-Chancellor (Academic)
John Morrow, MA Cant., PhD York(Can.)

Deputy Vice-Chancellor (Research)
Jane E. Harding, ONZM, DPhil Oxf., BSc MBChB, FRACP FRSNZ

Registrar and General Counsel
Timothy P. Greville, LLB

Director of Administration
Adrienne Cleland, MBA Massey

The Council of the University

Ex officio
Vice-Chancellor
Stuart N. McCutcheon, BAgSc(Hons) PhD Massey

Appointed by the Minister of Education
Lindsay Corban, MA (Term ends 17.8.11)
Hugh A. Fletcher, MCom MBA Stanford, BSc (Term ends 31.1.11)
Alec Hawke (Term ends 20.1.12)
Peter Kiely, BA LLB (Term ends 31.5.13)

Court of Convocation
Ian M. Parton, BE(Hons) PhD (Term ends 6.9.11)
The Hon. Justice Stevens, BCL Oxf., BA, LLB(Hons) (Term ends 6.9.11)
Kate Sutton, MA (Term ends 20.10.13)

Appointed by Council
G. Roger W. France, BCom, CA (Term ends 19.8.13)
Sarah M. Roberts, LLB(Hons) Well. (Term ends 22.6.12)
Scott St John (Term ends 13.12.13)

A Deputy Vice-Chancellor
Jane E. Harding, ONZM, DPhil Oxf., BSc MBChB, FRACP FRSNZ (Term ends 19.7.13)

Elected by Students
Wilson Chau (Term ends 31.12.10)
Joe McCreary (Term ends 31.12.10)

Elected by Academic Staff
Geoff L. Austin, BA Camb., MSc PhD Cant., FNZIP FRSNZ (Term ends 31.3.13)

Elected by General Staff
Stephen Warrington (Term ends 31.3.11)

Elected by Lecturers
Jan Crosthwaite, MA La Trobe, PhD Melb. (Term ends 31.3.11)

Professor Elected by Senate
Bruce V. Harris, LLB(Hons) Otago, LLM Harv. (Term ends 31.3.13)

The Senate of the University

Chairman: The Vice-Chancellor
Deputy Vice-Chancellor (Academic)
Deputy Vice-Chancellor (Research)
Pro Vice-Chancellor (Equity)
Pro Vice-Chancellor (International)
Pro Vice-Chancellor (Maori)
All Professors (and their equivalents)
Heads of Departments and Acting Heads of Departments (Sub-professorial)
Deans (not being members of the Professorial staff)
Librarian
Elected Members of the Sub-professorial Staff (two each from the Faculties of Arts, Business and Economics, Education, Medical and Health Sciences and Science; and one each from the Faculties of Creative Arts and Industries, Engineering and Law; and six from the Sub-professorial staff at large)

Faculty of Arts
Jennifer Curtin (Term ends 31.1.13)
Bernadette Luciano (Term ends 31.1.13)

Faculty of Business and Economics
Karen Fernandez (Term ends 31.1.12)
Alexandra Sims (Term ends 31.1.12)

Faculty of Creative Arts and Industries
Nicholas Rowe (Term ends 31.1.13)

Faculty of Education
Richard Hamilton (Term ends 31.1.12)
Elizabeth Rata (Term ends 31.1.12)

Faculty of Engineering
Darrell Patterson (Term ends 31.1.12)

Faculty of Law
Caroline Foster (Term ends 31.1.13)

Faculty of Medical and Health Sciences
Mark Barrow (Term ends 31.1.12)
Marie-Louise Ward (Term ends 31.1.12)

Faculty of Science
Margaret Goldstone (Term ends 31.1.12)
Cather Simpson (Term ends 31.1.13)

Sub-professorial Staff at Large
Helen Charters (Term ends 31.1.12)
Kim Dirks (Term ends 31.1.12)
Matthew Goddard (Term ends 31.1.13)
Susan Laurenson (Term ends 31.1.13)
... (Term ends 31.1.13)
Frederique Vanholsbeeck (Term ends 31.1.12)

President, Auckland University Students’ Association
Five Student Members (nominated by Auckland University Students’ Association)
Deans

Faculty of Arts

Dean
Jan Crosthwaite, MA La Trobe, PhD Melb.

Associate Deans
W. R. Barnes, BA Syd., MA PhD Camb.
Margaret Henley, MA DipBrC DipTchg
Michael Mintrom, MA Cant., PhD NY State
Barry Reay, BA(Hons) Adel., DPhil Oxf.

Assistant Deans
Maartje M. Abbenhuis-Ash, BA PhD Cant.
Mark Amsler, BA Johns Hopkins, PhD Ohio State

Faculty of Business and Economics

Dean
Gregory Whittred, BCom(Hons) Qld, MEc Syd., PhD NSW

Senior Associate Dean (Academic Faculty)
Jilnaught Wong, MCom PhD CA, FCPA

Associate Dean (Academic Programmes)
Susan S. Laurensen, MCom, MA

Associate Dean (Postgraduate)
Norman Wong, MCom PhD, CA

Associate Dean (Research)
Peter F. Boxall, PhD Monash, MCom

Associate Dean (Māori and Pacific Development)
Manuka A. Henare, BA PhD Well.

Faculty of Creative Arts and Industries

Dean
Jennifer E. Dixon, MSc Cant., DPhil Waik., FNZPI

Deputy Dean
Nuala Gregory, BA Ulster, MFA

Associate Dean (Academic)
Nuala Gregory, BA Ulster, MFA

Associate Dean (Equal Opportunities)
Te Oti Rakena, MMus N.England Conserv., DMA Texas Austri, BMus

Associate Dean (Manukau)
Peter Shand, LLM Lond., LLB PhD

Associate Dean (Postgraduate)
Nicholas Rowe, PhD Kent

Associate Dean (Research)
Errol J. Haarhoff, BArch PhD Natal, MSc H-W, SAIA, NZIA

Faculty of Education

Dean
Graeme Aitken, MA EdD DipTchg

Associate Dean (Academic Programmes)
Helen Dixon, BEd Waik., MEdAdmin Massey, DipEHC ACE, EdD AdvDipTchg DipTchg

Associate Dean (International)
John Hope, MA PhD DipEd

Associate Dean (Māori)
Tony Trinick, HDipTchg PNTC, MA DipMathsEd

Associate Dean (Pasifika)
Meaola Amituana-Toloa, MEd PhD DipTchg

Associate Dean (PBRF)
Stephen May, BA(Hons) Well, MEd Massey, PhD Brit., DipTchg CCE, BA, MRSNZ

Associate Dean (Postgraduate)
Gillian Ward, SeEdD Curtin, BSc MEdAdmin DipTchg

Associate Dean (Research)
Judith M. Parr, BSc(Hons) PhD ANU, MA DipTchg

Associate Dean (Research)
Helen Hedges, BA(Hons) Well., MEd PhD Massey, DipTchg Well.

Associate Dean (Students)
Ruth Williams, AdvDipTchg DipTchg DipEHC ACE, MA EdD

Associate Dean (Teaching and Learning)
Dawn Garbett, MSc Curtin, PhD Monash, BSc DipTchg

Faculty of Engineering

Dean
Michael C.R. Davies, BSc(Eng) Lond., AKC, MPhil PhD Camb., CEng, FICE FIPENZ FGS FRSEd

Deputy Dean
David M. Ryan, MSc Otago, PhD ANU, FRSNZ FIPENZ INFORMS Fellow

Associate Dean Postgraduate (Research)
Pradeep K. Bansal, MSc Roor., PhD IIT Delhi, FASHRAE FIRHACE, MIIR

Associate Dean Postgraduate (Taught)
Naresh Singhal, BTech IIT Bombay, MS Louisiana St., MA PhD Prin. MRSNZ

Associate Dean (Research)
Enrico Hämmerle, Dipl.-Ing FH Offenburg, Dipl.-Ing Bochum, Dr.-Ing Bremen

Associate Dean (International)
Pierre Quenneville, BE RMC, MEng Montr., PhD Qu., MASCE, PEng

Faculty of Law

Dean
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Deputy Dean
Joanna M. Manning, MCompL George Wash., BA LLB(Hons)

Director of Postgraduate Studies
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Associate Dean (Academic)
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Associate Dean (Student Administration)
Stephen F. Penk, MA PGDA Otago, BA LLB(Hons) LLM

Associate Dean (Research)
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Associate Dean (International)
David P. Grinlinton, BA Massey, LLM W.Aust., LLB(Hons)

Associate Dean (Alumni and Advancement)
Scott L. Optican, BA Calif., MPhil Camb., JD Harv.

Associate Dean (Māori)
Khylee E. Quince, BA LLB(Hons) LLM

Faculty of Medical and Health Sciences
Dean
Iain G. Martin, MEd MD Leeds, FRCS FRACS
Deputy Dean
Ian R. Reid, BSc, MBChB MD, FRACP FRNZCPG
Tumuaki, Deputy Dean (Māori)
M. J. Papaarangi Reid, DipComH Otago, BSc MBChB DipObs, FNZCPHM

Associate Dean (Education)
Mark Barrow, MSc EdD DipTchg

Associate Dean (Equal Opportunities)
Nicolette Sheridan, DipOHP Otago, MPH PhD, RN

Associate Dean (Medical Programme)
Warwick Bagg, MBChB Wittc., MD, FRACP

Associate Dean (Postgraduate)
Ross McCormick, MBChB MSc PhD, FRNZCGP FACHAM

Associate Dean (Research)
Louise F. B. Nicholson, MSc PhD DipTchg

Faculty of Science
Dean
W. Grant Guilford, BPhil BVSc Massey, PhD UC Davis
Deputy Dean
Alan J. Lee, PhD N.Carolina, MA

Associate Dean (Academic)
Margaret Goldstone, MSc, DipBus, DipTchg ACE

Associate Dean (Research)
David L. Christie, MSc PhD

Associate Dean (Postgraduate)
Barry J. Brennan, BSc(Hons) PhD, MNZIP

Associate Dean (Tāmaki)
Winston D. J. Byblow, MSc PhD S.Fraser, BHK Windsor

School of Graduate Studies
Dean
... Deputy Dean
Caroline Daley, BA(Hons) PhD Well.

Tāmaki Innovation Campus
Head of Tāmaki Innovation Campus
Michael C.R. Davies, BSc(Eng) Lond., AKC, MPhil PhD Camb., CEng, FICE FIPENZ FGS FRSEd

Tāmaki Innovation Campus Manager
Hayley Schnell, MA HDLS Natal

Faculty of Engineering
Director, Centre for Advanced Composite Materials
Debes Bhattacharyya, ME Calc., PhD Jad., FRSNZ, Dist.FIPENZ

Associate Director, Centre for Advanced Composite Materials
Allan J. Easteal, MSc NZ, PhD Tas., FNZIC

Faculty of Medical and Health Sciences
Head, School of Population Health
Alistair Woodward, MMOsci Nott., MBBS PhD Adel., FNZCPHM

Faculty of Science
Associate Dean (Tāmaki)
Winston D. J. Byblow, MSc PhD S.Fraser, BHK Windsor

New Zealand Asia Institute
Director
Hugh Whittaker, BA Int. Christian U., Tokyo, PhD Imperial College

Associate Director
Gloria Ge, MA Shanghai Fin. Econ., PhD City HK

Fellow and Emeritus Professor
Peter Nicholas Tarling, MNZM, MA PhD Lond., HonLittD, FRAS FRHistS

Research Fellow and Programme Officer
2002 Xin Chen, MA Peking, PhD Hawaii

Honorary Graduates
Sir Ian Barker LLD 1999
Alan Esmond Bollard LLD 2007
Edward George Bollard DSc 1983
Judge Michael John Albert Brown LLD 1992
Elizabeth Palmer Caffin LittD 2009
John Ridley Cameron MProp 2004
Sir Ron Carter DEng 2002
The Rt Hon. Helen Elizabeth Clark LLD 2010
Sir Graeme Davies DEng 2002
The Rt Hon. Dame Sian Elias LLD 1999
Richard Henry Linda Ferguson LLD 1986
David Fulton Powlds ME 1987
Maurice Gee LittD 2004
Dame Jennifer B. Gibbs LittD 2008
Douglas Goodfellow LLD 1999
David John Graham LittD 2005
Andrew Gurr LittD 2004
Osmonde Bruce Hadden LLD 2007
Patrick Dewes Hanan LittD 2006
John Antony Hood LLD 2004
Hone Papita Raukura Hotere LittD 2005
Vaughan Frederick Randal Jones DSc 1992
Dame Kiri Te Kanawa MusD 1983
The Rt Hon. Sir Kenneth Keith LLD 2001
Paul Knox Kelly LLD 2006
Francis Neil Kerton ME 2005
Lu Yongxiang DEng 2006
Sir Donald McIntyre MusD 1992
Janetta Mary McStay MusD 1992
Sir Colin Maiden LLD 1994
Dame Joan Metge LittD 2001
Douglas Myers LLD 2005
Warwick Burns Nicoll MCom 2004
Sadako Ogata  LLD  1996
Dame Bridget Margaret Ogilvie  DSc  1998
Vincent O’Sullivan  LittD  2008
Merimeri Penfold  LittD  1999
Sir Anand Satyanand  LLD  2006
Walter Scheel  LLD  1978
Thomas W. Schnackenberg  DEng  2001
Elizabeth Smither  LittD  2004
Peter Nicholas Tarling  LittD  1996
Ngugi wa Thiong'o  LittD  2005
Harold M. Titter  D(UoA)  2001
Dame Catherine Tizard  LLD  1992
Sir Miles Warren  D(UoA)  2001
Takutai (Doc) Wikiriwhi  D(UoA)  1999
Lorna Alva Wilson  MA  1995
Professor Lord Robert Winston  DSc  2008

Honorary Fellows
John Gordon St Clair Buchanan  2008
Dame Jennifer Barbara Gibbs  1995
Gaewyn Elizabeth Griffiths  2001
Sir John Ingram  1997
Bridget Mary Liddell  2008
John Richard Delahunt Matthews  2006
Peter Francis Menzies  2005
Brian Hall Picot  1998
Geoffrey T. Ricketts  2006
Michael John Sanders  2008

The University of Auckland Distinguished Alumni Awards
Dr Judith Aitken  2006
Gretchen Albrecht  1999
Ian Athfield  1997
Dr Allan Badley  2003
Hon. Justice David Baragwanath  2006
Emeritus Professor Bruce Biggs  2001
Emeritus Professor Judith Binney  2007
Dr Alan Bollard  1998
Philippa Boyens  2006
Dr Penelope Brook  1998
Hon. Judge Mick Brown  2002
Dorothy Butler  2001
Niki Caro  2004
Sir Ron Carter  2008
Len Castle  2004
Emeritus Professor Carrick Chambers  2008
Richard Chandler  2009
Vincent Cheng  2002
Professor Philip [Pip] Cheshire  2003
Dr James Church  2008
Emeritus Professor Dame Marie Clay  2004
Professor Terry Collins  2007
Glenn Colquhoun  2005
Dame Lynley Dodd  2009
The Rt Hon. Dame Stanis Elias  2001
Cyrl Firth  1998
Hugh Fletcher  1996
Raoul Franklin  2004
Emeritus Professor Sidney [Ben] Gascoigne  2002
Maurice Gee  1998
Dr Hilton Glavish  2005
Hon. Justice Susan Glazebrook  2005
Hon. Justice Lowell Goddard  2008
The Rt Hon. Sir Douglas Graham  2009
John Hagen  2003
Bruce Harland  2000
Dr Ruth Harley  2002
Rt Hon. Jonathan Hunt  2006
Michael Jones  1997
John La Roche  1999
Chris Liddell  2003
Elsie Locke  1996
The Hon. Tua'ala Malielegaoi  2009
Marya Martin  2005
Ian McKinnon  2005
Dr Sidney Mead  1999
Rosemary Nalden  2003
Rosslyn Noonan  2002
Dr Claudia Orange  1997
Dr Maris O'Rourke  2007
Michael Parminter  2010
 Rt Rev. John Paterson  2004
Brian Peace  2001
Dr Jennifer Plane Te Paa  2010
Hon. Justice Judith Potter  1997
Trevor Richards  2001
Mary Schnackenberg  1996
Thomas [Tom] Schnackenberg  2003
Marie Shroff  2004
Emeritus Professor Richard Sibson  2010
George E. Smith  2000
Alan Smythe  1999
Dame Cheryll Sotheran  1999
Emeritus Professor CK Stead  2008
Sir Laurence Stevens  2001
Lynette Stewart  2008
Dr Andrew Thomson  2006
Dr Nguyen van Thanh  2001
Dr James Watson  2000
Dr Peter Watson  2007
Ian Wedde  2007
Mark Weldon  2006
Sir Wilson Whineray  1997
Professor Ngaire Woods  2009
Richard Yan  1996
Arthur Young  2002

Young Alumnus of the Year
John Chen  2008
Mahé Drysdale  2007
Toa Fraser  2009
Dr Jessie Jacobsen  2010
Dr David Skilling  2006

Professores Emeriti
Peter Bartlett, BArch NZ, PhD, RIBA, FNZIA, FRSA (Architecture) (Retired 1993)
Robert Beaglehole, MBChB MD Otago, MSc Lond., DSc Otago, FRASNZ, FRACP, FAFPHM, MRCP (School of Population Health) (Retired 2007)
A. Richard Bellamy, CNZM, BSc NZ, MA, FRSNZ, FNZAH (History) (Retired 2004)
Peter L. Bergquist, MSc PhD NZ, DSc, FRSNZ (Biological Sciences) (Retired 1994)
Judith M. C. Binney, DCNZM, BSc NZ, MSc PhD, FRASNZ (Science) (Retired 2008)
Peter L. Bergquist, MSc PhD NZ, DSc, FRSNZ (Biological Sciences) (Retired 1994)
Judith M. C. Binney, DCNZM, BSc NZ, MA, FRSNZ, FNZAH (History) (Retired 2004)
Philippa M. Black, BSc MA NZ, MSc, PhD, FMSAm, FRSNZ (Geology) (Retired 2007)
Conrad Blyth, MA NZ, PhD Camb, (Economics) (Retired 1995)
Ruth Bonita, ONZM, BA DipEd NSW, MPH N.Carolina, PhD (Medicine) (Retired 2004)
M. A. F. Neill, MA Otago, PhD Camb., FNZAH (English) (Retired 2007)
John Derek Kingsley North, CBE, MBChB NZ, DPhil Ox., FRCP, FRACP (Medicine) (Retired 1991)
Charman J. O’Connor, CBE, JP, MSc NZ, PhD, DSc, FRSNZ, CChem FRSC, FNZIC (Chemistry) (Retired 2004)
David Murray Paton, MBChB Cape Town, MD DSc Wits., FRCPCan, FRACP, CBiol, FIBiol ( Pharmacology) (Retired 1988)
Boris Pavlov, PhD DSc Leningrad, FRSNZ (Computer Science) (Retired 2007)
Alan R. Poletti, MSc NZ, DPhil Ox., FinstP, FAPS, FNZIP, FRSNZ, CPhys (Physics) (Retired 1999)
Raymond K. Ralph, MSc NZ, PhD DSc NSW (Biological Sciences) (Retired 1993)
Arved Jaan Raudkivi, DiplIng (Civil) Tallinn & T.H. Braunschweig, DRingEh Braunschweig, PhD, CEng, FICE, FIPENZ (Civil Engineering) (Retired 1986)
Ivan L. Reilly, ONZM, BA MSc DSc Well., AM PhD Ill., CMath, FIMA (Mathematics) (Retired 2008)
D. E. Richmond, MBChB NZ, MD Otago, MHPed NSW, DipABIM, DipABNeph, FRCP, FRACP (Medicine) (Retired 1998)
Robert B. Riddell, MA Camb., PhD Newcaslte(UK), DipTP NZ, ARICS, MNZPI, MNZIS (Planning) (Retired 2000)
John F. Rimmer, BA NZ, MusD Tor., MA (Music) (Retired 1999)
W. R. Roper, MSc NZ, PhD HonDSc Cant., FRS, FRNSZ, FNZIC (Chemistry) (Retired 1999)
Jolyon Saunders, DipFA NZ, DipIndDes, NDD, FDNZ (Fine Arts) (Retired 1997)
Alastair J. Scott, MSc NZ, PhD Chic., FRSNZ (Statistics) (Retired 2005)
Sir John Scott, KBE, BMedSc MBChB NZ, MD Birm., FRNSZ, FRCP, FRACP (Medicine) (Retired 1996)
George A. F. Seber, MSc NZ, PhD Manc. (Statistics) (Retired 1999)
K. Krister Segerberg, BA Col., Fil Dok Uppsala, PhD Stan. (Philosophy) (Retired 1992)
R. Andrew Sharp, ONZM, BA NZ, MA Cant., PhD Camb. (Political Studies) (Retired 2006)
D. Norman Sharpe, ONZM, MBChB MD Otago. DipABIM, DipABCVDis, FRACP, FACC (Medicine) (Retired 2002)

M. P. K. Sorrenson, MA NZ, DPhil Ox., (History) (Retired 1996)
Christian Karlson Stead, ONZ, CBE, MA NZ, PhD, HonLittD Brist., LittD, FRSL (English) (Retired 1986)
Russell Cyril James Stone, ONZM, MA NZ, PhD (History) (Retired 1989)
James Bruce Tabb, BCom NZ, PhD Sheff., MCom, FCA (Accounting and Finance) (Retired 1990)
Peter Nicholas Tarling, MNZM MA PhD LittD Camb., HonLittD, FRAS, FRHistS (History) (Retired 1996)
Peter Whittaker Taylor, BSc BE NZ, PhD, CEng, FICE, FIPENZ, FASCE (Civil Engineering) (Retired 1986)
David R. Thomas, MA Well., PhD Qld, FNZPsS, (Social and Community Health) (Retired 2008)
Gillian M. Turner, MBBS Lond., FRCP, FNRNZCOG (Obstetrics and Gynaecology) (Retired 1999)
R. J. I. Walker, MA PhD (Maori Studies) (Retired 1998)
Thomas Neil Morris Waters, MSc PhD NZ, DSc, FNZIC, FANZAS (Chemistry) (Retired 1983)
Philip Richard Hylton Webb, MA LLB Camb., LLD (Law) (Retired 1987)
Barry J. Welch, MSc NZ, PhD, DSc, FRNSZ, FIChemE, FRACI, FNZIC, MNAES, CEng, CChem (Chemical and Materials Engineering) (Retired 1998)
Albert Wendt, CNZOM, MA Well., Hon.Doct Bourgogne (English) (Retired 2006)
John Scott Werry, CNZM, BMChB MBChB NZ MD Otago. DipPsych McG., FRCPCan, FRANZCP (Psychiatry and Behavioural Science) (Retired 1991)
Allan A. Wild, BArch NZ, RIBA, Life Member NZIA, FRSA (Architecture) (Retired 1993)
Jack Lionel Woodward, BE NZ MASc Tor., CEng, FIEE, FIEAust, FIPENZ (Electrical and Electronic Engineering) (Retired 1991)
Euan C. Young, MSc NZ, DIC PhD Lond. (Biological Sciences) (Retired 1995)
RESEARCH UNITS, CENTRES AND INSTITUTES

Centre for Archaeological Research

Director
Peter J. Sheppard, BA Wat., MA PhD Tor.

Medieval and Early Modern European Studies, The Centre for (MEDEMS)

Director
... Coordinators
T. M. Adams, BA Minn., MA Texas, PhD Johns Hopkins (Semester One)
Lindsay Diggelmann, MA PhD (Semester Two)

Honorary Research Fellow
Michael J. Wright, MA Oxf., PhD NE

Methods and Policy Application in the Social Sciences, Centre of (COMPASS)

Director
Peter B. Davis, BA S’ton, MSc Lond., PhD

Associate Director
...

ANTHROPOLOGY

Head of Department
Simon Holdaway, MA Otago, PhD Penn.

Departmental Coordinator
Suzanne L. Powell, BA(Hons) Derby

Professor of Archaeology
1999 Simon Holdaway, MA Otago, PhD Penn.

Professors of Social Anthropology
2003 Cris Shore, BA(Hons) Oxf.Brookes, PhD Sus.
2005 Veronica Strang, BA(Hons) Sheff., DPhil Oxf.

Professor of Women’s Studies
1993 Maureen A. Molloy, BEd MA Br.Col., PhD

RESEARCH UNITS, CENTRES AND INSTITUTES

Centre for Archaeological Research

Director
Peter J. Sheppard, BA Wat., MA PhD Tor.

Medieval and Early Modern European Studies, The Centre for (MEDEMS)

Director
... Coordinators
T. M. Adams, BA Minn., MA Texas, PhD Johns Hopkins (Semester One)
Lindsay Diggelmann, MA PhD (Semester Two)

Honorary Research Fellow
Michael J. Wright, MA Oxf., PhD NE

Methods and Policy Application in the Social Sciences, Centre of (COMPASS)

Director
Peter B. Davis, BA S’ton, MSc Lond., PhD

Associate Director
...

The New Zealand Centre for Latin American Studies

Director
Waleseska Pino-Ojeda, MA PhD Wash. (Seattle)

Ngä Pae o te Märamatanga (The National Institute of Research Excellence for Maori Development and Advancement)

Director
Charles Royal, BMus(Hons) Well., MPhil Massey, PhD Well.

Pacific French Research Unit

Director
Raylene Ramsay, MA Otago, DU Poitiers, DipLing Camb.

Professional Ethics

Director
Tim Dare, PhD Alta., BA LLB MJur

Research Centre for Germanic Connections with New Zealand and the Pacific

Director
James J. D. N. Bade, MA Well., DrPhil Zürich

APPLIED LANGUAGE STUDIES AND LINGUISTICS

Head of Department
Yan Huang, MA Nanking, PhD Camb., DPhil Oxf.

Departmental Coordinator
Yvonne Hannah, MA

Professor of Applied Language Studies
1998 Rod Ellis, MA Leeds, MEd Brist., PhD Lond.
Associate Professors in Applied Language Studies
2001 Gary Barkhuizen, BA(Hons) HDE Rhodes, MA Essex, EdD Col.
2004 Michael Barlow, BSc Liv., MSc Salf., PhD Stan.
2005 John Read, MA DipTESL Well., PhD New Mexico

Senior Lecturers in Applied Language Studies
1998 Helen Basturkmen, BA Lond., MSc METU, Dip Tefla PhD Asto
2003 Rob Batstone, MA Oxf., PhD Lond., DipTEO, PGCE Marc.
2004 Rosemary Erlam, MA PhD DipTchg
2004 Tan Bee Tin, MA Lond., PhD Chichester

Lecturers in Applied Language Studies
2009 Rebecca Adams, MA Brigham Young, PhD Georgetoun
2009 Christine Biebricher, MA Newcastle(UK), DrPhil PH Ludwigsgurg
2000 Rosemary Wette, DipTchg DipSLT Massey, MA PhD

Senior Tutors in Applied Language Studies
♫1987 Jackie Greenwood, MA, DipTchg
2007 Neil Matheson, MAT SIT, BA
2007 Lizzy Roe, MSc Edin.
1999 Martin White, MEdTESOL Temple, PGDipTESOL Sheff.Hallam

Tutors in Applied Language Studies
2010 Jennifer Jones, MProfStuds PhD DipTchg
2007 Keith Montgomery, MA PhD
2007 Jan Steiner, MA MProf Studs

Professors of Linguistics
2008 Yan Huang, MA Nanking, PhD Camb., DPhil Oxf.
2010 Miriam Meyerhoff, MA Well., PhD Penn., DipTESL Well.

Associate Professor in Linguistics
1980 Frank Lichtenberk, MA Tor., PhD Hawaii

Senior Lecturers in Linguistics
1991 Fay Wouk, MA Mich., PhD CPhil UCLA

Lecturer in Linguistics
2010 Jason Brown, MA Calif. State (Fresno), PhD Br.Col.

Senior Tutor in Linguistics
1997 A. Helen Charters, MA DipLing ANU, PhD

Emeritus Professor of Applied Language Studies
Alan Kirkness, BA NZ, DPhil Oxf., MA

Honorary Research Fellows
Catherine Elder, MA PhD Melb.
James Feist, MA PhD
Lillya Gorelova, MA Novosibirsk, PhD Moscow Inst.
Marilyn Lewis, Lic.es Lettres Besançon, MA Melb., DipTchg

ART HISTORY

Head of Department
Caroline Vercoe, MA PhD

Departmental Coordinator
Jane Percival, BA Otago, DipTchg(ECE) Massey

Professor
1998 Elizabeth A. Rankin, BA(Hons) PhD HDipLib Wilw.

Associate Professors
1973 Leonard B. Bell, DipArtHist Edin., BA PhD
1974 Iain B. Buchanan, BA Manc., MA Essex

Senior Lecturers
2002 Erin Griffey, MA PhD Courtauld Inst.
1997 Caroline Vercoe, MA PhD
1977 Robin L. Woodward, PhD Edin., MA

Lecturers
♫1997 Ngarino Ellis, MA LLB
2010 Gregory Minissale, MSc City(UK), MA PhD Lond.

Honorary Research Fellows
Jan Bryant, BA Monash, PhD Melb., DipBusAdmin Monash, DipFA Melb.
Francis Pound, MFA PhD
Alan Wright, MA Edin.

ASIAN STUDIES, School of

Head of School
Hilary Chung, MA Camb., MA PhD Durh.

Departmental Coordinator
Nina Mamnani, BSc MA, PGDipIC Unitec

Professors of Chinese
1993 Paul Clark, AM PhD Harv., MA
1984 Manying Ip, ONZM, BA HK, MA PhD, FNZAH FRSNZ

Senior Lecturers
1994 Tim Behrend, BA Brigham Young, MA Wis., PhD ANU
1999 Hilary Chung, MA Camb., MA PhD Durh.
1987 Wayne P. Lawrence, MA Tokyo Foreign, PhD Tsukuba
2005 Lawrence Marceau, AB Colgate, MA Kyoto, PhD Harv.
2001 Harumi Minagawa, BA Tsuda, MA PhD ANU
2002 Ellen Nakamura, BA(Hons) ANU, MEd Tokyo Gakugei U., PhD ANU
1998 Rumi Sakamoto, MA PhD Essex
2004 Robert Sanders, MA Hawaii, PhD UC Berk.
2002 Changzoo Song, BA Kookmin, MA Hankuk UFS, PhD Hawaii
1989 Inshil Choe Yoon, MA Seoul National, PhD

Lecturers
2005 Megumi Inoue, BA Sophia (Tokyo), MA Illinois, PhD Wash.
2006 Edward McDonald, BA(Hons) Syd., MA Peking, PhD Macq.
1993 Tomoko Shimoda, MA Jissen, MA Syd., PhD

Senior Tutors
1992 Chako Amano, BA Waseda
♫1998 Reiko Kondo, BEd Shinshu, MA
2003 Margaret Lee, BCA Well., MA
1988 Nora Yao Xu, BA Shanghai, MA

Tutor
♫2009 Lisa Shi, MA Liaoning, MA
CLASSICS AND ANCIENT HISTORY

Head of Department

...  

Departmental Administrator
Pauline Brill, BA

Professors
1974 Vivienne J. Gray, PhD Camb., MA  
1981 A. J. Spalinger, BA CUNY, MPhil PhD Yale

Associate Professor
2001 E. A. Mackay, MA Cant., PhD Well.

Senior Lecturers
2004 Lisa Bailey, PhD Prin., MA  
1971 W. R. Barnes, BA Syd., MA PhD Camb.  
1990 D. J. Blyth, BA Otago, PhD Northwestern, MA  
1987 Marcus J. Wilson, BA LLB Tas., MA Tor., PhD Monash

Lecturers
2008 Jeremy Armstrong, BA New Mexico, MLitt St. And.  
2003 J. Hellum, MA PhD Tor.

DEVELOPMENT STUDIES, Centre for

Director

...  

Departmental Administrator
Cornelia Bluefeld, BSc(Hons) Oldenburg

Associate Professor
1972 Kenneth E. Jackson, BA PhD Kent

Senior Lecturer
2004 Yvonne J. Underhill-Sem, MA Hawaii, PhD Well.

Lecturer
2009 Anke Schwittay, MA York(Can.), PhD UC Berk.

Honorary Research Fellows
Ershad Ali, MSc Dhaka, MSc Melb., PhD Massey  
Catherine Conn, BSc(Hons) Bath, MCommH Liv., DipBA Henley  
Tazul Islam, BAI(Hons) MA Dhaka, PhD  
Rebecca Miller, BA(Hons) Tor., MEd Qu.  
Piyadasa Ratnayake, MSc Tokyo, PhD Ryukoku Univ., Kyoto  
Graham Sem, BAI(Hons) PNG, MA Hawaii, PhD

Honorary Professor
Frederic C. Deyo, BA Yale, MA Calif., PhD Chic.

ENGLISH

Head of Department

...  

Departmental Administrator
Jacqueline Rodrigues, MA Madr.

University Distinguished Professor
1980 Brian D. Boyd, MA Cant., PhD Tor., FNZAH

Professors
2006 Tom Bishop, BAI(Hons) Melb., PhD Yale  

Senior Lecturers
2001 T. M. Adams, BA Minn., MA Texas, PhD Johns Hopkins  
2002 D. Walker, DU Paris VIII, MA PhD

Lecturers
2005 Trudy Agar, MA Waik., PhD/DNR Auck./Paris

Senior Lecturers
2006 Mark Amsler, BA Johns Hopkins, PhD Ohio State  
1988 A. J. Calder, MA PhD  
2005 Jan Cronin, BAI(Hons) Trinity(Dub.), PhD Leeds  
1994 Rose Lovell-Smith, BPhil Oxf., MA Penn., Cant., PhD Well.  
1991 Claudia Marquis, BA C'dla., MA McM., PhD  
1994 Eluned Summers-Bremner, BA Waik., MA Otago, PhD Cant.  

Lecturers
2003 Stephen Turner, PhD Cornell, MA

Emeritus Professors
W. T. L. Curnow, CNZM, BA NZ, PhD Penn., MA  
Stephanie J. Hollis, BA Adel., PhD ANU  
M. P. Jackson, BLitt Oxf., MA NZ, FNZAH  
M. A. F. Neill, MA Otago, PhD Charles, FNZAH  
I. B. Smith, MA NZ, DPhil Oxf.  
Christian Karlson Stead, ONZ, CBE, MA NZ, PhD, HonLittD Brist., LittD, FRSL

Albert Wendt, CNZOM, MA Well., Hon.Doct. Bourgogne

Honorary Research Fellows
Rebecca Hayward, MA Cant., MPhil PhD Camb.  
Witi Ihimaera, DCNZM, OSM, BA Well.  
K. J. Larsen, PhL Rome, MA PhD Camb.  
Peter Simpson, MA Cant., PhD Tor.  
Jennifer Sturm, MA PhD

EUROPEAN LANGUAGES AND LITERATURES, School of

Head of School
Christine R. Arkinstall, MA Oviedo, BA PhD

Departmental Coordinator
Sabine Hillebrandt, GradDip Auck.U.T

Comparative Literature

Associate Professor
2011 Susan Ingram, BA Bishop’s, MA McM, PhD Alta.

Coordinator
Susan Ingram, BA Bishop’s, MA McM, PhD Alta.

French

Head of Department
D. Walker, DU Paris VIII, MA, PhD

Professor
1994 Raylene Ramsay, MA Otago, DU Poitiers, DipLing Camb., FNZAH

Senior Lecturers
2001 T. M. Adams, BA Minn., MA Texas, PhD Johns Hopkins  
2002 D. Walker, DU Paris VIII, MA PhD

Lecturers
2005 Trudy Agar, MA Waik., PhD/DNR Auck./Paris
2004 Kevin Mendousse, DEUG LCE MSE DEA DNR Sorbonne

**Honorary Tutors/Lectrices/Lecteurs**
Marine Berthiot, MA Sorbonne
Adam Clay, BA(Hons) Lyon 3

**Honorary Research Fellow**
J. Grant, MA NZ, PhD Tor., LLB Dip’EtSup Parts, DipTchg, DipELT

**German and Slavonic Studies**

**Head of Department**
Friedrich Voit, DrPhil Saarbrücken, DrPhil habil Siegen

**Associate Professors of German**
1976 James J. D. N. Bade, MA Well., DrPhil Zürich
1978 Friedrich Voit, DrPhil Saarbrücken, DrPhil habil Siegen

**Senior Lecturer in Russian and European Studies**
1997 Mark S. Swift, BA, MA PhD Zürich
1998 J. Grant, MA NZ, PhD Wash. (Seattle)
1994 Wendy-Llyn Zaza, MA

**Honorary Research Fellow**
Gwyn Fox, MA PhD

**Translation Studies**

**Director**
Frank Austermühl, MA DrPhil Heidelberg

**Associate Professor**
2005 Frank Austermühl, MA DrPhil Heidelberg

**Lecturer**
2007 Vanessa Enríquez Raida, MA Madrid

**Honorary Research Fellow**
Sabine Fenton, MA Maryland, PhD Syd.

**FILM, TELEVISION, AND MEDIA STUDIES**

**Head of Department**
Laurence Simmons, MA PhD Well.

**Departmental Coordinator**
Adam White, BA(Hons) DipMgmt Lond.

**Professor**
1999 Nick Perry, BA(Hons) DipMgmt Lond., BA Strath., FNZAH

**Associate Professors**
1993 Annie Goldson, ONZM, BA NewZeal., MA NYU, DipJ Cant., PhD
1992 Laurence Simmons, MA PhD Well.

