2012 CALENDAR

THE UNIVERSITY
OF AUCKLAND
NEW ZEALAND
Te Whare Wānanga o Tāmaki Makaurau

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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 2011, who are intending to study at the University in 2012, 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). If the student wishes to forward messages to other addresses it is their responsibility to ensure the alternative address is in place and operating correctly. Failure to read an email does not free students from their responsibilities to understand and comply with the University's requirements.
Arms of The University of Auckland

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 Clock Tower 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 postgraduate education abroad were appointed to the staff, notably the very able economist, Horace Belshaw, the philosopher, R.P. Anschutz, and the physicist, P.W. Burbidge. An excellent researcher, W.F. Short, was appointed as a lecturer in Chemistry.

Some advances were made in providing professional education. The only such education offered at the College was in Law, which attracted large numbers of students. The only ‘professional schools’ recognised by the University of New Zealand were Medicine at Otago and Engineering at Canterbury. In 1906, the College established a School of Mining, which covertly by degrees was turned into a ‘School of Engineering’. After fierce battles with Canterbury, fired by provincial rivalry, the Auckland School received 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.

During the depression of the early 1930s there was great disputation and rancour.

The temporary appointment of a lecturer in History, J.C. Beaglehole, later a world famous scholar, was terminated, his friends believed, because of a letter of liberal or radical tendency, to a newspaper, defending the right of communists to distribute their literature. This episode led to a Council election in which a liberal, Hollis Cocker, displaced a conservative. The College Council now adopted resolutions in favour of academic freedom and received the undeserved congratulations of the flower of the British academic establishment, including Lord Rutherford and Wittgenstein. At this time, in a modern terminology, the College ‘came alive’. For instance, some students, led by James Bertram, established a new literary journal, Phoenix, which was the focus for the first literary movement in New Zealand history: Allen Curnow, A.R.D. Fairburn, R.A.K. Mason and other writers, later distinguished, wrote for it.

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 Maori 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 Tamaki, 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 Tamaki Innovation Campus is now developing into a research-led, innovation campus with links to industry. The campus also has a postgraduate focus. Academic departments at Tamaki 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 bachelors degrees are offered in Teaching and Visual Arts). Nursing, Pharmacy and Software Engineering degrees were also 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 2010, the student roll was 40,977 (32,654 EFTS) and external research revenue totalled $218 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, Auckland again emerged as the New Zealand university with the greatest overall strength.

The University of Auckland was placed 82nd in the Quacquarelli Symonds (QS) world university rankings in 2011, and it was again first in New Zealand.
Zealand in the Shanghai Jiao Tong University rankings in 2010. In QS subject rankings released in 2011 the University was consistently in the top 50 in the world.

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.

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 appointment of a Deputy Vice-Chancellor (Strategic Development) responsible for International and Government Relations, Communications and Alumni acknowledges these pivotal relationships and focuses on maintaining the University’s national and international position.

The University’s Campus Development Strategy 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 construct a new building due for handover in 2011; the student accommodation building at Elam which was completed in 2011 and will house 442 student beds; the refurbishment of Arts Building 206, also completed in 2011; and Science Building 303. The new South Pacific Centre for Marine Science, based at the Leigh marine laboratory and opened in July 2011, will foster marine research and educate visitors on the marine environment.

In 2008 the University marked its 125th Jubilee. Staff, students, alumni and friends reflected on and celebrated past achievements and looked forward to the future.

From 2010-15 Elam School of Fine Arts is 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 has already exceeded its target of $150 million by 2012.

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 were introduced in 1991. A wide range of issues relevant to New Zealand society 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. The University’s research has very practical applications. 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 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. Information is available on faculty websites; 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, Communications, Equity Office, External Relations and Development, Financial Services, Human Resources, International Office, IT Services, Property Services, Shared Services, School of Graduate Studies, Schools Partnership Office, Student Information and Marketing 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 were the University Hall Student Accommodation and the refurbishment of Arts 1 Building 206. Completion of the Maths and Physics Building 303 will occur in July 2012.

Planning is continuing for major extensions to the Engineering and Science buildings.

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. 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 innovation 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 Polymers, Materials Accelerator, and Plastics Centre of Excellence.

In addition to the two major themes, other important Faculty of Science programmes are 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 cafes. The Tamaki Library and Information Commons provides 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. Tamaki is home to The University of Auckland Clinics providing services in audiology, brain recovery, optometry, psychology, speech language therapy, and health and performance 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.

The Campus is home to the Faculty of Medical and Health Sciences, and accommodates student and staff facilities including an information commons, cafe, 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.

In addition, an extensive programme of work is underway to transform and redevelop the Campus into a modern biomedical and health education and training facility. It includes the 2011 opening of a new building to accommodate the Schools of Nursing and Pharmacy, Faculty Administration and the Liggins Institute who are moving from off-campus sites, the development of modern laboratories and research accommodation, a new Clinical Skills Centre, redeveloped multi-disciplinary laboratories, a new Pharmacy teaching suite, a major upgrade of the central plant and infrastructure and the construction of new space to provide extended student facilities. This work is expected to be completed in 2012.

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, Whangarei, Rotorua, Waitakere Hospitals, and at the Advanced Clinical Skills Centre at the nearby Mercy Ascot Hospital, and the Simulation Centre for Patient Safety at the Tamaki Innovation Campus.

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, cafe, 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 Woolf 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 contributions of former Vice-Chancellor 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 149,000, 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 a monthly email newsletter @auckland. The Alumni Relations Office organises regular local, national and international events for them.

The University of Auckland Society offers alumni, friends and supporters of the University the chance to engage more closely with the university community. Members receive a range of discounts and benefits including invitations to events and activities based on their interests. For more information visit www.society.auckland.ac.nz

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 2012

<table>
<thead>
<tr>
<th>Academic/Calendar Dates</th>
<th>Meeting Dates</th>
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<tbody>
<tr>
<td><strong>January 2012</strong></td>
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<tr>
<td><strong>Sun 1</strong> New Year’s Day</td>
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<tr>
<td><strong>Wed 4</strong> Summer School begins</td>
<td>Tue 31 8.30am International</td>
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<tr>
<td><strong>Tue 10</strong> Last day for receipt of applications for the conferment of degrees and award of diplomas for Tai Tokerau Graduation*</td>
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<tr>
<td><strong>Mon 16</strong> Graduate School of Enterprise Quarter 1 lectures begin</td>
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<tr>
<td><strong>Mon 30</strong> Auckland/Northland Anniversary Day</td>
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<td>* Date to be confirmed</td>
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<th><strong>February 2012</strong></th>
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<tbody>
<tr>
<td><strong>Mon 6</strong> Waitangi Day</td>
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<tr>
<td><strong>Fri 10</strong> Summer School lectures end</td>
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<tr>
<td><strong>Sat 11</strong> Study break</td>
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<tr>
<td><strong>Mon 13 – Wed 15</strong> Examinations</td>
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<tr>
<td><strong>Wed 15</strong> Summer School ends</td>
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<tr>
<td><strong>Tue 21 – Fri 24</strong> Semester One Orientation</td>
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<tr>
<td><strong>Mon 27</strong> Semester One begins</td>
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<tr>
<td><strong>Tue 7</strong> 9am Academic Programmes</td>
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<tr>
<td><strong>9.30am</strong> Biological Safety</td>
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<tr>
<td><strong>Wed 8</strong> 9am Schools Liaison</td>
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<td><strong>Mon 13</strong> 9am Education</td>
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<tr>
<td><strong>3pm</strong> Staff Advisory</td>
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<tr>
<td><strong>Tue 14</strong> 9am Teaching and Learning Quality</td>
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<tr>
<td><strong>Wed 15</strong> 9am Information Technology Strategy and Policy</td>
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<tr>
<td><strong>2pm</strong> Auckland University Press</td>
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<tr>
<td><strong>Mon 20</strong> 9am Board of Graduate Studies</td>
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<td><strong>3pm</strong> Finance</td>
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<tr>
<td><strong>Tue 21</strong> 9am Research</td>
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<tr>
<td><strong>2pm</strong> Occupational and Environmental Safety and Health Advisory</td>
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<td><strong>Wed 22</strong> 1pm Human Participants Ethics</td>
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<td><strong>Fri 24</strong> 9am Animal Ethics</td>
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<td><strong>Mon 27</strong> 4pm Senate</td>
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<td><strong>Tue 28</strong> 3pm Capital Planning and Budgeting</td>
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<tr>
<td><strong>Wed 29</strong> 8am Audit and Risk</td>
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<tr>
<th><strong>March 2012</strong></th>
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<tbody>
<tr>
<td><strong>Fri 2</strong> Graduation (Tai Tokerau)</td>
</tr>
<tr>
<td><strong>Fri 2</strong> Last day for receipt of applications for the conferment of degrees and award of diplomas for Autumn Graduation*</td>
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<tr>
<td><strong>Fri 23</strong> Graduate School of Enterprise Quarter 1 lectures end</td>
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<tr>
<td><strong>Thu 1</strong> 11am Equity</td>
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<td><strong>Mon 5</strong> 4pm Council</td>
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<tr>
<td><strong>Tue 6</strong> 9.30am Biological Safety</td>
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<tr>
<td><strong>Wed 7</strong> 1pm Human Participants Ethics</td>
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<tr>
<td><strong>Mon 12</strong> 9am Board of Graduate Studies</td>
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<td><strong>Tue 13</strong> 9am Academic Programmes</td>
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<td><strong>Thu 15</strong> 1pm Runanga</td>
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<td><strong>Mon 19</strong> 9am Education</td>
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<td><strong>Tue 20</strong> 9am Library</td>
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<tr>
<td><strong>9am</strong> Research</td>
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<tr>
<td><strong>3pm</strong> Capital Expenditure</td>
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<tr>
<td><strong>Wed 21</strong> 9am Information Technology Strategy and Policy</td>
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<tr>
<td><strong>1pm</strong> Human Participants Ethics</td>
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<tr>
<td><strong>Mon 26</strong> 10am Student Affairs</td>
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<td><strong>Fri 30</strong> 9am Animal Ethics</td>
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* Date to be confirmed
### April 2012

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Fri 06</td>
<td>Easter/Mid-semester break</td>
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<tr>
<td>Fri 06</td>
<td>Easter Friday</td>
<td>9am</td>
<td>Board of Graduate Studies</td>
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<tr>
<td>Mon 09</td>
<td>Easter Monday</td>
<td>4pm</td>
<td>Senate</td>
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<tr>
<td>Tue 10</td>
<td>University Holiday</td>
<td>8.30am</td>
<td>International</td>
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<tr>
<td>Wed 11</td>
<td>Graduate School of Enterprise Quarter 2</td>
<td>9.30am</td>
<td>Biological Safety</td>
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<tr>
<td>Wed 25</td>
<td>ANZAC Day</td>
<td>1pm</td>
<td>Human Participants Ethics</td>
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<tr>
<td>Mon 30</td>
<td>Graduation</td>
<td>2pm</td>
<td>Auckland University Press</td>
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<tr>
<td>Wed 11</td>
<td>Graduate School of Enterprise Quarter 2</td>
<td>9am</td>
<td>Schools Liaison</td>
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<tr>
<td>Mon 16</td>
<td>Graduation</td>
<td>4pm</td>
<td>Council</td>
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<tr>
<td>Tue 17</td>
<td>Graduation</td>
<td>9am</td>
<td>Teaching and Learning Quality</td>
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<td>2pm</td>
<td>Occupational and Environmental Safety and Health Advisory</td>
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<td>Wed 18</td>
<td>Information Technology Strategy and Policy</td>
<td>1pm</td>
<td>Human Participants Ethics</td>
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<td>Tue 24</td>
<td>Academic Programmes</td>
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<td>3pm</td>
<td>Capital Planning and Budgeting</td>
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<td>Fri 27</td>
<td>Animal Ethics</td>
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### May 2012

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<tbody>
<tr>
<td>Wed 02</td>
<td>Graduation</td>
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<tr>
<td>Fri 04</td>
<td>Graduation</td>
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<td>Thu 10</td>
<td>11am Equity</td>
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<td>4pm</td>
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<td>9am Research</td>
<td>3pm</td>
<td>Capital Expenditure</td>
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<td>Wed 16</td>
<td>8am Audit and Risk</td>
<td>9am</td>
<td>Information Technology Strategy and Policy</td>
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<td>9am Education</td>
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<tr>
<td>Tue 22</td>
<td>8am Finance</td>
<td>9am</td>
<td>Academic Programmes</td>
</tr>
<tr>
<td>Fri 25</td>
<td>9am Animal Ethics</td>
<td>3pm</td>
<td>Staff Advisory</td>
</tr>
<tr>
<td>Mon 28</td>
<td>10am Student Affairs</td>
<td>3pm</td>
<td></td>
</tr>
<tr>
<td>Wed 30</td>
<td>1pm Human Participants Ethics</td>
<td></td>
<td></td>
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</tbody>
</table>

### June 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 01</td>
<td>Semester One lectures end</td>
<td>9.30am</td>
<td>International</td>
</tr>
<tr>
<td>Sat 02</td>
<td>6 - 9am Study break</td>
<td>9.30am</td>
<td>Biological Safety</td>
</tr>
<tr>
<td>Mon 04</td>
<td>Queen's Birthday</td>
<td>2pm</td>
<td>Auckland University Press</td>
</tr>
<tr>
<td>Thu 07</td>
<td>Mon 25 Examinations</td>
<td>9am</td>
<td>Board of Graduate Studies</td>
</tr>
<tr>
<td>Fri 15</td>
<td>Graduate School of Enterprise Quarter 2</td>
<td>4pm</td>
<td>Senate</td>
</tr>
<tr>
<td>Mon 25</td>
<td>Semester One ends</td>
<td>9am</td>
<td>Teaching and Learning Quality</td>
</tr>
<tr>
<td>Tue 26</td>
<td>June - Sat 14 July Inter-semester break</td>
<td>1pm</td>
<td>Schools Liaison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9am</td>
<td>Human Participants Ethics</td>
</tr>
<tr>
<td>Mon 18</td>
<td>9am Education</td>
<td>4pm</td>
<td>Council</td>
</tr>
<tr>
<td>Tue 19</td>
<td>9am Library</td>
<td>9am</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9am</td>
<td>Research</td>
</tr>
<tr>
<td>Mon 25</td>
<td>4pm Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue 26</td>
<td>9am Academic Programmes</td>
<td>2pm</td>
<td>Occupational and Environmental Safety and Health Advisory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3pm</td>
<td>Capital Planning and Budgeting</td>
</tr>
<tr>
<td>Wed 27</td>
<td>1pm Human Participants Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu 28</td>
<td>11am Equity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri 29</td>
<td>9am Animal Ethics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## July 2012

| Mon 2 | Graduate School of Enterprise Quarter 3 lectures begin |
| Wed 11 | Semester Two Orientation |
| Mon 16 | Semester Two begins |
| Tue 3 | Biological Safety |
| Mon 9 | Board of Graduate Studies |
| Wed 11 | Human Participants Ethics |
| Mon 16 | Education |
| Tue 17 | Research |
| 3pm | Capital Expenditure |
| Wed 18 | Information Technology Strategy and Policy |
| Thu 19 | Runanga |
| Tue 24 | Finance |
| 9am | Academic Programmes |
| Wed 25 | Human Participants Ethics |
| 2pm | Auckland University Press |
| Fri 27 | Animal Ethics |
| Mon 30 | Student Affairs |
| 4pm | Senate |

| Wed 15 | Last day for receipt of applications for the conferment of degrees and award of diplomas for Spring Graduation* |
| Mon 27 August – Sat 8 September | Mid-semester break |

* Date to be confirmed

## August 2012

| Tue 7 | International |
| 8.30am | Biological Safety |
| 9.30am | Biological Safety |
| Wed 8 | Schools Liaison |
| 9am | Human Participants Ethics |
| Mon 13 | Board of Graduate Studies |
| 9am | Staff Advisory |
| 3pm | Occupational and Environmental Safety and Health Advisory |
| Tue 14 | Teaching and Learning Quality |
| Mon 20 | Education |
| 4pm | Council |
| Tue 21 | Research |
| 9am | Research |
| 2pm | Occupational and Environmental Safety and Health Advisory |
| Wed 22 | Human Participants Ethics |
| Mon 27 | Senate |
| Tue 28 | Academic Programmes |
| 9am | Capital Planning and Budgeting |
| Fri 31 | Animal Ethics |