**Senior Lecturers**
2008 Sue Abel, DipTchg ACE, MA PhD
2008 Vanessa Alexander, BA Otago, GradDip Melb., MA
2001 Luke Goode, BA PhD Nott. Trent
2001 Misha Kavka, BA Prin., MA Sus., PhD Cornell
1998 Shuchi Kothari, MA Pune, PhD Texas
2001 Sarina Pearson, BA Calif., MAVA S.Calif., PhD
2003 Xuelin Zhou, MA Guangzhou, MA Warwick, PhD

**Lecturer**
2010 Allan Cameron, BA(Hons) MA Otago, PhD Melb.

**Senior Tutors**
2001 Brenda Allen, BA(Hons) PhD Cant.
1995 Margaret Henley, MA DipBrC DipTchg

**Emeritus Professor**
Roger Horrocks, MNZM, BA NZ, PhD

**HISTORY**

**Head of Department**
Malcolm Campbell, BA(Hons) PhD NSW

**Departmental Coordinator**
Rosalind Henshaw, BA PGDipBus

**Keith Sinclair Chair in History**
1982 Barry Reay, BA(Hons) Adel., DPhil Oxf.
Professors
1988 Linda Bryder, DPhil Oxf., MA
2009 Jonathan Scott, BA(Hons) Well., PhD Camb.

Associate Professors
1993 Ruth Barton, MSc Well., PhD Penn. State
1992 Malcolm Campbell, BA(Hons) PhD NSW
1993 Caroline Daley, BA(Hons) PhD Well.
1970 Hugh Laracy, SIM, MA Well., PhD ANU

Senior Lecturers
2003 Maartje M. Abbenhuis-Ash, BA(Hons) PhD Cant.
2004 Lisa Bailey, PhD Prin., MA
2003 Jennifer Frost, BA Calif., MA Davis, PhD Wisconsin-Madison
1994 Deborah Montgomerie, PhD Duke, MA
1992 Malcolm Campbell, BA(Hons) PhD NSW
1993 Caroline Daley, BA(Hons) PhD Well.
1970 Hugh Laracy, SIM, MA Well., PhD ANU

Lecturers
☆2007 Lindsay Diggelmann, MA PhD
2006 Aroha Harris, MPhil Massey, PhD

Emeritus Professor
Raewyn Dalziel, ONZM, BA(Hons) PhD Well.

MAORI STUDIES
Head of Department
Margaret S. Mutu, BSc, MPhil, PhD
Departmental Coordinator
Rangimarie Rāwiri

University Distinguished Professor
1973 Anne Salmond, DBE, CBE, MA, FRSNZ FNZAH FBA

Professor
1988 Margaret S. Mutu, BSc, MPhil, PhD

Associate Professor

Senior Lecturers
2008 Sue Abel, DipTchg ACE, MA PhD
2003 Hone Sadler, MMM Te Wananga-o-Raukawa

Lecturers
2008 Lisa Chant, BA(Hons)
2007 Arapera Ngaha, MA

Senior Tutors
☆1999 Dante Bonica
☆2005 Ngapo Wehi, Hon.Doct Massey
2009 Kaa Williams, QSO, MEd

PACIFIC STUDIES, Centre for
Director
Walter Fraser, BA S.Pac., DipCom

Departmental Coordinator
Marilyn Gabriel

Senior Lecturers, Pacific Studies
2000 Melani Anae, QSO, MA PhD
2009 Steven Ratuva, MA GDipEd PGDipSoc S.Pac., PhD Sus.

Senior Lecturer, Tongan Language
1996 Melenate Taumoefolau, BA GCEd S.Pac., MA Wales, PhD

Senior Tutor, Samoan Language
1995 Vavao Fetui, MA DipTESL Well.

Honorary Research Professor
Richard M. Moyle, LTCL, MA PhD

PHILOSOPHY
Head of Department
Tim Dare, PhD Alta., BA LLB MJur

Departmental Coordinator
Carol Cameron, MFA

Professors
1981 John C. Bishop, BA ANU, PhD Camb.
1983 Stephen J. Davies, MA Monash, PhD Lond., FNZAH FRSNZ
2002 Rosalind Hursthouse, BPhil DPhil Oxf., MA
1969 Robert Nola, BSc NZ, PhD ANU, MA, MSc, FNZAH FRSNZ
☆1971 Julian P. Young, MA Camb., Wayne State, PhD Pitt.

Associate Professors
1993 Gillian Brock, BSc BA(Hons) Cape Town, MA PhD Duke
1989 Jan Crosthwaite, MA La Trobe, PhD Melb.
1993 Tim Dare, PhD Alta., BA LLB MJur
☆1994 Roderic A. Girle, MA Duke, MA
1989 Jan Crosthwaite, MA La Trobe, PhD Melb.
1993 Tim Dare, PhD Alta., BA LLB MJur
☆1994 Roderic A. Girle, MA Duke, MA
1993 Tim Dare, PhD Alta., BA LLB MJur
☆1994 Roderic A. Girle, MA Duke, MA
1993 Tim Dare, PhD Alta., BA LLB MJur
☆1994 Roderic A. Girle, MA Duke, MA

Senior Lecturers
2002 Jonathan McKeown-Green, PhD Prin., BMus MA
1985 Denis J. Robinson, BA Melb., BPhil Oxf., PhD Monash
1999 Jeremy M. Seligman, BA Oxf., PhD Edin.
☆1978 Christine H. M. Swanton, DPhil Oxf., MA
2006 Koji Tanaka, BInfoTech Griff., BA PhD Qld.

Lecturers
2008 Matheson Russell, BA Syd., PhD NSW, DipTh Oxf.
2009 Chris Tucker, MA Emory, PhD Purdue

Senior Tutor
2006 Vanya Kovach, MA PhD

Honorary Research Fellows
John Bigelow, BA Cant., MA S.Fraser, PhD Camb.
Hinne Hettema, MSc MA Groningen, PhD Nijmegen
Jeffrey Masson, BA PhD Harv.
Folke Tersman, BA PhD Stockholm

POLITICAL STUDIES
Head of Department
Gerald Chan, MA Kent, PhD Griff.

Departmental Coordinator
Glenda Stenhouse, BA DipTchg

Professors
2009 Gerald Chan, MA Kent, PhD Griff.
2002 John Morrow, MA Cant., PhD York(Can.)
Associate Professors  
1972 J. Stephen Hoadley, BSc Purdue, MA Calif., Ph.D. State, Ph.D. Calif.  
1984 Raymond K. Miller, BA McM., MA PhD DipEd  
2002 Michael Mintrom, MA Cant., MA PhD NY State  
1992 Martin Wilkinson, MA DPhil Oxf.  
Adjunct Professor  
2002 Jack Vowles, PhD Br.Col., MA  
Senior Lecturers  
1979 Joseph B. Atkinson, MA Cant., PhD Yale  
2006 Jennifer Curtin, BA Walk., PhD ANU  
2006 Anita Lacey, BA(Hons) PhD Monash  
2006 Jennifer Lees-Marshment, BA PhD Keele, MA Manc.  
2004 Katherine Smits, BA(Hons) BJur.  
2005 Louise Humpage, MA  
2009 Maria Rublee, BS  
2006 Jennifer Lees-Marshment, BA PhD  
2006 Anita Lacey, BA(Hons) PhD  
2006 Jennifer Curtin, MA  
2008 Bruce M. Z. Cohen, BSc(Hons)  
Lecturers  
2002 Geoffrey Kemp, MA MPhil PhD Camb.  
2009 Maria Rublee, BS Evangel, MPhil PhD George Wash.  
Emeritus Professors  
Barry S. Gustafson, ONZM, MA NZ, DipEd Massey, DipSovStud Glas., PhD  
R. Andrew Sharp, ONZM, BA NZ, MA Cant., PhD Camb.  
Honorary Research Fellows  
Graham W. A. Bush, QSO, MA NZ, PhD Brist., DipEd  
Rt Hon. Jonathan Hunt, ONZ, MA  
SOCIOPY   
Head of Department  
Tracey McIntosh, MA PhD  
Departmental Administrator  
Yogita Nand, DipMgt S.Pac.  
Professors  
1998 Maureen Baker, MA Tor., PhD Alta., FNZAH FRSNZ  
2004 Peter B. Davis, BA S’ton., MSc Lond., PhD (jointly with School of Population Health)  
2010 Alan France, BSc PhD Sheff.  
Senior Lecturers  
1986 Claudia Bell, BA Massey, MA, PhD  
2000 David Craig, MA PhD ANU  
1998 Bruce Curtis, BCom BA(Hons) PhD Cant., DipTchg  
2000 Vivienne Elizabeth, BA PhD Cant.  
2005 Louise Humphage, MA Cant., PhD Massey  
1999 Tracey McIntosh, MA PhD  
2000 Steve Matthewman, MA PhD  
2010 James Oleson, MPhil PhD Camb., JD Berk.  
1980-82, 1984 Lane Catherine West-Newman, MA Lond., MA PhD  
Lecturers  
2008 Bruce M. Z. Cohen, BSc(Hons) Tees., MSc Hudd., PhD Brad.  
2009 Colin Cremin, MA PhD Leeds  
2009 William Wood, PhD Boston Coll.  
Research Fellows  
2006 Geoff Fougere, MA Cant.  
2004 Roy Lay-Yee, MA (jointly with School of Population Health)  
THEOLOGY, School of  
Head of School  
Professor  
School Coordinator  
Pervin Medhora, BA Bom., PGDipBusAdmin  
Lecturers  
H. F. Bergin, MA Well., BTheol Otago, STL STD CUA  
M. Callaghan, MA GTU Berkeley, BTheol  
J. L. Dunn, STL Urbanitana, PhD CUA  
Stephen Garner, MSc Cant., BD Bible College (NZ), PhD  
N. J. Thompson, BA(Hons) MTh Otago, MA Br.Col., PhD Glas., DipLib Well., DipGrad Otago  
D. M. H. Tovey, MA Cant., BD Otago, MA PhD Durh., DipTchg  
Faculty of Business and Economics  
Dean  
Gregory Whittred, BCom(Hons) Qld, MEC Syd., PhD NSW  
Senior Associate Dean (Academic Faculty)  
Jilnaught Wong, MCom PhD, CA, FCPA  
Associate Dean (Academic Programmes)  
Susan S. Laurensen, MCom, MA  
Associate Dean (Postgraduate)  
Norman Wong, MCom PhD, CA  
Associate Dean (Research)  
Peter F. Boxall, PhD Monash, MCom  
Associate Dean (Māori and Pacific Development)  
Manuka A. Henare, BA PhD Well.  
Director, Bachelor of Business and Information Management  
Douglas G. Carrie, BCom Br.Col., MBA Thunderbird, PhD Lond.  
Director of Teaching and Learning  
Kevin Morris, BA Otago, EdM EdD Boston  
Director of Finance and Administration  
Steven McLean, MBA Henley, CA  
ACCOUNTING AND FINANCE  
Head of Department  
David Hay, BCom Otago, MCM Lincoln(NZ), PhD, FCA  
Departmental Manager  
Herena Newall, GradDipBusAdmin
Professors of Accounting
2004 Steven Cahan, BA Vanderbilt, MBA Kansas, PhD Colorado, FCA
1989 Barry H. Spicer, BCom(Hons) Qld., PhD Wash.
1992 Jilnaught Wong, MCom PhD, CA, FCPA

Professor of Auditing
2000 David Hay, BCom Otago, MCM Lincoln(NZ), PhD, FCA

Ernst & Young Professor of Financial Accounting
1999 Barry H. Spicer, BCom Qld., PhD Wash.
1992 Jilnaught Wong, MCom PhD, CA, FCPA

BNZ Professor of Finance
2010 David Mayes, MA Oxf., PhD Brist.

Professors of Finance
2008 Henk Berkman, MCom PhD Rotterdam
2010 Dimitri Margaritis, MA PhD SUNY (Buffalo)

Associate Professors
1991 Alastair D. E. Marsden, MCom PhD
2008 Vic Naiker, BCom(Hons) PhD
2002 Russell Poskitt, BSc(Hons) MCom Cant., PhD
1987 A. P. B. Rouse, MCom PhD, CA
1992 Norman Wong, MCom PhD, CA

Senior Lecturers
2005 Davood Askarany, MA PhD S.Aust., CPA
1989 Lloyd M. M. Austin, MCom, CA
1987 Cheryl Cliffe, BSc MCom Cant., PhD, CA
2000 Philip O’Connor, BMS Wash., MBA PhD, Wis.
1992 Robert L. Wilton, BCom NSW, MCom, ACA

Lecturers
2000 Chris Akroyd, MCom NSW, MCom Kobe, PhD, CPA
2008 Julie Harrison, MCom MTaxS PhD, CA
2001 Angela Liew, BSc MCom PGDipCom, CPA
2009 Nick Nguyen, BEc HCMC, BCom(Hons) PhD Massey

Senior Tutors
2002 Deborah Alexander, BCom(Hons) GradDipCom Natal, MCom
2002 Caroline Bridges, BSc Leic., MCom PGDipCom, CA
1995 Graeme C. Camp, MCom PhD
2007 Charles Chow, BCom, CA
2002 Christine Clarke, BCom, CA
1989 Anne R. Davy, MCom, CA, ACIS
2001 Glenn Rechtschaffen, BBA Texas, MA Virginia Tech., JD UCLA, CPA

Tutors
2010 David Lau, BCom(Hons)
2010 Terry Li, MCom
2008 Willow Li, BCom(Hons)
2010 Grace Ooi, BAcct(Hons) Putra (Malaysia), MMgt Massey, CA
2008 Yen Hung Shih, BCom(Hons)
2008 Brianna Wang, BCom(Hons)
2010 Karis Wang, BCom(Hons) MCom

COMMERCIAL LAW

Head of Department
Susan M. Watson, LLB(Hons), MJur

Deputy Head of Department
Christopher Nicol, LLB(Hons)

Departmental Manager
Janet D’Souza, BA Bcom., PGDipBusAdmin

Professors of Commercial Law
1991 Michael Gede, BCom LLB MComLaw
1991 Susan M. Watson, LLB(Hons) MJur

Professor of Taxation Law and Policy
2008 Craig Elliffe, BCom LLB(Hons) Otago, LLM Gamb.

Professor of Corporate Governance
2008 John Farrar, LLB(Hons) LLM LLB Lond., PhD Brist.

Associate Professors
1990 Christopher Nicol, LLB(Hons)
1999 Christopher Noonan, LLB PhD

Senior Lecturers
2010 Robert Batty, BA LLM
1991 Gehan Ganasakeara, BA LLB Well., LLM
2010 Chye-Ching Huang, LLM Columbia, BCom LLB(Hons)
2003 Michael Josling, BCom LLB MComLaw
1995 Mark R. Keating, LLM Cornell, LLB MTaxS
1996 Owen J. Morgan, BEdStud Qld., BA LLM(Hons) MJur DipTchg SJD Melb.
2005 John Ren, LLB(Hons) PhD Syd.
2000 Alexandra Sims, LLB Otago, MComLaw
2008 P. M. Vasudev, BCom Madr., LLB Bthiar, LLM W.Ont.

Senior Tutors
1995 Philip Cook, BA LLB MPhil
2003 Leigh Miller BA LLM MPhil
1992 Rachael Marnie Prasad, BA LLM
1990 Barbara Rainsford, BA LLB MComLaw
2000 Audrey Sharp, MA MTaxS
2002 Christopher Spells, BSc MA Lond., MTaxS

ECONOMICS

Head of Department
Basil M. H. Sharp, BAgCom Cant., MS PhD Wis., DipAgr DipVF Vinlin(NZ)

Deputy Head of Department
Matthew J. Ryan, BA BCA(Hons) Well., MA PhD Yale

Departmental Manager
Trish Marssters, GradDipBus

Alumna Distinguished Professor
1992 Peter C. B. Phillips, HonMA Yale, PhD Lond., MA

Professor of Energy and Resource Economics
1990 Basil M. H. Sharp, BAgCom Cant., MS PhD Wis., DipAgr DipVF Vinlin(NZ)
Professor of Experimental Economics
2003 Ananish Chaudhuri, BSc(Hons) Calc., MA J. Nehru U., MA PhD Rutgers

Professors
1992 Tim Hazledine, MA Cant., Otago, PhD Warw.
1996 Bryce Hool, BSc(Hons) MCom Cant., PhD UC Berk.
2005 John C. Panzar, BA Car., AM PhD Stan.

Associate Professors
1997 Reiko Aoki, BS Tokyo, MA Tsukuba, MS PhD Stan.
1983 Anthony M. Endres, MSocSc Waik., PhD Warw.
1997 Tim Maloney, BA MS PhD Wis.
2005 John C. Panzar, BA Car., AM PhD Stan.

Senior Lecturers
1993 Debasis Bandyopadhyay, BSc(Hons) Calc., MA Flor., PhD Minn.
1999 Kathrin M. Boardman, BSc MCom Cant.
2010 Zhijun Chen, BA MA PhD Wuhan, PhD Toulouse
2010 Jennifer L. Steele, BCom Br.Col., MS PhD Texas-Austin

Senior Tutors
1991 Michael D. G. Anstis, BA
2009 Gamini Jayasuriya, BA Ceyl., MScSc Birmingham

Tutor
2010 Annette J. Lazonby, BHS BSc MCom

GRADUATE SCHOOL OF ENTERPRISE

Director of Academic Programmes
Peter Withers, MA Cant.

Departmental Manager
Louise Aarons, DipBusMan

Associate Director, Graduate School of Enterprise
James Scott, BScEng Natal, MBA Cardiff

Director of Executive Development
Darren L. Levy, DipBus Auck.UT

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT

Head of Department
Michael D. Myers, MA PhD

Departmental Manager
Gabrielle Murphy, BA

Ports of Auckland Professor of Logistics and Supply Chain Management
2010 Tava Maryanne L. Olsen, MS PhD Stan., BSc(Hons)

Professors
1989 Michael D. Myers, MA PhD
1992 Ananth Srinivasan, BEng Madr., MBA Illinois State, PhD Pitt.

Associate Professors
2001 Tiru Arthanari, MStat PhD DipOR I.Stat.I.
2010 Cecil E. H. Chua, BBA Miami, MB Nanyang Technol., PhD Georgia State
1986 Lech J. Janczewski, MASc Tor., MEng DEng Warsaw
1995 Donald Sheridan, BA MEcon Sask., PhD Alta.
1996 David M. Sundaram, BE PGDipIE Madr., PhD

Adjunct Professor
1991 Brent Gallupe, BMath Wat., MBA Tor., PhD Minn., ISP, CMA, FLMI

Senior Lecturers
2004 Fernando Beltran, BE Universidad de los Andes (Colombia), MS PhD SUNY, Stony Brook
1996 Lesley A. Gardner, MSc PhD LSE

Lecturers
2004 Ching-Shen Dong, BSc Taiwan, DipInfoSys Massey, MCom PhD
2002 Sarah Henderson, BSc BCom(Hons) PhD
2002 Anson Kin Tat Li, MCom PhD
1999 Leith Oliver, MBA MPhl PhD
2010 Valery Pavlov, MS Moscow Inst. Physics Technol., PhD Penn. State
1999 Amitha Peiris, BSc(Hons) Sur., MPhil PhD
1998 Gabrielle Peko, MCom
2001 Koro Tawa, MCom
1989 David White, BE(Hons) Cant.

Senior Tutors
2001 Johnny Chan, BCom(Hons) BSc
2004 Ursula Dantin, BCom(Hons)
2002 Andrew Eberhard, BCom DipCom PGDipCom
2001 Josephine Lee, BSc NSW, MCom PGDipCom

Emeritus Professor
Justo A. Diaz, BSc Ott., PhD UC Berk.

Honorary Research Fellow
James Sheffield, MBA Wis. PhD Ariz., MSc

MANAGEMENT AND INTERNATIONAL BUSINESS

Head of Department
Hugh Whittaker, BA Int. Christian U., Tokyo, PhD Imperial College

Departmental Manager
Judy Bonny, DipTchg

Fletcher Building, Professor of Leadership
2006 Brad Jackson, MA Br.Col., PhD Lanc.
Professor, Foundation Chair in Entrepreneurship

Professor, Innovation Research
2005 Kenneth Husted, MSc PhD Copenhagen Bus. Sch.

Professors
1987 Peter F. Boxall, PhD Monash, MCom
2005 Snejina Michailova, MSc Univ. National World Economy, Sofia, PhD Copenhagen Bus. Sch.
2006 Hugh Whittaker, BA Int. Christian U., Tokyo, PhD Imperial College

Associate Professors
2011 Natasha Hamilton-Hart, BA(Hons) Otago, MA PhD Cornell
1992 Darl G. Kolb, MA Colorado, PhD Cornell

Adjunct Professor
2010 Lester Levy, MBBCh Witt., MBA

Senior Lecturers
2003 Siah Hwee Ang, BBA(Hons), PhD Singapore
1994 Maureen Benson-Rea, BA(Hons) Lanc., MBA Brun., PhD
2000 Brigid J. Carroll, MBA Fordham, MA PhD
1999 Liliana Erakovic, MSc Zagreb, PhD
2008 Gloria Ge, MA Shanghai Fin. Econ., PhD City HK
1996 Manuka A. Henare, BA PhD Well.
2001 Ian C. Hunter, MCom PhD
1996 Ross A. McDonald, BSc Stir., MA PhD Nebraska
1997 Ron McDowall, BBS Massey, PhD Waik., CEng, IntPE, FIPENZ FNZIM, MRSNZ
1999 Deborah M. Shepherd, BA Otago, MA PhD
1998 Christina Stringer, MSc Brigham Young, PhD
2000 Christine R. Woods, MA PhD

Lecturers
2010 Thomas M. Bohne, MPhil PhD Camb.
1992 Brent Burmester, MCom LLB
2007 Carla Houkaumau, BA(Hons) PhD
2010 Ann Hutchison, BA(Hons) Dur., PhD
2008 Kevin Lo, BA Brown, MA MA USF, PhD Hawaii
2007 Barbara Plester, MBS PhD DipTchg Massey
2006 Peter Smith, MBA
2000 Rachel M. Wolfgramm, MCom PhD
2008 Peter Zamborsky, MA Comentus, MSc LSE, PhD Brandeis

Senior Tutors
2008 Kim Ashton, BBS MMgt Massey
2001 Joseph M. Beer, MCom
2002 Lisa Callagher, MCom

Research Fellow
2008 Adrienne Puckey, BA(Hons) MBA PhD, CA

Emeritus Professor
John S. Deeks, MA Camb., DipPM LSE

MARKETING

Head of Department
Roderick J. Brodie, BSc PhD Cant., MA Otago

Departmental Manager
Mary Hoong, BBA Sing.

Professors
1988 Roderick J. Brodie, BSc PhD Cant., MA Otago
1995 Margo Buchanan-Oliver, MA PhD
1993 Peter J. Danaher, MS Purdue, PhD Flor. State, BSc(Hons)
2009 Cristel A. Russell., MBA S.Ill., PhD Arizona

Associate Professor
1988 Richard Brookes, BCA Well., MSc Lond.

Senior Lecturers
2000 Tom Agee, BA Virginia, MPhil
2008 Gregory J. Brush, MCM Lincoln(NZ), PhD WAust.
2005 Harold Cassab, MSc Case Western, PhD Wash.
1999 Denise Conroy, MSc PhD
2001 Karen Fernandez, BCom Melb., MBA Pittsburg State, PhD Kansas
2001 Biljana Juric, MS Northwestern, MS PhD Sarajevo
2006 Michael S. W. Lee, MSc PhD
1993 Victoria J. Little, BCom MBA Otago, PhD
2006 Laszlo Sajtos, MSc Econ. Sci. Budapest, PhD Corvinus

Lecturers
2008 Sandra Bennett, BA(Hons) MA
2010 Catherine Frethey-Bentham, MCom PhD

PROPERTY

Head of Department
Deborah S. Levy, BLE Aberd., MPA, PhD, FRICS FPI(NZ)

Departmental Manager
Myriam Benito, BSc St Louis, MM Philippines, PGDipCom

Professor
1992 Laurence Murphy, BA PhD Dublin, FRICS FRGS

Associate Professor
1986 Deborah S. Levy, BLE Aberd., MPA, PhD, FRICS FPI(NZ)

Senior Lecturers
*2010 Edward K. Douglas, BSc NZ, MSc Well.
2005 Oiga Filippova, BArch Kazakh State Acad. Arch. Construction, MS PhD Texas A&M
2005 Michael J. Rehm, BArch Houston, MS PhD Texas A&M
2006 James Young, BA(Hons) Arkansas, MBA Michigan State

Lecturer
2008 Zhi Dong, BE Tongji, MSc NU Singapore

BBIM PROGRAMME

Director
Douglas G. Carrie, BCom Br.Col., MBA Thunderbird, PhD Lond.
Faculty of Creative Arts and Industries

Dean
Jennifer E. Dixon, MSc Cant., DPhil Waik., FNZPI

Deputy Dean
Nuala Gregory, BA Ulster, MFA

Associate Dean (Academic)
Nuala Gregory, BA Ulster, MFA

Associate Dean (Equal Opportunities)
Te Oti Rakena, MMus N.England Conserv., DMA Texas-Austin, BMus

Associate Dean (Manukau)
Peter Shand, LLM Lond., LLB PhD

Associate Dean (Postgraduate)
Nicholas Rowe, PhD Kent

Associate Dean (Research)
Errol J. Haarhoff, BArch PhD Natal, MSc H-W, SAIA, NZIA

Faculty Manager
Sue Baker, BA(Hons) Lanc.

RESEARCH UNITS, CENTRES AND INSTITUTES

New Zealand Art Research and Discovery, Centre for
Director
Linda Tyler, MA Cant.

Associate Professor
Linda Tyler, MA Cant.

ARCHITECTURE AND PLANNING

Head of School
Sarah Treadwell, BArch PhD, NZIA

School Manager
Martine Davis, BTEC NatDiplBusFin Mid Kent Coll.

Professors
2009 Andrew Barrie, MArch, DEng Tokyo
2000 Jennifer E. Dixon, MSc Cant., DPhil Waik., FNZPI
1993 Errol J. Haarhoff, BArch PhD Natal, MSc H-W, SAIA, NZIA
1979 John G. Hunt, CNZM, BArch NZ, PhD, FNZIA
2008 Dory Reeves, BA(Hons) Durh., MA PhD Sheff., RTPI

Associate Professors
2006 Uwe Rieger, Dipl.-Ing Arch TU-Berlin, NZIA
1981 Ross Jennen, BA(Hons) Otago, MSc PhD Penn., BArch
2009 Asif Khan, BSc B'desh.Engin., MURP PhD Syd.
2010 Stephen Knight-Lenihan, MSc PhD
1979 Michael P. T. Linzey, BE Cant., PhD Melb., ME
2009 Manfredo Manfredini, MSc PhD Milan Tech.
2007 Bill McKay, BArch(Hons)
1992 P. Michael Milojevic, BArch Tor., MArch Ill.
1995 Prudence Taylor, LLM Wel., LLM Tulane
1995 Marjorie van Roon, MSc, MRSNZ MEIANZ

Lecturers
2008 Lee Beattie, MSc Lond., BPlan BSc
2006 Michael J. Davis, MArch AA Lond., BArch, ANZIA
2006 Kai Gu, BArch Zhengzhou, MArch South China Univ. Technol., PhD Wat.
2010 Lena Henry, BPlan(Hons)
2010 Derek R. Kawai, MArch AA Lond.
2007 Paola M. Leardini, MArch PhD Politecnico Milano
2009 Dermott McMeel, BSc BArch PhD Edin.
2010 Jeremy Treadwell, BA MArch

Senior Tutors
1998 Judy Cockeram, MArch
2002 Emilia Kabzamalova, DipArch Sofia, MPlanPrac
2008 Kathy Waghorn, BFA BArch(Hons)

DANCE STUDIES

Head of Programme
Ralph Buck, BEd Newcastle(NSW), MA Sur., PhD Otago

Programme Administrator
Frances Fernandez, BA Bom.

Associate Professor
2005 Ralph Buck, BEd Newcastle(NSW), MA Sur., PhD Otago

Senior Lecturers
2009 Carol Brown, BA Otago, PhD Sur.
2008 Nicholas Rowe, PhD Kent

Lecturers
2005 Mark Harvey, BA MCPA
2008 Alys Longley, BA MPhEd PGDip Otago

Senior Tutor
2009 Pei-Jung Lee, BFA U.Arts, MFA SUNY Purchase

FINE ARTS

Head of School
Jonathan Mane-Wheoki, BA DipFA(Hons) HonDLitt Cant., MA Courtauld Inst., ATCL

School Manager
Kim Ellis, MA

Professor
2009 Jonathan Mane-Wheoki, BA DipFA(Hons) HonDLitt Cant., MA Courtauld Inst., ATCL

Associate Professors
1997 Derrick Cherrie, MFA
1997 Nuala Gregory, BA Ulster, MFA
1985 Megan L. Jenkinson, MFA Syd., BFA
1998 Michael Parekowhai, MFA, DipTchg
2003 Peter Robinson, BFA DipTchg Cant.

Senior Lecturers
2002 Lisa Crowley, MFA
2008 Gavin Hipkins, MFA Br.Col., BFA
2008 Simon Ingram, MA PGDip W.Syd., BFA DocFA
2003 Sean Kerr, MFA
2002 p.mule, MFA DipTchg
1994 Peter Shand, LLM Lond., LLB PhD
2002 Allan Smith BFA MA DipTchg
1971 John B. Turner
*1980 Denys C. Watkins, DipFA
1994 Peter Shand, LLM Lond., LLB PhD

Lecturers
2003 Jon Bywater, BA(Hons) Cant.
2007 Joyce Campbell, BFA Cant., MFA
2008 James Cousins, MFA DipTech Cant., BFA
2000 Lucille Holmes, PGDipArts Otago, MA PhD
2008 Fiona Jack, MFA Cal. Arts, BGD Auck.UT
2008 Alexandra Monteith, MFA DocFA
2002 Jim Speers, BFA DipTchg Cant.
2006 Ruth Watson, BFA Cant., MVA Syd., PhD ANU
2002 Tara Winters, MFA

Head of School
Robert Constable, BMus(Hons) Durh., DSCM(Hons) Syd.

School Manager
Lorraine Scott

Professor
2007 Robert Constable, BMus(Hons) Durh., DSCM(Hons) Syd.

Associate Professors
1984 John A. Elmsly, BMus BSc Well., 1er Prix (Comp) Brussels, LTCL
1990 Uwe A. Grodd, SMP Mainz
1991 Karen Grylls, ONZM, BA Otago, MM PhD Wash., MMus, LRMSc, LTCL, DipTchg
2007 W. Dean Sutcliffe, MPhil PhD Camb., BMus MA

Senior Lecturers
2009 Allan Badley, MMus PhD
2009 Davinia Caddy, MA PhD Camb., PG DipLATHE Oxf., LGSM Guildhall, FHEA
1995 Eve K. de Castro-Robinson, DMus, ATCL
2005 Rae de Lisle, BA, LRMSc, LTCL
2010 Stephen De Pledge, CRDip Guildhall, LTCL, BMus
2006 Elizabeth Holowell, BMus Syd., DipSTAT, ASCM
1999 David Lines, BMus MEd PhD DipTchg
2006 Nancy Rachel November, BMus(Hons) BSc MMus Well., MA PhD Cornell, LTCL
2000 James Tibbles, BMus(Perf) MMus

Lecturers
2006 John William Coulter, BMus(Hons) Cant., PhD Qld.
2009 Kevin D. Field, LTCL PDGMus
2006 Olivier Holland, Diplom-Musiker FH Essen
2007 Leonie Holmes, MMus DMus, LTCL
2009 Roger W. Manins, BMus(Hons) Massey, Well.
2003 Stephen Matthews, BMus(Hons) Walk., MMus
2006 Te Oti Rakena, MMus N.England Conserv., DMA Texas-Austin, BMus
2003 Ron Samsom, BMus St FX, MMus McG.
2010 Dean Sky-Lucas, BMus Newcastle(NSW)

Senior Tutor
2006 Robert Wiremu, BMus Well., DipMus

Emeritus Professor
Heath Lees, BMus MA Glas., PhD, FTCL(Music)

Honorary Associate Professor
G. Warren J. Drake, BA NZ, PhD Ill., MA

Honorary Senior Lecturers
Fiona E. C. McAlpine, MA Well., DésL Paris-Sorbonne

David Nalden, BA NZ, 1er Prix (Violin) 1er Prix (Musique de Chambre) Brussels

Faculty of Education

Dean
Graeme Atkken, MA EdD DipTchg

Executive Manager to the Dean
Maree Ferenks, BMus, LTCL Lond., DipTchg ACE

Associate Dean (Academic Programmes)
Helen Dixon, BEd Walk., MEdAdmin Massey, DipEHC ACE, EdD AdvDipTchg DipTchg

Associate Dean (International)
John Hope, MA PhD DipEd

Assistant Dean (Māori)
Tony Trinick, HDipTchg PNTC, MA DipMathsEd

Associate Dean (Pasifika)
Meaaulu AmTolu, MEd PhD DipTchg

Associate Dean (PBFR)
Stephen May, BA(Hons) Well., MEd Massey, PhD Bristol, DipTchg CCE, BA, MRSNZ

Associate Dean (Postgraduate)
Gillian Ward, ScEdD Curtin, BSc MEdAdmin DipTchg

Associate Dean (Research)
Judith M. Farr, BSc(Hons) PhD ANU, MA DipTchg

Assistant Dean (Research)
Helen Hedges, BA(Hons) Well., MEd PhD Massey, DipTchg Well.

Associate Dean (Students)
Ruth Williams, AdvDipTchg DipTchg DipEHC ACE, MA EdD

Associate Dean (Teaching and Learning)
Dawn Garbett, MSc Curtin, PhD Monash, BSc DipTchg

Director Māori-medium Education
Hēmi Dale, DipTchg ACE, BA MEd PGDipArts

Director Teacher Education
Lexie Grudnoff, PhD Walk., DipMan Henley, HDipTchg DipEd DipEHC ACE, MA

Academic Director Te Kura Akoranga O Te Tai Tokerau (Northland Campus)
Heather Peters, MA DipTchg

Director School Support Services
Camilla Highfield, MFA RMIT, DipTchg ACE
RESEARCH UNITS, CENTRES AND INSTITUTES

Research Unit in Pacific and International Education

Director
Eve I. Coxon, MA PhD DipTchg Massey

The University of Auckland Centre for Educational Leadership

Academic Director
Viviane M. J. Robinson, PhD Harv., MA

Executive Director
David Eddy, MA Cant., MEdMgt DipTchg

Woolf Fisher Research Centre

Director
Stuart S. McNaughton, MA, PhD

Centre for Educational Design and Development

Manager
Lynne Petersen, BEd BA(Hons) York(Can)

Senior Lecturers
2000 Tony Hunt, MEd Massey, DipTchg ACE, DipEdTech Lond., BSc
2006 Sue Tickner, MSc Lancs., BA(Hons) Anglia Ruskin

National Reading Recovery Office

Senior Lecturers
1997 Christine Boocock, MA DipEd Massey,
DipTchg PNTC
1990 Blair Koefoed, BSc MA PhD, AdvDipTchg

ARTS, LANGUAGES AND LITERACIES

Head of School
Libby Limbrick, DipTchg ACE, MA PhD

Deputy Head of School
Trevor Thwaites, DipTchg ACE, BMus MEd PhD

School Manager
Gita Prasad, BA MBA

Professor
1976 Stuart S. McNaughton, MA, PhD

Associate Professor
1991 Judith M. Parr, BSc(Hons) PhD ANU, MA DipTchg

Principal and Senior Lecturers
1996 Elizabeth Anderson, BA Cant., MEd
DipEd(End. ECE) DipEd Massey
1997 Christine Boocock, DipEd Massey, DipTchg PNTC, MA
1990 Pauline Buchanan, DipTchg ACE, LTCL(ESL) Trin. Coll., Lond., MA
2008 Martin East, BA(Hons), MA PGCE Lond., PhD Trin.
2003 Marineke Goodwin, AdvDipTchg DipTESOL ACE, MEd
1998 Susan Gray, MA Well., BA PhD DipELT DipTchg
1999 Nola Harvey, BA PGDipLangLit Waik.,
DipTchg NSTT, DipTchg(ERE) ACE, TELT Trin. Coll. Lond., LTCL
1997 Robert Hoeberigs, DipTchg ACE, BFA
PGDipEd
DipVisualArts ACE

2004 Margaret Kitchen, MA DipTchg DipELT
DipKorean
1990 Blair Koefoed, BSc MA PhD, AdvDipTchg
1990 Judine Ladbrook, BA(Hons) DipEd PGDipSLT
Massey, DipTchg CTC
1993 Libby Limbrick, DipTchg ACE, MA PhD
1989 Barbara Matthews, BA(Hons) Massey, MA
Waik., DipTchg WCE, DipSLT Massey
1987 John McCaffery, BA(Hons), DipTecESSOL Well.,
DipTchg WCE
2003 Wayne Mills, MEd Waik., DipTchg Massey
2003 Liz Probert, DipTlTchg ACE, BA MEd
1991 Adrienne Sansom, MA PhD N. Carolina
Greensboro, DipDanceDramaEd HDipTchg
ACE, DipKTchg ARC
1980 Jill Smith, MEd S.Aust., DipTchg ACE, EdD
DipFA
1996 Trevor Thwaites, DipTchg ACE, BMus MEd
PhD
1993 Robyn Trinick, BA Massey, AdvDipTchg
PNTC, LTCL, PGDipEd
1993 Helen Villiers, DipEd DipTchg Waik., MEd

Lecturers
2006 Meaola Amituanai-Toloa, MEd PhD DipTchg
2004 Maree Jeurissen, BEd Waik., MA Auck.UT,
DipTecESSOL HDipTchg ACE
2007 Helen Schwarz, DipTchg ACE, MEd

Senior Tutors
2006 Michelle Hesketh, BA(Hons) Hull
2009 Patrice O’Brien, BA Waik., DipTchg ATC,
PGDipEd
2007 Lesley Pohio, DipKTchg AdvDipTchg
DipArtEd ACE, MEd Unitec

Research Fellow
2010 Rebecca Jesson, DipTchg ACE, MEd PhD

COUNSELLING, HUMAN SERVICES AND SOCIAL WORK

Head of School
Liz Beddoe, MA (Applied) Social Work Well., BA,
MANZASW

School Manager
Rani Krishnan, BCom(Hons) Bombay.

Associate Professor
2008 Christa Fouché, BA(SocSc) MA(SocSc), DLitt
et Phil S.Af., MANZASW

Principal and Senior Lecturers
1990 Margaret N. Agee, MA PhD DipGuid DipTchg,
MANZAC
2003 Allen Bartley, BA(Hons) PhD Massey
BA, MANZASW
2003 Shirley Ann Chinnery, MSW Massey
2003 Kim Elliott, MA, JP
1996 Debbie Espiner, HDipTchg DipHEC ACE, MA
1989 Phil Harington, MSc SocSc Waik.
1997 Kathy Martindale, BSc SocSc ACE, MSc SocSc
Waik.

Lecturers
2009 Carole Adamson, MA PhD Massey
2010 Jay Marlowe, BA(Hons) N.California, MSW Flin.
2010 Hong Jae Park, BA Dankook, MSW(App)
Cant.
2002 Vaiolesi Passells, BSW(Hons) Massey
2009 Fiona Pienaar, DipCounselling Manukau. IT, HDipEd CTCE, MEd PhD GradDipEd, MNZAC
2005 Michael Webster, BA MBS Massey, DipSOCWk ACE, MANZASW

Senior Tutors
2010 Cherie Appleton, DipSOCWk DipT&D ACE, DipBusStudies Massey, MANZASW
2009 Sabrina Zoutenbier, MEd

Honorary Professor
Marie Connolly, MA Well., PhD Cant., DipSOCWk Well.

CRITICAL STUDIES IN EDUCATION

Head of School
Airini, BA MEd Cant., MBA Massey. PhD Br.Col., DipTchg ACE

Deputy Heads of School
Margaret McLean, PhD Deakin, AdvDipTchg DipEHC DipESVI ACE, MA
Kevin Moran, BAI(Hons) Birm., MEd PhD Massey, PGCE Lough.
Elizabeth Rata, DipEd Massey, DipTchg ASTC, BA MEd PhD
Maxine Stephenson, MA PhD

School Manager
Jenni Tupu, ATEMF

Professors
2009 Stephen May, BAI(Hons) Well., MEd Massey, PhD Brist., DipTchg CCE, BA, MRSNZ
2003 Robin Small, BSc MA Cant., PhD ANU

Associate Professors
1990 Eve I. Coxon, MA PhD DipTchg Massey
2010 Ben Dyson, BEd Otago. MA Vic.(BC), PhD Ohio State, DipTchg DTC, DipPE Otago
1996 Elizabeth Rata, DipEd Massey, DipTchg ASTC, BA MEd PhD

Adjunct Professor of Physical Education
2009 Richard Tinning, BEd(PE) W.Aust., BEd La Trobe, PhD Ohio State. DipPE MEd Melb.

Principal and Senior Lecturers
2001 Airini, BA MEd Cant., MBA Massey PhD Br. Col., DipTchg CCE
2006 Louisa Allen, MA PhD Camb.
1986 Isabel Browne, MEd Massey, DipTchg AdvDipEd HDipEd ACE
1991 Vicki Carpenter, DipTchg WCE, BA MEd PhD
1991 Dianne Hughes, MEd S.Aust., AdvDipTchg ACE, DipEdStudies
1989 Joc Jesson, DipHSc Otago, DipTchg ASTC, MA PhD DipGuid, FNZEI
1990 Maureen Legge, MEd PhD Deakin, DipPE Otago, DipEd Massey, DipTchg ASTC
1998 Lesley Lyons, MEd S.Aust., DipPE Otago, DipSOCWk DipTchg DipEL ACE
1995 Margaret McLean, PhD Deakin, AdvDipTchg DipEHC DipESVI ACE, MA
1974 Kevin Moran, BAI(Hons) Birm., MEd PhD Massey, PGCE Lough.
2000 Barbara Ormond, DipTchg ACE, BTP MA
1996 Alan Ovens, MEd Deakin, PhD Qld., DipTchg ASTC, DipPE Otago
1996 Heather Peters, MA DipTchg

Lecturers
2003 Margot Bowes, MPhil Qld., DipPE Otago, DipTchg ACE
2007 Iris Duhm, BAI(Hons) MA Cant., DipTchg Hamburg, PhD
2004 Manutai Leaupepe, BEd PGDipEd Massey DipTchg NZTert.Col., PIECCADip ACE, MEd
2000 Graeme Severinsen, MEd Deakin, GradDipBus Massey, HDipTchg ACE
2004 Tapuai Fa'amalu Tipl, BEd Massey, DipTchg ACE
2004 Vaovasamanana Meripa Toso, DipTchg ACE, BEd

Senior Tutors
2001 Kelly Bigwood, DipTchg ACE, BCom
2006 Ray Clarkson, DipTchg ACE, BCom, CA
2010 Rod Philpot, BA BEd Leth., MEd PGDipEdMgmt
2008 Tara Remington, MSc SUNY
2008 Mike Truman, PGDipSptMgt Massey

Senior Research Fellow
2010 Peter O'Connor, DipTchg ACE, DipRSA Royal Society of Arts Lond., PhD Griff., BA

Research Fellow
2010 Katie Fitzpatrick, BEd Cant., BSpLS(Hons) PhD Waik., DipTchg CCE

Emeritus Professor
James D. Marshall, BA PhD Brist., FPESA

Honorary Research Fellows
James D. Marshall, BA PhD Brist., FPESA
Roger A. Peddie, MA NZ, DipEdETSup Pottiers, PhD DipTchg
Bruce Ross, MA Iowa, BSc Br.Col., PhD DipPE Otago, DipTchg CCE
William G. B. Smith, BA Car., MSc Calg., PhD Br.Col., DipArts Mt Royal Coll.

SCIENCE MATHEMATICS AND TECHNOLOGY EDUCATION

Head of School
Gregor Lomas, MathEdD Curtin, MSc DipTchg

School Manager
Alison Richardson, BA Well., MMgt Massey
### Adjunct Professor of Science Education
- 2008 Derek Hodson, BSc PhD Man., MEd Wales, PGCE Exe.

### Principal and Senior Lecturers
- 2002 Sally Birdsall, BA MEd GradDipTEd DipTchg
- 1991 Denis Burchill, BA BSc DipTchg
- 1989 Bev France, MSc Surrey, PhD Waik., DipTchg
- 2005 Gillian Frankcom, BA (Open/UK), MEd
- 2002 Dawn Garbett, MSc Curtin, PhD Monash, BSc DipTchg
- 1992 Peter Hughes, MSc DipTchg
- 1998 Kerry Lee, BSc Massey, MEd DipTchg ACE
- 1995 Gregor Lomas, MathEdD Curtin, MSc DipTchg
- 1995 Brent Mawson, MA Cant., PhD Curtin. PGDipTechEd Massey, DipTchg CCE, GradDipTchg(CECE)
- 1999 Ann McGlashan, MAandD Auck.UT, DipTchg ACE
- 2004 Peter Nicholas, BA MEd DipTchg PGDipEd
- 1998 Margaret Thomson, MEdAdmin DipTchg DipMathEd
- 1998 Gillian Ward, ScEdD Curtin, BSc MEdAdmin DipTchg
- 2001 Alastair Wells, MA Auck.UT, DipDipSpecEdDipTchg HDipTchg ACE, DipDes Newcastle Polytech.(UK)

### Lecturers
- 2002 Sheree Lee, BEd(Tchg) PGDipEd DipTchg
- 2001 Pamela Perger, MEd DipMathEd DipTchg
- 2009 Caroline Yoon, PhD Indiana, MSc

### Senior Tutors
- 1998 Carolyn Haslam, BSc MEd DipTchg
- 2008 Rena Heap, BSc Well., DipTchg WCE, MEd
- 1998 Moira Patterson, BEd Massey, DipTchg ACE, MEd PGDipEd

### TE PUNA WĀNANGA

#### Head of School
- Colleen McMurchy, JP DipEd Massey, DipTchg ACE, BA MEd EdD

#### School Manager
- Shelley Catlin, PGDipBus

#### Professor
- 1987 Alison Jones, BSc Massey, MPhilo PhD

#### Associate Professor
- 2005 Elizabeth McKinley, BSc Otago, MEd PhD Waik., DipTchg CCE

#### Principal and Senior Lecturers
- 1997 Häni Dale, DipTchg ACE, BA MEd PGDipArts
- 2000 Sharyn Heaton, BA Massey, PGDipEd ACE, DipBiltchchg Waik., DipTchg WCE, MEd
- 2000 Tauwehe Hemahema-Tōmāti, BEd DipTchg ACE, PGDipInt&Trans Waik., MEd
- 2004 Peter J. Keegan, BA(Hons) Well., MPhilo Waik., PhD Well.
- 1992 Colleen McMurchy, JP DipEd Massey, DipTchg ACE, BA MEd EdD
- 1989 Tony Trinick, HDipTchg PNTC, MA DipMathsEd

### Lecturers
- 2003 Terehia Brock, BTchlN CCE, PGDipTchg
- 2003 Te Kavehua Hoskins, MA
- 2004 Te Rongopai Morehu, DipTchg ACE
- 2010 Georgina Stewart, EdD Waik., DipTchg ACE, MSc
- 2002 Kimai Tocker, DipTchg ACE, MEd

### Senior Tutors
- 2009 Bruce Taplin, BA MEd
- 2009 Rachael Tāwhangai, BEd DipTchg Waik., MEd MProfStuds PGDipEd

### TEACHER EDUCATION PRACTICE

#### Head of School
- Lexie Grudnoff, PhD Waik., DipMan Henley, HDipTchg DipEd DipEHC ACE, MA

#### School Manager
- Judy Robinson

#### Associate Professor
- 1989 Mavis Haigh, PhD Waik., DipTchg ACE, BA BSc

#### Principal and Senior Lecturers
- 1988 Lynne Anderson, MEd S.Aust., HDipTchg ACE, DipTchg AKC, LRSM, FTCL
- 1996 Barbara Backshall, MEd S.Aust., DipTchg DipScEd
- 1986 Lexie Grudnoff, PhD Waik., DipMan Henley, HDipTchg DipEd DipEHC ACE, MA
- 2005 Mary Hill, BA Well., MEd PhD Waik., DipTchg WCE
- 2002 Ngaire Hoben, MEdAdmin MA EdD DipTchg
- 1998 Rhona Leonard, MEd Deakin, BA DipTchg
- 2002 Brian N. Marsh, PGDipEd Massey, MA DipTchg
- 1991 Heather Pinder, BTchlN CCE, HDipTchg ACE, MEd PGDipEd
- 2002 Jeanne Sheehan, MEd Massey, DipTchg Ardmore TC
- 2002 Sue Sutherland, MEd Massey, BA DipTchg
- 2006 Sue Tickner, MSc Lancs., BA(Hons) Anglia Ruskin
- 1991 Ruth Williams, AdvDipTechg DipTchg DipEHC ACE, MA EdD

#### Lecturers
- 2006 Fiona Ell, DipTchg ACE, MA PhD
- 2003 Deborah Lee, MA Otago, MMed S.Aust., HDipTchg DipEd ACE, DipKTU DRC

#### TEACHING, LEARNING AND DEVELOPMENT

#### Head of School

#### School Manager
- Keran Pocklington

#### Professors
- 1998 John A. C. Hattie, MA Otago, PhD Tor., DipEd PGDipArts Otago, DipTchg
- 1976 Viviane M. J. Robinson, PhD Harv., MA
- 1997 Helen S. Timperley, DipTchg PNTC, MA PhD, DipEdPsych
Adjunct Professor of Educational Psychology
2010 Patricia Alexander, BA Bethel, MA James Madison, PhD Maryland

Adjunct Professor of Parenting Studies and Family Psychology
2008 Matthew Sanders, PhD Qld., MA DipEdPsych

Principal and Senior Lecturers
1996 Maureen Corby, AdvKTchg CCE, DipEHC ACE, BA MHSc
2002 Maree Davies, BA MEd PGDipEd DipTchg DipMathEd
2004 Sandy Farquhar, DipTchg(ECE) NSTC, MA PhD
2000 Susan Farrugia, MA Calif. State, Northridge, PhD Calif.
2002 Laarna Garrett, BA Otago, DipTchg
1998 Jenny Harnett, MEd EdD Massey, DipTchg
1987 Eleanor Hawe, MEd DipTchg Waik., PhD
2003 Helen Hedges, BAI(Hons) Well., MEd PhD Massey, DipTchg Wellington
2002 Paul Heyward, DipTchg PGDipEd ACE, BA MEd
1994 Diti Hill, DipTchg ATC, DipTchg(ECE) ACE, MA
1996 John Hope, MA PhD DipEd
2000 Tony Hunt, MEd Massey, DipTchg ACE, DipEdTech Lond., BSc
2005 Louise J. Keown, MA PhD
1987 Frances Langdon, BA Massey, MEd MEd Stud S.Aust., PhD Waik.
2005 Deirdre Le Fevre, BEd Massey, PhD Mich., DipTchg PNTC, MEd
2009 Heidi Leeson, BA(Hons) Massey, PhD
1999 Lyn McDonald, BEd MEd Admin Massey, DipTchg
2003 Pamela Millward, DipInfoStud ACE, BEd MEdMgt EdD
2000 Heather O’Neill, BA MEd DipTchg
1994 Catherine Rawlinson, MA PhD DipTchg
1992 Jean Rockel, MEd Massey, DipEd(ECE End.) DipTchg(ECE)
1999 John Roder, AdvDipTchg ACE
2004 Dennis Rose, BA Otago, PhD Cant., PGDipArts Otago, DipEdPsych
1998 Christine Rube-Davies, BA MEd PhD DipTchg
1997 Anne Sinclair, MEd Admin Massey, AdvDipEd
2009 Claire Sinnema, BEd EdD MEdMgt DipTchg
2002 Joanne Walker, AdvDipTchg DipEOD ACE, MA DipEdPsych

Lecturers
2000 Ann Dunphy, MA
2003 Esther Fitzpatrick, BEd DipTchg Waik. PGDipTchg
2004 Annaline Flint, BA S.Af., HDE Cape Town, MEd PGDipEd
2004 Murray Lints, MA DipTchg
2002 Sue Spooner, MEd Massey, HDipTchg DipESVI ACE
2004 Frank Walton, BE MEd DipTchg PGDipEd
2002 Melinda Webber, MEd DipTchg PGDipTchg

Senior Tutors
2006 Claudia Rozas Gomez, MA DipArts DipTchg
2002 Sheryll McIntosh, MEd DipTchg

Faculty of Engineering
Dean
Michael C.R. Davies. BSc(Eng) Lond., AKC, MPhil PhD Camb., CEng, FICE FIPENZ FGS FRSEd

Deputy Dean
David M. Ryan, MSc Otago, PhD ANU, FRNZ FIPENZ, INFORMS Fellow

Associate Dean Postgraduate (Research)
Pradeep K. Bansal, MSc Roor, PhD IIT Delhi, FASHRAE FIRHACE, MIIR

Associate Dean Postgraduate (Taught)
Naresh Singhal, BTech IIT Bombay, MS Louisiana St., MA PhD Proc. MRSNZ

Associate Dean (Research)
Enrico Hämmerle, Dipl.-Ing FH Offenburg, Dipl.-Ing Bochum, Dr. Ing Bremen

Associate Dean (International)
Pierre Quenneville, BE RMC, MEng Montr., PhD Qu., MASCE, PEng

Director Academic Operations
Nick Brewer, BTech(Hons) MBA, CEng MRaes, FI MechE

CHEMICAL AND MATERIALS ENGINEERING
Head of Department
Neil D. Broom, BE Melb., PhD, FRNZ, MNZOA

Deputy Head of Department (Academic)
Michael A. Hodgson, BE PhD

Deputy Head of Department (Research)
Wei Gao, BE Northeastern (China), ME BCRI (China), DPhil Ox., FRSNZ FIPENZ, MASM MAIME MTMS MMRS MACA

Departmental Manager
Cecilia Lourdes, MMgt GradDipBus

Professors
1994 Neil D. Broom, BE Melb., PhD, FRNZ, MNZOA
1984 John J. J. Chen, BE PhD, CEng, CSci, FRNZ FICHEM FIPENZ
1997 Mohammed M. Farid, BSc Baghdad, MSc PhD Wales, CEng, FICHEM
1968 W. George Ferguson, BSc BE NZ, PhD, CEng, CPEng, CSci, FIPENZ FIE Aus FIPMM
1992 Wei Gao, BE Northeastern (China), ME BCRI (China), DPhil Ox., FRNZ FIPENZ, MASM MAIME MTMS MMRS MACA

Associate Professors
1991 Margaret M. Hyland, BSc(Hons) Guelph, PhD W. Ont., CEng, FICHEM, MTMS MRSNZ
2006 Brent Young, BE(Hons) PhD Cant., CEng, FICHEM

Senior Lecturers
2009 Peng Cao, BEng PhD Qld., MRSNZ MIPENZ
1993 Michael A. Hodgson, BE PhD
1998 Bryony J. James, BEng Bath, PhD, MRSNZ AIM
2005 Mark I. Jones, BEng(Hons) PhD Nott., PGCert AcadPrac
2005 Darrell A. Patterson, DIC PhD Lond., BE PGCert AcadPrac, AMICHEM
CIVIL AND ENVIRONMENTAL ENGINEERING

Head of Department
Bruce W. Melville, BE PhD, FRNSZ FIPENZ, MASCE
MIAHR

Departmental Manager
Magdalene Woo

Deputy Head of Department (Academic)
John W. Butterworth, BE PhD Sur., FIPENZ

Deputy Head of Department (Research)
Jason M. Ingham, ME PhD Calif., MBA, MIPENZ
MASCE

Professor of Civil Engineering
1980 Bruce W. Melville, BE PhD, FRNSZ FIPENZ, MASCE
MIAHR

Professor of Geotechnical Engineering
1977 Michael J. Pender, BE PhD Cant., FIPENZ, MASCE

Professor of Timber Engineering
2007 Pierre Quenneville, BE RMC, MEng Montr., PhD Qu., MASCE, PEng

Professor of Transportation Engineering
2007 Avishai Ceder, BSc Technion, MSc PhD UC Berk.

Associate Professors
1996 Carol A. Boyle, BSc(Hons) Car., MEDes Calg., PhD McM., CEng, FIPENZ
1980 John W. Butterworth, BE PhD Sur., FIPENZ
2007 Nawawi Chouw, Dipl.-Ing., Dr.-Ing. Ruhr, DGBE EERI NZSEE
2008 G. Charles Clifton, BE(Hons) ME Cant., PhD, FIPENZ FNZSEE
1993 Stephen E. Coleman, BE PhD, MIPENZ MIAHR
♀ 1972 Roger C. M. Dunn, BE NZ, BSc Well., MEngSc NSW, DipTP, FITE FIPENZ
1995 Jason M. Ingham, ME PhD Calif., MBA, MIPENZ MASCE
2005 Asaad Y. Shamseldin, BSc Khartoum, MSc PhD N.U.I., Galway
1996 Naresh Singhal, BTech IIT Bombay, MS Louisiana St., MA PhD Prin. MRSNZ
1996 Suzanne J. Wilkinson, BEng PhD Oxf.Brookes

Senior Lecturers
2008 Hossam Aboel-Naga, BSc USTB China, ME PhD
2010 Te Kipa Kepa Brian Morgan, GradDipMgt Mba Deakin, BE PhD, CEng, IntFE(NZ) FIPENZ
1980 Thomas J. Larkin, BE PhD
2000 Liam Wotherspoon, BE PhD, NZCE, MIPENZ
2010 Kenneth Tak Wing Yiu, BSc PhD City HK, MRICS

Licentiates
2006 Heide Friedrich, Dipl.-Ing Berlin, PhD
2010 Vicente Gonzalez, MEng PhD Pontificial Catholic U. Chile
2007 Anthea Johnson, BE
2006 Quincy T. M. Ma, BE PhD

Senior Tutor
2007 Anthony Swann, BSc Lond., MSc DIC Imperial College, PhD Birm., MIAHR

EQC Research Fellows in Earthquake Engineering
2010 Sheriff Beskhyroun, BSc(Hons) Cairo, MSc Eindhoven UT, PhD Kitami IT
2009 Liam Wotherspoon, BE(Hons) PhD

Postdoctoral Fellows
2009 Keith Adams, BE Qld.
2010 Jianlin Chen, BE MEngSci Tianjin, PhD City HK
2008 Bettina Franke, Dipl.-Ing Dr.-Ing Weimar
2008 Steffen Franke, Dipl.-Ing Dr.-Ing Weimar
2010 Yuval Hadas, MSc PhD Technion
2008 Joergen Lauritzen Jensen, ME PhD Tech. Univ. Denmark
2009 Mark Trevethan, BE MEngSci Monash, PhD Qld.

Emeritus Professors
Peter G. Lowe, BE NZ, MA Camb., MEngSc Syd., PhD Lond., CEng, FIPENZ, FIEAust, MICE
Arved Jaan Raudkivi, DipIng (Civil) Tallinn & T.H. Braunschweig, DRingEh Braunschweig, PhD, CEng, FICE FIPENZ

Honorary Professor
Peter Malin, MS Stan., PhD Prin.

Honorary Research Fellow
Jim Bentley, BSc PhD Lough.

Designer in Residence
2004 Colin J. Nicholas, ME, FIPENZ, MICE MIStructE

ELECTRICAL AND COMPUTER ENGINEERING
Head of Department
Allan G. Williamson, BE PhD, DEng, FIET FIPENZ, SMIEEE

Departmental Manager
Aruna Shandil

Deputy Head of Department (Academic)
Mark Andrews, BE PhD

Deputy Head of Department (Research)
Kevin W. Sowerby, BE PhD, SMIEEE

Professor of Electronics
1977 John T. Boys, ME PhD, FRSNZ FIPENZ

Professor of Telecommunications
1975 Allan G. Williamson, BE PhD, DEng, FIET FIPENZ, SMIEEE

Professor of Computer Systems
1994 Zoran Salcic, ME PhD Sarajevo, FRSNZ, SMIEEE

Associate Professors
1992 Grant A. Covic, BE PhD, SMIEEE
1995 Bruce MacDonald, BE PhD Cant., SMIEEE
2002 John Morris, BSc PhD Syd. (jointly with Computer Science)
1995 Sing Kiong Nguang, BE PhD Newcastle(NSW), SMIEEE
1990 Kevin W. Sowerby, BE PhD, SMIEEE

Senior Lecturers
2002 Waleed Abdulla, BSc Baghdad, MSc PhD Otago, MIEE MIEET, APSIPA ISCA
1990 Mark Andrews, BE PhD
1994 Stevan Berber, BE Zagreb, ME Belgrade. PhD, SMIEEE, JP
2001 Morteza Biglari-Abhari, MSc Sharif, PhD Adel., SMIEEE
1986 Lawrence J. Carter, BSc Kent, MPhil PNG Tech., CEng UK, MIET
1987 George G. Coghill, BSc H-W, BA Open(UK), PhD Kent
1985 Bernard J. Guillemin, NZCS, BE PhD, MIEE

2000 Aiguo (Patrick) Hu, BE PhD, SMIEEE
2001 Dariusz Kacprzak, MSc Tech. U. Lublin, PhD Konazawa
1996 Udaya Madawala, BE(Hons) S.Lanka, PhD, SMIEEE
2004 Nirmal Nair, BE Baroda, ME IIts, PhD Texas A&M, SMIEEE CIGRE
1995 Michael Neve, BE PhD, MIEE MIET
2001 Partha S. Roop, BE Anna, MTech IIT Kharagpur, PhD NSW
1984 Gerard B. Rowe, ME PhD, MIEE MIET MIPENZ
2004 Oliver Sinnen, Dipl.-Ing Aachen, ME PhD IST Lisbon
2002 Akshya Swain, MSc Samb., PhD Sheff., FIET (India), MIEEE MIE (India), MISTE (India)
2004 Valeriy Vyatkin, PhD DSc Taganrog (Russia), DrEng Nagoya Institute Technol., Japan, Dipl.Eng Taganrog, SMIEEE
2003 Catherine Watson, BE PhD Cant.

Lecturer
1990 Nitish Patel, BE M'lore., PhD

Senior Tutors
2000 Colin Coghill, BSc ME
2002 Chris Smaill, PhD Curtin, BA BSc(Hons) DipTchg, MIEEE
2001 Su Tang, ME UESTC

Postdoctoral Research Fellows
2010 Shudong Fang, BE PhD
2008 Tobias Geyer, Dr. sc. tech. Dipl.-Ing. ETH Zurich
2009 Yanzhen Wu, BE PhD SCUT

Honorary Research Fellow
2009 Denys A. Price, BSc(Hons) PhD

ENGINEERING SCIENCE
Head of Department
Andrew J. Pullan, BSc(Hons) PhD, FRSNZ

Departmental Manager
Suryashobha Herle

Professors
1969 Michael J. O’Sullivan, BE NZ, PhD Cal.Tech., BSc ME, FIPENZ
1986 Andrew B. Philpott BA BSc Well., MPhil PhD Camb.
1989 Andrew J. Pullan, BSc(Hons) PhD, FRSNZ

Associate Professors
2000 Matthias Ehrgott, MSc PhD Dr.habil Kaiserslautern
2002 Martin Nash, BE PhD
1993 Poul Nielsen, BSc BE PhD

Senior Lecturers
2000 Iain A. Anderson, ME PhD
2002 Rosalind A. Archer, MS PhD Stan., BE
2008 John E. Cater, BE PhD Monash
2004 Edmund J. Crampin, BSc(Hons) Lond., DPhil

Associate Professors
2000 Matthias Ehrgott, MSc PhD Dr.habil Kaiserslautern
2002 Martyn Nash, BE PhD
1993 Poul Nielsen, BSc BE PhD

Senior Lecturers
2000 Iain A. Anderson, ME PhD
2002 Rosalind A. Archer, MS PhD Stan., BE
2008 John E. Cater, BE PhD Monash
2004 Edmund J. Crampin, BSc(Hons) Lond., DPhil
Oxf. (jointly with Auckland Bioengineering Institute)

2007 Piaras A. Kelly, BSc UCD, DPhil Oxf.
2007 Xiaowen Yuan, BE
1999 Andrew J. Mason, PhD Camb., BE
2001 Michael O’Sullivan, MS PhD Stan., BSc MPhil
2002 Charles P. Unsworth, BSc(Hons) MSc PhD St And.
1998 Cameron G. Walker, MA MOR PhD
2000 Golbon Zakerti, BSc Iowa, PhD Wisconsin-Madison

Lecturers
2008 Richard Clarke, MMath PhD Nott.
2009 David S. Long, BS Tennessee Tech., MS PhD Ill.
2009 Keri Moyle, PGDipLATHE Oxf., BE PhD
2007 Vinod Suresh, BTech IIT Chennai, MS PhD Stan.
2009 Andrea Raith, BSc Dipl.-Math Darmstadt, PhD

Senior Tutors
1991 James B. Greenslade, BSc(Hons)
1994 Enrico H... (jointly with Auckland Bioengineering Institute)

Senior Lecturers
2004 Kean C. Aw, CEI(UK), MSc Brun., PhD Sci.U.Malaysia, MIE MIEEE
2010 Raj Das, BE Jad., PhD Monash
1998 C. Roger Halkyard, BSc BE PhD
1995 Krishnan Jayaraman, BE Madr., ME Howard, PhD Virginia Tech.
1999 Richard J. T. Lin, ME NSYSU, PhD
1986 Rainer H. A. Seidel, Dipl.-Wirtsch.-Ing Karlsruhe, PhD
2001 Rajnish Sharma, BE PhD, MASHRAE MASME MAWES MAIAA NZWEA
1992 Heather Silyn-Roberts, BSc Wales, PhD
2004 Karl Stol, BE Cant., MSc PhD Colorado

Lecturer
2007 Xiaowen Yuan, BE Tongji, ME NPU, PhD

Research Fellows
2010 Quentin Govignon, BE Bretagne Sud, MME Le Havre, PhD
2006 Jim Lee, MSc ME PhD
2008 Dongyan Liu, BS Shenyang UT, ME Northeastern Univ., PhD Chinese Acad. Sciences
2004 Stuart Norris, PhD Syd., ME
2009 Anjaneya Prasad Penneru, MEngSt PhD
2009 Ignazio Maria Viola, PhD PolMi, MRINA
2010 Arcot A. Somashekar, BE B'lore., ME PhD

Senior Research Associate
2006 Mark Battley, BE PhD (jointly with Centre for Advanced Composite Materials)

Visiting Professor
2004 Stoyko Fakirov, MS DSc Sofia, PhD Lomonosso夫 State

Honorary Research Fellows
Sebastian Comas-Cardona, MSc Illinois, PhD Lille
Miro Duhovic, BE PhD
Shamil Galiyev, MSc Kazan, PhD Leningrad, DSc Kiev
Dylan Daebong Jung, BE Pusan, ME PhD

Faculty of Law
Dean
Andrew Stockley, BA LLB Well., BA(Hons) Cant., PhD Camb.

Deputy Dean
Joanna M. Manning, MCompL George Wash., BA LLB(Hons)

Director of Postgraduate Studies
Peter G. Watts, LLB(Hons) Cant., LLM Camb.

Associate Dean (Academic)
Rosemary Tobin, DipEd Massey, BA LLB(Hons) MJur PhD

Associate Dean (Student Administration)
Stephen F. Penk, MA PGDA Otago, BA LLB(Hons) LLM
Associate Dean (Research)
Jane Kelsey, LLB(Hons) Well., BCL Oxf., MPhil Camb., PhD

Associate Dean (International)
David P. Grinlinton, BA Massey. LLM W.Aust., LLB(Hons)

Associate Dean (Alumni and Advancement)
Scott L. Optican, BA Calif., MPhil Camb., PhD

Associate Dean (Māori)
Khylee E. Quince, BA LLB(Hons) LLM

Faculty Registrar
Ada Marama, BA MBS PGDipBusAdmin Massey

Alexander Turner Chair in Law
...

Professors
2005 Jeff Berryman, LLM Dal., LLB(Hons), MJur
1988 Klaus Bosselmann, DrJur FU Berlin
1983 Warren J. Brookbanks, LLM UBC
1994 Bruce V. Harris, LLB(Hons) Otago, LLM Harv.
1979 Jane Kelsey, LLB(Hons) Well., BCL Oxf., MPhil Camb., PhD
2010 Ron Paterson, BCL Oxf., LLB(Hons)
1987 Paul T. Rishworth, LLB(Hons) MJur
1985 Peter G. Watts, LLB(Hons) Cant., LLM Camb.

Associate Professors
1992 Peter Devonshire, LLB(Hons) Birm., LLM Alta., PhD
1991 David P. Grinlinton, BA Massey, LLM W.Aust., LLB(Hons)
1972 Bill Hodge, BA Harv., JD Stan.
1986 Joanna M. Manning, MCompL George Wash., BA LLB(Hons)
1995 Paul A. Myburgh, BA(Hons) BLC LLM Pret.
1992 Scott L. Optican, BA Calif., MPhil Camb., JD Harv.
1969 Ken A. Palmer, LLM Harv., Auck., SJD Virginia
1974 Pauline Tapp, LLB(Hons) MJur
1991 Rosemary Tobin, DipEd Massey, BA LLB(Hons) MJur PhD
1999 Julia R. Tolmie, LLM Harv., LLB(Hons)
1992 Nin Tomas, BA LLB(Hons) PhD

Senior Lecturers
2007 Mohsen Al Attar, BCL Ott., LLM Texas, LLM Stockholm
2007 Alison Cleland, LLB(Hons) Edin., LLM Leic., DipLP Edin.
1999 Treasa Dunworth, LLM Harv., LLB(Hons)
2004 Richard Ekins, BCL MPhil DPhil Oxf., BA LLB(Hons)
2003 Caroline Foster, BA LLB(Hons) Cant., LLM Phd Camb.
2007 Kris Gledhill, BA Juris Oxf., LLM Virginia
2005 Christopher Hare, BA Camb., LLM Harv., BCL Oxf.
2005 John Ip, LLM Col., BA LLB(Hons)
2005 Amokura Kawharu, LLM Camb., BA LLB(Hons)
2003 Michael Littlewood, PhD HK, BA LLB(Hons)
1977 Stephen F. Penk, MA PGDA Otago, BA LLB(Hons) LLM

1997 Khylee E. Quince, BA LLB(Hons) LLM
2002 Elsabe Schoeman, BLC Pret., LLB LLD S.Af.
2002 Paul Sumpter, LLM Lond., LLB MA
2004 Hanna Wilberg, BA LLB(Hons) Otago, BCL MPhil Oxf.

Lecturers
2002 Kerensa Johnston, BA LLB(Hons) Well., LLM
2009 Katherine Sanders, BA LLB(Hons) LLM Yale
2007 Valmaine Toki, MBA Tas., BA LLB(Hons) LLM
1983 Gordon L. Williams, BCom LLM, ACA

Faculty of Medical and Health Sciences
Dean
Iain G. Martin, MEd MD Leeds, FRCS FRACS

Executive Assistant to the Dean
Salome Schlebusch

Deputy Dean
Ian R. Reid, BSc MBChB MD, FRACP FRNSNZ FRCP

Director of Operations
Richard Swain, BCom, CA

Director of Finance and Planning
Jane Koch, ACMA

Tumuaki, Deputy Dean (Māori)
M. J. Papaarangi Reid, DipComH Otago, BSc, MBChB, DipObs, FNZCPHM

Associate Dean (Education)
Mark Barrow, MSc EdD DipTchg

Associate Dean (Equal Opportunities)
Nicolette Sheridan, DipOHPP Otago, MPH PhD, RN

Associate Dean (Medical Programme)
Warwick Bagg, MBBch Witt., MD, FRACP

Associate Dean (Postgraduate)
Ross McCormick, MBChB MSc PhD, FRNZCPHM FAcAM

Associate Dean (Research)
Louise F. B. Nicholson, MSc PhD DipTchg

RESEARCH UNITS, CENTRES AND INSTITUTES
Centre for Brain Research
Directors
P. Alan Barber, MBChB Otago., PhD Melb., FRACP
Richard L. M. Faulk, ONZM, BMedSc MBChB Otago, PhD DSc, FRNSNZ

Centre for Longitudinal Research
Director
Susan Morton, BS(Sc) Well., PhD DipPHTM Lond., MBChB, FAFPHM

Associate Directors
Polly Atata-Carr, BSc Waik., MSc MBChB MPH, FAFPHM FNZCPHM
Cameron C. Grant, MBChB Otago. PhD, FRACP FAAP

Centre for Mental Health Research Policy and Service Development
Director
Brian McKenna, BA MHSec PhD, RN
New Zealand National Eye Centre

Director
Charles N. J. McGhee, MBChB BSc Glas., PhD
Dund., FRCSGlas FRCOphth(UK) FRANZCO
FRSA

Deputy Director
Paul Donaldson, BSc(Hons) PhD Otago

Manager
Suzanne Raynel, MA Well., BHSc Auck.UT, ADN
Walk. Polytech., OND(UK)

SCHOOL OF MEDICINE

Head of School of Medicine
Ian R. Reid, BSc MBChB MD, FRACP FRSNZ FRCP

Manager
Joan Ready

AUCKLAND CLINICAL SCHOOL

Head of Auckland Clinical School
Anne Kolbe, ONZM, MBBS Qld., FRACS FRCS(Hon)
FCSHK(Hon) FRCSEd(Hon)

Manager
...

ANAESTHESIOLOGY

Head
Alan F. Merry, ONZM, MBChB Z’bwe, MRCS Eng.,
LRCP Lond., DipObst, FANZCA FFPMANZCA
FRCA Hon.FFFLM

Administrator
Debbie Beaumont

Professor
2002 Alan F. Merry, ONZM, MBChB Z’bwe,
MRCS Eng, LRCP Lond., DipObst, FANZCA
FFPMANZCA FRCA Hon.FFFLM

Associate Professors
2005 Simon Mitchell, MBChB, DipOccMed PhD,
FANZCA
2009 Brian Robinson, MSc Well., PhD Otago

Adjunct Professor
Brian Anderson, MBChB Otago, PhD DipObst,
FANZCA, FJFICM

Senior Lecturer
1999 Guy Warman, MSc PhD

Senior Tutor
2006 Magdi Moharib, MBBS MAnaesth Khartoum

Research Fellows
2007 James Cheeseman, MSc PhD
2008 Matthew Pawley, MSc PhD

Clinical Senior Lecturer
Paul Baker, MBChB, FANZCA

Honorary Senior Lecturer
Tim Wilcox, NZCS DipPerf.