## September 2012

| Fri 7 | Graduate School of Enterprise Quarter 3 lectures end |
| Mon 24 | Graduate School of Enterprise Quarter 4 lectures begin |
| Tue 4 | Biological Safety |
| Wed 5 | Human Participants Ethics |
| Thu 6 | Equity |
| Mon 10 | Board of Graduate Studies |
| Thu 13 | Runanga |
| Mon 17 | Education |
| 3pm | Capital Expenditure |
| Tue 18 | Library |
| 9am | Research |
| Wed 19 | Audit and Risk |
| 8am | Information Technology Strategy and Policy |
| 9am | Information Technology Strategy and Policy |
| Thu 20 | Human Participants Ethics |
| 1pm | Human Participants Ethics |
| 2pm | Auckland University Press |
| Mon 24 | Student Affairs |
| Tue 25 | Finance |
| 8am | Finance |
| 9am | Academic Programmes |
| Fri 28 | Animal Ethics |
## October 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tue 2</td>
<td>Graduation</td>
</tr>
<tr>
<td>Fri 19</td>
<td>Semester Two lectures end</td>
</tr>
<tr>
<td>Sat 20</td>
<td>Study break</td>
</tr>
<tr>
<td>Mon 22</td>
<td>Labour Day</td>
</tr>
<tr>
<td>Thu 25</td>
<td>October – Mon 12 November Examinations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 1</td>
<td>4pm Senate</td>
</tr>
<tr>
<td>Tue 2</td>
<td>9.30am Biological Safety</td>
</tr>
<tr>
<td>Wed 3</td>
<td>8.30am International</td>
</tr>
<tr>
<td>Mon 8</td>
<td>9am Board of Graduate Studies</td>
</tr>
<tr>
<td>Tue 9</td>
<td>9am Teaching and Learning Quality</td>
</tr>
<tr>
<td>Wed 10</td>
<td>9am Schools Liaison</td>
</tr>
<tr>
<td>Mon 15</td>
<td>9am Education</td>
</tr>
<tr>
<td>Tue 16</td>
<td>9am Research</td>
</tr>
<tr>
<td>Wed 17</td>
<td>1pm Human Participants Ethics</td>
</tr>
<tr>
<td>Tue 23</td>
<td>9am Academic Programmes</td>
</tr>
<tr>
<td>Fri 26</td>
<td>9am Animal Ethics</td>
</tr>
<tr>
<td>Mon 29</td>
<td>4pm Senate</td>
</tr>
<tr>
<td>Wed 31</td>
<td>1pm Human Participants Ethics</td>
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## November 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon 12</td>
<td>Semester Two ends</td>
</tr>
<tr>
<td>Fri 30</td>
<td>Graduate School of Enterprise Quarter 4 lectures end</td>
</tr>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Thu 1</td>
<td>11am Equity</td>
</tr>
<tr>
<td>Tue 6</td>
<td>9.30am Biological Safety</td>
</tr>
<tr>
<td>Mon 12</td>
<td>9am Board of Graduate Studies</td>
</tr>
<tr>
<td>Wed 14</td>
<td>1pm Human Participants Ethics</td>
</tr>
<tr>
<td>Thu 15</td>
<td>1pm Runanga</td>
</tr>
<tr>
<td>Mon 19</td>
<td>9am Education</td>
</tr>
<tr>
<td>Wed 20</td>
<td>9am Library</td>
</tr>
<tr>
<td>Tue 20</td>
<td>9am Research</td>
</tr>
<tr>
<td>Wed 21</td>
<td>9am Information Technology Strategy and Policy</td>
</tr>
<tr>
<td>Mon 26</td>
<td>10am Student Affairs</td>
</tr>
<tr>
<td>Tue 27</td>
<td>8am Finance</td>
</tr>
<tr>
<td>Wed 28</td>
<td>1pm Human Participants Ethics</td>
</tr>
<tr>
<td>Fri 30</td>
<td>9am Animal Ethics</td>
</tr>
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## December 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Tue 25</td>
<td>Christmas Day</td>
</tr>
<tr>
<td>Wed 26</td>
<td>Boxing Day</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 3</td>
<td>9am Board of Graduate Studies</td>
</tr>
<tr>
<td>Tue 4</td>
<td>9am Teaching and Learning Quality</td>
</tr>
<tr>
<td>Wed 5</td>
<td>8am Audit and Risk</td>
</tr>
<tr>
<td>Mon 10</td>
<td>9am Education</td>
</tr>
<tr>
<td>Tue 11</td>
<td>9am Research</td>
</tr>
<tr>
<td>Wed 12</td>
<td>9am Human Participants Ethics</td>
</tr>
<tr>
<td>Fri 14</td>
<td>9am Animal Ethics</td>
</tr>
</tbody>
</table>
Academic Statutes and Regulations

15 Admission and Enrolment 2012
15 2012 Closing Dates for Admission and Enrolment
16 2012 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 2012
34 Limitations Schedule
38 Fees Statute 2001
41 International Students
42 Examination Regulations
ADMISSION AND ENROLMENT 2012

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 2011 who are intending to study at the University in 2012, 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, assistance 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, or they can seek assistance from the address above.

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.

2012 Closing Dates for Admission and Enrolment

The following dates apply, except where different dates are set out in the 2012 Closing Dates for Admission to Specified Programmes in this Calendar.

<table>
<thead>
<tr>
<th>Programme Type</th>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer School Admission</td>
<td>Admission</td>
<td>1 December 2011</td>
</tr>
<tr>
<td>Semester One and Two</td>
<td>Admission</td>
<td>8 December 2011</td>
</tr>
<tr>
<td>Semester Two Admission</td>
<td>Admission</td>
<td>4 July 2012</td>
</tr>
<tr>
<td>Summer School Enrolment</td>
<td>Enrolment</td>
<td>22 December 2011</td>
</tr>
<tr>
<td>Semester One and Two</td>
<td>Enrolment</td>
<td>14 February 2012</td>
</tr>
<tr>
<td>Semester Two Enrolment</td>
<td>Enrolment</td>
<td>4 July 2012</td>
</tr>
</tbody>
</table>

Undergraduate
Applications to The University of Auckland must be received no later than the published closing date. Applications received after the closing date will only be considered on the basis of academic merit, if there are places available.

Postgraduate
Applications for Semester One submitted after 8 December will only be considered if places are available. Applications for Semester Two submitted after 4 July will only be considered if places are available.

Summer School
No late applications will be accepted.

Special Admissions
Applications to The University of Auckland must be received no later than the published closing date and no later than 8 December.
2012 Closing Dates for Admission to Specified Programmes

1 October 2011  Bachelor of Dance Studies
Bachelor of Fine Arts
Bachelor of Music (Classical Performance, Jazz Performance, Popular
Music majors only)
Graduate Diploma in Teaching (Secondary)
Master of Creative Writing
Doctor of Clinical Psychology

1 November 2011  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 Counselling Theory
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 Counselling
Master of Engineering Management
Master of Science in Forensic Science
Master of Science in Psychology
Master of Speech Language Therapy Practice

1 December 2011  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)
Postgraduate Diploma in Science in Health Psychology
Master of Science in Health Psychology

8 December 2011  All other programmes (excluding Doctoral Programmes)

Closing Dates for Semester Two Enrolment Only

1 May 2012   Bachelor of Music (Honours) (some majors 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;
may apply for Discretionary Entrance.
* 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 Universities New Zealand–Te Pōkai Tara 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.

c If the applicant is age 20 years or over, and is a New Zealand citizen or permanent resident, this regulation does not apply.

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 fewer than 50 points in one semester
   or 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:
   a 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 enrolled in a course taught in the Department or where there are insufficient staff to teach it, that Head of Department may, with the approval of the Dean of Faculty, cancel that course not later than one week after the beginning of the semester in which it would have been taught, if the essential prerequisites for any student’s enrolment are not thereby affected. A student is not to be charged a fee for any alteration to enrolment required because of the cancellation of a course.

**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, that course has been taught, unless special approval is given by Senate or its representative.

d A student may not be admitted to a programme for a qualification for which the requirements have been completed or which has already been awarded or conferred, unless specific provision is made in the regulations for the relevant programme or special approval is given by Senate or its representative.

e Unless special approval is given by Senate or its representative, a student may not be admitted to a programme for a postgraduate qualification

(i) for which the student has previously failed to meet the requirements

or

(ii) the content of which is the same as, or substantially similar to, any qualification for which the student has previously failed to meet the requirements.

**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

Deadlines 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 Deadline dates are calculated from the start of the semester, quarter or Summer School. For courses that start on other dates, the deadline will be calculated from the start of the course.

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>Course Type</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 Requirements for Maintaining Good Academic Standing (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 Standing

18 Regulations concerning Academic Standing apply to all undergraduate qualifications at The University of Auckland.
a 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.
b Summer School is classified as a semester for the purposes of Academic Standing.
c Academic Standing statuses are Good, At Risk, Academic Restriction and Enrolment Terminated.

Requirements for Maintaining Good Academic Standing

19 A student is required to pass at least 50 percent of points enrolled in any one semester, including Summer School, to maintain Good Academic Standing.

At Risk Academic Standing

20 A student who fails to meet the requirements for Good Academic Standing will, in the next semester of study, have their academic standing amended to At Risk.
a A student with a status of At Risk may be required to participate in such academic support programmes as deemed appropriate by the relevant faculty.
b A student with a status of At Risk who meets the requirements for Good Academic Standing will, in the next semester of study, have their record amended to that status.

Academic Restriction Academic Standing

21 A student with a status of At Risk who fails to meet the requirements for Good Academic Standing will, in the next semester of study, have their academic standing amended to Academic Restriction.
a A student with a status of Academic Restriction will be restricted to:
(i) not more than 45 points of enrolment in that semester
(ii) not more than 25 points in Summer School.
b A student with a status of Academic Restriction will be required to participate in such academic support programmes as deemed appropriate by the relevant faculty.
c The record of a student with a status of Academic Restriction will be referred to the relevant faculty for review of the restriction which may be varied if appropriate.
d A student with a status of Academic Restriction who meets the requirements for Good Academic Standing will, in the next semester of study, have their academic standing amended to At Risk. Students whose enrolment is restricted under these provisions may apply to Senate for reconsideration of the 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) vary the restriction.
e Applications to Senate must:
(i) be made on the appropriate Reconsideration of Restriction or Exclusion form
and
(ii) if special consideration is sought for medical or other exceptional reasons, include evidence
and
(iii) reach the Dean of the Faculty concerned before the first day of the semester or Summer School.

Enrolment Terminated

23 A student with a status of Academic Restriction who fails to meet the requirements for Good Academic Standing will, in the next semester of study, have their academic standing amended to Enrolment Terminated.

24 A student with a status of Enrolment Terminated will be excluded from all programmes at The University of Auckland.

25 A student with a status of Enrolment Terminated will be entitled to reapply for admission to a programme after one year of exclusion. 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.

26 A student declined readmission under these provisions may apply to Senate for reconsideration of their 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 enrol under specific conditions.

27 A student permitted to re-enrol under conditions specified by Senate or its representative, but who fails to satisfy those conditions, will be
Credits

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

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 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.

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 another tertiary institution.

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.

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.

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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.
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(iii) 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.

c 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 Records, Enrolment and Fees 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Research Masters Semester One</td>
<td>2</td>
<td>15 December</td>
<td>28 February</td>
</tr>
<tr>
<td></td>
<td>Research Masters Semester Two</td>
<td>2</td>
<td>1 May</td>
<td>15 July</td>
</tr>
<tr>
<td></td>
<td>Taught Masters Semester One</td>
<td>2</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Taught Masters Semester Two</td>
<td>2</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>240</td>
<td>Semester One</td>
<td>4</td>
<td>15 December</td>
<td>28 February</td>
</tr>
<tr>
<td></td>
<td>Semester Two</td>
<td>4</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.

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.

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.

c  **Taught Masters**

(i) A student whose programme does not include a thesis, research portfolio, dissertation or research project must complete the requirements by the end of the final semester shown in the schedule above.

(ii) 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.

(iii) 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 deadline for completion 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 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 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
14 a Transfer credits
Except as provided for in Regulation 2e(iii) of the Credit Regulations, transfer credits may not be awarded for a Masters degree.

b Cross-credits
Courses may not be cross-credited into or from a Masters degree.

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

b A Certificate of Proficiency course may not be reassigned to a Research Masters degree.

c A Certificate of Proficiency course may be reassigned to a Taught Masters degree as specified in Clause 9 of the Credit Regulations.

Transitional Certificate
16 The Transitional Certificate regulations under ‘Other Programmes’ apply. A Transitional Certificate course may not be reassigned to a Masters degree.

Variations
17 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to the regulations for a Masters degree.

GENERAL REGULATIONS – BACHELORS HONOURS POSTGRADUATE DEGREES

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.

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.
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.

3 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.

3 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.

3 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.

5 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.

7 b The Head of Department is to transmit the submitted dissertation or research project to the examiner(s).

7 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.

8 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.

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

9 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.

10 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,
   and
   (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.

b When necessary, the Head of Department is 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
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 2012 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 2011 and for Enrolment is 14 February 2012. The closing date for Admission to Summer School is 1 December 2011 and for Enrolment is 22 December 2011.
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.

### Limitations Schedule

#### A. Limited Entry Programmes

(admission by selection)

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<thead>
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<th>Faculty/Subject</th>
<th>Approved Limit</th>
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<tr>
<td>BA</td>
<td>1700 Domestic</td>
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<tr>
<td>BA Conjoints</td>
<td>800 Domestic</td>
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<tr>
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<td>MPP</td>
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<tr>
<td>MCW</td>
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</tbody>
</table>

**Business and Economics**

BCom (including BCom conjoints)

1400 Domestic

350 International

BBIM

120 Domestic

40 International

BProp (incl. BProp conjoints)

110 Domestic

10 International

GradDipCom

175 Domestic

25 International

BCom(Hons)

– Accounting and Finance 50
– Commercial Law 30
– Information Systems and Operations Management 28
– Marketing 20

BCom(Hons), BA(Hons), PGDipArts, MA

– Economics 40
– Management and International Business 25

BProp(Hons) (incl. MProp, PGDipProp) 20

MTaxS 25

MinBus (Q3 intake) 30

MCom (240 points)

– Accounting and Finance 20

MCom (240 points), PGDipCom

– Economics 20
– Information Systems and Operations Management 23
– Management and International Business (S1 intake only) 20

MProp (240 points) (incl. PGDipProp, BProp(Hons)) 15

MCom (120 points)

– Accounting and Finance 20

### Creative Arts and Industries

BAS 99 Domestic

16 International

BFA 114 Domestic

5 International

BMus 114 Domestic

10 International

BDanceSt 22 Domestic

2 International

BPlan 37 Domestic

8 International

BFA(Hons) 55

BDanceSt(Hons) 5

PGDipCPA 10

School of Music 10

Dance Studies 10

PGDipFA 20

MCPA 10

School of Music 10

Dance Studies 10

MFA 30

M UrbPlan 25

### Education

BE(Tchg) – excluding Teachers’ Specialisation 510

– Early Childhood Education 100

(70 Epsom, 30 Flexi)

– Early Childhood Education Pasifika 30

(30 Epsom)

– Huarahi Māori 60

(35 Epsom, 25 Tai Tokerau)

– Primary 320

(220 Epsom, 40 Tai Tokerau, 60 MT)

BE(TESOL) 75

BEHumServ 35

BPE 55

BSW 65

### Engineering

BE(Hons) Part I 560 Domestic

60 International

BE(Hons) Part II

– Biomedical Engineering 25
– Chemical and Materials 62 Domestic
– 8 International (transferring students)
– Civil 190 Domestic
– 10 International (transferring students)
– Computer Systems 50 Domestic
– 5 International (transferring students)
– Electrical and Electronic 100 Domestic
– 10 International (transferring students)
– Engineering Science 35
– Mechanical 82 Domestic
– 8 International (transferring students)
– Mechatronics 60
– Software 50 Domestic
– 10 International (transferring students)

MEMgt 20

### Law

LLB Part I 1400 (estimated)

All students admitted to, or already enrolled in, another University of Auckland bachelor's degree programme

LLB Part II 300

LLB Part III 20 (transferring students from other New Zealand law schools)

### Medical and Health Sciences

CertHSc 65

BHSc 280 Domestic

30 International
### B. Limited Entry Courses

*(admission by selection)*

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<thead>
<tr>
<th>Faculty/Subject</th>
<th>Approved Limit</th>
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<td>25</td>
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<tr>
<td>OPTOM 784 (S2, Grafton)</td>
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</tr>
<tr>
<td>OPTOM 787 (S1,2, Grafton)</td>
<td>25</td>
</tr>
</tbody>
</table>

### C. General Education Courses

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

<table>
<thead>
<tr>
<th>Faculty/Subject</th>
<th>Approved Limit</th>
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</thead>
<tbody>
<tr>
<td>COVID 151G</td>
<td>500 (1 stream)</td>
</tr>
<tr>
<td>INTBUS 151G</td>
<td>300 (1 stream)</td>
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<tr>
<td>MKTG 151G</td>
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#### Creative Arts and Industries

<table>
<thead>
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<tr>
<td>ARCHITC 102G</td>
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<tr>
<td>DANCE 101G (S1, Mana)</td>
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<tr>
<td>DANCE 101G (S1, S2, City)</td>
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<tr>
<td>DANCE 101G (SS, City)</td>
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<tr>
<td>DANCE 200G (S2, City)</td>
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<tr>
<td>FINEARTS 210G (S1, City)</td>
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<tr>
<td>FINEARTS 210G (S2, City)</td>
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<td>MUS 149G (S2, City)</td>
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#### Psychology

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<td>PSYCH 201 (S2)</td>
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<td>PSYCH 202 (S1)</td>
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<td>PSYCH 203 (S2, City)</td>
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<td>PSYCH 204 (S2, City)</td>
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<td>PSYCH 207 (S1, City)</td>
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<tr>
<td>PSYCH 208 (S1, City)</td>
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<td>PSYCH 303 (S2, City)</td>
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<td>PSYCH 305 (S2, City)</td>
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<td>PSYCH 306 (S2, City)</td>
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<td>PSYCH 311 (S1, City)</td>
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<td>PSYCH 711 (S1,2, City)</td>
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<td>SCIENT 702 (S1, City)</td>
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<td>SCIENT 703 (S2, City)</td>
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<td>SCIENT 704 (S1, City)</td>
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<td>SCIENT 705 (S2, City)</td>
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<td>SCIENT 706 (S2, City)</td>
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<td>STATS 220 (S1, City)</td>
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<td>STATS 301 (SS, City)</td>
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<td>STATS 370 (S2, City)</td>
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<td>STATS 380 (S2, City)</td>
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#### Medical and Health Sciences

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<tr>
<td>MEDSCI 101G</td>
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<td>PHARMACY 111G</td>
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<tr>
<td>POPHLTH 103G</td>
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#### Science

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<td>CHEM 100G (SS)</td>
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<tr>
<td>ENVSCI 101G</td>
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<tr>
<td>GEOG 103G (SS)</td>
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<td>GEOG 104G (S1, City)</td>
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<td>GEOG 105G (S1, City)</td>
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<tr>
<td>PSYCH 109G (S1, City)</td>
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<tr>
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</table>
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 and/or on the student’s account available through Student Services Online.
‘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 other charges imposed pursuant to section 5.1 that are included on the Fees Invoice rendered to a Student shall be paid by the student.
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 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.

(viii) Charge a late payment fee.