Honorary Research Fellow
Craig Webster, MSc Cant., PhD

Honorary Clinical Associate Professors
Robert A. Boas, ONZM, MBChB Otago, FANZCA
FRCA FFPMANZCA

Michael J. Harrison, MBBS Newcastle(UK), MD,
FRCA FANZCA
David Sage, MBChB Otago, DipObst, FANZCA
Timothy Short, MBChB MD Otago. FANZCA

Honorary Clinical Senior Lecturers
Vanessa Beavis, MBChB Witt., FFA(SA) FANZCA
Charles Bradfield, MBChB Witt., DipAnaes SA Coll.
Medicine, FANZCA
Doug Campbell, BM S’ton, FRCA, FANZCA
Chris Chambers, MBChB Otago, FANZCA
Jeremy Cooper, MBChB, DipABA, FANZCA
Rebecca de Souza, MBChB Otago, FANZCA
Michael Fredrickson, MBChB MD, FANZCA
Ross Freebairn, MBChB, FANZCA FCICM
Robert Gibbs, MDS Otago, FRACDS FICD
Kerry Gunn, MBChB Otago, DA Lond., FANZCA
B. P. Hodkinson, BSc MBBS Newcastle(UK), FRCA
FANZCA

Lara Hopley MBBC Witt., DA Royal Coll.
Anaesthetists, FCA(SA)

Cedric Hoskins, MBChB NZ, DA, FANZCA
Basil R. Hutchinson, MBChB NZ, FANZCA
James Judson, MBChB Otago, FFRACS FJFICM
Michal Kluger, MBChB Edin., DA Royal Coll.,
Anaesthetists, MD, FRCA FANZCA
Cornelis Kruger, MBChB Pret., FANZCA
Charles McFarlan, BSc, MBBS, DA, FANZCA
Anthony Newson, MBChB Otago, DA, FANZCA
Neil Pollock, MBChB Otago, DipObst DipAnaes
Lond., FRCA FANZCA
Darcy Price, BSc, MBChB, FANZCA
David Sidebotham, MBChB Otago, FANZCA
Tim Skinner, MBChB Wales, DipIMC RCSE, FRCA
Jane Thomas, MBChB Otago, MM(PainMgt) Syd.,
FANZCA FFPMANZCA

Jane Torrie, MBChB, FANZCA
Johan van Schalkwyk MB BCh Witt., DipData
S.A., FCPI(SA) FRACP
Yatin Young, MBBS Lond., FANZCA FRCA,
MRCP(UK)

Honorary Clinical Senior Tutors
Dean Bunbury, MBBS Qld., BSc
Jonathon Webber, BHSc Auck.UT

MEDICINE

Head of Department
John Kolbe, MBBS Qld., FRACP

Departmental Secretary
Virginia Hand, BA

Freemason’s Professor of Geriatric Medicine
2006 Martin J. Connolly, MBBS MD Newcastle(UK),
FRCP

Neurological Foundation Professor of Clinical Neurology
2002 P. Alan Barber, MBChB Otago., PhD Melb.,
FRACP

Professors
1993 Garth J. S. Cooper, DPhil Oxf., BSc MBChB
DipObst, FRCPA FRSNZ (jointly with Biological
Sciences)
1984 Jillian Cornish, MSc PhD Calg.
1988 Timothy F. Cundy, MA MBChir MD Camb.,
FRCP(UK) FRACP
1995 Des F. Gorman, PhD Syd., BSc MBChB MD,
FACOM FAFOM
1987 John Kolbe, MBBS Qld, FRACP
1996 Harold H. Rea, MChB Edin., MD, FRACP, FRCP (jointly with South Auckland Clinical School)
1987 Ian R. Reid, BSc, MChB MD, FRACP FRSNZ FRCP

Associate Professors
1996 Warwick Bagg, MBBCh Wittw., MD, FRACP
1994 Geoffre D. Braatvedt, MChB Cape Town, MD Brst., FRACP, MRCP(UK)
1996 Robert Doughty, MBBS MRCP(UK), MD, FRACP
1992 Alan G. Fraser, MChB MD Otago, FRACP
2001 Andrew B. Grey, MChB MD, FRACP
1994 Phillippa Poole, BSc MChB, FRACP

Associate Professor of Integrated Care
1999 T. Kenealy, MChB DipObst Otago, PhD, FRNZCGP (jointly with General Practice)

Senior Lecturers
2004 Kathleen Callaghan, MChB PhD DipAvMed Otago, MSc DipOccMed, FAFOEM
2005 Nicola Dalbeth, MChB MD Otago, FRACP
2006 Matthew Dawes, BSc MBBS PhD Lond., MRCP
2006 Nigel Lever, BSc Welf., MChB Otago, FRACP
2007 Rinki Murphy, MChB PhD Exe., FRACP
1995 Briar Peat, MSc Lond., DTM&H, RCP(UK), PGDipClinEd NSW, MChB FRACP (jointly with South Auckland Clinical School)
2008 Jennifer Somerfield, MChB, FRACP

Senior Lecturer in Applied Clinical Neuroscience
2008 Cathy Stinear, BSc PhD

Lecturer
...

Senior Research Fellows
2003 Mark J. Bolland, MChB PhD, FRACP
1999 Dorit Naot, MSc Hebrew Univ. Jerusalem, PhD Wetzmann Inst., Israel
2009 Wendy Stevens, MBBS Syd., DipGrad Otago

Research Fellows
2007 Jessica Costa, BS Salem, PhD Denver
1995 Gregory D. Gamble, MSc
2007 Anne Horne, MChB
2009 Susannah O’Sullivan, MChB PhD

Assistant Research Fellow
2007 Katrina Poppe, MSc

Emeritus Professors
D. Norman Sharpe, ONZM, MChB MD Otago, DipABIM, DipABCVDis, FRACP FACC
Ian J. Simpson, MChB Otago, MD, FRACP

Honorary Professors
Ian M. Holdaway, BMedSci MChB MD Otago, FRACP
Stephen MacMahon, BSc MA Cant., MPH Syd., PhD NSW, FACC
Harvey D. White, MChB DSc Otago, FRACP FACC FESC FAHA, MRSNZ

Honorary Associate Professor
Helen L. Filmore, MChB MD Otago, FRACP

Honorary Senior Research Fellows
Thomas E. Miller, MSc PhD, DSc
Wendy Stevens, MBBS Syd., DipGrad Otago
Gillian A. Whalley, BAppSci MHSce PhD

Honorary Research Fellows
Catherine Bacon, MSc Br.Col., PhD
Patrick Gladding, MChB, FRACP
Jithendra Somaratne, MChB

Honorary Clinical Associate Professors
John F. Collins, MChB Otago, FRACP
Michael S. Croxson, BA Massey, MChB Otago, FRACP
James S. Davidson, BSc Natal, MA Camb., MChB PhD Cape Town, FCPATH S.Af., FRCPATH(UK)
Paul L. Drury, MA MB BChir FRCP Lond., FRACP
Rod B. Ellis-Pegler, MChB Otago, DTM&H Lond., FRACP FRCPA
Patrick A. Frengley, MChB Otago, FRCP Can
Richard W. Frith, BSc, MChB, FRACP
Edward J. Gane, MChB MD Otago, FRACP
Mark R. Lane, BSc MChB, FRACP
John A. Ormiston, MChB Otago, FRACP FRCP FRANZCR FCPSA
Sally D. Poppitt, BSc Newcastle(UK), PhD Aberd.
John B. Rosman, MD PhD Heidelberg, FRACP
Peter N. Ruygrok, BSc MChB MD, FRACP FESC
Warren M. Smith, MChB Otago, FRACP
Barry J. Snow, MChB, FRACP FRCP Can
Ralph A. H. Stewart, MChB MD Otago, FRACP

Honorary Clinical Senior Lecturers
Guy Armstrong, BSc MChB, FRACP
Kira Bacal, MD MPH PhD Texas, FACEP
Eileen Bass, MChB, FRACP
Peter S. Bergin, MChB MD Otago, FRACP
Hilary P. Birch, MChB Shelf., MRCP(UK), FRACP
Michal Boyd, MSc Arizona, ND Colorado
Stephen Burmeister, MChB, FRACP
Michael J. Butler, MChB Otago, DipObst, FRCP
FRACP FFPM FANZCA
Alison Charleston, MChB, FRACP
Stephen Child, MD, FRACP FRCP Can
Jonathan Christiansen, MChB PhD, FRACP
Timothy I. Christmas, MChB MD Otago, FRACP
Sanjeev Chunilal, MChB, FRACP FRCPA
Michael Corkill, MChB Otago, MBA Well., FRACP
Megan Cornere, MChB PhD Lond., FRACP
H. Arthur Coverdale, MChB Otago, FRACP
Richard G. Cutfield, MChB, FRACP
Alan John Davis, MChB Well., MRCP(UK), FRACP
Janak de Zoysa, MChB, MRCP(UK)
Colin C. Edwards, MChB MD, MRCP(UK), FRACP
Kevin Ellyett, BSc PhD DipSci Otago
Bruce Foggo, MChB DipObst, FRNZCPG FACHPM
Paul D. Frankish, BSc MChB, FRACP
Anthony N. Graham, BSc MChB Otago, FRCP FRACP, MRCP(UK), ECFMG
2011 Calendar

University Personnel 781

Walter M. Van der Merwe, MBChB
Maree Todd, MBChB DipProfEthics, FRACP
Joan Ingram, MBChB DT&MH Lond., FRACP
Christopher Kenedi, BA Wesleyan, MPH Mass., MD Ohio
Manish Khanolkar, MBBS Goa, MD Cardiff, MRCP
Timothy King, MB EChir MD Camb., MRCP(UK)
Steven Lamb, MBChB, FRACP
Malcolm E. Legget, MBChB, FRACP FACC
Christopher Lewis, MBChB, FRACP, MRCP(UK)
Jennifer A. Lucas, BSc MBChB, FRACP
Ishy Maharaj, MBChB Natal, MRCP(UK), FCP(SA)
Raisa Mahmoud, MBBCh
Julia Martin, MBChB, FRACP
David L. McAuley, MBChB Otago, FRACP
Tracey McCallan, MBChB, FRACP
Catherine McNamara, MBBS MD Lond., MRCP(UK)
Tanya McWilliams, MBChB PhD, FRACP
Simon Mitchell, MBChB, DipOccMed PhD, FANZCA
Terry Mitchell, MBChB, FRACP
Geetha Mylvaganam, MD Bergen, DipHSc, FRACP, MRCP(UK)
Kushma Nand, MBChB, FRACP
S. Mitzi Nisbet, MBChB DTM&H Lond., FRACP
Richard T. North, MBChB, FRACP
Anne O’Callaghan, MBBS Lond., FAChPM, MRCP(UK)
Mark O’Carroll, MBChB, FRACP
Jeff C. Okpala, MBBS PNG., MRCP
G. Fergus Oliver, MBChB, FRACP
David Orr, MBChB Otago, FRACP
Paul H. Owen, MBChB Otago, FRACP
Denesh C. Patel, MBChB, FRACP
Hitesh Patel, MBChB, FRACP
Martin Phillips, MA MD Cant., MSc Lond., FRCP, FRACP, MRCP(UK)
Yogini R. Ratnasabapathy, MBBS Madr., DPH FRACP
Kerry Read, BSc MBChB, FRACP
Roger M. Reynolds, BSc MBChB Otago, FRACP [jointly with South Auckland Clinical School]
Sally Roberts, BSc MBChB, FRACP, FRCPA (jointly with Molecular Medicine)
Richard Roxburgh, BSc Cant., MBChB Otago, FRACP
Derek K. Sage, MBCHB Wales, FRCSEd FFAME FRCR FFCEM FACEM, MRCP
Anthony Scott, BPharm Otago, MBChB, FRACP FACC
John D. R. Scott, MBChB, FRACP
Marlyn A. Scott, MBChB, FRACP
John Shepherd, MBChB, FRACP
David A. Silverman, MD Illinois, MA PhD SUNY
David R. Simpson, MBChB, FRACP FRCPA
G. P. Singh, MBChB Natal, FRACP
Vinod Singh, DSM Fiji, FRACP
David A. Spriggss, BSc St And., MBChB Marc., MD Newcastle(UK), FRACP, MRCP(UK)
James T. Stewart, MBChB MD Otago, FESC FRC, MRCP(UK)
Maree Todd, MBChB DipProfEthics, FRACP
Walter M. Van der Merwe, MBChB Cape Town, FRACP
Elizabeth Walker, MBBS Tas., FRACP
Russell S. Walmsley, MBChB MD Bristol, MRCP
Cara Wasywich, MBChB, FRACP
Jill Waters, MBChB, FRACP
Douglas White, MBChB Glas., DipMSM Otago, FRACP, MRCP
Kenneth F. Whyte, MBChB MD, FRCP Glas. FRACP, MRCP(UK)
Lucille M. Wilkinson, MBChB Otago, FRACP
Laurie C. Williams, MBChB Otago, FRACP
John M. Wishart, MBChB Otago, FRACP
Conroy Wong, MBChB DipObst Otago, FRACP, CCST(UK)
Philip Y. N. Wong, MBChB FRACP
Phil Wood, BMedSci MBChB Otago, FRACP
Susan P. Wright, MBChB MMedSci PhD
Calum M. Young, MBChB, FRACP
Lisa Young, MBChB, FRACP
Simon C. J. Young, MBChB, FRACP

Honorary Clinical Lecturers

Zaheerodin Bhikoo, MBChB Cape Town, FRACP, MRCP
Sanjeev Deva, MBChB, FRACP
Matthew Farrant, MBChB DipObst DipPaed
Carmel Jacobs, MBChB Otago
Clair King, MA MBChir Camb., FRACP
Karina McHardy, MBChB MSc Oxf.
Clinton Mitchell, MBChB Med
Frances Yoon, MBChB

OBSTETRICS AND GYNAECOLOGY

Head of Department
Lesley M. E. McCowan, BSc MBChB MD DipObst, FRCOG FRANZCOG, CMFM

Executive Assistant
Tracy Nicholls

Professors

1989 Cindy M. Farquhar, MNZM, MBChB MD DipObst, FRANZCOG, MRCOG, CREI, MPH
1987 Lesley M. E. McCowan, BSc MBChB MD DipObst, FRCOG FRANZCOG, CMFM
1998 Peter R. Stone, MD Bristol, BSc MBChB
2005 Michelle Wise BSc

Associate Professors

1995 Larry Chamley, MSc PhD
Andrew N. Shelling, BPhEd BSc(Hons) PhD Otago [jointly with Molecular Medicine and Pathology and the Auckland Cancer Society Research Centre]

Senior Lecturers

2010 Katie Groom, MBBS Lond., FRANZCOG
2008 Qi Chen, MB Shanghai Second Med. U., PhD
2006 Jane Clarke, MN, RCompN

Lecturer

2010 Ngaire Anderson, BSc PGDipOMG Otago, MBChB

Research Fellows

2005 Julie Brown, BSc(Hons) Liv.,J.Moores, PhD
2008 Qi Chen, MB Shanghai Second Med. U., PhD
2009 Olivia Holland, MSc PhD
2003 Vanessa Jordan, BSc(Hons) PhD
2007 Marian Showell, BA MLIS MPH Syd., RGON

Honorary Associate Professor
Jenny Westgate, DM Plyr., MBChB DipObst,
MRCP, FRANZCOG

Honorary Senior Lecturers
Deralie Flower, MBChB DipObstMedGyn,
FRANZCOG
Aleksandra Ivanceric, BMed MMedSci Belgrade,
DDU, FRANZCOG
Mairi J. Wallace, MBChB MMed Stell., FCOG(SA)
FRANZCOG
Kirsty Wolff, BSc North Dakota, PhD Johns Hopkins,
MD Chic.

Honorary Clinical Professor
Ron Jones, CNZM, MBChB MD Otago, FRCS
FRACOG FRANZCOG

Honorary Clinical Associate Professor
Neil Johnson, MBBS BMedSci Newcastle(UK), DCH,
FRANZCOG, MRCGP MRCOG, CREI

Honorary Clinical Senior Lecturers
Tony Baird, ONZM, MBChB, DRCOG, FRCOG,
FRANZCOG
Sue L. Belgrave, MBChB Otago, DDU, FRANZCOG
Renuka Bhat, MBBS MD, DDU, FRANZCOG
Vijay Bhoola, MBBS M’Lore., FCOGASA FRANZCOG
Carolyn Bilbrough, MBChB, FRANZCOG
Karen L. Buckingham, MBChB, DRCOG, DFPF,
FRANZCOG
Marian E. Carter, MBChB, MRCOG, FRANZCOG
Patrick J. Casey, BVSc Massey, PhD Calif.
Tim Dawson, MBChB DipObst, FRANZCOG
Lois Eva, MBBS MB, MRCOG
Wendy Hadden, MBChB, FRANZCR
Mahesh Harilall, MBChB, FRANZCOG
Valeria Ivanova, DipEndocrinology, FRANZCOG
Paul M. Macpherson, MBChB Otago, MRNZCOG
Jenny McDougall, MBChB DipObst, FRANZCOG
Katherine McKenzie, MBChB, FRANZCOG
Stella R. Milsom, MBChB Otago, FRACP
Christine Roke, MBChB DipObst
Darion Rowan, MBChB Otago, DipObst, FACP
Janet Rowan, MBChB LLM, DipObst, FRACP
Lynn Sadler, MPH Yale, MBChB, FRANZCOG
Martin Sowter, BSc MBChB MD Birm., FRCOG
FRANZCOG
At Ling Tan, MBBS Adel., DipObst, FRANZCOG,
MRCOG
Dianne Webster, PhD Lond., DipHSM Massey, MSc,
FHGSA
John R. Whittaker, MBChB Otago, FRANZCOG,
MRCOG
Lucille Wilkinson, MBChB, FRACP

Honorary Clinical Tutor
Gerry Smith

OPHTHALMOLOGY

Head
Charles N. J. McGhee, MBChB BSc Glas., PhD
Dund., FRCSGlas FRCOphth(UK) FRANZCO FRSA

Deputy Head
Trevor Sherwin, BSc PhD Kent

Department Secretary
Maree McInerney

The Maurice Paykel Foundation Professor of Ophthalmology
1999 Charles N. J. McGhee, MBChB BSc Glas.,
PhD Dund., FRCSGlas FRCOphth(UK)
FRANZCO FRSA

W & B Hadden Professor of Ophthalmology and Translational Vision Research
1993 Colin R. Green, MSc PhD DSc

Sir William and Lady Stevenson Professor of Ophthalmology
2000 Helen V. Danesh-Meyer, MBChB Otago, MD,
FRANZCO

Associate Professor
1998 Trevor Sherwin, BSc PhD Kent

Senior Lecturers
2009 Jennifer P. Craig, BSc(Hons) PhD
G.Caledonian, MCOptom, FAAO
2003 Susan E. Ormonde, MBChB Bristol, MD,
FRCOphth(UK), FRANZCO
2007 Dipika Patel, MA Camb., BMBCh Oxf.,
MRCOphth(UK), PhD
2003 Andrea Vincent, MBChB, FRANZCO

Maurice and Phyllis Paykel Research Fellows
2010 Isabella Cheung, MSc
2008 James McKelvie, BSc(Hons) MBChB

Clinical Research Fellows
Rasha Al-Taie, MBChB Saddam, FRCSI
Rita Ehrlich, MD Technion
Julia Escardo-Paton, MBChB Brist.
Tom Kersey, MBChB, MRCOphth(UK)
Sacha Pierre Moore, MA Camb., MBChB Oxf.,
FRCOphth(UK)

Monica Pradhan, MBBS MS, FCPS Mumbai,
MRCOphth(UK)

Honorary Associate Professor of Ophthalmology
Osmond B. Hadden, MBChB Otago, LLD, FRACS
FRANZCO

Honorary Senior Lecturer
Christina N. Grupcheva, MD Varna, DO Sofia, PhD

Honorary Lecturer
Catherine Wheeldon, BSc Cardiff, MBChB Wales,
MRCOphth(UK)

Honorary Clinical Associate Professor in Ophthalmology
Philip Polkinghorne, BSc MB Otago, MD, FRACS
FRANZCO FRCOphth(UK)
Gerard Sutton, MBBS NSW, FRANZCO FRACS

Honorary Clinical Senior Lecturers
Nadeem Ahmed, MBBS Quaid-e-Azam,
FRCOphth(UK)
Rachel Barnes, MBChB, FRANZCO
Sonya Bennett, MBChB DipObst Otago, FRANZCO
Stephen Best, MBChB Otago, FRANZCO
Shuan Dai, MBBS Xian, MSc Beijing, FRANZCO
Simon Dean, MBChB, FRANZCO FBCLA
Mark Donaldson, MBChB, FRANZCO
Michael Fisk, MBChB, FRANZCO
Trevor Gray, MBChB Cape Town, FRANZCO
Peter Hadden, MBChB Otago, FRANZCO
Richard Hart, MBChB, FRANZCO
Sam Kain, MBChB, FRANZCO
Joanne Koppens, MBChB, FRANZCO
Tahira Malik, MBChB UMIST, FRComphth(UK)
Penny McCallum, MBChB, FRANZCO
Derrell G. Meyer, MBChB, FRANZCO
Justin Mora, MBChB, FRANZCO
David Murdoch, MBChB Otago, FRANZCO
Neil L. Murray, MBChB, FRANZCO
Stephan Ng, MBChB Otago, FRANZCO
Yvonne Ng, MBChB, FRANZCO
David Pendergast, MBChB, FRACS FRANZCO
Anmar Abdul Rahman, MBChB Baghdad, MOPhth Otago, FRANZCO
Andrew Riley, MBChB, FRANZCO
Peter Ring, MBChB Otago, FRCS FRComphth(UK) FRANZCO
Paul Rosser, MBChB, FRANZCO
Dianne Sharp, MBChB Otago, FRANZCO
Joanne Sims, MBChB, FRANZCO
Brian Sloan, MBChB, FRANZCO
David M. Squirrel, MBChB Sheff., MRCOphth(UK)
Sarah Welch, MBChB Otago, FRANZCO

PAEDIATRICS: CHILD AND YOUTH HEALTH

Head of Department
M. Innes Asher, ONZM, BSc MBChB, FRACP

Personal Assistant to the Head of Department
Va Strong

Professor of Paediatrics
1981 M. Innes Asher, ONZM, BSc MBChB, FRACP

Professor of Child Health Research
1984 Edwin A. Mitchell, BSc MBBS DCH Lond., DSc, FRACP FRCPCH

Professor of Community Paediatrics
1977 Diana R. Lennon, ONZM, MBChB Otago, FRACP

Associate Professor
1993 Cameron C. Grant, MBChB Otago, PhD, FRACP FAAP

Senior Lecturers
2009 Jane Alsawweh, MBChB DipPaeds, FRACP
1997 Catherine A. Byrnes, MBChB, FRACP
2001 Simon Denny, MBChB, FRACP
1976 Maxwell C. Morris, MBChB Otago FRACP FRCPCH
2002 Sharon Wong, MBChB, DipPaeds

Senior Lecturer in Paediatric Surgery
1993 R. Stuart Ferguson, MBChB Otago, FRACS

Lecturer
2010 Sarah Loveday, MBChB DipPaeds, FRACP

Senior Research Fellows
2009 Philippa Ellwood, MPH
1995 John M. D. Thompson, MSc PhD

Research Fellows
2009 Tadd Clayton, MSc DPH
2010 Colette Muir, MBChB DipPaeds, FRACP

Emeritus Professor
Robert B. Elliott, MBBS MD Adel., FRACP

Honorary Professors
Wayne S. Cutfield, MBChB DCH Otago MD, FRACP
Alistair Gunn, MBChB Otago, PhD, FRACP

Honorary Associate Professors
Frank Bloomfield, BSc MBChB Manch., PhD MRCP(UK), FRACP (jointly with Obstetrics and Gynaecology and Liggins Institute)
Paul Hofman, MBChB, DipObst, FRACP, RNZCOG, FMGEMS(U) FRACP

Honorary Clinical Senior Lecturers
Richard P. Aickin, BMedSc MBChB DCH Otago, FRACP
Colin S. Barber, MBChB Otago, FRACS
Malcolm Battin, MBChB Liv., FRCPCH FRACP, MRCP (jointly with Obstetrics and Gynaecology)
Emma Best, DTM&H Lond., MBChB MMed NSW, DipPaeds, FRACP
Satvinder Singh Bhatia, BM’Ston
Stephen Bradley, MBChB DipObst DCH Otago, FRACP
Catherine Bremmer, MBChB, FRACP
Phillipa M. Clark, BM DM DCH S’ton., FRACP, MRCP(Lond), MRCPCH
Ruellyn Cockroft, MBChB MMed Pret.
Susie Cunningham, MBChB Otago, FRACP
Elizabeth Edwards, MBChB Leeds, DCH Otago, PhD, FRACP

Honorary Associate Professors
Frank Bloomfield, BSc MBChB Manch., PhD MRCP(UK), FRACP (jointly with Obstetrics and Gynaecology and Liggins Institute)
Paul Hofman, MBChB, DipObst, FRACP, RNZCOG, FMGEMS(U)

Honorary Clinical Senior Lecturers
Richard P. Aickin, BMedSc MBChB DCH Otago, FRACP
Colin S. Barber, MBChB Otago, FRACS
Malcolm Battin, MBChB Liv., FRCPCH FRACP, MRCP (jointly with Obstetrics and Gynaecology)
Emma Best, DTM&H Lond., MBChB MMed NSW, DipPaeds, FRACP
Satvinder Singh Bhatia, BM’Ston
Stephen Bradley, MBChB DipObst DCH Otago, FRACP
Catherine Bremmer, MBChB, FRACP
Phillipa M. Clark, BM DM DCH S’ton., FRACP, MRCP(Lond), MRCPCH
Ruellyn Cockroft, MBChB MMed Pret.
Susie Cunningham, MBChB Otago, FRACP
Elizabeth Edwards, MBChB Leeds, DCH Otago, PhD, FRACP

Honorary Associate Professors
Frank Bloomfield, BSc MBChB Manch., PhD MRCP(UK), FRACP (jointly with Obstetrics and Gynaecology and Liggins Institute)
Paul Hofman, MBChB, DipObst, FRACP, RNZCOG, FMGEMS(U)

Honorary Clinical Senior Lecturers
Richard P. Aickin, BMedSc MBChB DCH Otago, FRACP
Colin S. Barber, MBChB Otago, FRACS
Malcolm Battin, MBChB Liv., FRCPCH FRACP, MRCP (jointly with Obstetrics and Gynaecology)
Emma Best, DTM&H Lond., MBChB MMed NSW, DipPaeds, FRACP
Satvinder Singh Bhatia, BM’Ston
Stephen Bradley, MBChB DipObst DCH Otago, FRACP
Catherine Bremmer, MBChB, FRACP
Phillipa M. Clark, BM DM DCH S’ton., FRACP, MRCP(Lond), MRCPCH
Ruellyn Cockroft, MBChB MMed Pret.
Susie Cunningham, MBChB Otago, FRACP
Elizabeth Edwards, MBChB Leeds, DCH Otago, PhD, FRACP

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Catherine Bremmer, MBChB, FRACP
Phillipa M. Clark, BM DM DCH S’ton., FRACP, MRCP(Lond), MRCPCH
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Paul Hofman, MBChB, DipObst, FRACP, RNZCOG, FMGEMS(U)

Honorary Clinical Senior Lecturers
Richard P. Aickin, BMedSc MBChB DCH Otago, FRACP
Colin S. Barber, MBChB Otago, FRACS
David McNamara, MBChB, FRACP
Fiona Miles, MBChB, DipObst, FRACP Syd.
Shuman Mitic, MD Belgrade, FRACP
Johan Moreau, MNZM, MBChB, FRACP
Philip Moreau, MBChB DipObst Otago, FRACS
Susan Morton, BSc(Hons) Well., PhD DipPHTM Lond., MBChB, FAPFM (jointly with Liggins Institute and Epidemiology and Biostatistics)
Christopher D. Moyes, BA BChir MA Camb., MRCP Lond., FRACP, MRCP (jointly with Surgery)

Honorary Clinical Senior Lecturers in Neonatology
David Bourchier, MBChB, MRCP(UK) FRACP
Michael P. Meyer, MBChB Rhodesia, DCH S.Af., MRCP, MD
Lindsay Mildenhall, BSc MBChB, FRACP
R. Simon H. Rowley, MBChB Otago, FRACP
Maisie C. Wong, MBChB MRCP Lond., FRACP

Honorary Clinical Lecturers
Jannicke Andresen, MD Wuerzburg
Marian Buks, MBChB S.Pac., DipPaeds, FRACP
Theresa Fleming, BA, DSW, MHSc PGDipHSc
Mirjana Jaksic, MD Zagreb
Christopher Peterson, MBChB, FRACP
Hendrik Stefanus van de Walt, MBChB Stell.
Heidi J. Watson, BHSc Auck.UT., MPH

Honorary Clinical Fellows
David Herd, MBChB, DipObst, FRACP
B. Lynne Hutchinson, DipHSci PGDipSci Otago, PhD
Charissa McBride, MN
Rebecca Slykerman, MSc
Rachel Webb, MBChB Otago, FRACP

Honorary Clinical Research Fellow
Elizabeth Craig, MBChB DipObst DipPaeds, MPH Qld., PhD

PSYCHOLOGICAL MEDICINE

Head
Robert R. Kydd, MBChB Otago, PhD, FRANZCP

Administrator
Ranjeeni Ram

Professors
1984 Robert R. Kydd, MBChB Otago, PhD, FRANZCP
1990 Keith J. Petrie, MA Calif., PhD Massey, DipClinPsych

Associate Professors
1984 Roger J. Booth, MSc PhD (jointly with Molecular Medicine and Pathology)
2009 Nathan S. Consedine, BA(Hons) PhD Cant.
1987 Sally N. Merry, MBChB Rhodesia, MD, FRANZCP

Senior Lecturers
2001 Leah Andrews, MBChB, FRANZCP
2005 Elizabeth Broadbent, BE Cant., MSc PhD
2001 Tania Cargo, PGDipClinPsych, MEd
2001 Anthony T. Fernando III, BS MD Philippines, ABPN
2002 Simon Hatcher, BSc MBBS Lond., MMedSc MD Leeds, FRANZCP, MRCPsych
1994 Susan J. Hawken, MHSc Auck.UT., MBChB DipObst, FRNZCP
2001 Malcolm Johnson, MA DipClinPsych, MNZCCP
2010 John J. Sollers III, BSc Towson State, MA MD Missouri
1990 Trecia Wouldes, MA PhD

Lecturers
1989 Linda Chard, BA MSc Caly.
2007 Phillipa J. Malpas, MA PhD DipProfEthics

Senior Tutor
2008 Josephine N. Johnson
2009 Andrew Wood, BA MBChB Oxf.

**Research Fellows**
2008 Nathaniel Chang, MBChB Edin.
2008 John Egbuji, BSc MD Univ. East (Phillipines)
2008 Arman Kahokehr, MBChB
2008 Wai Gin (Don) Lee, MBChB Otago
2007 Ben Loveday, MBChB
2006 Anubhav Mittal, MBChB
2008 Maxium Petrov, MD MPH Nizhny Novgorod State Med. Acad (Russia)
2008 Tarik Sammour, MBChB
2007 Lupe Taumoepeau, MBChB
2008 Wai Gin (Don) Lee, MBChB
2008 Arman Kahokehr, MBChB
2008 John Egbuji, BSc MD

**Emeritus Professor**
Graham L. Hill, MD, ChM, FRCS FRACS FACS

**Honorary Associate Professor**
Peter Gilling, MBChB Otago, FRACS

**Honorary Clinical Professors**
Erik Heineman, MD Groningen, PhD Rotterdam
Allan Kerr, MBChB, FRACS
John L. McCull, MBChB MD Otago, FRACS
Randall Morton, MBBS Adel., MSc Cape Town, FRACS
Stephen Munn, MBChB Otago, FRACS FACS
James H. F. Shaw, BMEdSc MD DSc Otago, FRACS

**Honorary Clinical Associate Professors**
Patrick G. Alley, MBChB Otago, DipProfEthics, FRACS
Matthew Clark, MBChB MD, FRACS
Ron Goodey, CNZM, MBChB, FRACS
Theo Gregor, MBChB PhD Witw., FRCS FACS Edin.
Graham Hunt, MA PhD Massey, FRaeS
Jonathan Koea, MHB MBChB MD, FRACS
Stephen Streat, MBChB, FRACP
Wouter Ten Cate, MD

**Honorary Clinical Readers**
John Cullen, MBChB Otago, FRACS
Garnett Tregonning, MBChB, FRACS FRCS FACS

**Honorary Clinical Senior Lecturers**
David Adams, MBChB, FRACS
Zahoor Ahmad, MD Kashmirt, FRACS
Tim M. Astley, MBChB Otago, FRACS
Richard Babor, MBChB, FRACS
Craig Ball, MBChB, FRACS
Colin S. Barber, MBChB Otago, FRACS
James B. Bartley, MBChB, FRACS
Grant Bevan, MBChB Otago, FRACS
Terri Bidwell, MBChB, FRACS
Hugh Blackley, MBChB, FRACS
Art Bok, MBChB MMed, FCS FRACS
Michael Booth, MBChB MBA, FRACS
Russell Boucher, MBChB, FRACS
John B. Boulton, MBChB Otago, FRCS FRACS
Andrew Bowker, MBChB Otago, FRCSed FRACS
Clayton Brown, MBChB, FRACS
Colin Brown, MBChB Otago, FRACS
Paul Brydon, MBChB Otago, FACEM
Andrew Campbell, MBChB DipObst, FRACS
Ian Campbell, MBChB, FRACS
Grant Christie, BSc MBChB, FRACS
Ian D. S. Cunih, MBE, ED BSc MBChB, FRACS
Andrew Connolly, MBChB, FRACS

Issac Cranshaw, MBChB, FRACS
Haemish Crawford, MBChB, FRACS
Tony Danesh-Clough, MBChB, FRACS
John Cunningham, MBBS Syd., FRACS
Michael Davison, MBChB, FRACS
Tristan de Chalain, MSc S.Af., FRSCSCan FRACS
Gina de Cleene, MBChB Otago, FACEM
Angus Don, MBChB, FRACS
E. Bren Dorman, MBChB Otago, FRACS
John Dunn, MBChB, FRACS
Bill Farrington, MBChB, FRACS
John Ferguson, MBChB, FRACS
Bernard Foley, MBChB, FRACEM
David Flint, MBChB, FRACS
Christopher Furneaux, MBChB, FRACS
Mark Gardener, BSc MBChB Otago
Malcolm Giles, BSc MBChB, FRACS
Reinhold T. Gregor, MBChB Witw., PhD, FRCS FACS
Robert G. Gunn, MBChB, FRACS
Alastair Hadlow, MBChB, FRACS
James Hamill, MBChB, FRACS
Hisham Hammodat, MBChB, FRACS
Michael Hanlon, MBChB, FRACS
Anthony E. Hardy, MBChB Otago, FRACS
Richard Harman, BSc MBChB, FRACS
Wayne Hazell, MBBS Monash, DipObst, FRACEM
Andrew Hill, MBChB, FRACS
Michael Hulme-Moir, MBChB, FRACS
Mark Izzard, MBBS, FRACS
Peter Jones, MBChB Otago, FACEM
Wayne Jones, MBChB, FRACS
Eva Juhasz, MBChB, FRACS
Nicholas Kang, MBBS Syd., FRACS
Nand Kejriwal, MBBS Vellore IT, FRACS
Michael Klaassen, MBChB Otago, FRACS
Willem Landman, MBChB Pret., FRNZCGP FAcHPM
Michelle Locke, MBChB
Murray MacCormick, MBChB Otago, FRACS
Anna Mackey, BHSc MSc PhD
Murali Mahadevan, MBChB, FRACS
Richard Martin, MBChB Otago, FRACS
Jonathan Masters, MBChB Oxf., FRACS
Stuart Mcowan, MBChB, FRACS
Russell Mellroy, MBChB Otago, FRCS FRACS
Nick P. McIvor, MBChB Otago, FRCSed FRACS
Edward W. Mee, MBChB Otago, FRCS
Carey Mellow, MBChB, FRACS
Arend E. H. Merrie, MBChB Leeds, PhD Otago, FRACS
David Merrilees, MBChB, FRACS
Simon Mills, MBChB, FRACS
Robin Mitchell, MBChB Edin., MRCP, FCEM FACEM
Anil Nair, MBBS M.Gandhi, FACEM
Alex Ng, MBChB, FRACS
Richard O. Nicol, MBChB Otago, FRCSed FRACS
Mike Nicolls, MBChB
George Oosthuizen, MBChB LMCC FCS(SA)
Timothy Parke, MBChB Edin.
Sharad Paul, MBBS Madras, FRNZCGP
Bruce Peat, MBChB MSc DTM&H Lond., FRACP
William Peters, MBChB MD
Garth Poole, MBChB, FRACS
Peter Poon, MBChB, FRACS
Helen Rawlinson, MBChB, FRACS
Richard Reid, MBChB Otago, FRACS
Michael L. Rice, MBBS Adel., FRACS
Peter A. Robertson, MBChB, FRACS
### 2011 Calendar

**University Personnel**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Michael Rodgers, MBChB, FRACS</td>
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<td>Jeremy Rossaak, MBChB Witt, FRACS</td>
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<td>Dean Schluter, MBChB, FRACS</td>
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<td>Robert Sharp, MBChB, FRACS</td>
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<tr>
<td>Subhaschandra Shetty, MBBS GMCH (India)</td>
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<td>Hamish Sillars, MBChB, FRACS</td>
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<td>Donna Steele, MBChB, FACP</td>
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<td>Ian D. Stewart, BSc MBChB Otago, FRACS</td>
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<td>Andrew Stokes, MBChB Otago, FRACS</td>
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<td>Fraser Taylor, MBChB Otago</td>
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<td>Ramanatham Tharumenthiram, MBBS Sydney, PhD, FRACS</td>
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<td>David Theobald, MBBS Lond., FRCS FRACS FAMS</td>
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<td>Lynn Theron, MBChB S.Af., FACP FACAM</td>
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<td>Barry Tietjens, MBChB, FRACS</td>
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<td>John Tuckey, MBChB MMedSc, FRACS</td>
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<td>Bruce Twaddle, MBChB, FRACS</td>
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<td>Peter Vannunisingham, MBBS, FRACS FRCS</td>
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<td>Thodur Vasudevan, MBBS Madr., FRACS FRCSGlas</td>
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<td>David Vernon, MBChB, FRACS</td>
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<td>Stewart Walsh, MBChB, FRACS</td>
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<tr>
<td>Brian Williams, BSc MBChB Otago, FRACS</td>
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<td>Liam Wilson, MBChB Otago, FRACS</td>
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<td>Mark Wright, MBChB, FRACS</td>
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<td>Edward Yee, MBChB, FRACS</td>
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<tr>
<td><strong>Advanced Clinical Skills Centre</strong></td>
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<tr>
<td><strong>Operational and Development Manager</strong></td>
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<tr>
<td>Christine Halkett, BA Well.</td>
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<tr>
<td><strong>Director of Anaestheiology Courses and Simulation-Based Training</strong></td>
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<tr>
<td>Jane Torrie, MBChB, FANZCA</td>
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<tr>
<td><strong>Director of Surgical Courses</strong></td>
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<tr>
<td>John A. Windsor, BSc Otago, MBChB MD DipObst, FRACS FACS</td>
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<tr>
<td><strong>Surgical Skills Programme Manager</strong></td>
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<tr>
<td>Janet Gardner, RGN DipMgt</td>
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<tr>
<td><strong>Honorary Research Fellows</strong></td>
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<tr>
<td>Anna Dare, MBChB</td>
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<td>Sherry Tagaloa, MBChB Otago</td>
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<tr>
<td><strong>SOUTH AUCKLAND CLINICAL SCHOOL</strong></td>
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<tr>
<td><strong>Head of South Auckland Clinical School</strong></td>
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<tr>
<td>Andrew G. Hill, MBChB MD, FRACS FACS</td>
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<tr>
<td><strong>Manager</strong></td>
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<tr>
<td>Maria Vitas, BSc MPhil GradDipBus</td>
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<tr>
<td><strong>ANAESTHESIOLOGY</strong></td>
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<tr>
<td><strong>Honorary Clinical Senior Lecturers</strong></td>
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<tr>
<td>Alan McLintic, MBChB Glas., MRCP(UK), FANZCA FRCA</td>
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<tr>
<td>Graham Morton, BSc MBChB, FRCA, CCST</td>
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<tr>
<td>Francois Stapelberg, MBChB Free State, FANZCA</td>
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<tr>
<td>Anthony Williams, BMedSc MBChB Otago, FANZCA FFICANZCA FJFICM</td>
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<tr>
<td><strong>MEDICINE</strong></td>
<td></td>
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<tr>
<td><strong>Professor of Integrated Care and Medicine</strong></td>
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<tr>
<td>1996 Harold H. Rea, MBChB Edin., MD, FRACP FRCPE</td>
<td></td>
</tr>
<tr>
<td><strong>Associate Professor of Integrated Care</strong></td>
<td></td>
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<tr>
<td>1999 Tim Keeney, MBChB DipObst Otago, PhD, FRNZCARM</td>
<td></td>
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<tr>
<td><strong>Senior Lecturer</strong></td>
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<tr>
<td>1995 Briar Peat, MSc MBChB MSc Lond., DTM&amp;H, RCP(UK), PGDipClinEd NSW, FRACP</td>
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<tr>
<td><strong>Honorary Clinical Associate Professors</strong></td>
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<tr>
<td>John R. Baker, BSc MBChB Otago, FRCPA FRACP</td>
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<td>Hilary A. Blacklock, MBChB Otago, FRACP FRCPA</td>
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<td>Jeffrey Garrett, MBChB Otago, FRACP</td>
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<td>Peter Gow, MBChB BMedSci, FARM FRACP</td>
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<td><strong>Honorary Clinical Senior Lecturers</strong></td>
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<tr>
<td>Ajith Dissanayake, MBBS S.Lanka, MRCP, FRACP Carl Eagleton, MBChB, FRACP</td>
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<td>Bob Eason, MB BChir Camb., DipObst, FRACP</td>
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<td>Ruvin S. Gabriel, MBChB, FRACP</td>
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<td>Stephen Gerrard, MBBS, FRACP</td>
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<td>Geoff M. Green, MBChB, FRACP</td>
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<td>John Griffiths, MBChB, FRACP</td>
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<td>David Heaven, MBChB, FRACP</td>
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<td>David J. Holland, PhD Syd., MBChB MHB, FRACP FRCPA</td>
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<td>Paul Jarrett, BSc MBBS Lond., DCCH Edin., DGM Lond., FRCP Edin, FRACP, MRCP(UK)</td>
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<td>I. Patrick Kay, MBChB Otago, PhD, FRACP FESC</td>
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<td>Andrew Kerr, MA MBChB, FRACP</td>
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<td>Albert Ko, MBBS, FRACP</td>
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<td>Ajay Kumar, MBChB, FRACP</td>
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<td>Sunil Kumar, MBBS, FRACP</td>
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<td>Dinesh Lal, MBBS, FRACP</td>
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<td>Mayanna Lund, MBChB, FRACP</td>
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<td>Harinder Malhotra, MBBS GND, MD DM Pg.IMER</td>
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<td>Mark Marshall, MBChB, FRACP</td>
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<td>Tony McClelland, MBChB, FCP FRACP</td>
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<tr>
<td>Conor O'Dochartaigh, MBChB MD N.U.I., MRCP(UK)</td>
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<td>Raviender Ogra, MBBS Kashmir, MD, FRACP</td>
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<td>Jeff Okpala, MBBS P&amp;NG, FRACP FRCP</td>
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<td>Brandon Orr-Walker, MHB MBChB, FRACP</td>
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<td>Susan Parry, MBChB, FRACP</td>
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<td>Sunita Paul, MBBS B'tore, FRACP</td>
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<td>Steve Persson, MBBS, FRACP</td>
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<td>Roger M. Reynolds, BSc MBChB Otago, FRACP</td>
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<tr>
<td>Toby Rose, MBChB Otago, FRACP</td>
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<td>Darion Rowan, MBChB Otago, DipObst, FACD</td>
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<tr>
<td>Gordon Royle, MBChB MSc, FRCPA</td>
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<td>Shankar K. Sankaran, BSc MBBS Madr., FRACP</td>
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<tr>
<td>Douglas Scott, MBChM Otago, FRACP</td>
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<tr>
<td>Timothy Sutton, BSc MBChB, FRACP, MRCP(UK)</td>
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<td>Andrew B. Veale, BSc MBChB Otago, FRACP, DipDHMed</td>
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<td>David Voss, MBBS MBChB Otago, FRACP</td>
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<td>Conroy Wong, MBChB DipObs Otago, FRACP CCST(UK)</td>
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<td>Selwyn Wong, MBChB, FRACP</td>
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<tr>
<td><strong>Honorary Clinical Lecturer</strong></td>
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<tr>
<td>Gerald Waters, BSc MBChB Otago</td>
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<tr>
<td><strong>OBSTETRICS AND GYNAECOLOGY</strong></td>
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<tr>
<td><strong>Senior Lecturer</strong></td>
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<tr>
<td>1996 Alec Ekeroma, MBBS PNG, MBA, DipObst, FRNZCGR, MRCOG</td>
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<tr>
<td><strong>Honorary Clinical Senior Lecturers</strong></td>
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<tr>
<td>Keith Allenby, MBBS Lond., DRCOG, FRANZCGR, MRCOG</td>
<td></td>
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<tr>
<td>David A. Ansell, BMedSc BSc MBChB Otago, FRANZCGR FRCOG</td>
<td></td>
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</tbody>
</table>
Lynsey Hayward, BSc MBChB, FRANZCOG, MRCOG
Jyoti Kathuria, MBBS India, MD, FRANZCOG, MRCOG
Kara Oksesene-Gafa, MBChB, FRANZCOG
Edwin Ozumba, BMBCh Nigeria, MObstetGynaec Lit., FFFP FRCOG FRANZCOG
Graham Parry, MBChB DipHealthInf Otago, DipObst DDU, FRANZCOG
Jackie Smalldridge, MBBS Lond., FRANZCOG, MRCOG
Sarah Wadsworth, MBChB, FRANZCOG

PAEDIATRICS: CHILD AND YOUTH HEALTH

Professor of Community Paediatrics
1977 Diana R. Lennon, ONZM, MBChB Otago, FRACP

Senior Lecturer
2001 Simon Denny, MBChB, FRACP

Honorary Clinical Senior Lecturers
Richard Matsas, BSc MBChB Otago, DCH DRCOG(UK), MRCPCH
John Newman, MBChB Otago, FRACP
Teuila Percival, QSO, MBChB, FRACP
Adrian Trenholme, MA BC Chir, FRACP Camb.

Honorary Clinical Senior Lecturers in Neonatology
Michael P. Meyer, MBChB Rhodesia, DCH Otago, MD, MRCP
Lindsay Mildenhall, BSc MBChB, FRACP
Claire R. West, MBChB Otago, DFM Monash, DCH Otago, FRACP
Maisie C. Wong, MBChB, FRACP, MRCP(Lond.)

Honorary Clinical Lecturer
Theresa Fleming, BA DS W MHSc PGDipHSc

Honorary Clinical Fellow
Charissa McBride, MN Massey

PSYCHOLOGICAL MEDICINE

Honorary Clinical Senior Lecturers
Murthi Shashtri Anand, MBBS Born., MD Goa
Simon Bainbridge, MBBS BMedSci New castle(UK), MRCPsych
Hinemoa Elder, MBChB, FRANZCP
Pritipal Gill, MBBS Punjab, MD Pq.IMER
Verity Humberstone, MBChB, FRANZCP
Craigimmelman, MBChB, FRANZCP
Jackie Ligginis, MBChB DipObst, FRANZCP
Andrew Sumaru, DSM Fiji, DFM Otago, BSc, FRANZCP
Sai Wong, MBBS HK, FRANZCP, MRCPsych

Honorary Clinical Lecturers
Olivera Djokovic, MD Belgrade, RANZP
John Fernandez, MD Born.
Siale Foliaki, MBChB, FRANZCP
Rajendra Pavagada, MBBS Mys., DPM MD B'Ilore.
Malcolm Stewart, BSc Well., PhD PGDipSci
PGDipClinPsych Otago

SURGERY

Associate Professors
2002 Andrew G. Hill, MBChB MD, FRACS FACS
2001 Rocco Paolo Pitto, MD Catholic U., Rome, PhD Erlangen-Nuremberg, FRACS

Lecturer
2009 Tzu-Chieh Yu, MBChB

Research Fellows
2008 Arman A. Kahokehr, MBChB
2009 Sanket Srinivasan, MBChB Otago

Honorary Clinical Professor
Randall Morton, MBBS Adel., MSc Cape Town, FRACS

Honorary Clinical Associate Professors
Matthew Clark, MBChB MD, FRACS
Wouter Ten Cate, MD

Honorary Clinical Reader
Garnett Tregonning, MBChB, FRACS FRCS

Honorary Clinical Senior Lecturers
David Adams, MBChB, FRACS
Zahoor Ahmad, MD, FRACS
Richard Babor, MBChB, FRACS
Andrew Connolly, MBChB, FRACS
Murray A. Cox, DSM Fiji, DPM Otago, BSc, FRANZCP

Surgery

Associate Professors
2002 Andrew G. Hill, MBChB MD, FRACS FACS
2001 Rocco Paolo Pitto, MD Catholic U., Rome, PhD Erlangen-Nuremberg, FRACS

Lecturer
2009 Tzu-Chieh Yu, MBChB

Research Fellows
2008 Arman A. Kahokehr, MBChB
2009 Sanket Srinivasan, MBChB Otago

Honorary Clinical Professor
Randall Morton, MBBS Adel., MSc Cape Town, FRACS

Honorary Clinical Associate Professors
Matthew Clark, MBChB MD, FRACS
Wouter Ten Cate, MD

Honorary Clinical Reader
Garnett Tregonning, MBChB, FRACS FRCS

Honorary Clinical Senior Lecturers
David Adams, MBChB, FRACS
Zahoor Ahmad, MD, FRACS
Richard Babor, MBChB, FRACS
Andrew Connolly, MBChB, FRACS
Murray A. Cox, DSM Fiji, DPM Otago, BSc, FRANZCP

WAIKATO CLINICAL SCHOOL

Head of Waikato Clinical School
Ross Lawsonrenson, MBBS MD Lond., DipComH Otago, DRCOG(UK) DHMSA(UK), FAFPHM FFPH FRCP

Manager
Raewyn Wooderson

ANAESTHESIOLOGY

Professor
2001 James Sleigh, MBChB Cape Town, DipAppStat Massey, MD, FANZCA FJFICM FRCA

Research Fellow
2002 Logan Voss, BSc(Hons) Well., PhD

Honorary Clinical Senior Lecturers
John Barnard, MBChB, FANZCA
Cameron Buchanan, MBChB Otago, DipObst, FANZCA
Hugh Douglas, MBChB, FANZCA
Robert Frengley, MBChB Otago, FANZCA FJFICM
Mandy Perrin, MBChB Birm., FRCA
Frank van Haren, MD PhD Nijmegen, PGDipEcho Melb., FJFICM
Tom Watson, MBChB Cape Town, DipMgt(Health), FANZCA FFARCS

GENERAL PRACTICE AND PRIMARY HEALTHCARE

Professor
2006 Ross Lawsonson, MBBS MD Lond., DipComH Otago, DRCOG(UK) DHMSA(UK), FAFPHM FFPH FRCP

Director Clinical Teaching
Fraser Hodgson, MBChB DipObst, FRNZCP
Research Fellow
2006 Veronique Gibbons, MSc LondHTM

Honorary Clinical Senior Lecturers
Roger Brown, MBChB DipObst DipComEmMed, FRNZCGP
John Burton, MBChB, FRNZCGP
Keith Buswell, MBChB, FRNZCGP
Malcolm Carmichael, MBChB Otago, FRNZCGP
Bernard Conlon, MBChB BAO Belfast, FRNZCGP
Rawiri Keenan, MBChB Otago
Steven Lillis, MBChB DipSportsMed MGP Otago, FRNZCGP
Marie Lockwood, MBChB, FRNZCGP
Max Neate, MBChB DRCOG Lond., FRNZCGP
Rachel Thomson, MBChB Otago, FRNZCGP, MRCGP(UK)
Raewyn Upsdell, MBChB, MRCGP

MEDICINE

Associate Professors
1990 John V. Conaglen, MBChB MD Otago, FRACP
1999 Peter Jones, BMedSci MBChB PhD Sheff., FRACP, MRCGP

Research Fellow
2004 Grace Joshy, MSc Madr., PhD

Honorary Clinical Associate Professors
Amanda Oakley, MBChB, FRACP
Marius Rademaker, BM DM FRCP Edin., FRACP, MRCGP

Honorary Clinical Senior Lecturers
Denise Aitken, MBChB, FRACP
Polly Atatao-Carr, BSc Waik., MSc MBChB MPH, FAFPHM NZCPHM
Anita Bell, BM BS Nott., MFPHM, FRNZCPHM
James Cleland, MBChB
Nicholas Crook, MBChB Aberd., MRCGP(UK)
Gerard Devlin, MBChB, FRACP
Graeme Dickson, BSc MRCGP(UK), FRACP
Raewyn Fisher, MBChB, FRACP
Margaret Fisher MBChB Otago, PhD Lond., FRACP
Barbara S. Hochstein, MBChB Otago, DRANZCR, FRANZCR
Gregory Hunt, MBChB, FRACR
Michael Jameson, MBChB FRACP, MRCGP(UK)
Noel C. Karalus, BSc MBChB, FRACP
Ian Kennedy, MBChB MD, FRACP
Christopher Lynch, MBChB MD Otago, FRACP
Kim McAnulty, MBChB, FRANZCR
John McLachlan, MBChB Cape Town, FCP(SA), FRACP
Graham Mills, MBChB Otago, MTropHlth Qld., MD, FRACP
Jane Morgan, MBChB, MRCGP(UK)
Charles Richardson, MBChB MD Birm., MRCGP
Peter Sizeland, MBBS Melb., FRACP, MRCGP(UK)
Kamal Solanki, MBBS Bhopal, FRACP
Martin Stiles, MBChB, FRACP
Daniel Tartaglia, MD Univ. Med. Dentistry NJ, FRACP
Paul Timmins, MBChB Otago, FRACP
Clyde Wade, MBChB Otago, FRACP
Louise Wolmarans, MBChB UOFS, FCP(SA)
Kim Wong, MBBS, FRACP
Peter Wright, MBChB Otago, FRACP
Justina Wu, MD Wash., PhD

Honorary Clinical Lecturer
Mazen Shasha MBChB MSc Basrah

NURSING

Senior Lecturer
2007 Jacquie Kidd, PhD, RN

Clinical Lecturer
Kathy Shaw, MHSc Auck.UT., RN

OBSTETRICS AND GYNAECOLOGY

Honorary Clinical Senior Lecturers
Narena Dudley, MBChB, FRANZCOG
Simon Ewen, MBChB Otago, FRANZCOG FRANZCOG
Alastair J. Haslam, MBChB Otago, FRACOG FRANZCOG, MRCGP
Deryck Pilkington, MBChB Cape Town, FRANZCOG
Deidre Rohlandt, BMBS Stell., MBChB, FRANZCOG Vedprakash P. Singh, MD MBBS Bom., FRANZCOG, MRNZCOG
Ruth Swarbrick, MBBS Lond., FRANZCOG, MRCGP
Sarah Waymouth, MBChB, FRANZCOG

OPHTHALMOLOGY

Honorary Clinical Senior Lecturer
Stephen Ng, MBChB Otago, FRANZCO

PAEDIATRICS: CHILD AND YOUTH HEALTH

Senior Lecturer in Paediatrics
2007 Anne Jaquery, MBChB DipObst DCH Otago, PhD, FRACP

Honorary Clinical Senior Lecturers
Stephen Bradley, MBChB DipObst DCH Otago, FRACP
David Graham, MBChB, DCH, FRACP
Peter Heron, MBChB Witw., FRACP
Fraser Maxwell, MBChB, DCH, FRACP
Hamish F. N. McCoy, MBChB, FRACP
Johan Morreau, MNZM, MBChB, FRACP
Phillip J. Weston, MBChB Otago, FRACP

Honorary Clinical Senior Lecturers in Neonatology
David Bourchier, MBChB, MRCGP(UK), FRACP
Arun Kumar Nair, MBBS Osm.

PSYCHOLOGICAL MEDICINE

Professor
2004 Graham Mellisop, MBChB Otago, DPM, MD Melb., FRANZCP, MRCPsyCh

Associate Professor
2006 David Menkes, BA UCSD, PhD Yale, FRANZCP

Honorary Clinical Associate Professor
Shallesh Kumar, MBBS Calc., MPhil Lond., DPM Ranchi, DipCBT Lond., FRANZCP, MRCPsyCh

Honorary Clinical Senior Lecturers
Wayne de Beer, MBChB Witw., FRANZCP
Peter Dean, MBBS Lond., DRCOG MRCPsyCh
Roy Krawitz, MBChB Witw., FRANZCP
Jik Loy, MBBS Melb., FRANZCP
Kadhem Majeed, MBChB, FRANZCP, MRCPsyCh
Eleni Nikolou MBChB Otago, FRANZCP
Chohye Park, MD Kyungbuk, FRANZCP
Jean-Bosco Ruzibiza, MD Kinshasa, MMed
Daniel Smith, MBChB Brist., MRCPsyCh MRCPsych
John Strachan, MBChB Edin., FRANZCP, MRCPsyCh
Rees Tapsell, MBChB Otago, FRANZCP

SURGERY
Honorary Associate Professor
Ian Campbell, MBChB, FRACS

Honorary Clinical Associate Professor
Theo Gregor, MBChB PhD Witw., FRCS FACS Edin.

Honorary Clinical Senior Lecturers
Paul Brydon, MBChB Otago, FACEM
Grant Christey, MBChB Otago, FRACS
Martyn Harvey, MBChB, FACEM
Askar Kukkady, MBBS MS Mlore, MCh Calicut, FRCS Edin., FRACS (jointly with Surgery)
Richard Reid, MBChB Otago, FRACS
Udaya Samarakkody, MS MBBS DCH Colombo, FRCS FRCS Edin.
Neville Strick, MBChB Witw., FRACS
Thodur Vasudevan, MBBS Madr, FRACS, FRCGlas
David Vernon, MBChB, FRACS

MEDICAL AND HEALTH SCIENCES EDUCATION, CENTRE FOR
Head
Jennifer Weller, MD MBBS Adel., M ClinEd NSW, FRCA FANZCA

Deputy Head
Boaz Shulruf, DipTchg Zinman, BSc Open(Tel Avio), MPH Hebrew Univ., PhD

Administrator
Johanna Beattie, BA(Hons) Wales

Associate Professor
2004 Jennifer Weller, MD MBBS Adel., M ClinEd NSW, FRCA FANZCA

Senior Lecturers
2009 Marcus Henning, MBus PhD Auck.UT, DipTchg ACE, MA
2008 Boaz Shulruf, DipTchg Zinman, BSc Open(Tel Avio), MPH Hebrew Univ., PhD

Lecturer
⁎2009 Rain Lamdin, BSc MBChB PhD GradDipEd

Senior Research Fellow
2010 Craig Webster, MSc Cant., PhD

CLINICAL SKILLS RESOURCE CENTRE
Director
⁎Andrew Wearn, MBChB MMedSc Birm., MRCPsych(UK)

Lecturer
⁎2004 Harsh Bhoopatkar, MBChB MMedSc

LEARNING TECHNOLOGY UNIT
Director
Iain Doherty, BA(Hons) MLitt Newcastle(UK), PhD Edin.

Senior Tutors
2008 Pauline Cooper, MA
2004 Adam Blake, MET Br.Col., BCom LLB

SCHOOL OF MEDICAL SCIENCES
Head of School
John Fraser, BSc(Hons) Well., PhD, FRSNZ

Academic Director
Roger J. Booth, MSc PhD

Manager
Stuart Glasson, NZCE NZTC Auck.UT.

ANATOMY WITH RADIOLOGY
Head of Discipline, Radiology
Andrew H. Holden, MBChB, FRANZCR

Associate Professors in Anatomy
1978 Richard L. M. Faull, ONZM, BMedSc MBChB Otago, PhD DSc, FRSNZ
1989 Louise F. B. Nicholson, MSc PhD DipTchg
1984 J. Martin Wild, MA Cant., PhD DSc

Head of Discipline, Radiology
Andrew H. Holden, MBChB, FRANZCR

Associate Professors in Biomedical Imaging
1996 Alistair A. Young, ME PhD (jointly with Physiology)

Associate Professors in Radiology
1999 Colleen J. Bergin, BSc MBChB, FRACPS
2007 Anthony Doyle, MBChB Otago, Amer B Cert Radiology, BSc, FRANCP
2005 Andrew H. Holden, MBChB, FRANZCR

Senior Lecturers in Anatomy
2007 Maurice Curtis, BHSc Unitec, MSc PhD
2002 M. Fabiana Kubke, Lic Buenos Aires, MSc PhD Corn.

Lecturer in Anatomy
2009 Keryn Reilly, MBChB

Lecturer in Cell and Molecular Imaging
2002 Susan McGlashan, BSc Leeds, PhD Lond.

Senior Tutor
2000 Peter Riordan, MSc Wark.

Tutor
2010 Angela Tsai, BSc

Senior Research Fellow
2001 Henry J. Waldvogel, MSc PhD

Research Fellows
2008 Hector J. Monzo Gil, MSc PhD Brist.
2006 Nils Krutzfeldt, DiplBiol Bielefeld, PhD
2006 Simon O’Carroll, MSc Cant., PhD
2003 Shamim Shaikh, MSc PhD DMLT Mumbai

Clinical Senior Lecturers in Radiology
Mary Louise Herdson, BSc MBChB, FRANZCR
Barbara S. Hochstein, MBChB Otago, DRANZCR, FRANZCR
Emeritus Professors
John B. Carman, BMedSci MBChB NZ DPhil Oxf.
Stuart W. Heap, MBBS Lond., FRACR FRCR

Honorary Associate Professors
Brenda V. Dawson, BA Keele. MD Arizona, FASCP FCAP
C. Anthony Poole, BSc PhD Otago

Honorary Senior Lecturers
Peter Johnston, MBChB, FRACS
Russel Metcalfe, MBChB, DRACR, FRANZCR

Honorary Lecturers
Elizabeth M. Culav, DipPhysiol BPhyTher Maniti., MHSc
Dene Hancock, DipPhysiol Otago, BSc NYU

AUCKLAND CANCER SOCIETY RESEARCH CENTRE

Director
William A. Denny, ONZM, MSc PhD DSc, FNZIC

Co-Director
Bruce C. Baguley, ONZM, MSc PhD, FRNZ

Administrator
Leigh-Anne Parrish

Professors
1968 Bruce C. Baguley, ONZM, MSc PhD, FRNZ
1972 William A. Denny, ONZM, MSc PhD DSc, FRNZ FNZIC
1988 Lynnette R. Ferguson, QSO, DPhil Oxf., DSc, FNZIFST (jointly with Nutrition)
1980 William R. Wilson, BSc Well., PhD, FRNZ

Associate Professors
1993 Robert F. Anderson, MSc PhD, CChem, FRSC FNZIC
1987 Lai-Ming Ching, MSc PhD
1991 Michael P. Hay, BSc(Hons) PhD Cant.
1984 Brian D. Palmer, MSc DIC Lond., PhD
1980 Gordon W. Rewcastle, MSc PhD, FNZIC

Senior Research Fellows
1963 Graham J. Atwell, MSc
2002 Adrian Blaser, MSc PhD Bern.
2008 Jack Flanagan, BSc(Hons) Well., PhD ANU
1992 Swarna A. Gamage, BSc(Hons) Kelaniya, PhD Otago
1999 Kevin O. Hicks, BSc BVSc Massey, PhD
2003 Jackie D. Kendall, MSc PhD Nott.
1987 Philip Kestell, BSc Herts., PhD Birm.
1987 Ho H. Lee, BSc Sing., MSc Walk., PhD
1995 Euphemia Leung, MSc Western Kentucky, PhD (jointly with Molecular Medicine and Pathology)
2004 Guo-Liang Lu, MSc Hebet Normal University, PhD Nankai
2001 Adam V. Patterson, BA(Hons) Oxf., PhD Oxf. Brookes
1992 Frederik Pruijn, MSc PhD VU Amsterdam
2001 Sujata S. Shinde, MSc PhD Pune
1994 Jeffrey B. Smaill, BSc(Hons) PhD Otago
1995 Julie A. Spicer, BSc(Hons) PhD Massey
2001 Hamish S. Sutherland, MSc PhD
1991 Moana Tercel, PhD Camb., MSc
1991 Andrew M. Thompson, BSc(Hons) PhD Cant.

Research Fellows
2007 Maria Rosaria Abbattista. PhD Bari
2005 Amir Ashoorzadeh, MSc PhD

2008 Shannon L. Black, MSc P.Elizabeth, PhD Bath
2008 Muriel Bonnet, MSc Rennes, PhD Ecole Nat. Supérieure Chimie Rennes
2002 David J. A. Bridewell, MSc PhD
2003 Darby G. Brooke, BSc(Hons) PhD Cant.
2008 Anna Giddens, MSc PhD
2006 Christopher P. Guise, BSc PhD Warw.
2009 Kristiina M. Huttunen, MSc PhD Kuopio
2005 Jagdish K. Jaiswal, MPHarm Jad., PhD All India IMS
2008 Stephen M. Jamieson, MSc PhD
2001 Nishi Karunasinghe, BSc Colombo, MPhil Kelaniya, PhD Macq. (jointly with Nutrition)
2010 Ji Eun Kim, BSc(Hons) PhD Stan.
2006 Christian K. Miller, BSc(Hons) Her., PhD Bath
2009 Patrick O’Connor, BSc Massey, PhD ANU
2000 Ralph J. Stevenson, MSc PhD
2009 Amy Tong, BSc(Hons) PhD
2008 Kit Tsang, BSc(Hons) PhD
2009 Jingli Wang, MSc Fudan, PhD Stan.

Honorary Professor
Michael P. Findlay, MBChB MD Otago, FRACP

Honorary Associate Professors
Mark J. McKeage, MBChB Otago, PhD Lond., MMEdSci, FRACP
James W. Paxton, BSc PhD Glas.

Honorary Senior Lecturers
Nuala Helsby, BSc(Hons) Staff., PhD Liv.
Andrew N. Shelling, BPhEd BSc(Hons), PhD Otago (jointly with Molecular Medicine and Pathology and Obstetrics and Gynaecology)

Honorary Senior Research Fellow
Graeme J. Finlay, BTh S.Af., MSc PhD

MOLECULAR MEDICINE AND PATHOLOGY

Head of Department
Peter J. Browett, BMedSci MBChB Otago, FRACP FRCPA

Senior Department Secretary
Robyn R. McDonald

Professors
1989 Peter J. Browett, BMedSci MBChB Otago, FRACP FRCPA
1991 Kathryn E. Crosier, ONZM, MBChB Otago, PhD, FRACP FRCPA
1987 Philip S. Crosier, MSc PhD
1988 Mike Dragunow, MSc PhD
1992 Fiona M. McQueen, MBChB
1996 Matthew J. During, BSc MBChB DSc, FRACP FACP FAAS
1989 John Fraser, BSc(Hons) Staff., PhD Nev.
1996 Andrew N. Shelling, BPhEd BSc(Hons), PhD Otago (jointly with Molecular Medicine and Pathology and Obstetrics and Gynaecology)
1992 Fiona M. McQueen, MBChB Otago, MD, FRACP
2004 Peter Shepherd, BSc PhD Massey

Associate Professors
1984 Roger J. Booth, MSc PhD (jointly with Psychological Medicine)
2010 Alan J. Davidson, BSc(Hons) PhD
1988 Geoffrey W. Krissansen, BSc(Hons) PhD Otago
2005 Crisp Print, MBChB PhD
1995 Andrew N. Shelling, BPhEd BSc(Hons) PhD Otago (jointly with Obstetrics and Gynaecology)
1988 Mark G. Thomas, MBChB MD DipObst, FRACP
1997 Debbie Young, MSc Otago, PhD (jointly with Pharmacology)

Senior Lecturers
2003 Leanne C. Berkahn, MBChB Otago, FRACP FRCPA
2008 Emma Best, DTM&H Lond., MBChB MMed NSW, DipPaeds, FRACP
2001 Graeme J. Finlay, BTh S.Af., MSc PhD
1998 Nuala Helsby, BSc(Hons) Staff., PhD Liv.
2003 Maggie Kalev, MBChB Szczecin (Poland), PhD, FRCPA
1995 Thomas K. Profi, MSc PhD Heidelberg
2008 Stephen Ritchie, MBChB, FRACP
2001 Simon Swift, BSc(Hons) PhD Nott.

Senior Research Fellows
2000 Maria Vega Flores, BSc(Hons) Philippines, PhD NSW
2009 Annette Lasham, BSc Lond., PhD Camb.
1995 Euphemia Leung, MSc Western Kentucky, PhD (jointly with Auckland Cancer Society Research Centre)
1993 Kathleen G. Mountjoy, BSc Massey, PhD (jointly with Physiology)
1999 Shiva Reddy, MSc DipSc Otago. DipTchg ACE, PhD
2009 Siouxsie Wiles, BSc(Hons) Edin., PhD Oxf.

Research Fellows
2009 CHERIE BLENKIRON, BSc Nott., PhD Edin.
1999 Christina M. Buchanan, MSc Walk., PhD
2008 Emmanuelle Cognard, MSc ENSAR, PhD Nice Sophia Antipolis, MaNimBiol ENSAR/Rennes
2005 Christopher Hall, BTech(Hons) PhD
2010 Silva Holtfreter, DipHumanBio PhD Greifswald
2010 Hyun-Sun Jin, MAplSci NSW, PhD Korea
2006 Ries Langley, MSc PhD
1991 Patricia A. Lawlor, MSc PhD
2009 JACELYN MEI SAN LOH, BTech(Hons) PhD
1997 Alexandre I. Muravlev, BSc PhD Novosibirsk
2006 Fiona J. Radeloff, BSc(Hons) Tas., PhD NSW
2009 Greg Smith, BA Massey, BSc Otago, MSc PhD
2008 Wendy Watkins, BTech(Hons) PhD
2008 Rosamund J. Weallhall, BA(Hons) Otago, MSc WA, PhD Wash.

Emeritus Professor of Experimental Pathology
John Gavin, BDS NZ, DDS BSc(Hons) PhD DSc Otago, FRCPath FRCPA FFOP

Honorary Professors of Molecular Medicine
Peter L. Bergquist, MSc NZ, PhD DSc, FRSNZ
Kennedy F. Shortridge, BSc Qu., PhD Lond.

Honorary Senior Research Fellows in Molecular Medicine and Pathology
William G. H. Abbott, MBChB PhD, FRACP
Mark Rees, BSc(Hons) PhD Cardill, MRCPath Lond.
Russell G. Snell, MSc Otago, PhD Cardill (jointly with Anatomy)
Kevin (Xueying) Sun, MD PhD Shandong
Neil S. Van de Water, BSc Massey, PhD Lond., DipSc Massey

Honorary Clinical Associate Professors
Rohan Ameratunga, MBChB PhD, DipABMLI, FRACP FRCPA

Hilary A. Blacklock, MBChB Otago, FRACP FRCPA
James S. Davidson, BSc Natal, MA Camb., MBChB PhD Cape Town, FCPath S.Af., FRCPath(UK)
Paul A. Ockelford, BSc MBChB, FRACP FRCPA
D. Graeme Woodfield, MBChB NZ, PhD Edin., FRCP FRCPA

Honorary Clinical Senior Lecturers
Simon Briggs, MBChB, FRACP
George T. C. Chan, MBChB, FRCP FRCPA FHKCP
Amanda Carlton, BMedSci MBChB Otago, FRCPA

HONORARY SENIOR RESEARCH FELLOWS
2010 Silva Holtfreter, DipHumanBio PhD

Research Fellows
2009 Cherie Blenkiron, BSc
2009 Angharad R. Morgan, BSc(Hons)
2009 Jacelyn Mei San Loh, BTech(Hons) PhD
2009 Siouxie Wiles, BSc(Hons)

NUTRITION

Head of Discipline
Lynnette R. Ferguson, QSO, DPhil Oxf., DSc, FNZIFST

Administrator
Fleur Daji

Professor
1988 Lynnette R. Ferguson, QSO, DPhil Oxf., DSc, FNZIFST [jointly with Auckland Cancer Society Research Centre]

Senior Lecturer
2006 Clare Wall, BSc Wales, MAplSci PhD Qld.UT

Research Fellows
2010 Karen Bishop, MSc PhD Natal
2010 Dug Yeo Han, PhD
2005 Claudia Huebner, MSc Jena, PhD Wuerzburg
2001 Nishi Karunasinghe, MB ChB Massey, MPhil Kelaniya, PhD Macq. (jointly with Auckland Cancer Society Research Centre)
2008 Angharad R. Morgan, BSc(Hons) Manc., PhD S’ton
ONCOLOGY

Head
Michael P. Findlay, MBChB MD Otago, FRACP

Professor
2002 Michael P. Findlay, MBChB MD Otago, FRACP
(jointly with Auckland Cancer Society Research Centre)

Secretary/Administrator
Kasturi Naicker

Research Manager: Cancer Trials New Zealand
Stephanie Pollard, MA Manc.

Senior Research Fellow
2006 Wendy Stevens, MBBS Syd.

Honorary Clinical Associate Professors
Vernon Harvey, LRCP, MRCS MBBS MD Lond., FRCPed, MRCP(UK)
Graham Stevens, BSc MBBS MD Syd., FRACP

Honorary Clinical Senior Lecturers
Gill Campbell, MBChB Dund., FRANZCR
John Childs, MBChB, FRACP FRANZCR
Hedley Krawitz, MBChB M.Med Witt., FRANZCR
George Laking, BMedSc, MBChB Otago, PhD Lond.
Andrew Macann, MBChB, FRANZCR
Anne O’Callaghan, MBBS Lond., FAcHPM, MRCP(UK)
Maria Pearse, MBChB Otago, FRANZCR
David J. Porter, MBChB Otago, MD Newcastle(UK), DipObst, FRACP
Richard Sullivan, MBChB Otago, FRACP
Paul Thompson, BHB NZ, MBChB MD, FRACP

PHARMACOLOGY AND CLINICAL PHARMACOLOGY

Head of Department
Michelle Glass, BSc PhD

Administrator
Kavita Hussein

Professor of Clinical Pharmacology
...

Professors
1988 Michael Dragunow, MSc PhD Otago
1983 Nicholas H. G. Holford, MSc MBChB Manc., FRACP, MRCP

Associate Professors
2000 Bronwen Connor, BSc PhD
2000 Michelle Glass, BSc PhD
1996 Mark J. McKeage, MBChB Otago, PhD Lond., MMedSc, FRACP
1976 James W. Paxton, BSc PhD Glas.
1997 Malcolm Tingle, BSc PhD Lii.
1997 Debbie Young, MSc Otago, PhD (jointly with Molecular Medicine and Pathology)

Senior Lecturer in Pharmacology
...

Senior Lecturer in Toxicology
...