8.2 Application for Reinstatement

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 semester 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

<table>
<thead>
<tr>
<th>Admission and Entrance Fees</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Graduate status or with credit from an overseas institution</td>
<td>$130</td>
</tr>
<tr>
<td>Entrance based on an overseas qualification, Ad Eundem Statum</td>
<td></td>
</tr>
<tr>
<td>Discretionary Entrance, Special Admission</td>
<td>$55</td>
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</table>

<table>
<thead>
<tr>
<th>Applications for Credit</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Each application from any study undertaken at another institution (eg, Summer School, concurrent enrolment at another institution)</td>
<td>$80</td>
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</table>

<table>
<thead>
<tr>
<th>Enrolment Fees</th>
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<tbody>
<tr>
<td>Application to enrol after addition/deletion dates</td>
<td>$55 per course</td>
</tr>
<tr>
<td>Late enrolment after addition/deletion dates</td>
<td>$110 per course</td>
</tr>
<tr>
<td>Course reinstatement fee, per course (after an enrolment in a course has been cancelled or deleted)</td>
<td>$30</td>
</tr>
<tr>
<td>Refund processing fee</td>
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<tr>
<td>Instalment payment, deferred or delayed payment surcharge</td>
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<table>
<thead>
<tr>
<th>Late Payment Fee</th>
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<td>Late Payment Fee</td>
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<td>Academic transcripts and letters</td>
<td>$30</td>
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<tr>
<td>Each additional copy</td>
<td>$10</td>
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<tr>
<td>Special statements (eg, admission to the Bar)</td>
<td>$30</td>
</tr>
<tr>
<td>Courier and handling charges within New Zealand</td>
<td>$10</td>
</tr>
<tr>
<td>Courier and handling charges to Australia</td>
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</tr>
<tr>
<td>Courier and handling charges all other countries</td>
<td>$50</td>
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| Unsatisfactory progress reconsideration | $55 |
| ID card replacement | $20 |

<table>
<thead>
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<tbody>
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<td>Courier and handling charges all other countries</td>
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<table>
<thead>
<tr>
<th>Examinations</th>
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<tbody>
<tr>
<td>Recount of marks, each course (Refundable if successful)</td>
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<tr>
<td>Aegrotat and Special Consideration:</td>
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<tr>
<td>Each application</td>
<td>$30</td>
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<td>Maximum</td>
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<table>
<thead>
<tr>
<th>Examinations sat in New Zealand but out of Auckland</th>
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<tbody>
<tr>
<td>Single examination per venue</td>
<td>$110</td>
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<tr>
<td>Each additional examination at the same venue</td>
<td>$30</td>
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<table>
<thead>
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<td>Single examination per venue</td>
<td>$130</td>
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<table>
<thead>
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<th>Examinations sat outside the timetable</th>
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</thead>
<tbody>
<tr>
<td>Single examination on a day other than timetabled</td>
<td>$110</td>
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<tr>
<td>Further examination on a day other than timetabled</td>
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<table>
<thead>
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<tbody>
<tr>
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</table>
Student Services Fee Exceptions
On application to the Director, Academic Services, the following students may be exempted the requirements to pay the Student Services Fee to use Student Services if they are:

- Students living outside Auckland and not using University facilities other than the Library.
- Students enrolled in programmes/courses taught by distance learning or other such programmes/courses as advised by the Director, Campus Life from time to time.
- Students enrolled under approved University exchange schemes.

The 2012 schedule of fees for New Zealand citizens and Permanent Residents of Australia and New Zealand was unavailable at time of publication. Schedules of fees from previous years, please contact the Calendar and Regulations Office, email calendar@auckland.ac.nz.

Schedule – Part B

The 2012 schedule of fees for New Zealand citizens and Permanent Residents of Australia and New Zealand was unavailable at time of going to print. The 2012 schedule of fees can be viewed on the web from mid-December 2011 at www.calendar.auckland.ac.nz. To obtain schedules of fees from previous years, please contact the 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 (excluding Science based courses) $194 per point
Undergraduate (Science-based courses) $228 per point
600 and 700 level courses (excluding Performance and Science based courses) $228 per point
600 and 700 level courses (Performance and Science based courses) $268 per point
600 and 700 level courses by distance Undergraduate courses $175 per point

Business and Economics

Undergraduate courses $228 per point
Bachelor of Commerce (Honours) $228 per point
Bachelor of Property (Honours) $228 per point
Master of Business Administration Part I $228 per point
Master of Business Administration Part II $228 per point
Master of International Business Part I (PGDiplBus) $228 per point
Master of International Business Part II $228 per point
Master of Taxation Studies $228 per point
Master of Law (courses taught by Business and Economics) $228 per point
Master of Management $228 per point
Master of Commerce $228 per point
Master of Property $228 per point
Postgraduate Diploma in Business $228 per point
Postgraduate Diploma in Commerce $228 per point
Postgraduate Diploma in Property $228 per point
Other 600 and 700 level courses $228 per point

Creative Arts and Industries

Architecture
Bachelor of Architectural Studies – Non Studio and Design courses $194 per point
Bachelor of Architectural Studies – Studio and Design courses $251 per point
Other Undergraduate courses – Non Studio and Design courses $194 per point
Other Undergraduate courses – Studio and Design courses $251 per point
Master of Architecture (Professional) $268 per point
Other 600 and 700 level courses $268 per point

Planning
Undergraduate courses $228 per point
700 level courses $228 per point

Urban Design
700 level courses $268 per point

Fine Arts
Undergraduate courses $228 per point
Undergraduate courses – Bachelor of Visual Arts $228 per point
600 and 700 level courses $268 per point

Dance Studies
Undergraduate courses $228 per point
600 and 700 level courses $268 per point

Music
Undergraduate courses $228 per point
600 and 700 level courses $268 per point

Education
Undergraduate courses $194 per point
Other 600 and 700 level courses $228 per point
Graduate Diploma in Teaching – Primary $175 per point
Graduate Diploma in Teaching – Secondary $175 per point
Graduate Diploma in Teaching – Early Childhood Education $175 per point

Engineering
Undergraduate courses $294 per point
700 level courses $268 per point

Law
Undergraduate courses $228 per point
700 level courses $228 per point

Medical and Health Sciences
Undergraduate courses – Bachelor of Health Sciences $228 per point
Undergraduate courses – Bachelor of Medicine and Bachelor of Surgery $530 per point
Undergraduate courses – Bachelor of Nursing $228 per point
Undergraduate courses – Bachelor of Pharmacy $251 per point
700 level courses $294 per point
Diploma in Paediatrics $70 per point

Science
Undergraduate courses (excluding Bachelor of Optometry) $228 per point
Undergraduate courses – Bachelor of Optometry $364 per point
600 and 700 level courses $268 per point

Doctorates
Doctor of Education $32,160 (programme fee)
Doctor of Clinical Psychology $32,160 (programme fee)
Doctor of Fine Arts $32,160 (programme fee)
Doctor of Music $32,160 (programme fee)
Doctor of Musical Arts $32,160 (programme fee)
Doctor of Pharmacy $35,280 (programme fee)
Doctor of Philosophy $32,160 (programme fee)

Other Courses and Programmes
Certificate of Proficiency (Overseas) Programme Fee $11,900 per semester
Foundation Certificate in English for Academic Purposes Programme fee equivalent to 0.5 EFTS $8,300
INTERNATIONAL STUDENTS

The following notes are intended to be a general guide for international students wishing to be admitted to The University of Auckland. Further information and application details are available from the International Office.

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 have a student visa before entering New Zealand.

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. A student’s enrolment cannot continue in the event of their insurance cover being declined.

5. The majority of international students must have a student visa before entering New Zealand. All students must have a valid student visa 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

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

International Student Fees
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) are not citizens of New Zealand or Australia (refer note 5(ii) above)
(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 Ministry of Foreign Affairs and Trade New Zealand Aid Programme.
or
(v) are not participating in an official University of Auckland exchange programme.
Current fees can be obtained from the staff at the International Office.

International Scholarships
There are several international scholarships available for international students from selected countries identified by the Asian Development Bank-Japan Scholarship Programme (ADB-JSP), the New Zealand Aid Programme: New Zealand Pacific Scholarships, New Zealand Development Scholarships, New Zealand ASEAN Scholars Awards and 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, if one is prescribed.
   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.

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.
Note: Candidates are to be informed by each department of the specific books or materials allowed for particular examinations. Details are also explained in the Examination Instructions.
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 active 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 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.
i 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 a candidate should be investigated, it will refer that complaint to the Discipline Committee.

c Where the Discipline Committee is satisfied that a candidate:

(i) has committed a breach of these regulations

or

(ii) has been notified that he or she has failed to comply with any Statute or any other Regulation of the University and (where the failure is capable of remedy) has been given a reasonable time to remedy the failure without having done so;

then the Discipline Committee may:

(iii) suspend for such time as it may prescribe the release to the candidate of the results of any examination

(iv) decline to credit to the candidate’s programme any course or courses

(v) cancel any pass with which the candidate may have been credited in the course or examination in respect of which the breach occurred

(vi) disqualify the candidate from sitting any examination for such period as it may prescribe

(vii) impose any one or more of these penalties.

d The Discipline Committee may also impose, in the circumstances stated in Clause 9b of this Regulation, the following penalties prescribed in Clause 9d of the Disciplinary Statute, that is to say:

(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 a period as it thinks fit

(iv) cancellation of Enrolment of a student at the University or in a programme 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 these penalties.

e A candidate upon whom a penalty is imposed under these regulations may apply for a review pursuant to section 11 of the Disciplinary Statute.

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.

(ii) 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.

k The provisions of Regulation 11 apply:
   (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.

l 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(ii) and 11d(iii) 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(ii) and 11d(iii) 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:
   (i) a Bachelors degree  
or
   (ii) an undergraduate diploma comprising not fewer than 240 points  
or
   (iii) Parts I, II or III of the Bachelor of Engineering (Honours) degree  
or
   (iv) Parts I, II or III of the Bachelor of Engineering (Honours) component of a conjoint degree.
Courses taken towards other Bachelors (Honours) degrees are not eligible for conceded passes.

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 BSocSci  
   BE(Tchg) BISc  
   BE BSW  
   BSocSci (Human Services)  
   BHSc BTech  
   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:
   (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.

h For the degrees of:
   BArch BOptom  
   BAS BPlan  
   BE BTech  
   BE(Hons) BVA  
   BFA
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.

i 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+ 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:
   (iv) that the award of a grade for that course (or courses) be deferred until a prescribed course of additional study

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

For the degree of LLB:
Conceded passes will be awarded by a meeting of the Examiners of 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) 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.

and

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.
and/or examination be completed to the satisfaction of the Examiners;

and

(v) deferred results be limited to a maximum of 15 points in any Part;

and

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

and

(viii) 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;
(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 Graduate Centre before proceeding with the typing and binding of the thesis or dissertation. A clear, legible type style is to be used.

23 In any thesis or dissertation, plagiarism or unacknowledged or unauthorised copying is not acceptable and will be treated as an examination offence.

**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
58 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 trencher 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 trencher with gold tassel. The robe for the Vice-Chancellor is a blue silk gown with facings of silver lace, bearing on each shoulder the coat of arms. The cap is a black velvet trencher with silver lace and tassel. The robe for the Registrar is a gown of black silk with facings of blue silk, bearing on each shoulder the coat of arms. The cap is a black velvet trencher with a black silk tassel. The robe for the Kaumatua and the Kūia 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 trencher 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 trencher shall have a blue 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 hood for a Masters degree is 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; 75mm 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>Business and Economics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MBCom, MCom</td>
<td>orange lining</td>
</tr>
<tr>
<td>BCom(Hons)</td>
<td>orange lining; 25mm orange band on the outside edge of the hood</td>
</tr>
<tr>
<td>BiProp, MProp</td>
<td>silver grey lining</td>
</tr>
<tr>
<td>BProp(Hons)</td>
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</tr>
<tr>
<td>MBA</td>
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</tr>
<tr>
<td>MComLaw</td>
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</tr>
<tr>
<td>MIntBus</td>
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</tr>
<tr>
<td>MMgt</td>
<td>orange lining; 25mm tan band on the edge of the satin</td>
</tr>
<tr>
<td>MTaxS</td>
<td>orange lining; 25mm dark brown band on the edge of the satin</td>
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<tr>
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<tbody>
<tr>
<td>BAS, MAS</td>
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</tr>
<tr>
<td>BArch, MArch</td>
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</tr>
<tr>
<td>MArch(Prof)</td>
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<tr>
<td>BDanceSt</td>
<td>jade green lining</td>
</tr>
<tr>
<td>BFA, MFA</td>
<td>gold lining</td>
</tr>
<tr>
<td>BFA(Hons)</td>
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</tr>
<tr>
<td>BMus, MMus</td>
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</tr>
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<td>BMus(Hons)</td>
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</tr>
<tr>
<td>BMusEd</td>
<td>emerald green lining; 25mm white band on the edge of the satin</td>
</tr>
<tr>
<td>BPerfArts</td>
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</tr>
<tr>
<td>BPlan, MPlan</td>
<td>chartreuse green lining</td>
</tr>
<tr>
<td>BVA</td>
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</tr>
<tr>
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<td>MCPA</td>
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<td>MPlanPrac</td>
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<tbody>
<tr>
<td>BEd, MEd</td>
<td>emerald green lining</td>
</tr>
<tr>
<td>BEd(Tchg)</td>
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<tr>
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<tr>
<td>BHumServ</td>
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<tr>
<td>BPE</td>
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<tr>
<td>BSoCSci(Human Services)</td>
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<td>BSW</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>MEngSt</td>
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<tr>
<td>MBioEnt</td>
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<tr>
<td>MEdMt</td>
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<tr>
<td>MHealthMt</td>
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<td>MOR</td>
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<tbody>
<tr>
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</tr>
<tr>
<td>LLL(Hons)</td>
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</tr>
<tr>
<td>LLM(Envir)</td>
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<td>MEenvLS</td>
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<td>MLS</td>
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<tbody>
<tr>
<td>BHSc, MHSc</td>
<td>lilac lining</td>
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<tr>
<td>BHSc(Hons)</td>
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<tr>
<td>BHB, MMedSc</td>
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</tr>
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<td>BHB(Hons)</td>
<td>crimson lining; 25mm crimson band on the outside edge of the hood</td>
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<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>
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</tr>
<tr>
<td>MAud</td>
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</tr>
<tr>
<td>MClinEd</td>
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<thead>
<tr>
<th>Science</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>BSc, MSc</td>
<td>dark blue lining</td>
</tr>
<tr>
<td>BSc(Hons)</td>
<td>dark blue lining; 25mm dark blue band on the outside edge of the hood</td>
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</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 the facings of the gown are 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 degree of Doctor of Philosophy is as 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
Music  white
Science  dark 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 Bachelor of Commerce BCom
Bachelor of Commerce (Honours) BCom(Hons)
Bachelor of Dance Studies BDanceSt
Bachelor of Dance Studies (Honours) BDanceSt(Hons)
Bachelor of Education (Teaching) BEd(Tchg)
Bachelor of Education (Teaching) (Honours) BEd(Tchg)(Hons)
Bachelor of Education (Teaching English to Speakers of Other Languages) BE(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 Services BHumServ
Bachelor of Laws LLB
Bachelor of Laws (Honours) LLB(Hons)
Bachelor of Medicine and Bachelor of Surgery MBCHB
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 Pharmacy BPharm
Bachelor of Physical Education BPE
Bachelor of Physical Education (Honours) BPE(Hons)
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 Theology (Honours) BTheol(Hons)
Bachelor of Visual Arts BVA
Bachelor of Arts/Bachelor of Commerce BA/BCom
Bachelor of Arts/Bachelor of Education (Teaching) BA/BEd(Tchg)
Bachelor of Arts/Bachelor of Engineering (Honours) BA/BEd(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 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 BCom/BHSc
Bachelor of Commerce/Bachelor of Music BCom/BMus
Bachelor of Commerce/Bachelor of Property BCom/BProp
Bachelor of Commerce/Bachelor of Property (Honours) BCom/BProp(Hons)
Bachelor of Education (Teaching)/Bachelor of Science BEd(Tchg)/BSc
Bachelor of Engineering (Honours)/Bachelor of Laws BE(Hons)/LLB
Bachelor of Engineering (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 Nursing/Bachelor of Surgery MBCHB
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 Clinical Education MClinEd
Master of Commerce MCom
Master of Commercialisation and Entrepreneurship MCE
Master of Counselling MCouns
Master of Creative and Performing Arts MCPA
Master of Creative Writing MCW
Master of Education MEd
Master of Educational Leadership MEDLd
Master of Educational Management MEDMgt
Master of Energy MEnergy
Master of Engineering ME
Master of Engineering Management MEMgt
and to award the following diplomas:

<table>
<thead>
<tr>
<th>Diploma in Paediatrics</th>
<th>DipPaed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Professional Ethics</td>
<td>DipProfEthics</td>
</tr>
<tr>
<td>Graduate Diploma in Arts</td>
<td>GradDipArts</td>
</tr>
<tr>
<td>Graduate Diploma in Commerce</td>
<td>GradDipCom</td>
</tr>
<tr>
<td>Graduate Diploma in Education</td>
<td>GradDipEd</td>
</tr>
<tr>
<td>Graduate Diploma in Engineering</td>
<td>GradDipEng</td>
</tr>
<tr>
<td>Graduate Diploma in Engineering (Transportation)</td>
<td>GradDipEng(Transp)</td>
</tr>
<tr>
<td>Graduate Diploma in Health Sciences</td>
<td>GradDipHSc</td>
</tr>
<tr>
<td>Graduate Diploma in Innovation and Entrepreneurship</td>
<td>GradDipInnovEnt</td>
</tr>
<tr>
<td>Graduate Diploma in Law</td>
<td>GradDipLaw</td>
</tr>
<tr>
<td>Graduate Diploma in Music</td>
<td>GradDipMus</td>
</tr>
<tr>
<td>Graduate Diploma in Performing Arts</td>
<td>GradDipPerformArts</td>
</tr>
<tr>
<td>Graduate Diploma in Science</td>
<td>GradDipSci</td>
</tr>
<tr>
<td>Graduate Diploma in Special Education</td>
<td>GradDipSpecEd</td>
</tr>
<tr>
<td>Graduate Diploma in Teaching (Early Childhood Education)</td>
<td>GradDipTchg(ECE)</td>
</tr>
<tr>
<td>Graduate Diploma in Teaching English to Speakers of Other Languages</td>
<td>GradDipTESSOL</td>
</tr>
<tr>
<td>Graduate Diploma in Teaching (Primary)</td>
<td>GradDipTchg(Primary)</td>
</tr>
<tr>
<td>Graduate Diploma in Teaching (Secondary)</td>
<td>GradDipTchg(Sec)</td>
</tr>
<tr>
<td>Graduate Diploma in Theology</td>
<td>GradDipTheol</td>
</tr>
</tbody>
</table>

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 Counselling Theory | PGDipCounsth |
| Postgraduate Diploma in Creative and Performing Arts | PGDipCPA |
| Postgraduate Diploma in Education (Teaching) | PGDipEd(Tchg) |
| Postgraduate Diploma in Educational Management | PGDipEdMgt |
| Postgraduate Diploma in Education (Leadership) | PGDipEdLd |
| Postgraduate Diploma in Fine Arts | PGDipFA |
| Postgraduate Diploma in Forensic Science | PGDipForensic |
| Postgraduate Diploma in Health Psychology | PGDipHealthPsych |
| Postgraduate Diploma in Health Sciences | PGDipHSc |
| 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 | PGDipSocSciResMeth |
| Postgraduate Diploma in Social Work | PGDipSW |
| Postgraduate Diploma in Sports Medicine | PGDipSportMed |
| Postgraduate Diploma in Theology | PGDipTheol |
| Postgraduate Diploma in Translation Studies | PGDipTranslationStud |

The Council shall have the power to confer the following honorary degrees in accordance with the provisions of the Honorary Degrees Regulations 1998:

- Bachelor of Social Sciences (Human Services)
- Diploma of Teaching
- Diploma of Teaching Early Childhood Education
- Graduate Diploma of Teaching (Early Childhood Education)
- Graduate Diploma of Teaching English to Speakers of Other Languages
- Graduate Diploma of Teaching (Primary)
- Graduate Diploma of Teaching (Secondary)
- Postgraduate Diploma of Education (Music)
- Postgraduate Diploma of Education
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
   b 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
   and
   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 and shall be made confidentially to the Vice-Chancellor in accordance with the relevant provisions of the guidelines in force under Clause 5 of this Statute.