Senior Tutors
2001 Liam Anderson, BTech PGDipForensic
2006 Deanna Bell, MSc PhD
2005 Rachel Cameron, BSc PhD

2008 Leslie Schwarz, BA UC Santa Cruz, PhD Oregon

Research Fellows
1999 Hannah Gibbons, BSc(Hons) W.England, PhD
2010 Renee Gordon, MSc PhD
2004 Scott Graham, BSc(Hons) Strath., PhD Aberd.
2009 Yan Li, MSc PhD Otago
2001 Johnson Liu, MSc Xiu, PhD Guangzhou
2008 Christof Maucksch, BPharm Regensburg, PhD Berlin
2002 Lian Wu, BMed Shanghai, MHSc PhD

Honorary Associate Professors
Trevor Speight, DipPharm NZ
David Woolner, BSc(Hons) MBBS Lond., FANZCA, FFPM

Honorary Senior Lecturer
Glen Reid, MSc PhD Göttingen

Honorary Research Fellow
Shu Chin Ma, BE(Hons) Yale, PhD New Haven

PHYSIOLOGY

Head of Department
Alistair Gunn, MBChB Otago, PhD, FRACP

Personal Assistant/Academic Administrator
Megan Spiers

Professor of Neurophysiology
1986 Janusz Lipski, MD PhD DSc Warsaw

Professors
1996 Laura Bennet, MA PhD
1998 Mark Cannell, BSc PhD Lond.
1994 Alistair Gunn, MBChB Otago, PhD, FRACP
1990 Peter Thorne, CNZM, BSc DipSc Otago, PhD (jointly with Audiology)

Associate Professors
1995 Ian LeGrice, BE MBChB PhD DipTP
1996 Simon Malpas, BSc Well., PhD Otago
1977 Bruce Smaill, BE BSc(Hons) Cant., DIC PhD Lond. (jointly with Auckland Bioengineering Institute)
1998 Christian Soeller, DipPhys Göttingen, PhD
1996 Alistair A. Young, ME PhD (jointly with Anatomy with Radiology)

Senior Lecturers
1999 Carolyn J. Barret, BSc(Hons) Otago, PhD
1982 Denis Loiselle, MSc Alta., PhD Dal., DipPhEd Otago (jointly with Auckland Bioengineering Institute)
2004 Johanna Montgomery, BSc(Hons) PhD Otago
1993 Kathleen Mountjoy, BSc Massey, PhD (jointly with Molecular Medicine and Pathology)
1994 Srdjan Vlajkovic, MD MSc PhD Belgrade
1994 Marie Ward, MSc, PhD

Senior Tutors
2005 Anuj Bhargava MBChB Bom., PGDipSci Otago
2008 Monica Ram, BTech[Hons] PhD
2005 Raj Subramaniam, MSc Otago, PhD

Research Fellows
2008 David Baddeley, MSc PhD Heidelberg
2010 Meagan Barclay, BSc(Hons) PhD
2005 Ji-zhong Bai, MSc PhD
2009 Lindsea Booth, BSc(Hons) PhD
2010 Juliette Cheyne, BSc(Hons)
2006 Patricia Cooper, MSc PhD Oxf.
2006 David Crossman BSc(Hons) Otago, PhD
2002 Sherly George, MSc PhD Calicut
2002 Sarah-Jane Guild, ME PhD
2009 Johann Le Flôc’h, MP UBO, PhD INSA Lyon
2008 Sam Mathai, MSc SP, PhD Calicut
2006 Ravindra Telang, BVSc&AH Bom., MVSc PhD IVRI (jointly with Audiology)

**Honorary Professor**
Gary Housley, MSc PhD

**Honorary Associate Professor**
Greg Funk, BSc PhD Br.Col.

**Honorary Senior Lecturers**
Noel J. Dawson, BSc(Hons) PhD NE
Mhoyra Fraser, BSc MPhil PhD

**Honorary Lecturer**
Bruce A. Scroggins, BAgrSc

**Honorary Clinical Lecturer**
Michael Eade, MBChB, MD, FRACP

**SCHOOL OF NURSING**

**Head of School**
Judy Kilpatrick, CNZM, BA, FCNA(NZ), RN

**Services Manager**
Alison Gray

**Professor**
2009 Merryn Gott, MA Oxf., PhD Sheff.

**Associate Professors**
1993 Robyn Dixon, MA PhD, RN
2003 Mary Finlayson, BsSc(Hons) PhD Waik., RN
2002 Andrew Jull, DipBusStudies Massey, MA Well., PhD, RCPN
1999 Judy A. Kilpatrick, CNZM, BA, FCNA(NZ), RN
2002 Brian McKenna, BA MHSc PhD, RN
2000 Matthew Parsons, BSc(Hons) MSc PhD Lond., RN

**Senior Lecturers**
2009 Joanne Agnew, MNurs PGDipHSc, RN
2004 Jane Bebbington, MHSc Auck.UT, RN
2005 Mia Carroll, BA Massey, DPH, MHSc FCNA(NZ), RN
2008 Terryann Clark, MPH PhD Minn. State, RN
2001 Helen Hamer, MN Massey, RN
2001 Michelle Honey, BAScSci MPhil Massey, PhD, RN
2009 Stephen Jacobs, BA DipTchg
2007 Jacqui Kidd, MN Otago Polytech., PhD, RN
FCNA(NZ), RN
2002 Dianne Marshall, BASocSci MA Massey, RN
2002 Ann McKillop, BA Massey, DN Technol.Syd., RN
1997 Anthony O’Brien, BA MPhil Massey, RN
2009 Sandra Oster, RN Winona State, MSN Minn. State, RN
1999 John Parsons, BSc(Hons) Brun., PGDipHSc Auck.UT, MHSc

**Research Fellows**
2009 Gary Bellamy, BN(Hons) Nott., MA PhD Sheff.
2004 Kate Thom, MA Cant., PhD

**Honorary Professor**
Christine Ingleton, BEd Manc., MA Leeds, PhD Sheff., RN

**Honorary Associate Professor**
Margaret P. Horsburgh, EdD C.Sturt., MA DipEd, FCNA(NZ), RN, RM

**Honorary Senior Lecturers**
Susan Bramah Adams, MSc, RHV, RN
Kerry-Ann Adlam, RN
Margaret Broodkorn, MNurs, RN
Taima Campbell, BN Waik., MNurs, RN
Andrew Cashin, BHSc MN PhD DipAppSci Technol. Syd., RN, MHN, NP
Maree Cassidy, PGDipHSc, RN
Judith Christensen, MSc Mac., PhD Massey, BA, RN, FCNA
Alex Craig, MN Massey, RN
Lyn Dyson, MA Massey, RN
Mark Jones, BSc PGDipHealthVisiting S.Bank, MSc Brist., RN
Denise Kivell, MHSc, RN
Jan Nichols, MPH, RN
Christine Payne, RN
Jacqueline Robinson, NP, RN
Di Rould, MHSc Auck.UT, RN

**Honorary Lecturers**
Gareth Edwards, MSc Aberd.
Deborah Harris, MHSc, RN
Lorraine Hetaraka, RN
Rose Lightfoot, MPH, RN
Kathy Peri, MHSc Otago, RN

Honorary Professional Teaching Fellows
Elizabeth Buckley, BA MNurs, RN
Jean-Michel Burgess, BSc Lond.S.Bank
Cherry Campbell, MHSc C.Sturt, RN
Jo Hathaway, MNurs, RN
Jayne Huggard, MHSc, RN
Nicky Sayers, B Nurs, RN

Honorary Clinical Associate Professor
Amanda Wheeler, BSc BPharm Otago,
P GDipClinPsychPharm De Montfort,
MRPharmS

Honorary Clinical Senior Lecturers
Cheryl Atherford, MHSc, RGON
Jagpal Benipal, BHSc MBS Massey, A/FACHSE,
PhD, RN
Jane Brosnanhan, BN MA Well., RN, MCNA
Simon Browes, MSc, DipN, RN, MIHM
Annie Fogarty, BHSc Auck.UT, MA DipBusMgt
Massey, RN
Phillippa Jones, MA DMS, MCGI, RN
Ross Turner, MA(Applied) Well.

Honorary Clinical Lecturers
Viv Atkins, MNurs, RN
Dianne Barnhill, BN PGDipHSc, RN
Sherryll Beveridge, BHSc, RN
Kathryn Blakey, RN
Pip Brown, MA, RN
Karyn Bycroft, MNurs, RCompN
Margaret Colligan, MNurs, RN
Jessie Crawford, MN Massey, RGON, NP
Justine Dahlenburg, PG DipProfNursPract Otago
Polytech., RN
Janette Dallas, MN Massey, RN
Camille Davis, MSN Texas A&M, NP
Lorna Davis, BA Leeds Met., MA York(UK), RN
Barbara Docherty, PGDipHSc, RN
Kathryn Edwards, BHSc PGDipHSc, RN
David Garland, PG DipHSc, RN
Michael Geraghty, BA MHSc, NP RM(N)UK, RN
Maureen Goodman, MNurs, RCPN
Deidre Gordon, PGDipHSc, RN
Chris Guiys, PG DipHSc, RN
Diana Hart, BA MNurs, NP, RN
Samantha Heath, BSc Manc., MA Wov., RN
Karin Hoedl-Lang, RN
Janine Horsfall, RN
Maria Kekus, MN, RGN
Ana Kennedy, BSc Calif. State, MSc UCSF, NP
Carla MacMillan, PGDipHSc, RGON
Jayne Mason, PGDipHSc, RN
Nev McClelland, MHSc, RN RMN(SA)
Jean Mary McQueen, MN Massey, RM(UK), RN
Duncan Milne, BHSc Auck.UT, MNurs, RN
Rhondla Paice, BHSc Auck.UT, MHSc DipHealth, RN
Paula Renouf, BA Otago, MS UCSF, RN, FCNA(NZ)
Declan Rogers, BA Well., DipHENursing Herts.
Sharon Rydon, RN
Karen Schimanski, PGDipHSc, RGON
Carol Schneebeli, PG DipHSc, RN
Adrienne Scott, BHSc Auck.UT, MN Massey, RN
Karyn Scott, BHSc Auck.UT, PGDipNurs, RN
Kathy Shaw, MHSc Auck.UT, RN
Geoffrey M. Sim, PGDipHSc, RGN
Barbara Smith, DipEd Massey, BA MHSc, RN, RM
Adrienne Strickland, RN
Melody Trueman, RN
Bronwyn G. Ward, BHS Acuck.UT, RN
Kim Ward, PGDipHSc, RN
Adair Watson, MN, RN
Cynthia Wensley, BA PGDipHSM Massey, MHSc
Paula Whitfield, MNurs, RN
Anne Williamson, MHSc Manukau.UT, RN

SCHOOL OF PHARMACY

Head
John P. Shaw, BSc PhD Brighton, DipClinPharm
Aston, FNZCP FRPharmS FPS, RegPharmNZ

Administrator
Anna Evans

Professors of Pharmacy
2007 Gil Hardy, GRIC Lond., PhD Bath, FRSC
2000 John P. Shaw, BSc PhD Brighton,
DipClinPharm Aston, FNZCP FRPharmS FPS,
RegPharmNZ

Associate Professors
2005 Joanne Barnes, BPharm PhD Lond.,
MRPharmS, FLS
2003 Sanjay Garg, MPharm Delhi, PhD Nat. Inst.
Immunol., New Delhi, MMGT
2002 Janie L. Sheridan, BPharm Bath, BA Middle.
PhD Lond., FRPharmS, RegPharmNZ

Senior Lecturers
2008 Raisa S. Al-Kassas, BSc KSU, PhD Belf.
2001 Raid Alany, BPharm MSc Baghdad, PhD
Otago, FNZCP, RegPharmNZ
2004 Jeff Harrison, BSc Aston, PhD Bristol, DipClin
Pharm Bath, MRPharmS, BCPS, RegPharmNZ
2005 Nataly Martini, MSc PhD Pret.
2004 Ailsa McGregor, BSc(Hons) Aberd., PhD Glas.
2004 Bruce Russell, BPharm PhD Otago,
MRPharmS
2005 Jingyuan Wen, BPharm MSc China, PhD
Otago

Lecturers
2009 Trudi Aspden, BPharm PhD Nott.,
RegPharmNZ
2007 Zaheer-Ud Din Babar, BPharm B.Zak.,
MPharm PhD Sci.U.Malaysia
2005 Fiona Kelly, BPharm PhD GradDipPharmPrac
Syd., RegPharmNZ
2009 Zimei Wu, MSc Natjing, PhD Otago

Senior Tutors
2005 Maree-Ann Jensen, DipPharm CIT(NZ)
2002 Janie L. Sheridan, BPharm
2001 Raida S. Al-Kassas, BSc
2000 John P. Shaw, BSc PhD Brighton,
DipClinPharm Aston, FNZCP FRPharmS FPS,
RegPharmNZ

Pharmacists
2009 Anne Rew, BPharm PGDipPharm Otago,
RegPharmNZ
2005 Anne Rew, BPharm PGDipPharm Otago,
RegPharmNZ
2005 Anne Rew, BPharm PGDipPharm Otago,
RegPharmNZ
**Honorary Professor**  
Ross Tsuyuki, BSc BrCol., PharmD SUNY, MSc McM., FCShP FACC

**Honorary Associate Professors**  
Patrick A. Ball, BSc Aston, MSc Birm., PhD Wales, FNZCP, MRPharmS, MCPhP  
Rosemary A. Beresford, ONZM, BPharm Nott., MSc Glas., PhD Otago, RegPharmNZ  
Geoffrey Sussman, OAM, BPharm Monash, FPS FACP FAWMA FAIPM

**Honorary Senior Lecturers**  
Linda Bryant, BPharm MClinPharm PhD Otago  
Craig Bunt, BPharm(Hons) Otago, PhD  
Douglas Hancox, BPharm Lond., DipEdStud Well., MRPharmS, RegPharmNZ  
Simon C. S. Hurley, BSc Brighton, MSc Aberd., DipPh Otago, MRPharmS, RegPharmNZ  
Nadir Kheir, BPharm Cairo, PGDipPharm Otago, ANZCP  
Philip Rasmussen, MPharm, RegPharmNZ  
Monica Zolezzi, BPharm Peru, MSc Edmonton

**Honorary Lecturer**  
Andrea Shirlcliffe, BPharm PGDipClinPharm Otago, RegPharmNZ

**Honorary Clinical Senior Lecturers**  
Kim Brackley, DipPharm CIT(NZ), MSc Lond.  
Keith Crump, DipPharm CIT(NZ), PGDipPharm Otago, RegPharmNZ  
Adèle Leitch, BSc BPharm MClinPharm Otago, RegPharmNZ  
Amanda Wheeler, BSc BPharm Otago, PGDipClinPsychPharm De Montfort, MRPharmS

**Honorary Clinical Lecturers**  
Debbie Bassett-Clark, MClinPharm Otago, MRPharmS, RegPharmNZ RegPharmAus  
Anne Blumgart, DipPharm Witw., PGDipPH, RegPharmNZ  
Elizabeth Brookbanks, MClinPharm Otago, DipPharm CIT(NZ), MRPharmS, RegPharmNZ  
Marilyn Crawley, MClinPharm Otago, RegPharmNZ  
Sian Dawson, BPharm(Hons) Cardiff, MRPharmS, RegPharmNZ  
Sarah Fitt, BPharm Lond., DMS UK, MRPharmS, RegPharmNZ  
Bruce Hastie, BPharm Otago, FNZCP, RegPharmNZ  
Shareen Mannan, MPharm Dhaka, RegPharmNZ  
Sanja Mirkov, BPharm Belgrade, ANZCP, RegPharmNZ  
Sanjoy Nand, DipPharm CIT(NZ), MClinPharm Otago, RegPharmNZ  
Caroline Riddle, MPharm Brighton, DipClinPharm Lond., MRPharmS RegPharmNZ  
Jenny Rous, DipPharm S.Af., PGCertPharm Otago, RegPharmNZ  
Robert Ticehurst, BSc Aston, RegPharmNZ  
Jenny Young, MPharm Otago, RegPharmNZ

**SCHOOL OF POPULATION HEALTH**

**Head of School**  
Alistair Woodward, MMedSci Nott., MBBS PhD Adel., FNZCPHM

**School Manager**  
Peggy McQuinn

**AUDIOLGY**

**Head**  
Grant Searchfield, BSc MAud PhD

**Administrator**  
Heather Seal, BCom

**Professor**  
1990 Peter Thorne, CNZM, BSc DipSc Otago, PhD (jointly with Physiology)  
2000 Grant Searchfield, BSc MAud PhD  
2009 David Welch, MA PhD

**Lecturer**  
2009 Mary O’Keefe, BSc MAud PhD

**Professional Teaching Fellow**  
2010 Leslie Searchfield, BS Emerson, MA San Diego State

**Senior Tutors**  
2008 Ellen Giles, BA MSc Keele  
1994 Sharon Mein Smith, BSc Massey, DipAud Melb.

**Senior Research Fellow**  
1986 David Munoz, BSc MBChB MD San Andrés, Bolivia

**Research Fellows**  
2007 Kei Kobayashi, BEng Sophia  
2006 Ravindra Telang, BVSc&AH Bom., MVSc PhD IVRI (jointly with Physiology)

**Clinical Audiologists**  
Gavin Coad, BSc MAud DipTechg  
Manpreet Kaur, BSc All India IMS, MAud

**CLINICAL TRIALS RESEARCH UNIT**

**Director**  
Chris R. Bullen, MBChB DObst DCH Otago, MPH, PhD, FAFPHM FNZCPHM, MACTM

**Associate Director**  
Cliona Ni Mhurchu, BSc Trinity(Dub.), PhD S’ton.

**Manager**  
Sheila Fisher

**Professor of Epidemiology**  
...

**Associate Professors**  
2000 Chris R. Bullen, MBChB DObst DCH Otago, MPH, PhD, FAFPHM FNZCPHM, MACTM  
2002 Andrew Jull, MA Well., DipBusStudies Massey, PhD, RCpN

**Senior Research Fellows**  
1999 Carlene Lawes, MBChB Otago, MPH, PhD, FAFPHM FNZCPHM  
2005 Ralph Maddison, MSc PhD  
1995 Natalie Walker, MSc Well., DPH Otago, PhD  
2005 Robyn Whittaker, MBChB MPH, FAFPHM FNZCPHM
Research Fellows
2006 Enid Dorey, BA MSc 
2006 Helen Eyles, MSc Otago
2007 Louise Foley, BSc MA W.ont.
2005 Yannan Jiang, BSc Beijing Normal, MSc PhD
2009 Geoffrey Kira, BSc E.Cowan, PhD Auck.UT
2008 Vaughan Roberts, MSc PGDipSci
2010 Vanessa Selak, MBChB MPH, FAFPHM FNZCPHM
2004 Stephen Vander Hoorn, MSc
2009 Jonathan Williman, BSc(Hons) PhD Otago

Honorary Professor
Anthony Rodgers, MBChB Bristol., DPH, PhD, FAFPHM

Honorary Senior Lecturer
Judy Murphy, DipN DipNEd Lond., NZRGON

EPIDEMIOLOGY AND BIOSTATISTICS
Head
Robert K. R. Scragg, MBBS Adel., PhD Flin., FNZCPHM

Administrator
Susan Kelly

Professors
1999 Shanthi Ameratunga, MBChB Otago, DipObst, MPH Johns Hopkins, PhD, FRACP FNZCPHM
1990 Rodney T. Jackson, DipComH Otago, BSc MBChB MMedSc PhD DipObst, FNZCPHM
2005 James R. Warren, BSc PhD Maryland (jointly with Computer Science)
2004 Alistair Woodward, BSc PhD Adel., FNZCPHM

Associate Professors
1986 Roger J. Marshall, MSc St’ton., PhD Bristol
1983 Robert K. R. Scragg, MBBS Adel., PhD Flin., FNZCPHM

Senior Lecturers
1995 Kim Dirks, BSc McG., MSc PhD
2002 Mark Lyne, DipEnvHASW Lond., FIMLS
2004 Alex MacMillan, MBChB, MSc
2007 Pat Neuwelt, MD McM., PhD Otago, PGDipPH, FRNZCPG
2004 Martin Orr, MBChB BAO Belf., DBA S.Cross, FRANZCP
2003 Susan Wells, MBChB DipObst, MPH PhD, FRNZCPG FNZCPHM

Lecturers
2004 Karen Day, MA UNISA, PhD, RN
2005 Daniel J. Exeter, MA PhD St And.
2003 Gillian Robb, MPH DipPhysio Otago, PGDipErg Massey
2010 Simon Thornley, MBChB DipObst MPH PhD, FRNZCPG FNZCPHM
2009 Jennifer Utter, MPH Minn., PhD

Senior Tutors
2008 Anneke Anderson, MA PhD
2007 Dennis Hsu, BCom BHSc MPH

Senior Research Fellows
2003 Tania Riddell, BSc MBChB MPH DipObst, FNZCPHM
2002 Elizabeth Robinson, MSc

1980 Alistair W. Stewart, BSc DipSc Otago
2002 Joanna Stewart, MSc

Research Fellows
2010 Dudley Gentles, MSc

Assistant Research Fellow
2008 Sandar Tin Tin, MBBS Inst. Med. (Myanmar), MPH

Postdoctoral Research Fellow
2003 Bridget Kool, BHSch Auck.UT, MPH PhD, FCNANZ, RN

Honorary Associate Professors
John Buchanan, BMedSc MBChB MA Michigan State, FRACP FRCP Edin., FRCPA FRCP Path Lond.

Richard Milne, MSc Cant., PhD Otago

Honorary Senior Lecturers
Dale Bramley, MBChB MPH, FNZCPHM
Lynn Sadler, MPH Yale, MBChB, FRANZCOP

Honorary Lecturer
Stephen P. Gandar, BA(Hons) Massey, MBA Babson

Honorary Clinical Senior Lecturer
Andrew Kerr, MBChB MA, FRACP

GENERAL PRACTICE AND PRIMARY HEALTH CARE
Head
Bruce Arroll, MHSc Br.Col., BSc MBChB PhD DipObst, FNZCPHM FRNZCPG

Administrator
Angela Robinson

Elaine Gurr Professor of General Practice
1991 Bruce Arroll, MHSc Br.Col., BSc MBChB PhD DipObst, FNZCPHM FRNZCPG

Professors
2000 Felicity Goodyear-Smith, MBChB DipObst MGP Otago, FRNZCPG, MFFLM (RCP)
1999 Ngaire Kerse, MBChB Otago, PhD Melb., FRACGP FRNZCPG

Associate Professors of General Practice
1999 Stephen Buetow, MA PhD ANU
1999 T. Kenealy, MBChB DipObst Otago, PhD, FRNZCPG

Senior Lecturer in Women’s Health

Senior Lecturers
1997 Henry Doerr, MD Minn., DipObst, DHSM, FRNZCPG
2006 C. Raina Elley, BA(Hons) MBChB PhD, FRNZCPG
2003 Tana Fishman, DO Philadelphia, MS Frostburg, FRNZCPG
2002 John Kennelly, MBChB DAvMed Otago, LL.M, DipOccMed, FRNZCPG FACLM
2003 Chris Wong, MBChB Otago, DipObst DipMSM, FRNZCPG

Honorary Senior Lecturers
Derek Dow, MA DipEd PhD Edin.
Barbara Monroe, DBE, BA Ox., BPhil Exec.

Honorary Research Fellow
Dale speedy, MBChB MSc Ireland, MD, FRNZCPG
2002 Anne-Thea McGill, BSc MBChB, FRNZCGP
2005 Fiona Moir, MBChB, MRCGP
1995 Nicola Turner, MBChB DipObst DCH Lond., MPH, FRNZCGP

Lecturers
2000 Yvonne Bray, BHSc Manukau.IT, MA Well. RN(UK)
2006 Karen Hoare, MSc Northumbria, NP RN(NZ) RGN RSCN(UK) FCNA

Professional Teaching Fellows
2010 Emanuela Crua, MBChB Turin
2010 Ross Davidson, MBChB Otago, FRCSCan, DABOS
2006 Perrin Rowland, BA(Hons) Carnegie-Mellon, MA

Honorary Senior Lecturer
Helen Petoussis-Harris, BSc PGDipSci

Honorary Lecturers
Christopher Hanna, MBChB DipSportsMed, FACSP
Carol McAllum, MBBS Syd., MGP Otago, MPC Flin., FRNZCGP, FACHSHM FACHP
Andrew Thompson, GradDipChildMH Auckland, RA Manhattan, MA

2002 Vili H. Nosa, MA PhD
1999 Malakai Ofanoa, ADHE Ibadan., DLSHTM Lond., BSChEd Canberra, MScHPS Lond.

Research Fellows
2002 Vili H. Nosa, MA PhD
2001 David Schaaf, MSc PhD

SOCIAL AND COMMUNITY HEALTH

Head
Peter Adams, MA PhD DipClinPsych

Administrator
Rajal Purabiya, BSc S.Guj., PGDipBus

Director, Health Research Methods Advisory Service and Survey Research Unit
...

Co-Directors, Centre for Gambling Studies
Peter Adams, MA PhD DipClinPsych
Fiona Rossen, BSc(Hons) PhD

Director, Centre for Asian Health Research and Evaluation
Amritra Sobrun-Maharaj, BA BE(Hons) S.Af., MEd PhD Massey

Director, Population Mental Health
Elsie Ho, MNZM, MScSc HK, PhD Waik.

Director, Auckland Tobacco Control Research Centre
Marewa Glover, BA NSW, MAScSc DipPsych Waik., PhD

Director, Health Promotion
...

Associate Professors
1991 Peter Adams, MA PhD DipClinPsych
2009 Elsie Ho, MNZM, MScSc HK, PhD Waik.

Senior Lecturers
1990 Janet Fanslow, BS Iowa State, MSc Otago, PhD
1998 Jennifer E. Hand, BA Well., PhD New School for Social Research (NY)
2007 David Newcombe, BA(Hons) Flin., PhD Adel.
2006 Janine Wiles, MA Otago, PhD Queens(Can.)

Lecturers
2008 Judith McCool, BA Cant., MPH PGDipPH Otago, PhD

Senior Tutor
2007 Deborah Hayer, MPH

Senior Research Fellow
2000 Marewa Glover, BA NSW, MAScSc DipPsych Waik., PhD

Research Fellow
2009 Kirsty Wild, BA(Hons) PhD Massey

Emeritus Professor
David R. Thomas, MA Well., PhD Qld, FNZPsS

Honorary Research Associates
Raymond Nairn, MA PhD
Malcolm Stewart, BSc Well., PhD PGDipSci PGDipClinPsych Otago
David R. Thomas, MA Well., PhD Qld, FNZPsS
Alison Towns, MSc PhD DipClinPsych
Samson Tse, MSc PhD Otago
TE KUPENGA HAORUA MÄORI

Head of Department, Tumuaki

M. J. Papaarangi Reid, DipComH Otago, BSc MBChB DipObst, FNZCPHM

Manager

Sue Kistanna, BBus Open Polytech(NZ)

Associate Professor Te Kupenga Hauora Mäori

2005 M. J. Papaarangi Reid, DipComH Otago, BSc MBChB DipObst, FNZCPHM

Senior Lecturers Te Kupenga Hauora Mäori

2001 Pamela Te A. Bennett, BSc Otago, MBChB, FRANZCP

1997 Suzanne M. Crengle, MBChB MPH PhD, FRANZCPFNZCPHM

2005 Elana T. Curtis, MPH Otago, MBChB, FNZCPHM

2006 Rhys G. Jones, MBChB MPH, FNZCPHM

Lecturer

Senior Tutors

2010 Robert Loto, MScSc Waik.

1999 Sonia Townsend, BSc MA

2004 Mirko Wojnowski, MA Tor., MA Kansas

Faculty of Science

City Campus

Dean

W. Grant Guilford, BPhil BVSc Massey, PhD UC Davis

Deputy Dean

Alan J. Lee, PhD N.Carolina, MA

Associate Dean (Academic)

Margaret Goldstone, MSc DipBus DipTchg ACE

Associate Dean (Research)

David L. Christie, MSc PhD

Associate Dean (Postgraduate)

Barry J. Brennan, BSc(Hons) PhD, MNZIP

Associate Dean (Tämaki)

Winston D. J. Byblow, MSc PhD S.Fraser BHK Windsor

Faculty Manager

Linda Thompson, BA Otago, MMgt PGDipBusAdmin Massey, DipTchg ACE

CENTRES OF RESEARCH EXCELLENCE

Maurice Wilkins Centre

Director

P. Roderick Dunbar, MBChB PhD Otago

Deputy Director

John Fraser, BSc(Hons) Well., PhD, FRNSNZ

Research Manager

Rochelle Ramsay, BSc(Hons) Otago, PGDipBusAdmin Massey

New Zealand Institute of Mathematics and its Applications

Co-Directors

Marston D. E. Conder, MSocSc Waik., MSc DPhil DSc Ox., FNZMS FRSNZ FTICA

Sir Vaughan F. R. Jones, DCNZM, DesSc Geneva, DSc Wales, Auck., FRS FRNSNZ

Research Manager

Margaret Woolgrove, MA St And., MBA Massey

RESEARCH UNITS, CENTRES AND INSTITUTES

Bioinformatics Institute

Co-Directors

James Curran, MSc PhD

Cris Print, MBChB PhD

Adjunct Professor

Allen G. Rodrigo, BSc(Hons) PhD Cant.

Senior Lecturer

1987 Howard Ross, BSc York(Can.), MSm Brock, PhD Dal.

Honorary Research Fellow

Emma Marks, BSc PhD

Centre for Biodiversity and Biosecurity

Director

Michael N. Clout, BSc(Hons) Edin., PhD

Centre for Discrete Mathematics and Theoretical Computer Science

Director

Cristian S. Calude, BSc PhD Bucharest, M.Acad Europaea

Deputy Director

Michael J. Dinneen, BSc Idaho, MSc PhD Vic.(BC)

Centre for Software Innovation

Director

John G. Hosking, BSc PhD, Mem.IEEE

Project Manager

Nicholas Jones, MCom

Institute for Innovation in Biotechnology

Director

Joerg Kistler, DipNat ETH Zürich, PhD Basle, FRSNZ

Professor in Molecular Genetics

2007 Russell G. Snell, MSc Otago, PhD Cardiff

Associate Professors

2010 Andrew Allan, BSc(Hons) Cant., PhD Camb.

2008 David R. Greenwood, BSc(Hons) Massey, PhD Lit.

1993 Donald R. Love, BSc(Hons) PhD Adel., MRCPath CBiol FIBiol, FAIBiol

2008 Richard D. Newcomb, MSc PhD ANU

1996 Robert P. Young, BMedSci MBChB Otago, DPhil Oxon., FHKCP, FRACP, FRCP(UK)

AgResearch Senior Lecturer in Structural Biology

1999 J. Shaun Lott, BSc(Hons) Sur., PhD Leeds

Honorary Research Fellows

Keith R. Hudson, MSc PhD

Susan R. Ravelich, BSc PhD PGDipSci
Institute of Earth Science and Engineering

Director
Peter Malin, MS Stan., PhD Prin.

Associate Director
Eylon Shalev, BSc PhD Yale

Professor of Earth Science and Engineering
2007 Peter Malin, MS Stan., PhD Prin.

Professor
1969 Michael J. O’Sullivan, BE NZ, PhD Cal.Tech., BSc ME, FIPENZ

Associate Professor
2009 Paul Hoskin, PhD ANU, DHabil Freiburg, BSc(Hons)

Research and Postdoctoral Fellows
2009 Jennifer Eccles, MSc PhD

Postdoctoral Fellows
2005 James A. Bester, MSc PhD

Postdoctoral Fellowship
2010 Nick Depree, BE GradDipCom PhD

Light Metals Research Centre
Director
Mark P. Taylor, BE PhD, CEng, MTMS

Administration Manager
Jenny-Lee Roper, MBA H-W

Senior Research Fellows
2005 James A. Bester, MSc Pret., MSc PhD P. Elizabeth
2000 Mark Dorreen, BE(Hons) PhD
2002 Stuart Mitchell, BE(Hons) PhD
2006 Jianping Tang, MSc PhD W'gong.
2005 Zhang Wei, BE PhD Univ. Sci. Technol., Beijing

Postdoctoral Fellows
2010 Nick Depree, BE GradDipCom PhD
2009 Ron Etzion, MSc Ben-Gurion, PhD
2009 Rainer Grupp, Dipl.-Ing PhD TU Dresden
2009 Sankar Namboothiri, MTech IIT, PhD
2010 Chuong L. Nguyen, BE Ho Chi Minh City, ME PhD
2009 Pretest Patel, BE PhD
2010 Linus Perander, MSc Abo Akademi

Honorary Professor
Mark P. Taylor, BE PhD, FIChemE, CEng, MTMS

Wine Industry Research Institute
Director
Nick Lewis, BCom MA PhD

BIOLOGICAL SCIENCES

City Campus

Director
Joerg Kistler, DipNat ETH Zürich, PhD Basle, FRSNZ

Deputy Director (Academic)
Judith A. O’Brien, BSc Otago, MSc PhD

Deputy Director (Development)
Gillian Lewis, BSc(Hons) PhD Otago

Deputy Director (Research)
Richard C. Gardner, BA MSc PhD DSc, FRSNZ

Director, First Year Teaching
Amanda A. Harper, DipTechg ACE, MSc

School Manager
Peter Cattin, MSc PhD Rand Afrikaans

University Distinguished Professor
☆ 1997 Edward N. Baker, CNZM, MSc PhD, FRSNZ FNZIC (jointly with Department of Chemistry)

Professors
☆ 1993 C. Scott Baker, BA S.Fila., PhD Hawaii
1998 Margaret A. Brimble, MNZM, MSc PhD S’ton., FRSNZ FRACI FNZIC FRSC, CChem (jointly with Chemistry)
1993 Michael N. Clout, BSc(Hons) Edin., PhD (jointly with School of Environment)
1993 Garth J. S. Cooper, DPhil Oxf., BSc MBChB, DipObst, FRCPA FRZNZ (jointly with Faculty of Medical and Health Sciences)
1985 Richard C. Gardner, BA MSc PhD DSc, FRZNZ
1987 Philip J. Harris, MA PhD Camb.
1983 Joerg Kistler, DipNat ETH Zürich, PhD Basle, FRZNZ
1978 John C. Montgomery, BSc(Hons) Otago, PhD DSc Brist., FRNZ (jointly with Leigh Marine Laboratory)
☆ 1990 Allen G. Rodrigo, BSc(Hons) PhD Cant.
☆ 2007 Russell G. Snell, MSc Otago, PhD Cardiff
1990 Michael M. Walker, PhD Hawaii, MSc, FRNZ
1976 Rufus M. G. Wells, MSc PhD DSc Lond., FRZNZ

Associate Professors
☆ 2010 Andrew Allan, BSc(Hons) Cant., PhD Camb.
1991 Nigel P. Birch, BSc Massey, MSc PhD
1977 Thomas Brittain, BSc(Hons) PhD ScD E.Anglia, FRSCChem, FNZIC, CChem
1982 David L. Christie, MSc PhD
1995 Kendall D. Clements, BSc Well., PhD James Cook, MSc
2002 P. Roderick Dunbar, MBChB PhD Otago
1987 Clive W. Evans, BSc PhD
☆ 2008 David R. Greenwood, BSc(Hons) Massey, PhD Liv.
☆ 1991 Gillian Lewis, BSc(Hons) PhD Otago
☆ 1993 Donald R. Love, BSc(Hons) PhD Adel., MRCPath CBIol FIIBiol, FAIBiol
1998 Peter Metcalf, BSc(Hons) Cant., PhD
2002 Alok K. Mitra, MSc Delhi, PhD IISc.
1984 Brian G. Murray, BSc(Hons) PhD Reading, FLS
☆ 2008 Richard D. Newcomb, PhD ANU, MSc
1983 Michael N. Pearson, BSc(Hons) CNA, PhD Auck.

University of Auckland
Lawrence C. W. Jensen, AB Brown, MSc PhD Minn.
David A. Keays, BSc LLB(Hons) Qld., BSc(Hons) Melb., PhD Oxf.
Maureen H. Lewis, MSc PhD
Michelle B. Locke, MBChB
John A. Macdonald, AB St. Andrews, PhD Texas
George Mason, MSc NZ, DPhil UC Davis
Raechel J. Milich, MSc PhD
Michael C. Miller, BSc(Hons) PhD Liv.
Csaba Moskat, MD Debrecen, PhD Hungarian Acad. Sci.
Shay O'Neill, BSc NZ, MSc Well.
Anthony M. Robertson, BSc(Hons) Otago, DPhil Oxf.
Yu Wang, MB Anhui Medical Univ., MSc PhD
Hong Xu, MA Wuhan, PhD Zhongshan

1995 Gordon M. Miskelly, BSc PhD
1998 Margaret A. Brimble, MNZM, MSc PhD
1999 E.Anglia, FRSNZ, FRSC, CChem
2001 J. Brothers, PhD St. Andrews, MSc, FNZIC FRSC
2002 Ralph P. Cooney, BSc(Hons) PhD DSc
2003 Laurence D. Melton, PhD DSc Qld., FRNZIFST FNZIC FIA FST
2004 Edward N. Baker, CNZM, MSc PhD, FRSNZ
2005 Lawrence D. Milich, MSc PhD, FNZIC, MRSC
2006 Margaret A. Brimble, MNZM, MSc PhD
2007 Renata Kowalczyk, MSc PhD

CHEMISTRY

Head of Department
James B. Metson, BSc PhD Well., FNZIC, MTMS

Departmental Manager
Catherine E. Comber, BCom Rhodes, PGDipBus

University Distinguished Professor
1997 Edward N. Baker, CNZM, MSc PhD, FRSNZ
2001 Paul Harris, MSc PhD
2004 Daniel Furkert, BSc(Hons) PhD
2006 Tilo Söhnlein, DiplChem PhD TU Dresden, MNZIC

Lecturers
2008 Johannes Reynisson, MSc Iceland, PhD
2009 Jonathan Sperry, BSc(Hons) PhD Exec.

Senior Tutors
2005 C. Malini Arewgoda, BSc Peradeniya, PhD Otago, MNZIC
2007 David Salter, MSc PhD
2009 William A. Denny, ONZM, MSc PhD, DSc, FRSNZ

Senior Research Fellows
2009 Paul Harris, MSc PhD
2010 Amanda Heapy, BSc(Hons) PhD

Research Fellows
2010 David C. Ware, BS Berk., PhD Stan., MNZIC
2008 Andrew Waterhouse, BSc(Hons) Colombo, MPhil
2010 Jóhannes Reynisson, MSc

Emeritus Professors
2008 Peter D. W. Boyd, BSc(Hons)
2009 Charles Rohde, BSc Mich., Tech., MSc PhD Oregon
2009 Peter Swedlund, MSc PhD, MNZIC
2008 Anil K. Kulkarni, BSc(Hons) U of California, San Francisco, PhD
2009 Kevin Sparrow, BSc(Hons)
2009 James G. Hameed, BSc(Hons)
2009 Warren R. Roper, MSc NZ, PhD HonDSc Cant., FRSNZ, FRSC, CChem

Honorary Professors
2009 Andrew Waterhouse, BSc Notre Dame, PhD UC Berk.
2010 William A. Denny, ONZM, MSc PhD, DSc, FRSNZ, FNZIC

Honorary Associate Professor
2010 C. Malini Arewgoda, BSc Peradeniya, PhD Otago, MNZIC

Honorary Research Fellows
2010 Amanda Heapy, BSc(Hons) PhD

Associate Professors
1998 Peter D. W. Boyd, BSc(Hons) Tas., PhD
2001 Margaret A. Brimble, MNZM, MSc PhD S’ton., FRSNZ FRACI FNZIC FRSC, CChem
2002 Brent R. Copp, BSc PhD Cant., FRSNZ
2003 Renata Kowalczyk, MSc GDansk, PhD
2004 David Rennison, BSc(Hons) PhD
2006 David E. Williams, MSc PhD, FRNZIC FNZIC FRSC, CChem
2007 Dani Lyons, BTech BSc(Hons) PhD
2008 David C. Ware, BS Berk., PhD Stan., MNZIC

Associate Professor
2007 John A. Macdonald, AB St. Andrews, PhD Texas
2008 John A. Macdonald, AB St. Andrews, PhD Texas
2009 John A. Macdonald, AB St. Andrews, PhD Texas
2010 John A. Macdonald, AB St. Andrews, PhD Texas

Senior Lecturers
2004 Andrew J. Dingley, BSc PhD Syd.
2005 Neil Edmonds, MSc NZ, FNZIC
2008 Andrej Maroz, MSc
2009 Daniel Furkert, BSc(Hons) PhD
2010 Joaquin Wojnar, BSc(Hons) PhD Well.
2007 A. Norrie Pearce, MSc PhD
2009 Paul Harris, MSc PhD
2010 David C. Ware, BS Berk., PhD Stan., MNZIC
2010 Jonathan Sperry, BSc(Hons) PhD Exec.