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, Learning Environments Support, 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, sub-contractors, 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 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
b. make unreasonable use of ICT for their personal purposes
c. use ICT in a way that is inconsistent with their conditions of enrolment or conditions of employment
d. obtain or attempt to obtain from ICT any information which they have not been authorised to access
e. use ICT to make unauthorised use of any other system, whether in the University or outside it
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

g. use or attempt to use ICT so as to cause costs to be incurred:
   (i) by the University
   (ii) by any person or organisation other than the University, without the consent of that other person or organisation
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
(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.
(ii) 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

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 and 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) Information and Communication Technology (ICT) Security Policy and associated Guidelines for users.

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
80 The Degree of Master of Public Policy – MPP
81 The Degree of Master of Teaching English to Speakers of Other Languages – MTESOL
82 Diploma in Languages – DipLang
84 Diploma in Professional Ethics – DipProfEthics
85 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
88 Postgraduate Diploma in Translation Studies – PGDipTranslationStud
89 Postgraduate Certificate in Advanced Interpreting – PGCertAdvInterp
90 Certificate in Arts – CertArts
90 Certificate in Languages – CertLang

Regulations – Theology

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

Interfaculty Degrees and Diplomas – Arts

302 The Degree of Master of Professional Studies – MProfStuds
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
      (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
      or
      (iv) 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
   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.

Bachelor of Arts (BA) Schedule

Subjects available for majors and minors:

**Ancient History**

- Stage I courses: ANCHIST 100–103
- Stage II courses: ANCHIST 200–263, CLASSICS 270, 280
- Stage III courses: ANCHIST 300–377, CLASSICS 370, 390

**Major must include:**
- at least 30 points from ANCHIST 100, 102, 103
- 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

**Minor must include:**
- at least 30 points from ANCHIST 100, 102, 103

**Anthropology**

- Stage I courses: ANTHRO 100–106, MĀORI 130
- Stage II courses: ANTHRO 200–253, MĀORI 230
- Stage III courses: ANTHRO 300–364, MĀORI 330, PACIFIC 303

**Major must include:**
- at least 30 points from ANTHRO 100–104
- at least 15 points from ANTHRO 200, 201, 202, 203

**Minor must include:**
- at least 15 points from ANTHRO 100–104

**Art History**

- Stage I courses: ARTHIST 106–109, 112, 115, PACIFIC 102
- Stage II courses: ARTHIST 201–248, ANCHIST 251, CLASSICS 270, 280, MĀORI 240, 241
- Stage III courses: ARTHIST 302–348

**Asian Studies**

- Stage I courses: ASIAN 100, 101, 140, CHINESE 130, HISTORY 103, JAPANESE 150, KOREAN 120
- Stage II courses: ASIAN 200, 203
  - History and Politics: ASIAN 206, HISTORY 213, 222, 242, 248, POLITICALS 226, 254
- Stage III courses:
  - History and Politics: ASIAN 302, ECON 343, GEOG 322, HISTORY 313, 322, 342, 346, INTBUS 312, POLITICALS 318, 354
  - Literature and Cultural Studies: ASIAN 300–308, ANTHRO 327, 329, 332, 333, CHINESE 325, COMPLIT 302, FTVM 302, 308, JAPANESE 324, 341, 343, 381, 395, 399, PHIL 334, 344

**Major must include:**
- ASIAN 100, 200
- at least 60 points from either History and Politics or Literature and Cultural Studies courses listed above

**Minor must include:**
- ASIAN 100, 200

**Chinese**

- Stage I courses: CHINESE 100–130, ASIAN 100
- Stage II courses: CHINESE 200–278, ASIAN 207, 208, HISTORY 213, 222, POLITICS 254
- Stage III courses: CHINESE 300–378, ASIAN 307, 308, HISTORY 313, 322, POLITICS 354

**Major must include:**
- CHINESE 130, ASIAN 100
- CHINESE 301

**Minor must include:**
- CHINESE 130, 201

**Classical Studies**

- Stage I courses: CLASSICS 110–150, ANCHIST 102, 103
- Stage II courses: CLASSICS 210–285, ANCHIST 202, 222, 251, 254, 255, 256, 258, 259, 260, PHIL 204
- Stage III courses: CLASSICS 310–385, ANCHIST 302, 314, 322, 324, 351, 354, 355, 356, 358, 359, 360

**Major must include:**
- 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

**Minor must include:**
- at least 60 points in courses with a CLASSICS course code

**Criminology**

- Stage I courses: MĀORI 130, PHIL 103, POLITICS 109, SOCIOL 100, 101, 103
- Stage II courses: CRIM 201, 202, HISTORY 227, PHIL 217, POLITICS 238, SOCIOL 201, 215, 216, 225
- Stage III courses: CRIM 301, 302, HISTORY 327, MĀORI 335, PHIL 337, POLITICS 320, SOCIOL 308, 326, 337, LAW&PUBL 423

**Major must include:**
- CRIM 201 or 202, SOCIOL 216, CRIM 301, 302, SOCIOL 337

**Minor must include:**
- CRIM 201 or 202, 301 or 302

**Drama**

- Stage I courses: CLASSICS 110, DANCE 101, ENGLISH 109, MĀORI 190, PACIFIC 110
- Stage II courses: DRAMA 203, 204, 205, CLASSICS 220, COMPLIT 204, ENGLISH 213, 265, EUROPEAN 207, JAPANESE 242, MĀORI 292, MUSIC 240, PACIFIC 210
- Stage III courses: DRAMA 301–303, 305, CLASSICS 320, COMPLIT 300, ENGLISH 310, 332, 353, EUROPEAN 307, MĀORI 393, PACIFIC 310

**Major must include:**
- DRAMA 204, 301

**Minor must include:**
- DRAMA 204
### Economics

<table>
<thead>
<tr>
<th>Stage I courses:</th>
<th>ECON 101, 111, MATHS 108, 150, 153</th>
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<td>Stage II courses:</td>
<td>ECON 201–273</td>
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<tr>
<td>Stage III courses:</td>
<td>ECON 301–381</td>
</tr>
</tbody>
</table>

**Major must include:**

- ECON 101, 111, 201, 211

**Minor must include:**

- ECON 101, 111

*Note: Students must also pass MATHS 108 or 150 or 153 to major in Economics*

#### Employment Relations and Organisation Studies

<table>
<thead>
<tr>
<th>Stage I courses:</th>
<th>EDUC 113–117, 121, 122</th>
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<tr>
<td>Stage II courses:</td>
<td>EDUC 200–225, 283</td>
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<tr>
<td>Stage III courses:</td>
<td>EDUC 302–319, 341–384, MATHS 302</td>
</tr>
</tbody>
</table>

**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

#### 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.*

*Note: From 2012 English as a Second Language will be called Academic English Studies and ESOL course codes will change to ACADEENG, subject to CUAP approval.*

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<thead>
<tr>
<th>Stage I courses:</th>
<th>LINGUIST 100, 101, 103</th>
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<tbody>
<tr>
<td>Stage II courses:</td>
<td>LINGUIST 200–202, 210, 211, 212, LINGUIST 203</td>
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<tr>
<td>Stage III courses:</td>
<td>LINGUIST 300, 303, LINGUIST 310, 313, 321, 323</td>
</tr>
</tbody>
</table>

**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 310, LANGTCHG 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

<table>
<thead>
<tr>
<th>Stage I courses:</th>
<th>PHIL 102, 103, 152</th>
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<tr>
<td>Stage II courses:</td>
<td>PHIL 205, 210, 211, 217, 227, 250</td>
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<tr>
<td>Stage III courses:</td>
<td>PHIL 304, 310, 317, 318, 337, POLITICS 320, MGMT 331</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Stage I courses:</th>
<th>ANTHRO 100, 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</th>
</tr>
</thead>
</table>

**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 200–278
- at least 15 points from EUROPEAN 300–378
- at least 15 points from the above schedule at Stage II or above in each of two areas: 1) Ancient History, Anthropology, 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 a 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 200–278 or EUROPEAN 300–378
- at least 15 points from the above schedule at Stage II or above in each of two areas: 1) Ancient History, Anthropology, History, Political Studies; 2) Art History, Classical Studies, French, German, Italian, Music, Philosophy, Russian, Spanish

#### Film, Television and Media Studies

<table>
<thead>
<tr>
<th>Stage I courses:</th>
<th>FTVS 100, 101, 110, ANTHRO 106, ENGLISH 109, GERMAN 130, ITALIAN 111, POLITICS 113</th>
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<tr>
<td>Stage II courses:</td>
<td>FTVS 201–222, ARTHIST 204, ASIAN 207, EUROPEAN 200, FRENCH 239, GERMAN 230, HISTORY 264, ITALIAN 232, LATINAM 201, MAORI 271, POLITICS 228, 231, 233, SOCIOLOGY 211</td>
</tr>
<tr>
<td>Stage III courses:</td>
<td>FTVS 300–328, ANTHRO 320, ARTHIST 334, ASIAN 307, ENGLISH 321, EUROPEAN 300, FRENCH 339, 349, HISTORY 364, MAORI 370, POLITICS 328, SOCIOLOGY 318</td>
</tr>
</tbody>
</table>
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

**Stage I courses:**  
- at least 45 points from FRENCH 101, 102, 201, 202  
- GEOG 250  
- at least 15 points from GEOG 315, 330

**Minor must include:**  
- at least 45 points from GEOG 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

**Stage I courses:**  
- at least 45 points from GERMAN 100, 101, 200, 201, 301  
- 15 points from GERMAN 130, 230

**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

**Stage I courses:**  
- GREEK 300

**Minor 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 206–270, ANTHRO 204, ARTHIST 225, POLITICS 229  
**Stage III courses:** HISTORY 300–370, 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

**Stage I courses:**  
- ITALIAN 106, 200, 201, 300  
- Note: ITALIAN 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

**Stage I courses:**  
- 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 150, 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

**Stage I courses:**  
- 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

**Stage I courses:**  
- 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, 320, 325, 350, POLITICS 327, 334, SPANISH 305, 311–314, ECON 342

**Major must include:**  
- SPANISH 103  
- at least 15 points from LATINAM 201, 216, 306, 320, 325  
- at least 15 points from courses at Stage III with an ANCHIST or CLASSICS course code

**Minor must include:**  
- SPANISH 103  
- at least 15 points from LATINAM 201, 216, 306, 320, 325  
- at least 15 points from courses at Stage III with an ANCHIST or CLASSICS course code

**Note:** Major may include up to 15 points from courses at Stage III with an ANCHIST or CLASSICS course code

### Linguistics

**Stage I courses:** LINGUIST 100–103  
**Stage II courses:** LINGUIST 200–206, ENGLISH 203  
**Stage III courses:** LINGUIST 300–323

**Major must include:**  
- 15 points from LINGUIST 100, 103  
- LINGUIST 200, 201, 300 or 313

**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, LANGTCHG 202, 205, 206  
**Stage III courses:** LINGUIST 303–305, 312, 313, 321, 323, LANGTCHG 300–306, 310–312

**Major must include:**  
- 15 points from LINGUIST 100, 103
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, 313, 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, FTVMS 210, HISTORY 227, 260, POLITICS 229
Stage III courses: MĀORI 301–395, ARTHIST 338, COOKIS 301, FTVMS 325, HISTORY 360, LINGUIST 306, MGMT 303, PACIFIC 303
Major must include:
• at least 45 points from MĀORI 101, 103, 104, 201, 203, 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, ENGLSCI 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: MUS 100–119, 140–160, 176, 177, 186, 188, ANTHRO 103, 106
Stage II courses: MUS 201, 202, 240–261, 286, ANTHRO 202, 216, 217, 234
Stage III courses: MUS 340–361, 388, 389, ANTHRO 301, 327, 329, 357
Major must include:
• MUS 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 101, 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, 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 245
Stage III courses: PHIL 302–364, POLITICS 320

Political Studies

Stage I courses: POLITICS 106–121
Stage II courses: POLITICS 209–257, FTVMS 207, HISTORY 227, PHIL 305
Stage III courses: POLITICS 313–357, FTVMS 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: POPHLTH 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: SOCSSCIPH 200, ANTHRO 215, 222, 241, GEG 202, HISTORY 210, PHIL 227, POLITICS 222, 229, POPHLTH 203, 204, 207, SOCIOL 201, 220
Stage III courses: SOCSSCIPH 300, ANTHRO 314, 316, 324, GEG 305, HISTORY 316, 367, MĀORI 335, PHIL 317, POLITICS 337, SOCIOL 310, 317, 333
Major must include:
• SOCSSCIPH 200, 300
• at least 15 points from POPHLTH 101, 102, 203, 204, 207
Minor must include:
• SOCSSCIPH 200, 300
• at least 15 points from POPHLTH 101, 102, 203, 204, 207

Sociology

Stage I courses: SOCIOL 100–106
Stage II courses: SOCIOL 200–230, WOMEN 200
Stage III courses: SOCIOL 300–340, 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, 320, 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, 320, 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
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

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

Minor must include:
• WOMEN 100
• at least 15 points from ENGLISH 107, HISTORY 102

Writing Studies

Stage I courses: ENGLISH 121, ENGWRIT 101, LINGUIST 100, 103
Stage II courses: ENGLISH 203, 230, 252, 257, 258, 263, ENGWRIT 200, FTVM 204, LINGUIST 203, 206
Stage III courses:
• A: Cultural Literacy: ENGLISH 323, 350, 354, 363–367, LINGUIST 321
• B: Creative Writing: ENGLISH 323, 343, 344, 347, FTVM 303

Major must include:
• 15 points from ENGLISH 121, ENGWRIT 101
• 15 points from ENGLISH 252, 257, 258

Subjects available for minors but not for majors:

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.

Stage I courses: COOKIS 101, PACIFIC 105, 110
Stage II courses: COOKIS 201, 204, PACIFIC 203, 210, MĀORI 201, SAMOAN 201, TONGAN 201
Stage III courses: COOKIS 301, 303, PACIFIC 302, 310

Minor must include:
• PACIFIC 105, COOKIS 301

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 202, 216, 217, 225, 234
Stage III courses: ANTHRO 301, 315, 323, 327, 329, 333, 357

Minor must include:
• ANTHRO 103, 202

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, 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

Minor must include:
• 30 points from Schedule A courses
• at least 15 points from ARTHIST 203, 224, HISTORY 214, 219, 243
• 45 further points from Schedule B courses

Music Education

The minor in Music Education was withdrawn in 2011. Students who have a current enrolment in this minor should contact their faculty student centre for advice regarding completion.

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, SAMOAN 201
Stage III courses: TONGAN 301, 303, PACIFIC 302, 310

Minor must include:
• PACIFIC 105, TONGAN 301
Courses from the following subjects are also available for the BA, although no major or minor can be taken in these subjects:

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<thead>
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<th>Subject</th>
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<th>Stage III courses</th>
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</thead>
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<td>Biological Sciences</td>
<td>BIOSCI 100</td>
<td>COMPLIT 200–206</td>
<td>COMPLIT 300, 302</td>
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<tr>
<td>Comparative Literature</td>
<td>COMPLIT 100</td>
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<tr>
<td>Computer Science</td>
<td>COMPSCI 101, 105, 111</td>
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<tr>
<td>Croatian</td>
<td>CROATIAN 100, 101</td>
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<tr>
<td>English as a Second Language</td>
<td>ESOL 100–102</td>
<td>ESOL 200–202, 210, 211, 212</td>
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<tr>
<td>English Writing</td>
<td>ENGWWRIT 101</td>
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<td>ENGWWRIT 200</td>
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<tr>
<td>Hebrew</td>
<td>BSTHEO 135</td>
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<tr>
<td>Indonesian</td>
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</tr>
<tr>
<td>Language Teaching and Learning</td>
<td>LANGTCHG 202</td>
<td>LANGTCHG 300–305, 310</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>PHYSICS 102, 107</td>
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<td></td>
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<tr>
<td>Polish</td>
<td>POLISH 100–102</td>
<td></td>
<td>POLISH 210</td>
</tr>
<tr>
<td>Russian</td>
<td>RUSSIAN 100, 101</td>
<td>RUSSIAN 200, 201, 277, 278</td>
<td>RUSSIAN 390</td>
</tr>
<tr>
<td>Indonesian</td>
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</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Subjects available for this degree are:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ancient History</strong></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> A major in Ancient History or Classical Studies, or a major in Greek or Latin plus 90 points in Ancient History or Classical Studies. Students must have passed at least one of ANCHIST 310, 340, GREEK 101, LATIN 101.</td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>• 90 points from ANCHIST 701–781</td>
</tr>
<tr>
<td>• at least 30 points from ANCHIST 754–759, 773, 774, 790</td>
</tr>
<tr>
<td><strong>Anthropology</strong></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> A major in Anthropology or Anthropological Science</td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>• 30 points from ANTHRO 700, 714, 726, 727, 733, 753</td>
</tr>
<tr>
<td>• a further 60 points from ANTHRO 700–758, MÄORI 731</td>
</tr>
<tr>
<td>• 30 points from ANTHRO 780 Dissertation or 782 Research Project</td>
</tr>
<tr>
<td><strong>Art History</strong></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> A major in Art History</td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>• 90 points from ARTHIST 703–737, 793</td>
</tr>
<tr>
<td>• 30 points: ARTHIST 790 Dissertation or ARTHIST 794 Research Project</td>
</tr>
<tr>
<td><strong>Asian Studies</strong></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> A major in Chinese, Japanese or Korean, and at least 45 points at Stage II or above in Asian Studies or a major in Asian Studies with relevant language skills as approved by the Head of School</td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>• 45 points: ASIAN 700, 701</td>
</tr>
<tr>
<td>• 45 points from ASIAN 702–759, CHINESE 707–738, JAPANESE 704–751, KOREAN 700–705, COMPLIT 703, 705, HISTORY 720, 727, 737, POLITICS 751</td>
</tr>
<tr>
<td>• 30 points from ASIAN 758, 780</td>
</tr>
</tbody>
</table>
Chinese

**Prerequisite:** A major in Chinese or Head of School approval

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

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:**
- At least 120 points including:
  - 15 points: COMPLIT 705
  - 30 points from COMPLIT 701–704, 706, 707, 708
  - 30 points from 700 level literature courses or research essays in the subject of the student’s BA major
  - 15 points from 700 level literature courses or research essays in the subject of the student’s BA minor or second major
  - 30 points: COMPLIT 780 Dissertation

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 705, 710, 766, ENVMGT 744, 746, GEOG 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, SOCSCRES 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, 723, 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

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 703–711, 720–779, 782, 784

Film, Television and Media Studies

**Prerequisite:** A major in Film, Television and Media Studies

**Requirement:**
- 30 points: FTVMS 781
- 90 points from FTVMS 701–729, 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
**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 30 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 702–716  
- at least 30 points from LATIN 706, 720, 790

**Linguistics**

**Prerequisite:** A major in Linguistics  
**Requirement:**  
- 45 points: LINGUIST 707, 709  
- 15 points from LINGUIST 720, 721, 730  
- a further 60 points from LINGUIST 700–743

**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, 736, FTVMS 728  
  - 45 points: MĀORI 785 Dissertation  
- 90 points from MĀORI 700–749, ARTHIST 730, 736, FTVMS 728  
- 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 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:**  
- 90 points from ANTHRO 727, 733, MUS 701, 740, 741, 742

**Pacific Studies**

**Prerequisite:**  
- either  
  - 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  
- or  
  - a major in one of the subjects listed above and a minor in Pacific Studies Competency 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, 732, EDUC 710, 712, ENGLISH 720, 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
Prerequisite: A major in Political Studies
Requirement:
- 30 points from POLITICS 737, 758, 767, 780
- 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
- 75 points from PSYCH 707–762

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 from SCREEN 701, 702, 705, 715
- 60 points from SCREEN 709–714, FTVMS 701

Sociology
Prerequisite: A major in Sociology
Requirement:
- 90 points from SOCIOL 700–747
- 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

Statistics
Prerequisite: A major in Statistics including STATS 210, and at least 90 points above Stage II
Requirement:
- 30 points: STATS 781 Project
- 90 points from STATS 701–787, BIOINF 704

Translation Studies
It is not possible to take a BA(Hons) in Translation Studies only. However, TRANSL 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:
- 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, SOCIOL 728, 735
- at least 30 points from WOMEN 700–706
- up to 45 points from COMPLIT 705, DEVELOP 702, ENGLISH 730, 739, 748, 759, FTVMS 711, HISTORY 736, SOCIOL 728, 735
- 45 points: WOMEN 785 Dissertation

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
(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.

Master of Arts (MA) Schedule

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 701–781

Taught Masters

• 45 points: ANCHIST 792 Dissertation

• 75 points from ANCHIST 701–781

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 703–737, 793

• 45 points: ARTHIST 792 Dissertation

or

• 120 points from ARTHIST 703–737, 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 or
• 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 or
• 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 or
• 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 or
• 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 705, 710, 766, ENVMGT 744, 746, GEOG 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, SOCSCRES 701, 702, 703 or
• 45 points: DEVELOP 701, 709, 710
• 30 points from DEVELOP 702–708, 711–714, ANTHRO 753, 754, CHINESE 727, ECON 771, 772, EDUC 705, 710, 766, ENVMGT 744, 746, GEOG 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, SOCSCRES 701, 702, 703
• 45 points: DEVELOP 701, 709, 710
• 30 points from DEVELOP 702–708, 711–714, ANTHRO 753, 754

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 or
• 90 points: DRAMA 793 Thesis
• 30 points from DRAMA 701–770, ENGLISH 703, 706, 711, 759, 774
Taught Masters
• 45 points: DRAMA 792 Dissertation

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 703–779, 782, 784
Taught Masters
• 75 points from ENGLISH 703–779, 782, 784
• 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
• 60 points from FTVMS 701–729, 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
  or
  LANGTCHG 732, 790
Note: up to 45 points from LANGTCHG 731, 740–747, 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
or
• 75 points from LANGTCHG 704–729
• 15 points: LANGTCHG 732
• 30 points: LANGTCHG 790
Note: up to 45 points from LANGTCHG 731, 740–747, 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 702–718
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 700–743
• 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, 778–789, 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: MUS 796 Thesis or MUS 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, 732, EDUC 710, 712, ENGLISH 720, GEOG 715, HISTORY 701, 703, MĀORI 700, 710, 711

Philosophy
Prerequisite: A BA(Hons) in Philosophy
Requirement:
Research 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

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
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>Requirement:</th>
<th>Research Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught Masters</td>
<td>Prerequisite: 30 points from POLICY 701, 702, 737, POLITICS 757, 767</td>
</tr>
<tr>
<td>• 60 points: POLICY 701, 702, POLITICS 757, 767</td>
<td>Requirement:</td>
</tr>
<tr>
<td>• 30 points: POLICY 790 Dissertation</td>
<td>• 30 points from POLICY 701, 702, 737, POLITICS 757, 767</td>
</tr>
<tr>
<td>• 30 points from POLICY 737 and other 700 level courses in a relevant discipline approved by the Coordinator for this degree</td>
<td>• 90 points: POLICY 794 Thesis</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
   and
b passed a course in the description of the English language such as is available in LANGTCHG 740
and
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

<table>
<thead>
<tr>
<th>Taught Masters Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>either</td>
</tr>
<tr>
<td>For candidates without a DipTESOL or equivalent qualification:</td>
</tr>
<tr>
<td>• 60 points: LANGTCHG 741–744</td>
</tr>
<tr>
<td>For candidates with a DipTESOL or equivalent qualification:</td>
</tr>
<tr>
<td>• 60 points from LANGTCHG 731, 745–752, LANGTCHG 753 Dissertation</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>• 45 points: LANGTCHG 742–744</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>• 75 points from LANGTCHG 731, 745–752, LANGTCHG 753 Dissertation</td>
</tr>
</tbody>
</table>

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
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.
   c 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.

<table>
<thead>
<tr>
<th>Diploma in Languages (DipLang) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chinese</strong></td>
</tr>
<tr>
<td>Stage I courses: CHINESE 100, 101</td>
</tr>
<tr>
<td>Stage II courses: CHINESE 200, 201, 277, 278, ASIAN 208</td>
</tr>
<tr>
<td>Stage III courses: CHINESE 300, 301, 304, 305, 377, 378, ASIAN 308</td>
</tr>
<tr>
<td><strong>Cook Islands Maori</strong></td>
</tr>
<tr>
<td>Stage I courses: COOKIES 101, PACIFIC 105</td>
</tr>
<tr>
<td>Stage II course: COOKIS 201</td>
</tr>
<tr>
<td>Stage III courses: COOKIS 301, PACIFIC 302</td>
</tr>
<tr>
<td><strong>Croatian</strong></td>
</tr>
<tr>
<td>Stage I courses: CROATIAN 100, 101</td>
</tr>
<tr>
<td><strong>Egyptian</strong></td>
</tr>
<tr>
<td>Stage II courses: ANCHIST 210, 220</td>
</tr>
<tr>
<td>Stage III courses: ANCHIST 310, 340</td>
</tr>
<tr>
<td><strong>French</strong></td>
</tr>
<tr>
<td>Stage I courses: FRENCH 101, 102</td>
</tr>
<tr>
<td>Stage II courses: FRENCH 203, 204, 214, 218, 229, 230, 231, 239, 241, 269, 277, 278</td>
</tr>
<tr>
<td>Stage III courses: FRENCH 304, 305, 313, 314, 320, 322, 329, 331, 339, 341, 349, 377, 378</td>
</tr>
</tbody>
</table>
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.

German
Stage I courses: GERMAN 101, 102
Stage II courses: GERMAN 200, 201, 203, 277, 278
Stage III courses: GERMAN 301, 302, 377, 378, 390

Greek
Stage I courses: GREEK 100, 101
Stage II courses: GREEK 200, 201, 202, 203, 204
Stage III courses: GREEK 300, 301, 302, 305, 310

Italian
Stage I courses: ITALIAN 106, 107
Stage II courses: ITALIAN 200, 201, 202, 204, 205, 209, 277, 278
Stage III courses: ITALIAN 300, 302, 303, 312, 331, 333, 335, 336, 338, 377, 379

Japanese
Stage I courses: JAPANESE 130, 131
Stage II courses: JAPANESE 222, 231, 232, 277, 278, ASIAN 208
Stage III courses: JAPANESE 322, 324, 328, 331, 332, 377, 378, ASIAN 308

Korean
Stage I courses: KOREAN 110, 111
Stage II courses: KOREAN 200, 201, 277, 278, ASIAN 208
Stage III courses: KOREAN 300, 301, 377, 378, ASIAN 308

Latin
Stage I courses: LATIN 100, 101
Stage II courses: LATIN 200, 201, 202, 203, 204, 205
Stage III courses: LATIN 300, 301, 302, 305, 310

Māori
Stage I courses: MĀORI 101, 103
Stage II courses: MĀORI 201, 203
Stage III courses: MĀORI 301, 302

Polish
Stage I courses: POLISH 100, 102

Russian
Stage I courses: RUSSIAN 100, 101
Stage II courses: RUSSIAN 200, 201, 277, 278
Stage III courses: RUSSIAN 377, 378

Samoan
Stage I courses: SAMOAN 101, PACIFIC 105
Stage II course: SAMOAN 201
Stage III courses: SAMOAN 301, PACIFIC 302

Spanish
Stage I courses: SPANISH 104, 105
Stage II courses: SPANISH 200, 201, 277, 278
Stage III courses: SPANISH 314, 319, 321, 341, 377, 378

Tongan
Stage I courses: TONGAN 101, PACIFIC 105
Stage II course: TONGAN 201
Stage III courses: TONGAN 301, PACIFIC 302
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</th>
<th>Optional Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td>Requirement:</td>
</tr>
<tr>
<td>* 75 points:</td>
<td>(i) at least 30</td>
</tr>
<tr>
<td>PHIL 102,</td>
<td>points from PHIL</td>
</tr>
<tr>
<td>611, 621</td>
<td>250, 317, 310,</td>
</tr>
<tr>
<td>Project</td>
<td>602, 603, 606,</td>
</tr>
<tr>
<td></td>
<td>607, 764, 331</td>
</tr>
<tr>
<td></td>
<td>(ii) no more</td>
</tr>
<tr>
<td></td>
<td>than 15 points</td>
</tr>
<tr>
<td></td>
<td>from PHIL 205,</td>
</tr>
<tr>
<td></td>
<td>210, 211, 213,</td>
</tr>
<tr>
<td></td>
<td>217, 304, 310,</td>
</tr>
<tr>
<td></td>
<td>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
    or
   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:
   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 with a total value of at least 120 points as listed in the Postgraduate Diploma in Language Teaching Schedule.
5. The programme for each student requires the approval of the Head of Department of Applied Language Studies and Linguistics and the Dean of Faculty of Arts.

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. The 2000 regulations for the Postgraduate Diploma in Language Teaching were thereby repealed.

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, 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, 728</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, 720, 726, 728, 730, 741, 743, LANGTCHG 704, 722, 726, 728</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.
7 a 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.
   b 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
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 2007.

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</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
</tr>
<tr>
<td>• 45 points from SOCSCRES 710, 711, and other postgraduate level</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

7 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.

Postgraduate Diploma in Translation Studies (PGDipTranslationStud) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
</tr>
<tr>
<td>• 30 points: TRANSLAT 702 and 703</td>
</tr>
<tr>
<td>and</td>
</tr>
<tr>
<td>Optional Courses</td>
</tr>
<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>and</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>and</td>
</tr>
<tr>
<td>• 30 points from TRANSLAT 712, 713</td>
</tr>
</tbody>
</table>

Note: If any Translation Studies courses have been passed prior to enrolment for this diploma another course or courses must be substituted for them with approval of the Programme Coordinator

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 Bachelor’s degree or equivalent combination of tertiary study and professional qualifications and/or experience as approved by Senate or its representative
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

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSLAT 713</td>
</tr>
<tr>
<td>30 points from TRANSLAT 705, 708, 709</td>
</tr>
</tbody>
</table>

Postgraduate Certificate in Advanced Interpreting (PGCertAdvInterp) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSLAT 713</td>
</tr>
<tr>
<td>30 points from TRANSLAT 705, 708, 709</td>
</tr>
</tbody>
</table>

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.
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
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
Of the 60 points required for this certificate, a student must pass at least 30 points above Stage I.

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
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.

c 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
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.

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
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 2010.
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. a. Up to 30 points may be taken from courses in other programmes offered at this University.
   and
   b. up to 30 points may be taken from courses in the Bachelor of Arts Schedule with the approval of the Head of School of Theology.

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

<table>
<thead>
<tr>
<th>Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement: 105 points from:</td>
</tr>
<tr>
<td>• 60 points: THEOLOGY 100, 103, 104, 107</td>
</tr>
<tr>
<td>• 15 points from a Stage II Biblical Studies course</td>
</tr>
<tr>
<td>• 15 points from a Stage II Christian Thought and History course</td>
</tr>
<tr>
<td>• 15 points from a Stage II Practical Theology course</td>
</tr>
</tbody>
</table>

| Subjects available for majors or minors: |
| Biblical Studies |
| Stage I courses: BSTHEO 135, 136, 175, 176, THEOLOGY 101, 103, 105 |
| Stage II courses: BSTHEO 210–231 |
| Stage III courses: BSTHEO 310–331, THEOLOGY 301–308 |
| • at least 45 points from BSTHEO 310–331 |
| Practical Theology |
| Stage I courses: THEOLOGY 100, 101 |
| Stage II courses: PTHEO 211–231 |
| Stage III courses: PTHEO 311–331, THEOLOGY 301–308 |
| • at least 45 points from PTHEO 311–331 |

| Christian Thought and History |
| Stage I courses: THEOLOGY 100, 104, 107 |
| Stage II courses: CHTHETHEO 223–231, 252–255, PTHEO 215 |
| Stage III courses: CHTHETHEO 323–331, 352–355, PTHEO 315, THEOLOGY 301–308 |
| Major must include: |
| • at least 45 points from CHTHETHEO 323–331, 352–355, PTHEO 315 |

| 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 100–107 |
| 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>Subject Areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 30 points: THEOLOGY 701, 702</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biblical Studies</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, 136, 175, 176</td>
</tr>
<tr>
<td><strong>Requirement:</strong></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>Christian Thought and History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> 45 points in Christian Thought and History at Stage III</td>
</tr>
</tbody>
</table>

| Requirement: |
| • 30 points: CTHTHEO 780 Dissertation |
| • 30 points from CTHTHEO 710–712, 721–723 |

<table>
<thead>
<tr>
<th>Practical Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> 45 points in Practical Theology at Stage III</td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>• 30 points: PTHEO 780 Dissertation</td>
</tr>
<tr>
<td>• 30 points from PTHEO 710–716</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
1 In order to be admitted to this programme, a student needs to have:

   either
   a 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
   b 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
   c approval from the Head of School of Theology.

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.

Structure and Content
3 **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
4 a 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.
   b 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.
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 Degree of Master of Theology were thereby repealed.

Master of Theology (MTheol) Schedule

<table>
<thead>
<tr>
<th>Biblical Studies</th>
<th>Practical Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Masters</strong></td>
<td><strong>Research Masters</strong></td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>• 120 points: BSTHEO 796 Thesis</td>
<td>• 120 points: PTHEO 796 Thesis</td>
</tr>
</tbody>
</table>

Christian Thought and History

| **Research Masters** |
| **Requirement:** |
| • 120 points: CTH Theo 796 Thesis |

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.