Senior Lecturers
2004 Andrew Waterhouse, BSc Notre Dame, PhD UC Berk.
2010 Andrew Waterhouse, BSc Notre Dame, PhD UC Berk.

Honorary Associate Professor
2010 C. Malini Arewgoda, BSc Peradeniya, PhD Otago, MNZIC
Kushani Dissanayake, MSc PGDipSci
Frank Frazer, BA Massey, MSc Well., PhD
Andreas Hermann, BSc Diplom Friedrich Schiller, PhD Massey
Greer Laing, BSc
Nicole Miller, DiplChem Ulm, PhD Heidelberg
Stefanie Papst, DiplChem PhD Eberhard Karls
Hui Peng, MSc Xiantan, PhD Hunan
John Wagner, MSc PhD
Kathrin Wichmann, DiplChem PhD TU Dresden
Geoffrey M. Williams, BSc(Hons) PhD Massey
Sunghyun Yang, MSc PhD
Chi Zhang, ME Beijing Univ. Chem. Tech., PhD

Food Science

Professor and Director
2007 Conrad O. Perera BSc Ceylon, MSc Mys., PhD Oregon State, FNZIFST, MIFT(USA), LMSIC
Professor
1996 Laurence D. Melton, PhD S.Fraser, MSc, FRSC FAIC FNZIFST FNZIC FIAFST, CChem
Associate Professor
2010 Yacine Hemar, MPhil PhD Louis Pasteur
Deputy Director and Senior Lecturer
1997 Bronwen G. Smith, MSc, PhD, MNZIC, MNZIFST
Senior Lecturer
2004 Siew-Young Quek, BSc(hons) NU Malaysia, PhD Birm., MNZIC MNZIFST MIFT(USA)
Honorary Associate Professor
Robert F. Anderson, MSc PhD, FRSC FNZIC, CChem
Honorary Senior Lecturer
Margot Skinner, BSc S’ton., PhD, MASI
Honorary Lecturers
Graham C. Fletcher, BSc BCom, MNZMS MNZIFST
Norman Lodge, MSc, FNZIFST
Duncan Mc Gillivray, BSc(hons) ANU, DPhil Oxf., BA BSc, MNZIC MRSC MRACI CChem
Ralph J. Stevenson, MSc, PhD
Geoffrey Waterhouse, MSc PhD, MNZIC
Ronald J. Wong, MSc PhD, MNZIC MNZIFST
Honorary Research Fellows
Roger Harker, BSc PhD
Roswitha Schröder, DipBiol PhD Heidelberg
Dongxiao Sun-Waterhouse, MSc PhD
Jingli Zhang, MSc PhD

Forensic Science

Director
Douglas Elliot, BSc Edin., PhD Lond.
Deputy Director
Gordon M. Miskelly, BSc PhD Otago, FNZIC, MACS
Honorary Lecturers
Sally Coulson, BSc PhD
Anne Coxon, BSc Sund., MSc PhD Strath., MRPharmS
SallyAnn Harbison, BSc PhD Liv.

Medicinal Chemistry

Professor and Director
1998 Margaret A. Brimble, MNZM, MSc PhD S’ton., FRSNZ FRACI FNZIC FRSC, CChem

Polymer Electronics Research Centre

Director
Jadranka Travas-Sejdic, MSc Zagreb, PhD, MNZIC

Wine Science

Director and Senior Tutor
2006 Randy Weaver, BSc Oregon, MSc Calif.
Associate Professor
1997 Paul A. Kilmartin, BA BSc Well., STB Angelicum, Rome, MTh Syd., PhD, MNZIC MNZIFST
Senior Lecturer
2003 Laura Pripis-Nicolau, BAgSc Bucharest, MSc PhD Bordeaux, MNZIC
Tutor
2010 Gerard Logan, BV&O Lincoln(NZ), MSc Michigan State

Honorary Lecturers
Nick Lewis, BCom MA PhD
Andrew Yap, BSc Malaya, MagSc Adel.

COMPUTER SCIENCE

City Campus
Head of Department
Gillian Dobbie, MTech Massey, PhD Melb.

Deputy Heads of Department
Bakhadyr M. Khoussainov, PhD DipMaths Novosibirsk

Departmental Manager
Heather Armstrong, BCom BMus Cant.

Research Programming Team Leader
Richard Barker, MSc

Professors
1992 Cristian S. Calude, BSc PhD Bucharest, M.Acad Europaea
2007 Brian E. Carpenter, MA Camb., MSc PhD Manc., MIE

2001 Gillian Dobbie, MTech Massey, PhD Melb.
2004 J. Nevil Brownlee, MSc PhD, Mem.IEEE, MNZIP
2005 Alexei Drummond, BSc PhD (jointly with Bioinformatics Institute)
1997 Georgy Gimel’farb, MSc PhD, Mem.IEEE

1982 Robert W. Doran, BSc Cant., MSc, PhD Texas, PhD Berk., IEEE Fellow
1985 John G. Hosking, BSc PhD, Mem.IEEE
1996 Bakhadyr M. Khoussainov, PhD DipMaths Novosibirsk

1999 Emilia Mendes, BSc Cath. U. Rio de Janeiro, MSc Fed. Univ., Rio de Janeiro, PhD S’ton
2002 André O. Nies, Dip.Math Freiburg, Dr. rer. nat, Dr.habil Heidelberg
2002 Ewan Tempero, BSc Otago, MSc PhD Wash.
MACM MIEEE
2000 Ian Watson, MSc Essex, MPhil Plym., PhD Liv.
Mem.IEEE

Senior Lecturers
1996 Michael W. Bailey, BA UCSD, MSc Brun., PhD Rutgers
2001 Patrice J. Delmas, MSc, PhD INPG (France)
1996 Michael J. Dinneen, BSc Idaho, MSc PhD Vic.
(BC)
1990 John Hamer, BSc Well., PhD, MACM
2003 Beryl Plimmer, BCom Waik., MSc Curtin, PhD
Bal., DiplTchg Auck.UT
1996 Patricia J. Riddle, BS Penn., PhD Rutgers
2003 Jing Sun, BSc Nanjing, PhD Sing.
2004 Ian Warren, BSc PhD CiLTHE Lanc.
2003 Gerald Weber, Dipl-Math Dr. rer. nat FU
Berlin, MBCS PhD, MACM Mem.IEEE
2001 Mark C. Wilson, BSc(Hons) Cant., PhD U.Wisc
(Madison)
2001 Burkhard Wunsch, BSc Kaiserslautern, MSc
PhD, MACM Mem.IEEE
1992 Xinfeng Ye, BSc Huaqiao, MSc PhD Manc.

Lecturer
2008 Christof Lutteroth, Dipl-Inf. FU Berlin, PhD

Senior Tutors
2000 Ann Cameron, BSc
1999 Angela Chang, MSc
1999 Paul Denny, MSc
1993 Adriana Ferraro, BA DipEd DipCompSci NE
1995 Andrew Luxton-Reilly, BSc MA
1988 Robert Sheehan, BA PhD DipCompSci
DipTchg

Research Fellow
2008 Koray Atalag, MD Hacettepe, PhD METU

Postdoctoral Fellows
2009 Karen Na Liu Li, BSc PhD
2010 Yun Sing Koh, MSc Malaya, PhD Otago

Honorary Associate Professor
Peter M. Fenwick, MSc PhD, Mem.IEEE

Honorary Visiting Professor
Hermann Maurer, DrPhil Vienna, HonDrTech St
Petersburg

Honorary Research Fellows
Hans W. Guesgen, Dipl.-Inform. Bonn, Dr. rer. nat
Kaiserslautern, Dr.habil. Hamburg
Peter Gutmann, MSc PhD

Tāmāki Campus

Professors
1996 Reinhard Klette, DipMaths Dr. rer. nat, Dr. sc.
nat Friedrich-Schiller
2005 James Warren, BSc PhD Maryland

Associate Professor
2002 John Morris, BSc PhD Syd. (jointly with
Electrical and Computer Engineering)

Senior Lecturers
1994 S. Manoharan, BTech Kharagpur, PhD Edin.,
MIET
1994 Radu Nicolescu, PhD Bucharest, MACM
Mem.IEEE
2000 Ulrich Speidel, MSc PhD, Mem.IEEE

ENVIRONMENT, School of

Director of School
Glenn McGregor, PhD Cant., MSc

School Manager
Barbara May, MBus Auck.UT

Professors
2004 Gary Brierley, MSc PhD S.Fraser
1993 Michael N. Clout, BSc Edin., PhD (jointly with
School of Biological Sciences)
2008 Mark Gahegan, BSc(Hons) Leeds, PhD Curtin
1989 Robin A. Kears, PhD McM., MA
1994 Richard B. Le Heron, MA Massey, PhD Wash.,
FRSNZ
2008 Glenn McGregor, PhD Cant. MSc
1972 Paul W. Williams, BA Durh., MA Dublin, PhD
ScD Camb.

Associate Professors
1995 Paul Augustine, BSc MELb., Tas., DPhil Waik.
1997 Kathleen A. Campbell, BSc Calif., MSc Wash.,
PhD S.Calif.
1977 Christopher de Freitas, MA Tor., PhD Qld.
2009 Paul Hoskin, PhD ANU, D habil Freiburg,
BSc(Hons)
2002 Paul Kench, MA PhD NSW
1988 Corinne A. Locke, BSc PhD Liv., FGS
2004 David O’Sullivan, BA Camb., MSc Glas., PhD
Univ. Coll., London
1993 William Smith, MA Aberd., MSc PhD McG.
1976 Hong-Key Yoon, BA Seoul, MS Brigham Young,
PhD Berk.

Senior Lecturers
1999 Gretel Boswijk, BA PhD Sheff.
1981 John Cassidy, BSc PhD Liv.
1999 Brad Coombes, BA PhD Otago
1993 Anthony M. Fowler, MA PhD
1991 Wardlow D. Friesen, BA Calif., BA(Hons) Car.,
PhD
2010 Jean-Christophe Gaillard, Maitrise Joseph
Fourier-Grenoble, PhD Savoie
1992 Jay Gao, BE Wuhan, MSc Tor., PhD Georgia
1992 David J. Hayward, BA Lanc., MSc PhD Penn.
State
2002 Nick Lewis, BCom MA PhD
1993 Jeffrey L. Mauk, BSc N.Carolina, MSc
Montana, PhD Mich., SEG, AUSIMM
1977 Neil D. Mitchell, MA Oxf., MSc Wales, PhD
Newcastle(UK)
2004 George Perry, MSc Cant., PhD Melb., PC Cap
Lond.
1975 Warwick M. Preece, MSc Well., PhD
2002 Julie Rowland, PhD Otago, DipTchg ACE,
BSc(Hons)
2006 Jenny Salmond, MA Oxf., MSc Birm., PhD Br.
Col.
2000 Phil Shane, MSc PhD Well.

Lecturers
2010 Marc-André Breideau, BSc(Hons) MSc PhD
S.Fraser
2007 Karen Fisher, MSocSci Waik., PhD ANU
2010 Luitgard Schwendemann, BSc U. Applied
Sciences Bingen, MSc Karlsruhe, Dr. rer. nat.
Goettingen
2007 Lorna Strachan, BSc(Hons) Leeds, PhD
Cardiff
2009 Sam Trowsdale, BSc(Hons) Kingston(UK), PhD Sheff.

Senior Tutors
1991 Lyndsay Blue, BSc Cant., MSc Lond., MPhil
2005 Joe Fagan, MA
1992 Marie McEntee, LTCL Lond., MA
2004 Barry O’Connor, MSc PhD
2005 Susan Owen, MA PhD
2004 Melanie Wall, MA

Research Fellow
2006 Jan Lindsay, MSc PhD GFZ Potsdam

Emeritus Professors
Philippa M. Black, BSc MA NZ, MSc PhD, FMSAm FRSNZ
Warren Moran, MA NZ, PhD, FRSNZ

Honorary Professors
Terry Hume, MSc PhD Walk.
Peter Malin, MS Stan., PhD Prin.

Honorary Associate Professor
Warwick Neville, MA DipEd NZ, PhD Lond.

Honorary Senior Lecturer
Peter Hosking, MA Cant., PhD S.Ill.

Honorary Lecturer
Graham Ussher, MSc PhD

Honorary Research Fellows
Lucy Baragwanath, BRS PhD Lincoln(NZ)
P. R. L. Browne, BSc Cape Town, MSc Leeds, PhD Well., FMSAm FRSNZ
John L. Craig, BSc Otago, PhD Massey
J. A. Grant-Mackie, MSc NZ, PhD
M. R. Gregory, BSc NZ, PhD Dal., MSc
Jurgen Groeneveld, MSc PhD Marburg
M. P. Hochstein, DipGeophys TU Clausthal, Dr.Rer. Nat Münster, FRSNZ
Mark Horrocks, BSc PhD
Judith Reinken, MA PhD Chic.
Jim Salinger, BSc PhD Well., MPhil
Anna Sandiford, MSc Ston., PhD
K. B. Spörli, DiplingGeol Dr.Sc.Nat Zür., FGSAM FRSNZ
Christine Tamsay, PhD Hanover, PD Cologne
Gordon M. Winder, PhD Tor., MA

LEIGH LABORATORY

Director
John C. Montgomery, BSc(Hons) Otago, PhD DSc Bristol, MSc Lond., MPhil

Business and Operations Manager
Arthur Cozens, DipAgr DipBusStuds Massey, GDipBus

Associate Professors
2004 Mark J. Costello, BSc(Hons) Univ. Coll. (Galway), PhD Univ. Coll. (Cork)
2005 Andrew G. Jeffs, MSc PhD

Senior Lecturers
1987 T. Alwyn V. Rees, BSc(Hons) Lit., PhD Wales, MIBiol
2002 Richard B. Taylor, MSc PhD

Lecturer
2008 Neill A. Herbert, BSc(Hons) Wales, MSc Plym., PhD

MATHEMATICS

Head of Department
James Sneyd, BSc Otago, MS PhD NYU, FRSNZ

Deputy Head of Department
Philip W. Sharp, BSc PhD Cant.

Departmental Manager
Lynda Pitcaithly, BA Lond., PGDipMarketing Lond. Guild

Alumni Distinguished Professor
1992 Sir Vaughan F. R. Jones, DCNZM, DèsSc Geneva, DSc Wales, Auck., FRS, FRSNZ

Professors
1993 William (Bill) D. Barton, MPhil Massey, MSc PhD, DipTchg (Head of Mathematics Education Unit, Associate Head – Academic)
1983 Marston D. E. Conder, MScSc Walk., MSc DPhil DSc Oxf., FNZMS FRSNZ FTICA
1969 David B. Gauld, PhD Calif., MSc, FNZMS (Associate Head – Research)
1999 A. Rod Gover, MSc Cant., DPhil Oxf. (Head of Analysis and Geometry Group)
1997 Eamonn A. O’Brien, BSc NUI (Galway), PhD ANU, FRSNZ (Head of Algebra and Combinatorics Group)
2002 James Sneyd, BSc Otago, MS PhD NYU, FRSNZ
1993 Michael O. J. Thomas, MSc PhD Warw., CMath, FIMA

Associate Professors
1992 Jianbei An, BSc Harbin, PhD Ill.
1993 Arkadii M. Slinko, MA PhD

Senior Lecturers
2003 Hannah Bartholomew, BSc Brist., MSc Manc., PhD Lond.
1980 Robert P. K. Chan, MSc PhD
2008 Steven Galbraith, BCMS Walk., MSc Georgia Tech., DPhil Oxf.
2004 Sina R. Greenwood, MSc PhD
2008 Jari Kaipio, MSc PhD Kuopio
1992 Vivien Kirk, PhD Camb., MSc (Head of Applied Mathematics Unit)
2003 Michael Meylan, BSc PhD Otago
2003 Warren Moors, PhD Newcastle(NSW), MSc
1994 Maxine J. Pfannkuch, MSc PhD DiplTchg (jointly with Statistics)
1993 Philip W. Sharp, BSc PhD Cant.
1994 Stephen W. Taylor, PhD Minnesota, MSc
2006 A. F. M. (Tom) ter Elst, MSc PhD
1992 Sir Vaughan F. R. Jones, DCNZM, DèsSc Geneva, DSc Wales, Auck., FRS, FRSNZ

Lecturers
2008 Claire Postlethwaite, MA PhD Camb.
1986 Wiremu Solomon, PhD Wis., MSc (jointly with Statistics)
2003 Shixiao Wang, MSc Northwestern Polytechnic Institute, PhD Paris VI

Senior Tutors
1993 Allison Heerd, MSc, PhD
2005 Helen J. McKenzie, BSc MEd DiplTchg
1992 Alastair McNaughton, BA Otago, MSc PhD DiplEd Massey
2002 Garry Nathan, DiplTchg(Dist.) ATC, MA PGDipSci(Dist.)
1999 Gregory N. Oates, BSc MEd PhD DipTchg
2003 Sheena Parnell, BSc DipTchg PGDipSci
1997 Judy Paterson, BSc MEd Cape Town, PhD
2005 Jamie D. Sneddon, MSc PhD
1999 Gregory N. Oates, BSc MEd PhD
2003 Sheena Parnell, BSc DipTchg PGDipSci
1997 Judy Paterson, BSc MEd Cape Town, PhD
2005 Jamie D. Sneddon, MSc PhD
2009 Heiko Dietrich, Dipl.-Math Dr rer. nat. TU Braunschweig
2009 Kathryn Patterson, BSc Wyoming, PhD Montana
2008 Louise Sheryn, BSc(Hons) PGCE MEd EdD Leeds
Research Fellows
2009 Heiko Dietrich, Dipl.-Math Dr rer. nat. TU Braunschweig
2009 Kathryn Patterson, BSc Wyoming, PhD Montana
2008 Louise Sheryn, BSc(Hons) PGCE MEd EdD Leeds
Honorary Research Professors
John C. Butler, MSc NZ, PhD DSc Syd., FNZMS FRSNZ
Boris Pavlov, PhD DSc Leningrad, FRaNZ
Ivan L. Reilly, ONZM, BA MSc DSc Well., AM PhD Ill., CMath, FIMA
Honorary Academic Associates
Ganesh D. Dixit, BA Agra, MA DPhil Alld.
Barbara Miller-Reilly, BSc Well., MS Ill., PhD
Garry J. Tee, MSc NZ, HonD Auckland, CMath, FIMA
Honorary Research Associates
Anthony Blaom, BE Melb., MSc PhD Cal.Tech.
Jiling Cao, MSc Tianjin, PhD
Abdul Mohamad, MSc Baghdad, PhD
OPTOMETRY AND VISION SCIENCE
Head of Department
Paul Donaldson, BSc PhD Otago
Departmental Manager
Janine Perkinson, BSEd Columbus State
Coordinator of Clinical Programmes
Robert J. Jacobs, MSc PhD Melb., GradDipBus LOSc, FAAO
Clinic Director
Geraint Phillips, BSc City(UK), OD Waterloo, DCLP Br. Coll. Optometrists, MCOptom
Professor
1990 Paul Donaldson, BSc PhD Otago
Associate Professor
1984 Robert J. Jacobs, MSc PhD Melb., GradDipBus LOSc, FAAO
Senior Lecturers
1999 Geraint Phillips, BSc City(UK), OD Waterloo, DCLP Br. Coll. Optometrists, MCOptom
1998 John Phillips, MSc PhD, MCOptom FAAO
2010 Kenneth M. Robertson, OD MSc PhD Waterloo, FAAO
2008 Benjamin Thompson, BSc(Hons) PhD Sus.
2008 Misha Vorobyev, DipPhys Leningrad, PhD USSR Acad. Sci.
Lecturers
2002 Monica Acosta, MSc Univ. Republic, Uruguay, PhD Hokkaido
2009 Nicola Anstice, BOptom(Hons) PhD
Senior Tutor
1998 Andrew Collins, BOptom MSc
Research Fellows and Postdoctoral Research Fellows
2008 Joanna Black, BSc BOptom(Hons) PhD
2009 Angus Grey, BTech(Hons) PhD
2008 Julie Lim, MSc PhD
2009 Ehsan Vaghefi, MSc PhD
NZAIO Research Fellow
2008 Simon Backhouse, BOptom PhD
Clinical Senior Tutors
Thomas Cossick, BS Flor. State, OD Houston Wanda Lam, BSc OD Wat.
Jorge Perez-Velasco, BChE Georgia Tech., OD Alabama
James Rogala, BSc(Hons) Mich. State. OD Ohio State Bhavini Solanki, MCOptom, BSc(Hons) MSc UMIST
Visiting Lecturers
Honorary Professor
Michael Kalloniatis, MSc Melb., PhD Houston

PHYSICS
City Campus
Head of Department
Stuart G. Bradley, MSc PhD FRMetS FIOA FNZIP, MInstP
Deputy Head of Department
John D. Harvey, PhD Sur., MSc, Mem.IEEE, FNZIP
Departmental Manager
Francie Norman
Professors
1991 G. L. Austin, BA Camb., MSc PhD Cant., FNZIP FRaNZ
1982 Stuart G. Bradley, MSc PhD FRMetS FIOA FNZIP, MInstP
1975 John D. Harvey, PhD Sur., MSc, Mem.IEEE, FNZIP
Dan Walls Professor of Theoretical Physics
2002 Howard J. Carmichael, PhD Waik., MSc, FAPS FOSA, MInstP MAAPT
Buckley-Glavish Chair in Climate Physics
2006 Roger Davies, BSc(Hons) Well., PhD Wisconsin-Madison
Associate Professors
1989 M. J. Collett, MSc Waik., PhD Essex, MNZIP
1993 Malcolm Grimson, BSc E.Anglia, PhD Kent, MInstP London., CPhys
1991 Rainer Leonhardt, DipPhys, Dr. rer. nat Munich
1996 Scott Parkins, MSc DPhil PhD Waik.
1981 Peter R. Wills, BSc PhD
1967 Philip Yock, MNZM, PhD MIT, MSc, FRaNZ
Senior Lecturers
1979 Barry J. Brennan, BSc(Hons) Well., PhD Wisconsin-Madison
Associate Professors
1989 M. J. Collett, MSc Waik., PhD Essex, MNZIP
1993 Malcolm Grimson, BSc E.Anglia, PhD Kent, MInstP London., CPhys
1991 Rainer Leonhardt, DipPhys, Dr. rer. nat Munich
1996 Scott Parkins, MSc DPhil PhD Waik.
1981 Peter R. Wills, BSc PhD
1967 Philip Yock, MNZM, PhD MIT, MSc, FRaNZ
Senior Lecturers
1979 Barry J. Brennan, BSc(Hons) Well., PhD Wisconsin-Madison
2003 Stephane Coen, EngPhys PhD Brussels
2002 M. D. Hoogerland, MSc Leiden, PhD, Eindhoven UT, MAOS
1995 David Krofcheck, BSc Carnegie Mellon, MSc PhD Ohio State, APS-DNP, AAAS
2003 Stuart Murdoch, MSc PhD
2005 Frederique Vanholsbeeck, Lic Phys, PhD Université Libre de Bruxelles
1996 Lionel R. Watkins, BSc(Eng) MSc Cape Town, PhD Wales, MInstP, CPhys, MOSA

Senior Tutors
2001 Mark Conway, MSc
2009 Graham Foster, DipEdAdmin Massey, BSc DipTchg, MNZP MRSNZ

Senior Research Fellows
2008 Claude Aguerargaray, EngDipl Rennes 1, MSc Bret, PhD Bordeaux
2010 Brice Valles, MSc Marseilles, DEA Grenoble, PhD Norwegian U. Sci. Technol.

Postdoctoral Research Fellows
2008 Philip Allfrey, DPhil Oxf., MSc
1999 Vladimir I. Kruglov, BSc Moscow, PhD DSc Belaruss Acad. Sci.

Honorary Associate Professor
Gary E. J. Bold, BSc NZ, MSc PhD, MNZIP, Life Mem.IEEE, MASA

Honorary Research Fellows
Paul H. Barker, BA Oxf., PhD Manch.
Ross Garrett, BA MSc NZ, PhD, MNZIP
R. F. Keam, BA Camb., MSc(DipHons) NZ, DPhil Oxf.
Graeme D. Putt, BSc PhD Melb., FAIP FNZIP, MAAPT
David J. Robertson, MSc PhD
Igor Shvarchuck, BSc Moscow, PhD DSc Amsterdam
Alan P. Stamp, MSc NZ, DPhil Oxf., FNZIP
J. R. Storey, MSc PhD NZ, MNZIP Mem.IEEE MAAPT
C. T. Tindle, PhD Br.Col., MSc, FNZIP FASA
John E. Titheridge, MSc(DipHons) NZ, PhD Camb., CPhys, FInstP Lond., FNZIP FRNZ, Sen.Mem. IEEE
David Wardle, BSc PhD
Robert E. White, MSc PhD NZ, DSc

PSYCHOLOGY

Head of Department
Douglas Elliffe, BSc PhD

Departmental Manager
Sharon Walker, BTech(Hons) Brun.

Professors
1997 Linda D. Cameron, BSc Calif., MSc PhD Wis.
1978 Michael C. Corballis, ONZM, BA MSc NZ, PhD McG., Hon LLD Wat., MA, FAAAS FAPA FAPS FNZPsS FRSNZ
1969 Michael C. Davison, BSc Bristol, PhD Otago, DSoc, FRNZ FABAI
1994 John Duckitt, BA Cape Town, MA Natal, PhD Witu.
1993 Russell D. Gray, BSc PhD
1995 Glynn Owens, BTech(Hons) Brun., DPhil Oxf., AFBPSS
1988 Frederick W. Seymour, BA Well., MA W.Aust., PhD, FNZPsS

Associate Professors
1991 Nicola Gavey, MA PhD DipClinPsych
1997 Niki Harré, MA PhD
1999 Ian Kirk, BSc PhD Otago
1988 Anthony J. Lambert, BSc Sheff., PhD Leic.
1999 Ian D. Lambie, BA Otago, PhD PGDipClinPsy DipBus
1994 John Read, BA Wales, MA PhD Cinc.
2000 Karen E. Waldie, BSc Vic.(BC), MSc PhD Calg.

Senior Lecturers
2008 Donna Rose Addis, PhD Tor., MA
2006 Angela Arnold-Saritepe, MSc Sthn. Ill., MSc PhD, BCBA
2010 Quentin Atkinson, BA(Hons) PhD
1999 Suzanne Barker-Collo, HBA Marit., MA PhD Lakehead
2001 Virginia Braun, MA PhD Lough.
2003 Claire Cartwright, BA Qld., MA PhD, DipClinPsych
2003 Helena Cooper-Thomas, BSc(Hons) Durh., MA Saska., PhD Lond.
1990 Douglas Elliffe, BSc, PhD
2010 Kerry Gibson, BJourn Rhodes, MAClinPsych PhD Cape Town
1997 Jeffrey P. Hamm, BSc Qu., MSc PhD Dal.
1994 Michael J. Hautus, MSc PhD
1996 Brenda Lobb, MA PhD
2002 Oliver Mudford, MA Cant., PhD, BCBA
2005 Nickola C. Overall, MSc PhD Cant.
2006 Elizabeth Peterson, BSc(Hons) Well., MSc PhD Edin.
2005 Christopher G. Sibley, BA BSc(Hons) PhD Well.
1994 Lynette J. Tippett, MSc PhD DipClinPsych

Lecturers
2010 Erana Cooper, MA DipClinPsych
2009 Annette Henderson, BA(Hons) MSc Calg., PhD Qu.
1993 Barry Hughes, DipPE Otago, MSc PhD Wits.

Senior Tutors
2002 Michelle Burstall, MA PGDipForensic
1999 Sue J. Cowie, MSc DipClinPsych Otago
2006 Nigel George, BA(Hons) Sus., DClinPsych Lond.
1993 Fiona M. Howard, MA DipClinPsych
2007 Andrea Mead, MA PGDipAppPsych

Postdoctoral Fellows
2007 Gjurgjica Badzakova-Trajkov, BSc(Hons) PhD
2009 Simon Greenhill, BSc(Hons) PhD
2000 Gavin R. Hunt, BSc Cant., PhD Massey
2010 Lucy Patston, BA BSc(Hons) PhD

SPEECH SCIENCE

Tāmaki Campus

Associate Professor
2003 Suzanne C. Purdy, PhD Iowa, DipAud Medb., MSc

Senior Lecturer
2007 Linda Hand, BA Cant., DipT(End.SpThy) CTC, MA Iowa, PhD Macq.

Lecturers
2001 Elaine Ballard, MA Prin., PhD Cornell
2005 Clare M. McCann, BSLT Cant., MA PhD Reading

Senior Tutors
2010 Gaylea Fritsch, BAppSc(SpPath) Flin.
2007 Bianca Gordon, BA(Hons) Reading, PGCertClinEd
2010 Anna Miles, BSc(Hons) Lond.
Postdoctoral Fellow
2010 Einat Ofek, BA MSc PhD Technion

Clinical Director
Alayne McKee, BSc(Hons) Ulster, MNZSTA

SPORT AND EXERCISE SCIENCE
Tāmaki Campus

Head of Department
Greg Anson, MSc Wyoming, PhD Penn. State, DipPE Otago

Departmental Manager
Bruce Rattray, BA

Associate Professors
2009 Greg Anson, MSc Wyoming, PhD Penn. State, DipPE Otago
1997 Winston D. J. Byblow, MSc PhD S.Fraser, BHK Windsor
1996 Heather Smith, MA McG., BPHE PhD Tor.

Senior Lecturers
2008 Fabio Borrani, BSc(Hons) Lausanne, MSc Franche-Comte, PhD Montpellier 1
2010 Lance C. Dalleck, BA W. State Coll., MSc Colo. State, PhD New Mexico
2003 Jane E. Magnusson, BSc Tor., MS PhD New Orleans
1998 Sharon Walt, MAsc PhD Wat.

Lecturers
2007 Nicholas Gant, BSc Nott.Trent, MSc PhD Lough.
2008 Yanxin Zhang, BS Shanghai Jiao Tong, PhD Texas Tech

Senior Tutor
2008 Bartholomew Kay

STATISTICS

Head of Department
Christopher M. Triggs, MSc, PhD

Departmental Manager
Karen McDonald, BMS Waik.

Professors
2004 Peter B. Davis, BA S’ton, MSc Lond., PhD \(\text{jointly with Sociology and School of Population Health}\)
1974 Alan J. Lee, PhD N.Carolina, MA
2010 Thomas S. Lumley, BSc(Hons) Monash, MSc Oxf., PhD Wash.
1990 Christopher M. Triggs, MSc PhD
1979 Christopher J. Wild, PhD Wat., MSc, FASA FRNSZ

Associate Professors
2005 James Curran, MSc PhD
1999 Rachel M. Fewster, MA Camb., PhD St. And.
1991 Ross Ihaka, PhD Calif., MSc
1999 Brian McArdle, BSc Bristol, DPhil York(UK)
1994 Renate Meyer, DipMaths PhD RWTH Aachen
1996 Russell B. Millar, MSc PhD Wash.
1995 David J. Scott, BA PhD ANU, DipCompSci La Trobe

Adjunct Professor
2005 Bruce Weir, BSc(Hons) Cant., PhD N.Carolina State, FRNSZ

Senior Lecturers
1997 Stephanie Budgett, BSc(Hons) PhD Glas.
2003 Stéphane Guindon, MSc Claude Bernard Lyon 1, PhD Montpellier II
2007 Mark Holmes, MSc PhD Br.Col., BCom MSc
1994 Patricia A. Metcalf, MSc PhD
1993 Arden E. Miller, BSc Vic.(BC), MMaths PhD Wat.
1999 Paul Murrell, MSc PhD, FASA
1994 Maxine J. Pfannkuch, MSc PhD DipTchg (\textit{jointly with Mathematics})
1997 Geoffrey Pritchard, BSc PhD Wits.

Emeritus Professors
Alastair J. Scott, MSc NZ, PhD Chic., FASA FRNSZ
George A. F. Seber, MSc NZ, PhD Manc., DipCouns Bible College (NZ), FRNSZ

Auckland Bioengineering Institute

Director
Peter J. Hunter, DPhil Oxf., ME, FRSNZ FRS

Deputy Director
Bruce H. Smaill, BE BSc(Hons) Cant., DIC PhD Lond. (\textit{jointly with Physiology})

General Manager
Mary Grigor, CA

University Distinguished Professor
1978 Peter J. Hunter, DPhil Oxf., ME, FRSNZ FRS

Professors
1982 Gordon D. Mallinson, BSc Well., PhD NSW, MIE Aust., CPEng (\textit{jointly with Mechanical Engineering})
1990 Andrew J. Pullan, BSc, PhD (\textit{jointly with Engineering Science})

Associate Professors
1995 Ian J. LeGrice, BE MBChB PhD DipTP (\textit{jointly with Physiology})
1996  Simon C. Malpas, BSc Well., PhD Otago (jointly with Physiology)
2003  Martyn P. Nash, BE PhD (jointly with Engineering Science)
1993  Poul M. Nielsen, BE BSc PhD (jointly with Engineering Science)
1977  Bruce H. Small, BE BSc(Hons) Cant., DIC PhD Lond. (jointly with Physiology)
2004  Merryn H. Tawhai, ME PhD
1996  Alistair A. Young, ME PhD (jointly with Anatomy with Radiology)

Senior Lecturers
2000  Iain A. Anderson, ME PhD (jointly with Engineering Science)
2004  Edmund J. Crampin, BSc(Hons) Lond., DPhil Oxf. (jointly with Engineering Science)
1982  Denis S. Loiselle, MSc Alta., PhD Dal., DipPhEd Otago (jointly with Physiology)
2007  Andrew Taberner, MSc(Tech) PhD Waik. (jointly with Engineering Science)

Lecturers
2009  David S. Long, BS Tennessee Tech., MS PhD Ill. (jointly with Engineering Science)
2008  Jóhannes Reynisson, MSc Iceland, PhD Copenhagen (jointly with Chemistry)
2007  Vinod Suresh, BTech IIT Chennai, MS PhD Stan. (jointly with Engineering Science)

Senior Research Fellows
2003  Gib Bogle, BSc DIC Lond., PhD
2010  Christopher P. Bradley, BSc BE(Hons) PhD
2001  David M. Budgett, BE(Hons) Cant., PhD Lond.
2003  Leo K. Cheng, BE(Hons) PhD
1995  Marc D. Jacobs, Humanities(Hons), BS(Hons) Dist., MS Stanford, PhD Camb.
1999  Greg B. Sands, BE(Hons) PhD
2008  Mark Titchener, MA Arizona, PhD
2001  Mark L. Trew, BE PhD

Research Fellows
2006  Kelly S. Burrowes, BE PhD
2008  Alys Clark, BA(Hons) Oxf., MSc PhD Adel.
2008  Michael Cooling, BSc BCom(Hons) PhD GradDipSci
2008  Graham M. Donovan, PhD Northwestern
2010  Justin W. Fernandez, BE PhD
2008  Cormac Flynn, BE NUI (Dublin), MSME Wash., PhD Sligo
2003  Matthew D. B. Halstead, MSc PhD
2009  Yoko Kamotani, BSE Penn., MS PhD Mich.
2006  Juliana H. K. Kim, MA Sogang, PhD Massey
2005  Robert S. Kirton, BSc Waik., ME PhD
2010  Jennifer A. Kruger, BSc Witt., MSc PhD
2007  Bridget Leonard, BSc(Hons) PhD
2007  Catherine Lloyd, BA(Hons) Oxf., PhD
2007  Duane Malcolm, ME PhD
2005  Kumar Mithraratne, BSc(Eng) Moratuwa, MSc Dist., Lond., PhD NU Singapore
2009  David P. Nickerson, ME PhD
2010  Katja Oberhofer, MSc ETH Zürich, PhD
2007  Vijay Rajagopal, BE(Hons) PhD
2006  Vickie B. K. Shim, BA BE(Hons) PhD
2009  Ivo Siekmann, PhD Osnabrueck
2008  Jason Turuwenua, MSc PhD Waik.
2007  Jichao Zhao, MS Northeastern (China), PhD W.Ont.

Honorary Professors
Willem Lammers, MD Amsterdam, PhD Limburg
David Paterson, MSc W.Aust., MA DPhil Oxf., DSc W.Aust., FIBiol

Honorary Research Fellow
William S. Peters, MBChB Otago, MD Monash

Honorary Research Associate
Cornelius W. Thorpe, BE(Hons) PhD Cant.

Liggins Institute

Director
Wayne S. Cutfield, DCH Otago, MBChB MD, FRACP (jointly with Paediatrics)

Deputy Director
...

Operations Manager
Catherine Norman, BBS Massey

Academic Director
Mhoyra Fraser, BSc MPHil PhD DipSci

Research Director
Michael A. Heymann, MBBCB Wittw.