Postgraduate Diploma in Theology (PGDipTheol) Schedule

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 30 points: THEOLOGY 701, 702</td>
</tr>
</tbody>
</table>

| Subject Areas: |

<table>
<thead>
<tr>
<th>Biblical Studies</th>
<th>Prerequisite: 45 points in Biblical Studies at Stage III, and at least 30 points from BSTHEO 135, 136, 175, 176</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td>• 15 points: BSTHEO 789 Research Essay</td>
</tr>
<tr>
<td></td>
<td>• 30 points: BSTHEO 710–716, 720, 721</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical Theology</th>
<th>Prerequisite: 45 points in Practical Theology at Stage III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td>• 15 points: PTHEO 789 Research Essay</td>
</tr>
<tr>
<td></td>
<td>• 30 points from PTHEO 710–716</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Christian Thought and History</th>
<th>Prerequisite: 45 points in Christian Thought and History at Stage III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td>• 15 points: CTHTHEO 789 Research Essay</td>
</tr>
<tr>
<td></td>
<td>• 30 points from CTHTHEO 710–721, 721–723</td>
</tr>
</tbody>
</table>
Regulations – Business and Economics

99 The Degree of Bachelor of Commerce – BCom
101 The Degree of Bachelor of Business and Information Management – BBIM
103 The Degree of Bachelor of Property – BProp
104 The Degree of Bachelor of Commerce (Honours) – BCom(Hons)
106 The Degree of Bachelor of Property (Honours) – BProp(Hons)
107 The Degree of Master of Commerce – MCom
109 The Degree of Master of Business Administration – MBA
111 The Degree of Master of Commercialisation and Entrepreneurship – MCE
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 Graduate Diploma in Innovation and Entrepreneurship – GradDipInnovEnt
118 Postgraduate Diploma in Business – PGDipBus
119 Postgraduate Diploma in Commerce – PGDipCom
121 Postgraduate Diploma in International Business – PGDipIntBus
122 Postgraduate Diploma in Property – PGDipProp
123 Graduate Certificate in Innovation and Entrepreneurship – GradCertInnovEnt
124 Postgraduate Certificate in Business – PGCertBus
123 Postgraduate Certificate in Commercialisation and Entrepreneurship – PGCertCE

Interfaculty Degrees and Diplomas – Business and Economics

206 The Degree of Master of Engineering Management – MEMgt
296 The Degree of Bachelor of Technology – BTech
298 The Degree of Master of Bioscience Enterprise – MBioEnt
299 The Degree of Master of Educational Management – MEdMgt
300 The Degree of Master of Health Management – MHealthMgt
301 The Degree of Master of Operations Research – MOR
302 The Degree of Master of Professional Studies – MProfStuds
304 Postgraduate Diploma in Bioscience Enterprise – PGDipBioEnt
305 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>Program</th>
<th>Stage I courses</th>
<th>Stage II courses</th>
<th>Stage III courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>ACCTG 101–102</td>
<td>ACCTG 211–222</td>
<td>ACCTG 311–331, 371, 381, 382</td>
</tr>
<tr>
<td>Business</td>
<td>BUSINESS 101, 102</td>
<td>BUSINESS 200</td>
<td>BUSINESS 301–304, 328</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>COMLAW 101</td>
<td>COMLAW 201–209</td>
<td>COMLAW 301–321, LAWCOMM 422, 431</td>
</tr>
<tr>
<td>Computer Science</td>
<td>COMPSCI 101</td>
<td>COMPSCI 280</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 101–191</td>
<td>ECON 201–273</td>
<td>ECON 301–381</td>
</tr>
<tr>
<td>Engineering Science</td>
<td>ENGSCI 391</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>FINANCE 251–261</td>
<td>FINANCE 310, 351–362, 383, 384</td>
<td></td>
</tr>
<tr>
<td>Information Management</td>
<td>INFOMGMT 192</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Systems</td>
<td>INFOSYS 110</td>
<td>INFOSYS 220–224, 280</td>
<td></td>
</tr>
</tbody>
</table>

#### BCom Core Courses Schedule

<table>
<thead>
<tr>
<th>Program</th>
<th>Stage I course</th>
<th>Stage II courses</th>
<th>Stage III courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>ACCTG 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 101 or 111 or 191</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Systems</td>
<td>INFOSYS 110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>STATS 108</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BCom Majors Schedule

<table>
<thead>
<tr>
<th>Program</th>
<th>Stage I course</th>
<th>Stage II courses</th>
<th>Stage III courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>ACCTG 102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>BUSINESS 101, 102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Law</td>
<td>COMLAW 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATHS 108, 150, 153</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations and Supply Chain Management</td>
<td>OPSMG 255, 258</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>STATS 108</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Stage I course</th>
<th>Stage II courses</th>
<th>Stage III courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>ACCTG 102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>BUSINESS 101, 102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Law</td>
<td>COMLAW 201–209</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 201, 211, MATHS 108 or 150 or 153</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Systems</td>
<td>INFOSYS 110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>STATS 108</td>
<td></td>
<td></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

### Innovation and Entrepreneurship
- 30 points: INNOVENT 201, 202
- 15 points: INNOVENT 301
- 15 points from INNOVENT 302, 303
- 15 points from INNOVENT 302, 303, 305, BUSINESS 304, 328

### International Business
- 30 points: INTBUS 201, 202
- 15 points: INTBUS 300
- 15 points from INTBUS 305, 306, 307
- 15 points from INTBUS 305, 306, 307, 308, BUSINESS 304, 328

### International Trade
- 60 points: ECON 201, 341, INTBUS 201, 305
- 15 points from ECON 342, 343, 352, INTBUS 306

### Management
- 30 points: MGMT 211, 223
- 30 points from MGMT 300, 304, 309, 314
- 15 points from MGMT 300, 304, 309, 314, 320, BUSINESS 304, 328, PSYCH 322

### 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, 258
- 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.
   d. Students must pass or be concurrently enrolled in all Stage I courses listed in the Bachelor of Business and Information Management Core Courses Schedule before enrolling in any other courses for this degree.

### General Education Exemptions

3. 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</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</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commercial Law</th>
<th>Information Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I course: COMLAW 101</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economics</th>
<th>Information Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I course: ECON 191</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, BUSINESS 291</td>
<td>INFOSYS 110</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Commercial Law</th>
<th>Information Management</th>
</tr>
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<tbody>
<tr>
<td>COMLAW 101</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Economics</th>
<th>Information Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 191</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Accounting</th>
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</tr>
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<td>ACCTG 101</td>
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<thead>
<tr>
<th>Accounting</th>
<th>Information Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTG 101</td>
<td>INFOMGMT 192</td>
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<table>
<thead>
<tr>
<th>Business</th>
<th>Information Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS 101, 102, BUSINESS 291</td>
<td>INFOSYS 110</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Commercial Law</th>
<th>Information Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMLAW 101</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Economics</th>
<th>Information Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 191</td>
<td>INFOMGMT 192</td>
</tr>
</tbody>
</table>
BBIM Majors Schedule

<table>
<thead>
<tr>
<th>Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 points: ACCTG 102</td>
</tr>
<tr>
<td>30 points: ACCTG 211, 221</td>
</tr>
<tr>
<td>30 points: ACCTG 311, BUSINESS 390</td>
</tr>
<tr>
<td>15 points from ACCTG 321, 323, 331</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 points: INFOMGMT 291, 292</td>
</tr>
<tr>
<td>15 points from INFOMGMT 296, ACCTG 222</td>
</tr>
<tr>
<td>45 points: INFOMGMT 391–393</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 points: MKTG 201, 202</td>
</tr>
<tr>
<td>45 points: MKTG 301, 303, 306</td>
</tr>
<tr>
<td>15 points: BUSINESS 390</td>
</tr>
</tbody>
</table>

Human Resource Management

The BBIM in Human Resource Management was withdrawn in 2009.

BBIM Options Schedule

Option 1

| 90 points: Accounting major or Marketing major |
| 30 points: INFOMGMT 291, 292 |
| 15 points from INFOMGMT 296 or ACCTG 222 |
| 30 points from INFOMGMT 391, 392, 393 |
| 15 points: Electives chosen from other courses in the Bachelor of Business and Information Management Schedule or alternatives approved by Senate or its representative |

Option 2

| 90 points: Information Management major |
| 60 points from either |
| (i) ACCTG 102, 211, 221, and ACCTG 311 or 321 or 323 or 331 |
| (ii) MKTG 201, 202, and 30 points from MKTG 301, 303, 306 |
| 15 points: BUSINESS 390 |
| 15 points: Electives chosen from other courses in the Bachelor of Business and Information Management Schedule or alternatives approved by Senate or its representative |

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.

<table>
<thead>
<tr>
<th>Bachelor of Property (BProp) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>Part I</td>
</tr>
<tr>
<td>• 120 points: PROPERTY 102, ACCTG 101, BUSINESS 101, 102, COMLAW 101, ECON 191, INFOSYS 110, STATS 108</td>
</tr>
<tr>
<td>Part II</td>
</tr>
<tr>
<td>• 120 points: PROPERTY 211–281</td>
</tr>
<tr>
<td>Part III</td>
</tr>
<tr>
<td>• 90 points from PROPERTY 311–384</td>
</tr>
<tr>
<td>• 30 points from the courses listed in the General Education Schedule for this degree</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.

<table>
<thead>
<tr>
<th>Bachelor of Commerce (Honours) (BCom(Hons)) Schedule</th>
</tr>
</thead>
</table>

### Accounting
- **Prerequisite:** A major in Accounting and MATHS 208 or STATS 208 or equivalent courses as approved by the Head of Department
- **Requirement:**
  - 30 points: ACCTG 788 Dissertation
  - 30 points: ACCTG 701, 702
  - at least 30 points from ACCTG 711–784
  - up to 30 points from FINANCE 705, 706, 751–785

### Commercial Law
- **Prerequisite:** 45 points above Stage II in Commercial Law or equivalent
- **Requirement:**
  - LAW 788
  - 30 points: COMLAW 788 Dissertation
  - 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
- **Prerequisite:** A pass of at least B in ECON 201, 211, 221, 381, and either ECON 321 or 322
- **Requirement:**
  - 30 points: ECON 788 Dissertation
  - 30 points: ECON 701, 711
  - 15 points from ECON 721, 723
  - 45 points from ECON 702–784

### Finance
- **Prerequisite:** A major in Finance and MATHS 208 or STATS 208 or equivalent courses as approved by the Head of Department
- **Requirement:**
  - 30 points: FINANCE 788 Dissertation
  - 30 points: FINANCE 701, 702
  - at least 30 points from FINANCE 705, 706, 751–785, including 15 points from FINANCE 751, 761
  - up to 30 points from ACCTG 711–784

### Information Systems
- **Prerequisite:** A major in Information Systems or equivalent
- **Requirement:**
  - 30 points: INFOSYS 788 Dissertation
  - 45 points: INFOSYS 720, 750, 751
  - 45 points from INFOSYS 722, 725–740

### International Business
- **Prerequisite:** 45 points above Stage II in International Business or equivalent
- **Requirement:**
  - 15 points: BUSINESS 710
  - 30 points: INTBUS 788
  - 75 points from INTBUS 701–712, BUSINESS 704, 705

### Management
- **Prerequisite:** 45 points above Stage II in Management or its equivalent
- **Requirement:**
  - 15 points: BUSINESS 710
  - 30 points: MGMT 788
  - 75 points from MGMT 711–744, BUSINESS 704, 705

### Marketing
- **Prerequisite:** A major in Marketing and STATS 208
- **Requirement:**
  - 30 points: MKTG 788 Dissertation
  - 60 points: MKTG 701, 703–705
  - 30 points from MKTG 702, 706–719
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>15 points: PROPERTY 701</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>75 points from PROPERTY 713–786</td>
</tr>
<tr>
<td></td>
<td>30 points: PROPERTY 789 Dissertation</td>
</tr>
</tbody>
</table>

Operations Research

The BCom(Hons) in Operations Research was withdrawn in 2009.
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 at least 90 points above Stage I in courses listed in the Bachelor of Commerce Schedule including at least 45 points above Stage II in the intended subject for this degree
   and
   (b) 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:

**Accounting**

Requirement: Research Masters  
- 120 points: ACCTG 796 Thesis

**International Business**

Requirement: Research Masters  
- 120 points: INTBUS 796 Thesis

**Commercial Law**

Requirement: Research Masters  
- 120 points: COMLAW 796 Thesis in Commercial Law

**Management**

Requirement: Research Masters  
- 120 points: MGMT 796 Thesis

**Economics**

Requirement: Taught Masters  
- 90 points from ECON 701–784  
- 30 points: ECON 790 Dissertation  
Research Masters  
- 90 points: ECON 794 Thesis  
- 30 points from ECON 701–784

**Marketing**

Requirement: Research Masters  
- 120 points: MKTG 796 Thesis

**Finance**

Requirement: Research Masters  
- 120 points: FINANCE 796 Thesis

**Operations and Supply Chain Management**

Requirement: Research Masters  
- 120 points: OPMSGT 796 Thesis

**Operations Research**

The MCom in Operations Research was withdrawn in 2009.

**Information Systems**

Requirement: Research Masters  
- 120 points: INFOSYS 796 Thesis

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 786 Dissertation
- 45 points from ECON 702–784

**Taught Masters**
- 90 points from ECON 702–784
- 30 points: ECON 790 Dissertation

**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, including 15 points from FINANCE 751, 761
  - up to 30 points from ACCTG 711–784
- 120 points: FINANCE 796 Thesis

### Information Systems

**Prerequisite:** A major in Information Systems

**Requirement:**
- Research Masters
  - 45 points: INFOSYS 720, 750, 751
  - 75 points from INFOSYS 722–740
- 120 points: INFOSYS 796 Thesis

### 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 MGMT 711–744
  - 75 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
  - 75 points from MGMT 711–744, 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, 762–766, 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
     - (i) completed the requirements for any Bachelors degree from The University of Auckland or its equivalent as approved by Senate or its representative
     - (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
     - (iii) completed the Postgraduate Diploma in Business in Administration with an average grade of B+ or higher in the courses BUSADMIN 761–768
     - (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

<table>
<thead>
<tr>
<th>Requirement: 240 points from</th>
<th>Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 120 points from BUSADMIN 771–779 or</td>
<td>Part II</td>
</tr>
<tr>
<td>• 120 points from BUSADMIN 761–768</td>
<td></td>
</tr>
<tr>
<td>• 90 points from BUSADMIN 780–790 or other appropriate 700 level courses selected in agreement with the Director of the Programme</td>
<td>at least 45 points from BUSADMIN 780–790</td>
</tr>
<tr>
<td>• up to 45 points from one of the subjects listed in the schedule for the Postgraduate Diploma in Business</td>
<td>Part III</td>
</tr>
<tr>
<td>• 30 points: BUSADMIN 798</td>
<td></td>
</tr>
</tbody>
</table>
The Degree of Master of Commercialisation and Entrepreneurship – MCE

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 four year undergraduate or honours degree deemed relevant
      by Senate or its representative with a B- average or higher in at least 90 points or equivalent in
      the most advanced courses taken towards this entry qualification
   or
   b completed the requirements for an undergraduate degree and the requirement for a postgraduate
      diploma deemed relevant by Senate or its representative with a B– average or higher in at least
      90 points or equivalent in the most advanced courses taken towards this entry qualification
   or
   c completed the requirements for an undergraduate degree deemed relevant by Senate or its
      representative with a B– average or higher in at least 90 points or equivalent in the most
      advanced courses taken towards this entry qualification, and evidence of professional experience
      considered equivalent to the additional advanced study required in (a) or (b) above.

2 In exceptional circumstances Senate or its representative may approve admission of a student who
   has not met the above requirements, but who has attained an equivalent qualification or professional
   experience.

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 (i) pass courses with a total value of 120 points
      and
   (ii) complete within the time limit specified in the General Regulations – Masters Degrees.
   b The total enrolment for this degree must not exceed 160 points.

Structure and Content

5 Taught Masters
   a A student enrolled for this degree must pass 120 points from courses listed in the Master of
      Commercialisation and Entrepreneurship Schedule.
   b A student must complete Part I with at least a B grade average before commencing Part II.

6 Cross-credits will not be granted towards the award of the Degree of Master of Commercialisation and
   Entrepreneurship.

7 The programme for each student must be approved by the Programme Director prior to enrolment
   and, for some students, may include preparatory work as specified by the Director.

8 A student who does not meet the requirements for this degree may apply to reassign courses
   passed for the Master in Commercialisation and Entrepreneurship to the Postgraduate Certificate in
   Commercialisation and Entrepreneurship.

Transfer from Postgraduate Certificate in Commercialisation and Entrepreneurship

9 A student who has passed for a Postgraduate Certificate in Commercialisation and Entrepreneurship
   courses that are available for this degree, who has not yet had the Postgraduate Certificate in
   Commercialisation and Entrepreneurship awarded and who is eligible to be admitted to this
   programme under Regulation 1, may reassign those courses to this degree.

Variations

10 In exceptional circumstance Senate or its representative may approve a personal programme that
    does not conform to these regulations.

Commencement

11 These regulations came into force on 1 January 2012.

Master of Commercialisation and Entrepreneurship (MCE) Schedule

<table>
<thead>
<tr>
<th>Taught Masters Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
</tr>
<tr>
<td>• 60 points: COMENT 701, 702, 703, 704</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
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 a Bachelors degree in 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
   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>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement: 240 points from</td>
</tr>
<tr>
<td>Part I</td>
</tr>
<tr>
<td>• 90 points from INTBUS 721–726</td>
</tr>
<tr>
<td>• 30 points from BUSADMIN 761–766</td>
</tr>
<tr>
<td>Part II</td>
</tr>
<tr>
<td>• 30 points: MGMT 723, BUSINESS 704</td>
</tr>
<tr>
<td>• 45 points from INTBUS 780–782</td>
</tr>
<tr>
<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:</th>
<th>Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Masters</td>
<td>• 120 points MANAGEMT 797 Thesis (MMgt)</td>
</tr>
<tr>
<td>or</td>
<td>• 15 points: BUSINESS 710</td>
</tr>
<tr>
<td>or</td>
<td>• 15 points from BUSINESS 704, 705</td>
</tr>
<tr>
<td>or</td>
<td>• 90 points: MANAGEMT 705 Organisational Research Project</td>
</tr>
<tr>
<td>or</td>
<td>• 15 points: BUSINESS 710</td>
</tr>
<tr>
<td>or</td>
<td>• 30 points: MANAGEMT 709 Dissertation</td>
</tr>
<tr>
<td>or</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>
</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 Bachelor's 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 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:

Requirement:
Research Masters
• 120 points: PROPERTY 796 Thesis

A student who has to complete 240 points must satisfy the following requirements:

Requirement:
Research Masters
• 15 points: PROPERTY 701
• 105 points from PROPERTY 713–790
• 120 points: PROPERTY 796 Thesis

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.

<table>
<thead>
<tr>
<th>Master of Taxation Studies (MTaxS) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>Research Masters</td>
</tr>
<tr>
<td>• 30 points: COMLAW 740</td>
</tr>
<tr>
<td>• 90 points: COMLAW 794 Thesis</td>
</tr>
<tr>
<td>Taught Masters</td>
</tr>
<tr>
<td>• 30 points: COMLAW 740</td>
</tr>
<tr>
<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.
The total value of the courses credited to this graduate diploma must not exceed 160 points.

Structure and Content
6 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.

7 Up to 30 points above Stage I may be taken from other programmes offered by this University.

8 Cross-credits will not be granted towards the Graduate Diploma in Commerce.

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 Graduate Diploma in Commerce were thereby repealed.

Graduate Diploma in Innovation and Entrepreneurship – GradDiplInnovEnt

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 completed the requirements for a degree from The University of Auckland with an average grade of at least B–
   or
   b attained an equivalent qualification approved by the 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 a Bachelors degree requiring 360 points, or 465 points for a Bachelors degree requiring 480 points, or the equivalent in other such degrees of longer duration, with an average grade of at least B–. 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.

4 A student who has completed the requirements for the Graduate Certificate in Innovation and Entrepreneurship, may on the recommendation of the Programme Director, and with the approval of Senate or its representative, reassign to the Graduate Diploma in Innovation and Entrepreneurship the courses passed for the Graduate Certificate in Innovation and Entrepreneurship.

Duration and Total Points Value
5 A student enrolled for this graduate diploma must pass courses with a total value of 120 points.

Structure and Content
6 Of the 120 points required for this graduate diploma a student must pass:
   a 60 points from the courses listed in Part I of the Graduate Diploma in Innovation and Entrepreneurship Schedule
   and
   b 60 points, including at least 30 points above Stage II from courses in Part II of the Graduate Diploma in Innovation and Entrepreneurship Schedule.

7 Cross-credits will not be granted towards the award of the Graduate Diploma in Innovation and Entrepreneurship.

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

Commencement
9 These regulations came into force on 1 January 2012.
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.
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.

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.

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 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>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>† 120 points from BUSADMIN 760–769</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Development</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td>† 75 points: BUSADMIN 761–764, 768</td>
</tr>
<tr>
<td></td>
<td>† 45 points: NEWVENT 718, 719, 720</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finance</th>
<th>The PGDipBus in Finance was withdrawn in 2009.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Health Management</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>† 75 points from BUSADMIN 763, 764, 766, POPLHLTH 719, 721</td>
</tr>
<tr>
<td></td>
<td>† 15 points from BUSADMIN 760, 762, 765</td>
</tr>
<tr>
<td></td>
<td>† 15 points: POPLHLTH 722</td>
</tr>
<tr>
<td></td>
<td>† 15 points from MAORIHTH 701, POPLHLTH 724, 739</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Resource Management</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>† 120 points: HRMGMT 702, 704, 705, 707, 708 plus HRMGMT 706 or 20 points from other courses in the PGDipBus Schedule</td>
</tr>
</tbody>
</table>

Information Systems
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.

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>† 100 points: INFORM 703–713, OPSMAN 705</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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>

Māori Development

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

Marketing

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Supply Chain Management

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></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

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
may, with the approval of the relevant Director of Programme, enrol for this diploma. However, the remaining courses for the Degree of Bachelor of Commerce must be taken and passed within 12 months of initial enrolment for this diploma and the resulting total duration of this programme must not be extended. Should the requirements for the Degree of Bachelor of Commerce not be completed within these 12 months, enrolment for the Postgraduate Diploma in Commerce 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 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 Commerce (PGDipCom) Schedule

Subjects available:

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> A major in Accounting and MATHS 208 or STATS 208 or equivalent courses as approved by the Head of Department</td>
<td><strong>Prerequisite:</strong> A pass of at least B in ECON 201, 211, 221, 381, and either ECON 321 or 322</td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>• 30 points: ACCTG 701, 702</td>
<td>• 120 points from LAWCOMM 701–789 with the approval of the Deans of Business and Economics, and Law, of the courses taught in their respective Faculties</td>
</tr>
<tr>
<td>• at least 60 points from ACCTG 711–784</td>
<td></td>
</tr>
<tr>
<td>• up to 30 points from FINANCE 705, 706, 751–785</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commercial Law</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> A major in Commercial Law or equivalent</td>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
<td>• 120 points from ECON 701–784</td>
</tr>
<tr>
<td>• LAW 788</td>
<td></td>
</tr>
</tbody>
</table>
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.

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>
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 (i) completed the requirements for the Degree of Bachelor of Property
   or
   (ii) 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
   and
   b achieved an average grade of at least B in at least 75 points in Stage III Property courses or equivalent.
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

Requirement:
- 15 points: PROPERTY 701
- 105 points from PROPERTY 713–786, 790 Dissertation

Graduate Certificate in Innovation and Entrepreneurship – GradCertInnovEnt

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:
   a completed the requirements for a degree from The University of Auckland with an average grade of at least B–
   or
   b attained an equivalent qualification approved by the Senate or its representative.
2 With the approval of Senate or its representative, a student may enrol for this graduate certificate after passing at least 345 points for a Bachelors degree requiring 360 points, or 465 points for a Bachelors degree requiring 480 points, or the equivalent in other such degrees of longer duration, with an average grade of at least B–. The graduate certificate will not be awarded until such qualifying degree is completed.
3 Admission to the graduate certificate is at the discretion of Senate or its representative.

Duration and Total Points Value
4 A student enrolled for this graduate certificate must pass courses with a total value of 60 points.

Structure and Content
5 A student enrolled for this graduate certificate must pass courses with a total value of at least 60 points from the courses listed in Part I of the Graduate Diploma in Innovation and Entrepreneurship Schedule.
6 Cross-credits will not be granted towards the award of the Graduate Certificate in Innovation and Entrepreneurship.

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 2012.

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.

Postgraduate Certificate in Commercialisation and Entrepreneurship –
PGCertCE

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 four-year undergraduate or honours degree deemed relevant by Senate or its representative with a B– average or higher in at least 90 points or equivalent in the most advanced courses taken towards this entry qualification
   or
   b completed the requirements for an undergraduate degree and the requirement for a postgraduate diploma deemed relevant by Senate or its representative with a B– average or higher in at least 90 points or equivalent in the most advanced courses taken towards this entry qualification
   or
   c completed the requirements for an undergraduate degree deemed relevant by Senate or its representative with a B– average or higher in at least 90 points or equivalent in the most advanced courses taken towards this entry qualification, and evidence of professional experience considered equivalent to the additional advanced study required in (a) or (b) above.

2 In exceptional circumstances Senate or its representative may approve admission of a student who has not met the above requirements, but who has attained an equivalent qualification or professional experience.

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 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.

5 The total enrolment for this postgraduate certificate must not exceed 80 points.

Structure and Content
6 A student enrolled for this postgraduate certificate must pass courses with a total value of at least 60 points selected from the courses listed in Part I of the Master of Commercialisation and Entrepreneurship Schedule.

7 Cross-credits will not be granted towards the award of the Postgraduate Certificate in Commercialisation and Entrepreneurship.

8 The programme for each student must be approved by the Programme Director and, for some students, may include preparatory work as specified by the Director.
**Variations**

9 In exceptional circumstances Senate or its representative may approve a personal programme that does not conform to these regulations.

**Commencement**

10 These regulations came into force on 1 January 2012.
Regulations – Creative Arts and Industries

Regulations – Architecture
127 The Degree of Bachelor of Architectural Studies – BAS
127 The Degree of Bachelor of Architecture – BArch
128 The Degree of Master of Architecture (Professional) – MArch(Prof)
129 The Degree of Master of Architecture – MArch
130 Postgraduate Diploma in Architecture – PGDipArch

Regulations – Fine Arts
131 The Degree of Bachelor of Fine Arts – BFA
132 The Degree of Bachelor of Fine Arts (Honours) – BFA(Hons)
133 The Degree of Bachelor of Visual Arts – BVA
135 The Degree of Master of Fine Arts – MFA
135 The Degree of Doctor of Fine Arts – DocFA
138 Postgraduate Diploma in Fine Arts – PGDipFA

Regulations – Music
138 The Degree of Bachelor of Music – BMus
140 The Degree of Bachelor of Music (Honours) – BMus(Hons)
142 The Degree of Bachelor of Music Education – BMusEd
142 The Degree of Master of Music – MMus
143 The Degree of Doctor of Music – DMus
145 The Degree of Doctor of Musical Arts – DMA
148 Graduate Diploma in Music – GradDipMus
148 Postgraduate Diploma in Music – PGDipMus

Regulations – Performing Arts
149 The Degree of Bachelor of Dance Studies – BDanceSt
150 The Degree of Bachelor of Performing Arts – BPerfArts
151 The Degree of Bachelor of Dance Studies (Honours) – BDanceSt(Hons)
152 The Degree of Master of Creative and Performing Arts – MCPA
153 Postgraduate Diploma in Creative and Performing Arts – PGDipCPA

Regulations – Planning
154 The Degree of Bachelor of Planning – BPlan
155 The Degree of Master of Planning Practice – MPlanPrac
156 The Degree of Master of Planning – MPlan

Regulations – Urban Design
157 The Degree of Master of Urban Design – MUrbDes
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>
<th>20 points from ARCHHTC 335–338, 374, 375</th>
<th>10 points from ARCHDRC 300–304, 370–373</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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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></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>Core Courses:</td>
<td>• 120 points: ARCHDES 796 Thesis</td>
</tr>
<tr>
<td></td>
<td>• 90 points: ARCHDES 700, 701, ARCHPRM 700, 701</td>
</tr>
<tr>
<td></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>Elective 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>
</tbody>
</table>

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**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
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><strong>Elective Courses:</strong></td>
<td><strong>Core Courses:</strong></td>
</tr>
<tr>
<td>30 points from ARCHDES 770, ARCHDRC 770, ARCHHTC 770, ARCHPRM 770, ARCHTECH 770, ARCHGEN 710, 720, 730, 740</td>
<td>30 points from ARCHTECH 704, 705, ARCHGEN 720, 730</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.

Postgraduate Diploma in Architecture (PGDipArch) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
</tr>
</tbody>
</table>

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
   and
   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 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>
<th>Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
<td>90 points: FINEARTS 101–104</td>
</tr>
<tr>
<td>Part I</td>
<td></td>
<td>30 points from ARTHIST 106–109, 112, 115, COMPLIT 100, ENGLISH 101, FTVM 100, 101, 110, MÀORI 101, 103, 120, PACIFIC 102, 105, 110, PHIL 100–103, 105, 152</td>
</tr>
<tr>
<td>Part II</td>
<td></td>
<td>90 points: FINEARTS 201–203, 206</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 points from FINEARTS 204 or ARTHIST 204, 217, COMPLIT 200, FTVM 203, MÀORI 240, 241, PHIL 212, 215, 221</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Part III</th>
<th>Optional Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>90 points: FINEARTS 302–304, 307</td>
<td></td>
</tr>
<tr>
<td>Part III</td>
<td>15 points from FINEARTS 305 or 204 or ARTHIST 204, 217, COMPLIT 200, FTVM 203, MÀORI 240, 241, PHIL 212, 215, 221</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
<td></td>
</tr>
<tr>
<td>Part IV</td>
<td>120 points: FINEARTS 408, 409</td>
<td></td>
</tr>
<tr>
<td>Optional Courses</td>
<td>FINEARTS 105, 205, 306, 400, 407</td>
<td></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 and
   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.

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 III will be available only in 2012.

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 and
   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 III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td></td>
</tr>
<tr>
<td>• 120 points: VISARTS 151, 152, 161, 162, 171, 172</td>
<td>• 90 points from VISARTS 361, 362, 371–374</td>
</tr>
<tr>
<td>• 90 points from VISARTS 261, 262, 271–276</td>
<td>• 15 points: VISARTS 351</td>
</tr>
<tr>
<td>• 15 points: VISARTS 251</td>
<td>• 15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
<tr>
<td>• 15 points from courses listed in the General Education Schedule approved for this degree</td>
<td>Part IV</td>
</tr>
<tr>
<td></td>
<td>• 120 points: VISARTS 471, 472</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.

Master of Fine Arts (MFA) Schedule

<table>
<thead>
<tr>
<th>Requirement: Research Masters</th>
<th>or</th>
</tr>
</thead>
<tbody>
<tr>
<td>either</td>
<td></td>
</tr>
<tr>
<td>• 120 points: FINEARTS 796 Fine Arts Studio</td>
<td>• 120 points: FINEARTS 797 Fine Arts Thesis</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>• 120 points: FINEARTS 798 Fine Arts Research Project</td>
</tr>
</tbody>
</table>

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.
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.

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

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

In exceptional circumstances the Board of Graduate Studies may approve a personal programme which does not conform with these regulations.

Appeals

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

Disputes are to be resolved according to the Policy for Resolution of Research Problems: Postgraduate Research Students.

Transitional Arrangements

These regulations came into force on 1 January 2006. The 2005 regulations for the Degree of Doctor of Fine Arts were thereby repealed.

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.
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 or Bachelor of Visual 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
   and
   b 30 points from courses offered in the General Education Schedule approved for this degree.
4 Up to 30 points may be substituted for elective courses in the Bachelor of Music Schedule 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 2012. The 2006 regulations for The Degree of Bachelor of Music were thereby repealed.

Bachelor of Music (BMus) Schedule

Subjects available for majors:

Classical Performance
Major must include:
- 105 points: MUS 101, 102, 120–122, 140, 160 or 106
- 120 points: MUS 201, 202, 220–224, 240
- 60 points: MUS 320–323
- at least 15 points from MUS 306–389

Elective Courses
- 30 points from MUS 100–389, ANTHRO 103, 106, 202, 216, 217, 234, 301, 327, 329, 333, 357

Note: Students who wish to select Studies in Choral Conducting with Classical Performance must include MUS 106, 206, 306, 307

Composition
Major must include:
Core courses
- 120 points: MUS 101, 102, 110, 111, 140, 201, 202, 340 or 342
- 60 points: MUS 310–312, 314

Option 1: Instrumental and Vocal Composition
- 45 points: MUS 210, 211, 214

Option 2: Sonic Arts
- 45 points: MUS 215–217
- 60 points: MUS 312, 315, 316, 317

Elective Courses
- 105 points from MUS 100–389, ANTHRO 103, 106, 202, 216, 217, 234, 301, 327, 329, 333, 357

Note: Students who wish to select Studies in Choral Conducting with Composition must include MUS 106, 206, 306, 307

Jazz Performance
Major must include:
- 105 points: MUS 170–176
- 90 points: MUS 270–275
- 75 points: MUS 370–372, 375, 376

Elective Courses
- 60 points from MUS 100–389, ANTHRO 103, 106, 202, 216, 217, 234, 301, 327, 329, 333, 357

Musicology
Major must include:
Core courses
- 105 points: MUS 101, 102, 140, 201, 202, 240, 241
- 60 points: MUS 310–312, 314

Option 1: Instrumental and Vocal Composition
- 45 points: MUS 210, 211, 214

Option 2: Sonic Arts
- 45 points: MUS 215–217
- 60 points: MUS 312, 315, 316, 317

Elective Courses
- 30 points: MUS 341, 340 or 342
- at least 45 points from MUS 306–389
Music Education
- 60 points: MUS 106, 160, 260, 261
- at least 30 points from MUS 360, 361, EDCURRIC 316, 368
- at least 45 points from MUS 306–389

Ethnomusicology
- 30 points: ANTHRO 106, 202
- 15 points: ANTHRO 301
- at least 45 points from ANTHRO 323, 327, 329, 357
- at least 15 points from MUS 306–389

Elective Courses
Musicology: 150 points from MUS 100–389, ANTHRO 103, 106, 202, 216, 217, 234, 301, 327, 329, 333, 357
Music Education: 90 points from MUS 100–389, ANTHRO 103, 106, 202, 216, 217, 234, 301, 327, 329, 333, 357, EDCURRIC 316, 368
Ethnomusicology: 120 points from MUS 100–389, ANTHRO 103, 106, 202, 216, 217, 234, 301, 327, 329, 333, 357

Note: Students who wish to select Studies in Choral Conducting with Musicology must include MUS 106, 206, 306, 307.

Popular Music
Major must include:
- 105 points: MUS 180–185, ANTHRO 106
- 120 points: MUS 219, 280–286
- 75 points: MUS 380, 381, 382, MUS 388 or 389, MUS 383 or ANTHRO 357

Elective Courses
- 30 points from MUS 100–389, ANTHRO 103, 106, 202, 216, 217, 234, 301, 327, 329, 333, 357

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. 30 points of the Bachelor of Music (Honours) degree must consist of courses from MUS 701, 726, 740, 741, 742, 748, 760, 761, 790, or other courses as approved by the Head of School of Music.
8. 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
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.

Dissertation
10. 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

11 This degree may not be studied at the same time as another degree, unless special permission is given by Senate or its representative.

Variations

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

Honours

13 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.

14 Where the standard specified in Regulation 13a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

Commencement

15 These regulations came into force on 1 January 2012. The 2006 regulations for the Degree of Bachelor of Music (Honours) were thereby repealed.

<table>
<thead>
<tr>
<th>Bachelor of Music (Honours) (BMus(Hons)) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects available:</td>
</tr>
<tr>
<td><strong>Classical Performance</strong></td>
</tr>
<tr>
<td>Prerequisite: A major in Classical Performance</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 60 points: MUS 720, 721</td>
</tr>
<tr>
<td>• 60 points from MUS 701–790, ANTHRO 727, 728, 733, 743, 753</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
</tr>
<tr>
<td>Prerequisite: A major in Composition</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>either</td>
</tr>
<tr>
<td>Vocal and Instrumental</td>
</tr>
<tr>
<td>• 60 points: MUS 710, 714</td>
</tr>
<tr>
<td>• 60 points from MUS 701–790, ANTHRO 727, 728, 733, 743, 753</td>
</tr>
<tr>
<td>Sonic Arts</td>
</tr>
<tr>
<td>• 60 points: MUS 715, 716</td>
</tr>
<tr>
<td>• 60 points from MUS 701–790, ANTHRO 727, 728, 733, 743, 753</td>
</tr>
<tr>
<td><strong>Jazz Performance</strong></td>
</tr>
<tr>
<td>Prerequisite: A major in Jazz Performance</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 90 points: MUS 770, 771, 772, 773</td>
</tr>
<tr>
<td>• 30 points from MUS 701–790, ANTHRO 727, 728, 733, 743, 753</td>
</tr>
<tr>
<td><strong>Musicology</strong></td>
</tr>
<tr>
<td>Prerequisite: A major in Musicology</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>either</td>
</tr>
<tr>
<td><strong>Musicology</strong></td>
</tr>
<tr>
<td>• 30 points: MUS 701, 740</td>
</tr>
<tr>
<td>• 30 points: MUS 742 or 790</td>
</tr>
<tr>
<td>• 60 points from MUS 701–790, ANTHRO 727, 728, 733, 743, 753</td>
</tr>
<tr>
<td>or Music Education Research</td>
</tr>
<tr>
<td>• 30 points: MUS 741, 760</td>
</tr>
<tr>
<td>• 30 points: MUS 742 or 790</td>
</tr>
<tr>
<td>• 60 points from MUS 701–790, ANTHRO 727, 728, 733, 743, 753</td>
</tr>
<tr>
<td>Ethnomusicology</td>
</tr>
<tr>
<td>• 30 points: ANTHRO 780</td>
</tr>
<tr>
<td>• 30 points: ANTHRO 727 or 733</td>
</tr>
<tr>
<td>• 60 points from MUS 701–790, ANTHRO 727, 728, 733, 743, 753</td>
</tr>
<tr>
<td><strong>Popular Music</strong></td>
</tr>
<tr>
<td>Prerequisite: A major in Popular Music</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 60 points: MUS 780, 781</td>
</tr>
<tr>
<td>• 30 points from MUS 782, 783, 784</td>
</tr>
<tr>
<td>• 30 points from MUS 701–790, ANTHRO 727, 728, 733, 743, 753</td>
</tr>
<tr>
<td><strong>Studio Pedagogy</strong></td>
</tr>
<tr>
<td>Prerequisite: A major in Classical Performance</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>• 90 points: MUS 724, 725, 741, 761</td>
</tr>
<tr>
<td>• 30 points from MUS 701–790, ANTHRO 727, 728, 733, 743, 753</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.