University Distinguished Professor
1980  Peter D. Gluckman, KNZM, MBChB Otago, MMedSc, DSc, FRACP FRCPCH FMedSci, FRS FRSNZ

Professors
1990  Wayne S. Cutfield, DCH Otago, MBChB MD, FRACP (jointly with Paediatrics)
1989  Jane E. Harding, ONZM, DPhil Oxf., BSc MBChB, FRACP FRNSNZ
2008  Michael A. Heymann, MBBCB Wittw.
⊕2003  Peter E. Lohbe, BMedSci MBBS Qld., PhD Karolinska Inst., FRNSZ

Associate Professors
2002  Frank Bloomfield, BSc, MBChB Manc., PhD, MRCP(UK), FRACP (jointly with Obstetrics and Gynaecology and Paediatrics)
1997  Paul Hofman, MBChB DipObst, FRACP (jointly with Paediatrics)

Senior Lecturers
2007  Anne Jaquier, MBChB DipObst DCH Otago, PhD, FRACP
2003  Susan Morton, BSc(Hons) Well., PhD DipPhTM Lond., MBChB, FAFPHM (jointly with Epidemiology and Biostatistics)

Senior Tutors
2006  Jacque Bay, BSc MEd DipTchg
2010  Michael Denny, BHortSci Lincoln(NZ), DipTchg
2008  Helen Mora, DipTchg Cant., BCom(Agr) Lincoln(NZ)

Senior Research Fellows
2000  Mhoyra Fraser, BSc MPHil PhD DipSci
1990  Jian Guan, MBChB
2000  Mhoyra Fraser, BSc MPhil PhD DipSci
2004  Dongxu Liu, BSc
1990  Wayne S. Cutfield, DCH Otago, MBChB MD, FRACP (jointly with Paediatrics)
2008  Michael A. Heymann, MBBCB Wittw.
⊕2003  Peter E. Lohbe, BMedSci MBBS Qld., PhD Karolinska Inst., FRNSZ

Associate Professors
2002  Frank Bloomfield, BSc, MBChB Manc., PhD, MRCP(UK), FRACP (jointly with Obstetrics and Gynaecology and Paediatrics)
1997  Paul Hofman, MBChB DipObst, FRACP (jointly with Paediatrics)

Senior Lecturers
2007  Anne Jaquier, MBChB DipObst DCH Otago, PhD, FRACP
2003  Susan Morton, BSc(Hons) Well., PhD DipPhTM Lond., MBChB, FAFPHM (jointly with Epidemiology and Biostatistics)

Senior Tutors
2006  Jacque Bay, BSc MEd DipTchg
2010  Michael Denny, BHortSci Lincoln(NZ), DipTchg
2008  Helen Mora, DipTchg Cant., BCom(Agr) Lincoln(NZ)

Senior Research Fellows
2000  Mhoyra Fraser, BSc MPHil PhD DipSci
1990  Jian Guan, MBChB Wuhan, PhD
2004  Dongxu Liu, BSc Beijing Agr., MSc Chinese Acad. Sci., PhD NU Singapore
1995  Mark Oliver, MSc Waik., PhD
2005  Jo Perry, BSc(Hons) PhD Lond.
2010  Allan Sheppard, BSc(Hons) Monash, PhD Syd.
2008 Frank Sieg, MSc PhD  FU Berlin
2006 Deborah Sloboda, BSc(Hons)  Guelph, MSc
W.Ont., PhD Tor.
1995 Mark Vickers, MSc PhD

Research Fellows
2005 Alan Beedle, BSc PhD St’ton.
2004 Mark Green, BSc(Hons) PhD Nott.

Postdoctoral Research Fellows
2008 Tatjana Buklijas, MD Zagreb, MPhil PhD
2009 Sherry Ngo, BSc Massey, MSc NU Singapore
PhD Qld.
1995 Mark Vickers, MSc PhD

Clinical Research Fellows
Ahila Ayavoo, MBBS B’thiar, DCH Dr MGR,
Diplomate NB (Paed) India
Mary Berry, BSc(Hons) MBBS, MRCPCH
Martin De Bock, MBChB DipPaeds
Tim Savage, MBChB, BAO LRCP&SI Dublin, MRCP

Honorary Professors
Michael C. Davison, BSc(Hons) Bristol, PhD Otago,
DSc, FRNSZ
Peter R. Fisher, MBChB Otago, CREI, FRNZCOG
FRCOG
Alistair Gunn, MBChB Otago, PhD, FRACP FRNSZ
Lesley M. E. McCowan, BSc MBChB MD DipObst,
FRNZCOG CMFM
Peter R. Stone, MD Bristol, BSc MBChB DipObst,
DDU, FRANZCOG FRCOG CMFM

Honorary Associate Professor
Paul M. Nielsen, BE BSc PhD

Honorary Senior Lecturer
Alec Ekeroma, MBBS PNG, MBA, DipObst,
FRANZCOG, MRCPG

Honorary Lecturers
Stuart Dalziel, MBChB Otago, PhD, FRACP
Timothy S. Hornung, BA, MB BChir Camb., MRCP
Craig Jefferies, MBChB MD DipPaeds, FRACP

Honorary Research Fellows
Peter Dearden, BSc(Hons) Well., PhD, DIC Imperial
College
John Peck, MSc PhD
Tony Pleasants, MAgSci DipSci Massey
Hamish G. Spencer, PhD Harv., BSc(Hons) MSc
Andrew Taberner, MSc(Tech) PhD Walk.

Honorary Clinical Associate Professor
Malcolm Battin, MBChB Lvi., FRCPCH FRACP,
MRCP

Honorary Visiting Professors
John R. G. Challis, BSc DSc Nott., PhD Camb.,
FIBiol FRCOG FRScan
Mark Hanson, MA DPhil Oxf., FRCOG

Academic Services
Director Academic Services
Joanna Browne, MA Cant.

Applications and Admissions Manager
Claire Phillipson, BA

Calendar, Regulations and Central Timetabling Manager
Glenda Haines, MA

Examinations Manager
Graeme Roberts, MBA Leic., DipBusStud Massey

Scholarships and Graduation Manager
Margaret Allen, MBA

Student Fees Manager
Fathi El-Qada, MBA GDipCom W’gong

Student Enrolments, Fees and Records Manager
Dianne Howard, PGDipBus

Auckland UniServices Limited

Chief Executive Officer
Peter Lee, BE PhD

Chief Financial Officer
Craig A. Brown, BCA Well.

General Manager, Research and Consulting
Mark P. D. Burgess, MSc Well.

General Manager, Technology Development
Will Charles, BSc(Hons) St And., DipBus

General Manager, Business Operations
Claudia Vidal, MBS Massey, MCom Buenos Aires,
DipBusStudies Massey, PGDipBus

General Manager, Contract Education
Sandie Guissoott, MEd DipSciEd

General Manager, Human Resources
Janice Smith, BTech(Hons) Massey, PGDipBus

Director, Business Development, Science
Gary Pott, BSc Massey, DipTech

Senior Business Manager, Medicine
Megan Putterill, BSc(Hons) Cant.

Director, International Business Development, Education
Bryan Read, MAppLing(TESOL) Macq., CTEFLA
Camb., BCom

Business Manager, Engineering
Rosanne Ellis, MSc PhD Walk.

Campus Life

Director Campus Life
Brendan Mosely, MA Well.

Director, University Health Services
Annette Lindsay, BA MBS DipHSM Massey

Recreation Services Manager
Hugh Markham, BCom

General Manager Accommodation Services
Jonathan Beaglehole, MA Well., DipPRM Lincoln(NZ)

Head Counsellor
Lesley Mackay, MA DipTchg

Service Development Manager
Micheal W. Rengers, BA Sarah Lawrence

Director, Maidment Theatre
Paul Minifie

Maclaurin Chaplain to the University
Rev. Uesifili Sofe Tuala Unasa, BD Otago, MA
Centre for Academic Development

Director
Lorraine Stefani, BSc(Hons) Aberd., PhD Glas., DipHERD UC Lond., FSEDA(UK), FHEA

Deputy Director
Barbara M. Grant, MA PhD

PA to Director and Deputy Director
Kaye Hodge

Centre Manager
Lynette Herrero-Torres, BA Puerto Rico, PGDipBus MMgt

Academic Practice Group

Senior Lecturer
2004 Helen Sword, MA Ind., PhD Prin.

Lecturers
2006 Ian Brailsford, BA(Hons) Sheff., PhD
2008 Barbara Kensington-Miller, MEd PhD
2009 Robyn Manuel, MSc PhD PGDipPH
2007 Matiu Ratima, MPhil Massey

eLearning and Development Group

Senior Lecturer
1995 Cathy Gunn, MSc PhD H-W, DipIndAdmin NCST (Edin.)

Lecturer
2007 Claire Donald, BSc Cape Town, BSc(Hons) Pret., PhD Witw., HDE Pret.

Senior Tutors
2007 Adam Blake, MET Br.Col., BCom LLB
2007 Ashwini Datt, BSc S.Pac., MEdTech S.Qld.

Multimedia Learning Designer
Liz Ramsay, DipBusAdmin Massey, DipTchg ASTC, BA

IT Literacy Coordinator
Helen Bosna, NZDipBus Auck.UT

IT Manager
Amit Bansal, PGDipBus

English Language Self-Access Centre

Senior Tutor
2009 Penelope Hacker, MA PhD PGDipLT

Television Producer/Director
Richard Smith, BA DipDrama

Student Learning Centre

Head

Lecturers
2002 Frances Kelly, MA PhD
1992 'Ema Wolfram-Foliaki, MA PhD

Senior Tutors
2009 Marion Blumenstein, MSc Bremen, Dr. rer. nat. Hamburg
2005 Leila Boyle, BSc PGDipSci
2004 Susan Carter, PhD Tor., MA PGCertAcadPrac
2008 Hamish Cowan, BA(Hons) Massey, PhD ANU
2005 Jackie Ede, MA

Centre for Continuing Education

Director
Susan Geertshuis, BA Wales, PhD Nott., CPsych., AFBPS, ILT

Deputy Director
Lynn Landor, MBS Massey, BA

Professor, Lifelong Learning
Susan Geertshuis, BA Wales, PhD Nott., CPsych., AFBPS, ILT

Programme Managers Community Education
Jo Davies, BSocSci Waik., DipTchg
Libby Passau, BA DipTchg

Conference Manager
Petteena McOnie

Programme Manager International Short Courses
Ross Crosson, BA Cant.

Programme Manager Professional Development
Anne Cave

Programme Managers New Start
Maria Meredith, MA
Kahu Pou, BA DipBus

Communications and Marketing

Communications Manager
Gabriella Davila, BA(Hons) Lond.

Senior Communications Adviser
Bill Williams, LLB Well., DipJ Cant.

Marketing Manager
Dianne Head, PGDipBus

Equity Office

Pro Vice-Chancellor (Equity)
Trudie McNaughton, QSM, MA

Project Manager and Executive Assistant
Vicki Watson

Staff Equity Manager
Prue Toft, MA

Student Equity Manager
Lorraine Evening, BSc MPhil DipTchg Waik.

Disability Services Manager
Jane Griffith, DipTchg
External Relations and Development

Director, External Relations and Development
John Taylor, MA Well.

Advancement Director
James Hill, BA West Virginia

Philanthropic Funds Manager
Richard Sorrenson, MA MSc PhD Prin.

Alumni Relations Manager
Amanda Lyne, MA PGDipBus

Financial Manager
Owen Williams, CA

Events Manager
Karen Thompson

Office Manager and Executive Assistant
Pramilla DaSilva, BA

Financial Services

Director of Finance
Marin Matulovic, BCom, CTP, CA

Group Financial Controller
Skye Daniels, DipGrad Otago, BCom, CA

Senior Financial Analyst
Robert Taylor, BCom, CA

Manager, Financial Information Systems
Sarah Vaughan, BCom GDipBus, CA

Business Services Manager
Lee Merwood, BA

Trust Accountant
Paul Jones, BCA Well.

Foundation Studies Programmes

New Start

Programme Managers
Maria Meredith, MA
Kahu Pou, BA DipBus

Administration Assistant
Jan Edmonds, BA

University of Auckland Tertiary Foundation Certificate

Programme Coordinator
Stephanie Wyatt, MA, DipTchg

Assistant Coordinator
Moira Statham, BSc PGDipSci DipTchg

Programme Secretary
Gill Stringer

Human Resources

Director of Human Resources
Kath Clarke, BA

Deputy Director, Human Resources Advisory and Shared Services
Andrew Phipps, MSocSc WAIk.

Deputy Director, Staff and Organisational Development

Employment Relations Manager
Kurt Dammers, BA(Hons) Miami, MBA

Human Resources Managers
Steve Kinch
Sue Peters, BA Massey

Human Resources Manager, Faculty of Education
Claudette Rillstone, MBA S.Cross, AdvDipBusMgt(Hand) Manukau.UT

Human Resources Manager, Faculty of Medical and Health Sciences
Avette Kelly, MA DipTchg PGDipBus

Human Resources Manager, Faculty of Science
Wendy Holmes

Human Resources Manager, Faculty of Arts
Sandra Lem, GradDipBus

Human Resources Manager, Faculty of Business and Economics
Cassandra Ellis, DipBus Auck.UT

Health and Wellness Manager
Ian O’Keefe

Payroll and Finance Manager
Miriam Faitele

Leadership Programme Manager
Mary Ann Crick, BA

Staff Development Manager
Melanie Moorcroft, BA(Hons) MCom C.Sturt

Organisational Development Manager
Nathalie Gray, MA Aberd.

Solutions and Recruitment Manager
Alan Ward, HND Portsmouth

Systems Support Manager
Greg Sargeaunt

International Office

Pro Vice-Chancellor (International)
Christopher Tremewan, MPA Harv., PhD Cant., MA

Executive Assistant to the Pro Vice-Chancellor (International)
Caroline Locke

Director
David Baker, BA(Hons) CNAA

Executive Assistant to the Director
Althea Wyndham-Jones

Deputy Director (International Mobility, Operations and Finance)
Christine Berry, MA GDipBus

Deputy Director (International Relations)
Matthew O’Meagher, BA Otago, MA PhD Duke

Deputy Director (International Marketing and Admissions)
Roger Shew, BPhEd Otago, DipTchg

Associate Director (International Student Support)
Rebecca Walkinton, BA Otago
IT Services
Director, Organisational Performance/Chief Information Officer
Stephen Whiteside, BCom, MnInstD MNZCS, CA
Director, IT Strategy
Miles Fordyce, BCom BSc DipBus
Finance and Operations Manager
Tony Shih, BMS Walk., GradDipBus, CA
Associate Director, Infrastructure Operations
Russell Smith
Director, IT Delivery
John Pye
Associate Director, Academic Support
Scott Diener, BS Oklahoma State, MA Chapman, PhD US Internat. (San Diego)
Associate Director, Applications
James Francis
ICT Risk Manager
Alexandre Medarov
Enterprise Architecture Manager
Tim Chaffe
IT Procurement and Customer Relations Manager
Ann Thomson
Customer Service Manager
Janene Markwick

Property Services
Director
Peter Fehl, BA LLB Well., DipBusStud, FAMINZ

Administration Planning and Development
Planning and Development Manager
Colleen Seth, BA BAS BArch(Hons) PGDipBldgScl, NZCB
Capital Works Manager
Dino Matisis, BE
Commercial Manager
Peter Munro
Business Services Manager
Chris Jackson, BA DipLGA
Financial Accountant
Fritz McBride
Sustainability and Environmental Coordinator
Lesley Stone, MSc PhD

Facilities Management
Facilities Manager
Emmett Mackle, PGDipBus
Technical Services Manager
Paul M. A. Duval, MEM Cant.
Security and Custodial Services Manager
Earl Wyatt
Building and Plant Manager
Paul Mealing
Campus Services Manager
Kieran Pollard
Energy Manager
Denis Agate

School of Graduate Studies
Dean of Graduate Studies
…
Executive Assistant to Dean
Kathy Crewther
Deputy Dean
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Manager
Gretchen Lutz-Spalinger, BA Calif.

Schools Partnership Office
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Ken Rapson, DipTchg ASTC, MSc
Manager, Student Recruitment and Course Advice
Sue Heggie, BA DipTchg MED Cant.
MATES Mentoring Project Leader
Tanya Heti, BA(Hons) GradDipArts

Student and Information Services
Director, Student and Information Services
…
Group Manager Student Contact and Support
Bronwyne Hawkins
Director, University Careers Service
Marshall Barlow, BA(Hons) Salf., MA Coventry

University Library
University Librarian
Janet Copsey, DipNZLS Well., BA DipBus, FNZLIA
Associate University Librarian – Special Projects
Helen Renwick, BA Cant., DipTchg CCE, DipNZLS Well., FLIANZA
Associate University Librarian – Access Services
Christine I. Wilson, DipNZLS Well., BA, FNZLIA
Acting Associate University Librarian – Faculty Services
Hester Mountifield, MA DipHigherEd S.Af.
Maori and Pasifika Services Manager
Anahera Morehu, BMIM Te Wananga-o-Raukawa
Arts Information Services Manager
Linda George, DipLibr Well., MA
Business and Economics Information Services Manager
Julie Sibthorpe, DipNZLS Well., BA, ANZLIA
Science Information Services Manager
Sonya Donoghue, FLIANZA
Library Manager, Education
Christine Moselen, DipNZLS Well., DipTchg ACE, BA
Library Manager, Engineering
Patricia D. Hulse, DipNZLS Well., BA, ANZLIA
Library Manager, Law
Stephanie Carr, BPRM Lincoln(NZ)
Library Manager, Medical and Health Sciences
Megan Clark, DipNZLS Well., BA, ALIANZA
Library Manager, NICAI and Special Collections
Jane Wild, BA DipLibr Well., PGDipBusAdmin ALIANZA
Library Manager, Tāmaki
Claudia Adams, BSc UCT, BBibl(Hons) S.Af.

Assistant University Librarian (Information Technology)
Brian Flaherty, BA Waik., DipTchg CCE, DipLibr Well., FLIANZA

Digital Services and Information Commons Manager
John Garraway, DipLibr Well., BA, ALIANZA

Office of the Vice-Chancellor

Vice-Chancellor
Stuart N. McCutcheon, BAgrSc(Hons) PhD Massey

Executive Manager, Vice-Chancellor’s Office
Gillian Wilson

Deputy Vice-Chancellor (Academic)
John Morrow, MA Cant., PhD York(Can.)

Executive Assistant to the Deputy Vice-Chancellor (Academic)
Iris Greenland, BA

Assistant Deputy Vice-Chancellor (Academic)

Deputy Vice-Chancellor (Research)
Jane E. Harding, ONZM, DPhil Oxf., BSc MBChB, FRACP FRSNZ

Executive Assistant to the Deputy Vice-Chancellor (Research)
Lily Jeevaratnam

Associate Deputy Vice-Chancellor (Research) for PBRF
Kathryn E. Crosier, ONZM, MBChB Otago, PhD, FRACP, FRCPA

Associate Deputy Vice-Chancellor (Research)
Margaret M. Hyland, BSc(Hons) Guelph, PhD W.Ont., CEng, FIChemE, MTMS MRSNZ

Director, Research Management
John Smart, BSc(Hons) Massey, MMgmt Well., PhD Massey

Manager, Research Office
Lyn Clark, DipMgt

Pro Vice-Chancellor (Equity)
Trudie McNaughton, QSM, MA

Pro Vice-Chancellor (International)
Christopher C. Tremewan, PhD Cant., MPA Harv., MA

Pro Vice-Chancellor (Maori)
Jim Peters, BA DipTchg

The James Henare Maori Research Centre, Directors
Merata Kawharu, BA DPhil Oxf., GDipBus
Te Tuhi Robust, MEd EdD DipTchg

Head of Tāmaki Campus
Michael C.R. Davies, BSc(Eng) Lond., AKC, MPhil
PhD Camb., CEng, FICE FIPENZ FGS FRSEd

Registrar and General Counsel
Timothy P. Greville, LLB

Executive Assistant to Registrar
Ruth Taylor

Executive Officer
Grant Wills, BSc(Hons) Cant.

Director, Planning
Pamela Moss, BHSc Otago

Quality Coordinator
David Tippin, MSc LSE, BA PhD Tor.

Director, Auckland University Press
Sam Elworthy, MA Otago, PhD Rutgers

Mediator
Barbara McCulloch, DipTchg

Accountant
Ian Johnson, BCom, CA

Records Management Programme Manager
Elizabeth Nichol, BMus(Hons) Otago, MA W.Aust., DipNZLS Well., DipRIM Open Polytech(NZ), DipMan, ANZLA

Director, Administration
Adrienne Cleland, MBA Massey

Executive Assistant to the Director, Administration
Gael White

Manager, Business Process Management
Elspet Garvey, BA GDipBus

Shared Services

General Manager, Shared Services
Andrew Creahan, BMS Waik., CA

Group Manager Student Management Systems
Ron Wilson

Finance and Business Manager
Andrew Hodgson, BCom, CA

Strategic Planning Manager
Anna Rees, DipBusStuds Massey, PGDipBus

Credit and Collections Manager
Bernie Keating
GLOSSARY OF TERMS

Note: The descriptions below are not intended to be legal definitions. The Regulations in the Calendar should also be referred to when interpreting these terms.

**Ad Eundem Statum:*** A means of admission to the University on the basis of a qualification awarded by a body other than the New Zealand Qualifications Authority or The University of Auckland.

**Admission:*** The process by which a student applies, and is approved, for entry to the University and to a University qualification.

**Bachelors degree:*** A first degree.

**Campus:*** A geographical location where University of Auckland qualifications are taught, eg, City Campus, Epsom, Tamaki, Grafton.

**Certificate:*** A qualification awarded after academic study of a coherent programme of between 60 and 120 points.

**Class:** A component of a course, eg, a lecture stream.

**Completing student:*** A student whose current enrolment is designed to complete a certificate, diploma or degree.

**Corequisite course:*** A course that should be taken in the same semester as another unless it has previously been satisfactorily completed.

**Course:** The basic component of all academic programmes. A course is normally taught and assessed over one semester. A double-semester course is taught over the consecutive semesters of the same academic year.

**Course prescriptions:*** A list of courses including course code, title, points value, description of content, prerequisites, corequisites and restrictions.

**Course schedule:*** A list of the courses prescribed for a programme which forms part of the regulations.

**Coursework:** Assessable work produced by students, normally submitted during teaching weeks, eg, essays, assignments, reports, tests, and practical, tutorial and seminar work.

**Cross-credit:*** A course which is common to two University of Auckland undergraduate diplomas or Bachelors degrees and is credited to both.

**Current enrolment:*** Courses or other work taken by a student in a particular academic year or semester.

**Degree:** Principal qualification awarded by The University of Auckland, ie, bachelors, masters and doctoral degrees.

**Diploma:** A University qualification, generally awarded at graduate or postgraduate level.

**Direct entry:** Entry into a higher level of a subject or later part of a degree without the prerequisites.

**Dissertation:** A written research component of a degree or diploma worth between 30 and 80 points.

**Distance education:** Courses or programmes of study which provide content and support services to students who rarely, if ever, attend for face-to-face or for on-campus access to educational facilities.

**Doctoral degree:** A qualification at an advanced level requiring an original contribution to knowledge.

**Electives:** A defined set of courses for a diploma or degree from which a student may make a choice.

**End of lectures:** The final day of the final teaching week of a semester. The final lecture for a particular course might occur before this day.

**Enrolment:** The process by which a student, having gained admission to the University and to a qualification, selects and gains entry to courses and classes.

**Examination:** Formal assessment under supervision occurring after the teaching in a course has been completed.

**Extramural campus:** Applies to courses where the teaching occurs mainly through paper-based study materials without a requirement for students to attend scheduled, on-campus classes. Students’ study is guided by workbooks and written interaction with teaching staff.

**Extramural students:** Students who have exemption from receiving instruction on campus.

**Flexible learning:** Learning characterised by a mixed mode of delivery and assessment of instructional material.

**Grade Point Average (GPA):*** A means of measuring a student’s performance at this University. The average grade achieved over a period of time expressed numerically on a scale between 0 (no passes) and 9 (A+ average). GPAs include:

- **Cumulative GPA:** calculated from all grades achieved by a student. Used for selection purposes unless an alternative has been indicated by the Faculty.
- **Satisfactory Progress GPA:** calculated from the grades achieved by a student in the last two semesters of enrolment.

**Grade Point Equivalent (GPE):*** A means of measuring a student’s prior relevant academic performance and experience. Grades or marks achieved at external institutions and/or in examinations (such as NCEA) expressed as an equivalent to a Grade Point Average on the scale 0-9.

**Graduand:** A person who has completed the requirements for a degree but has not yet had the degree conferred.

**Graduate:** A person on whom a degree has been conferred.

**Honours:** Degrees, in some cases completed within prescribed time limits, may be awarded with honours which signify advanced or distinguished study.

**Laboratory:** A teaching session of a practical nature.

**Lecture:** A basic unit of instruction.
**Limited entry:** Applied to a course or programme for which the number of students that can be accepted is limited because of constraints on staffing, space or equipment.

**Major:** A required component of a degree, including a specified number of points in a subject at the most advanced level.

**Masters degree:** A degree programme at a higher level than a bachelors degree.

**Maximum full-time study:** A student workload of 80 points per semester or 30 points in Summer School.

**Minimum full-time study:** A student workload of 50 points per semester or 25 points in Summer School.

**Minor:** A component of a degree including a specified number of points above Stage I in a subject.

**Normal full-time study:** A student workload of 120 points in one year.

**Online campus:** Applies to courses where the teaching occurs mainly through online computer-based interactions without the requirement to attend scheduled, on-campus classes. Communication between teachers and students is via asynchronous platforms such as email, web based texts and bulletin boards.

**Part:** A defined subdivision specified in the regulations of some degrees.

**Plussage:** A method of calculating the final result a student has gained in a course by counting either the final examination grade or a combination of final examination grade plus coursework, whichever is to the student's advantage.

**Point(s):** A value assigned to a course or other work to indicate its weighting within The University of Auckland's certificates, diplomas and degrees.

**Postgraduate programme:** A programme at a higher level than a bachelors degree.

**Prerequisite course:** A requirement that must be met before commencement of study for a particular course or programme.

**Prescribed texts:** Textbooks which are considered essential to a course.

**Programme:** A prescribed set of one or more courses or other work which on satisfactory completion leads to the award of a University of Auckland certificate, diploma or degree.

**Project:** A piece of investigative written work on a topic approved by the relevant Head of Department and supervisor.

**Quarter:** A 10-week period of instruction for Graduate School of Enterprise students only for study on a part-time basis.

**Reassigned course:** A course satisfactorily completed for one programme which has been transferred to another programme.

**Recognition of Prior Academic Study (ROPAS):** A means of assessment of previous study for students from another institution for admission or credit to the University.

**Regulation:** A rule set down by the University.

**Research essay:** A research-based essay on a topic approved by the relevant Head of Department and supervisor.

**Research portfolio:** A coherent, integrated programme of research-based work.

**Research project:** A piece of research-based work on a topic approved by the relevant Head of Department, usually worth between 30 and 80 points.

**Restriction (restricted course):** A course in which the learning objectives, content and/or assessment are so similar to a second course that a student cannot be credited with both towards a certificate, diploma or degree. In some cases a restricted course may be taken and credited as Certificate of Proficiency.

**Schedule:** University lists of courses, credits or limitations, often in tabular form.

**Semester:** A period of about 15 weeks which includes about 12 teaching weeks and about three weeks for study and examinations. In addition there is a mid-semester break of up to two weeks.

**Specialisation:** A coherent group of related courses from different subjects.

**Stage:** The academic level of study in a subject.

**Subject:** An area of learning which may be provided by a school or a department, or by departments offering related courses.

**Summer School:** A six-week period during which a select range of courses is taught and assessed.

**Thesis:** A research component of a postgraduate programme having a value of 90 or more points which will have a written component but may also include design, creative or performative elements.

**Transfer credit:** Credit granted towards a University of Auckland qualification from work successfully completed at another tertiary institution.

**Tutorial:** A small group-learning session.

**Undergraduate:** A person studying towards a first degree.

**Unspecified campus:** Applies to courses where the teaching occurs through scheduled face-to-face interactions on sites that are not recognised University of Auckland campuses. Examples include the provision of courses where the course material is delivered in students' local work-related environment.
# Directory

The postal address for all departments is The University of Auckland, Private Bag 92019, Auckland Mail Centre, Auckland 1142

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<td>Accounting and Finance</td>
<td>Owen G Glenn Building</td>
<td>12 Grafton Road</td>
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<td>Acoustics Research and Testing Service</td>
<td>Grafton Campus, Building 750A</td>
<td>71 Merton Road, St Johns</td>
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<td>Grafton Campus, Building 750A</td>
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<td>Auckland Consortium for Theological Education – refer Theology</td>
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<tr>
<td>Auckland Gait Analysis &amp; Biomedical Laboratory</td>
<td>Grafton Campus, Building 750A</td>
<td>71 Merton Road, St Johns</td>
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<td>Auckland UniServices Ltd.</td>
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<td>AUSA – Administration</td>
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<td>Biological Sciences</td>
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<td>Café Europa</td>
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<td>Cafe Europa</td>
<td>Tāmaki Campus, Building 701-6</td>
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<td>Campus Life</td>
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<td>Careers Advisory Service – refer University Careers Service</td>
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<td>Cashier</td>
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<td>Catholic Chaplain</td>
<td>Newman Hall</td>
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<td>Centre for Entrepreneurship</td>
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<td>261 Morrion Road, St Johns</td>
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<td>ECom House, Level 3</td>
<td>3 Ferncroft Street</td>
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<tr>
<td>Centre for Medical and Health Sciences Education</td>
<td>Fale Pasifika</td>
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<tr>
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<tr>
<td>Chemistry</td>
<td>Tāmaki Campus, Building 301</td>
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<td>Chemistry – deliveries</td>
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<td>40 Wellesley Street E.</td>
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<td>Chinese</td>
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<td>Classics and Ancient History</td>
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<td>ClockTower Student Information Centre</td>
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<td>Colin Maiden Park Clubrooms</td>
<td>Tāmaki Campus, Building 750</td>
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<td>Commercial Law</td>
<td>Owen G Glenn Building</td>
<td>12 Grafton Road</td>
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<td>Communications and Marketing</td>
<td>Level 10, Fisher Building</td>
<td>18 Waterloo Quadrant</td>
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<td>Computer Science</td>
<td>Science Building 303 South</td>
<td>38 Symonds Street</td>
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<tr>
<td>Computer Science</td>
<td>Tāmaki Campus, Building 731</td>
<td>261 Morrion Road, St Johns</td>
</tr>
</tbody>
</table>

The postal address for all departments is The University of Auckland, Private Bag 92019, Auckland Mail Centre, Auckland 1142.
Conference Centre ................................................................. 22 Symonds Street
Conference Centre Services .................................................... 14-16 Mount Street
Creative Arts and Industries .................................................... Conference Centre 22 Symonds Street
Disability Coordinators .......................................................... The ClockTower Building, East Wing 22 Princes Street
Drama Theatre ................................................................. Human Sciences Building 10 Symonds Street
Early Childhood Centres:
  Alten Road .................................................................. Building 141 3 Alten Road
  Epsom ........................................................................... Epsom Campus, O Block 28 Kohia Terrace
  Hinetaiwaita Te Kohanga Reo ............................................ Building 225 23 Alten Road
  Just Kidz ................................................................. Tamaki Campus 75 Merton Road
  Park Avenue .................................................................. Building 518 28 Park Avenue
  Park Avenue Infant and Toddler Centre ......................... Grafton Campus, Building 522 28 Park Avenue
  Symonds Street ............................................................ Building 410 26 Symonds Street
  Te Puna Kōhunahanga .................................................. Epsom Campus, D Block 78 Epsom Avenue
  Economics .................................................................... Owen G Glenn Building 12 Grafton Road
  Education ...................................................................... Epsom Campus Gate 3 74 Epsom Avenue
  Education – Liberal Arts ................................................... Human Sciences Building 11 Wynyard Street
  Electrical and Computer Engineering ...................... Science Building 301 23 Symonds Street
  Engineering, Faculty Office .............................................. Engineering Building 20 Symonds Street
  Engineering – deliveries .................................................. Engineering Building 3 Grafton Road
  Engineering Centre for Advanced Composite Materials (ACAM) .......................................................... Tamaki Campus, Building 740 261 Morrin Road, St Johns
  English Science ............................................................. Building 810 70 Symonds Street
  English Language Self Access Centre (ELSAC) ........ Kate Edger Information Commons 9 Symonds Street
  Environmental Science ..................................................... Tamaki Campus, Building 733 261 Morrin Road, St Johns
  Epidemiology and Biostatistics ..................................... Tamaki Campus, Building 730 261 Morrin Road, St Johns
  Equity Office .................................................................. The ClockTower Building, East Wing 22 Princes Street
  European Languages ....................................................... European Languages Hall 19A Princes Street
  External Relations and Development ......................... University House 19A Princes Street
  Faculty of Business and Economics ......................... Owen G Glenn Building 12 Grafton Road
  Fale Pasifica ............................................................ Building 273 24 Wynyard Street
  Financial Services ......................................................... Symonds Centre 49 Symonds Street
  Fine Arts .................................................................... Fine Arts Building 20 Whitaker Place
  French – refer European Languages .......................... Tāmaki Campus, Building 730 261 Morrin Road, St Johns
  General Practice and Primary Health Care .............. Tamaki Campus, Building 730 261 Morrin Road, St Johns
  Geography and Environment Sciences ..................... Human Sciences Building 10 Symonds Street
  Geology ....................................................................... Science Building 301 23 Symonds Street
  Germanic and Slavonic Languages ............................... Old Choral Hall 7 Symonds Street
  Goodfellow Unit .......................................................... Tamaki Campus, Building 730 261 Morrin Road, St Johns
  Graduate Centre .......................................................... The ClockTower Building, East Wing 5 Symonds Street
  Graduate Programmes (GSE) ......................................... Owen G Glenn Building 12 Grafton Road
  Graduate School of Enterprise (GSE) ....................... Owen G Glenn Building 12 Grafton Road
  Grafton Hall .............................................................. Building 435 58 Symonds Street
  Greek – refer Classics ....................................................... Greek – refer Classics
  Grounds – refer Property Services ............................... Recreation Centre 17 Symonds Street
  Gymnasium .................................................................. Recreation Centre 17 Symonds Street
  Health and Counselling – refer Student Health .......................... Tāmaki Campus, Building 730 261 Morrin Road, St Johns
  History .......................................................................... History Building 5-7 Wynyard Street
  Human Resources .......................................................... Alfred Nathan House 24 Princes Street
  Human Sciences Building ............................................... Human Sciences Building 10 Symonds Street
  Immunisation Advisory Centre .................................. Tamaki Campus, Building 730 261 Morrin Road, St Johns
  Indonesian .................................................................... Arts II 18 Symonds Street
  Information Systems and Operations Management .... Owen G Glenn Building 12 Grafton Road
  Injury Prevention Research Centre ............................. Tamaki Campus, Building 730 261 Morrin Road, St Johns
  Inquiries ........................................................................ The ClockTower Building 22 Princes Street
  Institute of Earth Sciences and Engineering ............. Tāmaki Campus, Building 721 261 Morrin Road, St Johns
  International House .......................................................... Annex 27 Whitaker Place
  International Office .......................................................... Old Choral Hall 7 Symonds Street
  International Research Institute for Māori and Indigenous Education .................................................. 16 Wynyard Street
  International Student Advisor .................................. The ClockTower Building 22 Princes Street
  IT Services (ITS) ............................................................. Building 435 58 Symonds Street
  Italian – refer European Languages .............................. Italian – refer European Languages
  Japanese ....................................................................... Arts II 18 Symonds Street
  Kate Edger Information Commons .......................... 9 Symonds Street
  Kenneth Myers Centre .................................................... Building 522 74 Shortland Street
  Kohanga Reo ............................................................. Building 522 23 Alten Road
  Korean .......................................................................... Arts II 18 Symonds Street
  Landcare Research (NZ) .................................................... Tamaki Campus, Building 702 231 Morrin Road, St Johns
  Language Laboratories Tape Library .......................... Arts 1 Building 14A Symonds Street
### Directory 2011 Calendar

**Language Laboratory 2**
Information Sciences Building, 11 Wynyard Road

**Language Laboratory 3**
Human Sciences Building, 14A Symonds Street

**Language Laboratories 4 and 5**
Arts 1 Building, 14A Symonds Street

**Latin – refer Classics**

**Law**
Law Buildings 261 Morrin Road, St Johns

**Learning Technology Unit (FMHS)**
ECom House, Level 3 3 Ferncroft Street

**Lecture Theatre Management Unit**
Owen G Glenn Building 12 Grafton Road

**Lecture Theatres and Rooms:**

- **Architecture (ALR)**
  Architecture Building 22 Symonds Street
- **Biology (BLT)**
  Biology Building 5 Symonds Street
- **Cell Biology (CMBioLT)**
  Thomas Building 3A Symonds Street
- **Chemistry (Chem)**
  Science Building 301 23 Symonds Street
- **ClockTower (Clocklt)**
  The ClockTower Building 22 Princes Street
- **Conference Centre**
  22 Symonds Street
- **Engineering (Eng)**
  Engineering Building 20 Symonds Street
- **Fisher & Paykel Auditorium**
  Owen G Glenn Building Wynyard Street
- **General Library (Lib)**
  General Library Building 5 Alfred Street
- **Grafton Campus**
  Robb Theatre – 501, 1B09  Park Road
- **Human Sciences (HSB)**
  Human Sciences Building 10 Symonds Street
- **Library:**
  General Library Building 5 Alfred Street
- **Law**
  Law Buildings 9–17 Eden Crescent
- **Latin – refer Classics**
- **Language Laboratories 4 and 5**
  Arts 1 Building 14A Symonds Street

**Leigh Marine Laboratory**
PO Box 349, Warkworth (Phone Warkworth +64 9 422 6111)

**Library:**

- **General**
  Library Building 5 Alfred Street
- **General – deliveries**
  Library Building 26 Princes Street
- **Architecture**
  Conference Centre 22 Symonds Street
- **Audio Visual**
  Building 409 24 Symonds Street
- **Business Information Centre**
  Owen G Glenn Building 7 Symonds Street
- **Engineering**
  Engineering Building 20 Symonds Street
- **Fine Arts**
  Fine Arts Building 20 Whittaker Place
- **Law**
  Law Buildings 15 Eden Crescent
- **Leigh Marine Laboratory**
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