<table>
<thead>
<tr>
<th>Master of Music (MMus) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialisations available:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Masters</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>either</td>
</tr>
<tr>
<td>Composition</td>
<td>120 points: MUS 795 Composition Portfolio</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>or Musicology</th>
<th>Require:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120 points: MUS 796 Musicology Thesis</td>
</tr>
<tr>
<td>or Performance</td>
<td>Require:</td>
</tr>
<tr>
<td></td>
<td>120 points: MUS 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 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.

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.
Regulations

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

4 Up to 30 points may be taken from courses available for any other Bachelors degree 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) 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.

**Special Cases**

6 Students entering this degree with prior learning in dance may be required to:
   either
   a enrol directly in a corresponding Stage II or Stage III course
   or
   b take an alternative course approved by the Head of the Programme.

In such cases where a student is required to enrol in an advanced or alternative course (due to prior learning), should the student then fail the advanced or alternative course, the student will be credited with the course originally specified in the Regulations if they are certified by the examiner as having reached the standard of a pass for that course.

**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 2010.

### Bachelor of Dance Studies (BDanceSt) Schedule

<table>
<thead>
<tr>
<th>Requirement: At least 300 points, including at least 90 points above Stage II</th>
<th>Optional Courses – at least 30 points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>• up to 15 points from DANCE 121, 201, 207, 211, 215, 250</td>
</tr>
<tr>
<td>• 90 points: DANCE 107, 110, 112, 120, 131, MĀORI 190</td>
<td>• at least 15 points from DANCE 300, 301, 312, 315, 350, 351</td>
</tr>
<tr>
<td>• 90 points: DANCE 210, 212, 220, 222, 231, PACIFIC 110</td>
<td></td>
</tr>
<tr>
<td>• 90 points: DANCE 302, 310, 314, 320, 322, 331</td>
<td></td>
</tr>
</tbody>
</table>

**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 Bachelor of Dance Studies (Honours) – BDanceSt(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 Dance Studies or an equivalent qualification as approved by Senate or its representative
   and
   b achieved an average grade of at least B in the Stage III courses
   and
   c approval from the Head of Programme.

2 A student who has not completed the requirements for the Degree of Bachelor of Dance Studies 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 at least B in the Stage III courses
   may, with the approval of the Head of Programme, enrol for this degree concurrently with the remaining courses for the Degree of Bachelor of Dance Studies. The Degree of Bachelor of Dance Studies (Honours) will not be awarded until the requirements for the Bachelor of Dance Studies 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 the Bachelor of Dance Studies (Honours) Schedule. 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.

6 The programme for each student must be approved by the Graduate Adviser of Dance Studies and the Head of Programme prior to enrolment.

Practical Requirements

7 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 Programme.

Dissertation

8 a A 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 Programme.

   b The dissertation topic must be approved by the Head of Programme prior to enrolment.

   c The dissertation must be completed and submitted 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.

Honours

10 a This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Dance Studies (Honours) is sufficiently high to deserve Honours.

   b Should a student fail to qualify for the award of the Degree of Bachelor of Dance Studies (Honours), Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Creative and Performing Arts in Dance Studies.

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

12 These regulations came into force on 1 January 2012.
**Bachelor of Dance Studies (Honours) (BDanceSt(Hons)) Schedule**

**Requirement:**
- 30 points: DANCE 791 Dissertation in Dance
- 60 points: DANCE 734, 735, 750, 751
- 30 points from DANCE 730, 765–768, 770 or other 700 level courses offered at this University, with the approval of all Heads of Departments concerned

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**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
     and
     c. met any specified requirements or prerequisites for admission to one of the specialisations listed in the Master of Creative and Performing Arts Schedule.

2. 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:
   - pass courses with a total value of 120 points
   and
   - 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
       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
   - 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.
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, EDCURRIC 750, 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 MUS 797 Research Portfolio

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, EDCURRIC 750, 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 MUS 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.
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>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<td>15 points from courses listed in the General Education Schedule approved for this degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part III

<table>
<thead>
<tr>
<th>Part IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses – 100 points: PLANNING 400, 402–405, 410, 420, 434</td>
</tr>
<tr>
<td>Elective Courses – at least 20 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.

### Master of Planning Practice (MPlanPrac) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Taught Masters</th>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td>120 points: PLANNING 700–704, 711, 723, 724</td>
<td>100 points: PLANNING 705, 707–709, 712, 713, 725</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 points from PLANNING 730–738</td>
</tr>
</tbody>
</table>

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.

---

<table>
<thead>
<tr>
<th>Requirement: Research Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 points: PLANNING 797 Thesis</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>90 points: PLANNING 781 Research Portfolio</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>30 points from PLANNING 760–770</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 points: PLANNING 780 Research Project</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>60 points from PLANNING 760–770</td>
</tr>
</tbody>
</table>

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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.

2 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.

### Master of Urban Design (MUrbDes) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 90 points: URBDES 702, 703, 704, 705, 710, PLANNING 703, 713</td>
</tr>
<tr>
<td></td>
<td>• 30 points from URBDES 720 or 730</td>
</tr>
</tbody>
</table>
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165 The Degree of Bachelor of Physical Education – BPE
166 The Degree of Bachelor of Social Work – BSW
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171 The Degree of Bachelor of Social Work (Honours) – BSW(Hons)
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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 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 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

Elective Courses – 45 points


General Education – 15 points

- 15 points from courses offered in the General Education Schedule approved for this degree

Practical Requirements

9   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 an EDPRAC course may be declined permission to re-enrol for this degree.

Professional Requirements

10  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 10e may appeal from that decision to the Council or its duly appointed delegate.

Termination of Enrolment

11  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 11a may appeal from that decision to the Council or its duly appointed delegate.

Variations

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

Commencement

13  These regulations came into force on 1 January 2006 for all students enrolling for this degree for the first time. The 2003 regulations for the Degree of Bachelor of Education (Teaching) offered by The University of Auckland and the 2003 regulations for the Degree of Bachelor of Education (Teaching) 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 Education (Teaching) (BEd(Tchg)) Schedule

<table>
<thead>
<tr>
<th>Specialisations available:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
</tr>
<tr>
<td>Requirement:</td>
</tr>
<tr>
<td>Core Courses – 300 points</td>
</tr>
<tr>
<td>165 points: EDCURRIC 101–107, EDPRAC 101, EDPROFST 100, EDUC 118, 119</td>
</tr>
<tr>
<td>75 points: EDCURRIC 202, 204, EDPRAC 201, EDPROFST 205, 214</td>
</tr>
<tr>
<td>60 points: EDPRAC 305, EDPROFST 313, EDUC 321</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Part I – 120 points</th>
<th>Part III – 120 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline Studies</strong></td>
<td><strong>Discipline Studies</strong></td>
</tr>
<tr>
<td>• up to 75 points from LANGTCHG 100–104, ENGWRT 101, LINGUIST 103</td>
<td>• up to 60 points from LANGTCHG 301, 302, 303, 306, 310, 401</td>
</tr>
<tr>
<td><strong>Education Studies</strong></td>
<td><strong>Education Studies</strong></td>
</tr>
<tr>
<td>• up to 60 points from EDUC 113, 115, 116, 117, 130–132, EDCURRIC 221</td>
<td>• up to 45 points from EDUC 348, 384, EDPROFST 380</td>
</tr>
<tr>
<td>Part II – 120 points</td>
<td><strong>Elective Courses</strong></td>
</tr>
<tr>
<td><strong>Discipline Studies</strong></td>
<td><strong>Elective Courses</strong></td>
</tr>
<tr>
<td>• up to 60 points from ESOL 210, LANGTCHG 205, 300, 304, LINGUIST 203</td>
<td>• up to 30 points from other courses available at this University</td>
</tr>
<tr>
<td><strong>Education Studies</strong></td>
<td><strong>Professional Practice</strong></td>
</tr>
<tr>
<td>• up to 45 points from EDUC 223, 225, 283</td>
<td>• 60 points: LANGTCHG 403</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td><strong>Professional Practice</strong></td>
</tr>
<tr>
<td>• up to 30 points from other courses available at this University</td>
<td></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.

Bachelor of Human Services (BHumServ) Schedule

| Requirement: at least 360 points, including at least 75 points above Stage II including Core courses – 195 points |
|---|---|
| • 75 points: HUMSERV 101–103, SOCWORK 111, 112 |
| • 60 points: HUMSERV 201–203, SOCWORK 211 |
| • 15 points: HUMSERV 302 |
| • 45 points from HUMSERV 301, 381, SOCHLTH 313, SOCWORK 315 |

General Education Requirement
• 30 points from courses offered in the General Education Schedule approved for this degree

Majors available:

<table>
<thead>
<tr>
<th>Requirement: 135 points from one of the following majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
</tr>
<tr>
<td>• 30 points: DISABLTY 111, 112</td>
</tr>
<tr>
<td>• 15 points from DISABLTY 110, EDUC 141, HUMSERV 212, SOCWORK 113</td>
</tr>
<tr>
<td>• 45 points from DISABLTY 230, 281, EDSPEC 234, HUMSERV 211</td>
</tr>
<tr>
<td>• 30 points: DISABLTY 311, 312</td>
</tr>
<tr>
<td>• 15 points from DISABLTY 381, EDUC 345, SOCWORK 312, 315, 353, 356, YOUTHWRK 353, 354</td>
</tr>
</tbody>
</table>

Youth Work
• 30 points: SOCWORK 114, YOUTHWRK 151 |
• 45 points from YOUTHWRK 253, 281, SOCCHFAM 215, SOCYOUTH 233 |
• 30 points: YOUTHWRK 353, 354 |
• 30 points from SOCWORK 312, 353, 356, SOCYOUTH 333
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

| Requirement: at least 480 points, including |
| Core Courses |
| • 120 points: EDCURRIC 130–135, EDPRAC 103, EDUC 142 |
| • 165 points: EDCURRIC 200, 230–236, EDPRAC 203, EDPROFST 203, 214 |
| • 90 points: EDCURRIC 333–335, EDPRAC 303, EDPROFST 303, EDUC 321 |
| • 45 points: EDCURRIC 430, 431, EDPRAC 403 |

| Elective Courses |
| • at least 30 points from EDCURRIC 237–241, 336, 337, 432, 433 |

General Education Requirement

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

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.

2 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:
\( \text{either} \)
(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
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 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**

**General Education Requirement**
- 30 points from courses offered in the General Education Schedule approved for this degree

**Majors available:**

**Child and Family Practice**
- Requirement: 450 points including
  - 105 points: HUMSERV 101, 102, SOCWORK 111–115
  - 105 points: SOCCHFAM 215, 232, SOCWORK 211–214, 216
  - 135 points: SOCCHFAM 314, 332, SOCHLTH 313, SOCWORK 311, 312, 315, 317, 356
  - 90 points: SOCCHFAM 431, SOCWORK 411, 413–415
  - at least 15 points from SOCCHFAM 382, 482, SOCHLTH 334, 381, 432, 481, SOCWORK 351–383, 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

**Health Social Work Practice**
- Requirement: 450 points including
  - 105 points: HUMSERV 101, 102, SOCWORK 111–115
  - 105 points: SOCCHFAM 215, 232, 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

**Youth Services Practice**
- Requirement: 450 points including
  - 105 points: HUMSERV 101, 102, SOCWORK 111–115
  - 105 points: SOCCHFAM 215, SOCWORK 211–214, 216
  - 135 points: SOCCHFAM 314, SOCHLTH 313, 334, SOCWORK 311, 312, 315, 317, 356
  - 90 points: SOCYOUTH 433, SOCWORK 411, 413–415
  - at least 15 points from YOUTHWRK 354, SOCCHFAM 382, 431, 482, SOCHLTH 334, 381, 481, SOCWORK 351, 353, 383, 484, SOCYOUTH 483

**Specialisations available:**

**Practitioner**
- Prerequisite: Admission to the programme under Regulation 2a
  - Requirement: 240 points including
    - 90 points: SOCWORK 311, 312, 316, 356
    - 90 points: SOCWORK 411, 413, 414, 416
    - at least 60 points from YOUTHWRK 354, SOCCHFAM 332, 382, 431, 482, SOCHLTH 334, 381, 432, 481, SOCWORK 351–383, 484, SOCYOUTH 333, 433, 483

**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 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

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

<table>
<thead>
<tr>
<th>Requirement: 120 points from either Taught Course Option</th>
<th>Research Portfolio Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30 points: EDPROFST 790</td>
<td>Prerequisite: one of the approved research methods courses: EDUC 774, 787, EDPRAC 751, EDPROFST 754, 756, 758</td>
</tr>
</tbody>
</table>

The Degree of Bachelor of Physical Education (Honours) – BPE(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 In order to be admitted to this programme, a student needs to have completed the courses specified in the first three years of the Bachelor of Physical Education Schedule to a total of 360 points with an average grade of B or higher in courses above Stage I.

b Where the Dean of Faculty of Education approves enrolment for the Degree of Bachelor of Physical Education (Honours) the courses previously passed for the Degree of Bachelor of Physical Education will be reassigned to the Degree of Bachelor of Physical Education (Honours).

c No student on whom the Degree of Bachelor of Physical Education has already been conferred may enrol for this degree.

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 Physical Education Schedule and

b 120 points from courses listed in the Bachelor of Physical Education (Honours) Schedule.

4 The programme for each student must be approved by the Dean of Faculty of Education.

Dissertation

5 a The dissertation 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 dissertation topic must be relevant to the field of study and approved by the Dean of Faculty of Education prior to enrolment.

c The dissertation must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

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.

Practical and Professional Requirements

6 a At the discretion of Senate or its representative, a student who does not pass a required Professional Practice course (EDPRAC 702) may be declined permission to re-enrol in this degree.

b Re-enrolment in either EDCURRIC 761 or EDCURRIC 762 after failing in either one of the courses 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**

7 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 7a may appeal that decision through the Council or its duly appointed delegate.

**Award of Honours**

8 This degree may be awarded only where a student’s overall grade for the Degree of Bachelor of Physical Education (Honours), is sufficiently high to deserve Honours.

**Withdrawal from Honours**

9 A student whose work does not satisfy the standard specified in Regulation 8, or who at any time chooses to withdraw from this programme, may apply to reassign courses passed for, or credited to, the Bachelor of Physical Education (Honours) to the degree of Bachelor of Physical Education.

**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 2012.

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### Bachelor of Physical Education (Honours) (BPE(Hons)) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30 points from EDUC 702, 774, 787, EDPROFST 754, 756</td>
</tr>
<tr>
<td>• 30 points: EDPROFST 790</td>
</tr>
<tr>
<td>• 30 points: EDPRAC 702</td>
</tr>
<tr>
<td>• 30 points from EDCURRIC 761, 762</td>
</tr>
</tbody>
</table>

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**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

These regulations came into force on 1 January 2009.

Bachelor of Social Work (Honours) BSW(Hons) Schedule

<table>
<thead>
<tr>
<th>Requirements:</th>
<th>Note: Students who were admitted to the Bachelor of Social Work (Practitioner Entry Specialisation) must take SOCWORK 716.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30 points: SOCWORK 711, 713</td>
<td></td>
</tr>
<tr>
<td>• 30 points from SOCWORK 715 or 716</td>
<td></td>
</tr>
<tr>
<td>• 45 points: SOCWORK 714</td>
<td></td>
</tr>
<tr>
<td>• 15 points from SOCCHFAM 731, SOCLTH 732, SOCYOUTH 733</td>
<td></td>
</tr>
</tbody>
</table>

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 A student admitted to this degree under Regulation 1a(i) must complete:
   (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 702–704, 705–707, 780–788, 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)

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.
Admission to the programme requires the approval of Senate or its representative.

**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**

Of the 120 points required for this degree, a student must complete:

- **Research Masters**
  - either
    - a 120 point Thesis from the Research Masters option listed in the Master of Education Schedule
    - or
    - a 120 point Research Portfolio from the Research Masters option listed in the Master of Education Schedule
  - or
- **Taught Masters**

120 points from the Taught Option listed in the Master of Education Schedule.

The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

**Thesis/Research Portfolio/Folio of Casework**

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.

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.

The thesis or research portfolio must be completed and submitted in accordance with the General Regulations – Masters Degrees.

The folio of casework must be completed within 12 months of the completion and passing of courses for this degree.

**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. The 2006 regulations for the Degree of Master of Education were thereby repealed.

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**Master of Education (MEd) Schedule**

<table>
<thead>
<tr>
<th>Research Masters</th>
<th>Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> at least 30 points in one of the approved research methods courses: EDUC 774, 787, EDPRAC 751, EDPROFST 750, 754, 756, 757, 758</td>
<td><strong>Prerequisite:</strong> at least 30 points in one of the approved research methods courses: EDUC 774, 787, EDPRAC 751, EDPROFST 750, 754, 756, 757, 758</td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>either</td>
<td>either</td>
</tr>
<tr>
<td>- 120 points: EDPROFST 796 Thesis</td>
<td>- 120 points: EDPROFST 796 Research Portfolio</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>- 120 points: EDPROFST 795 Research Portfolio</td>
<td>- up to 30 points from other 700 level courses in another subject. The approval of all relevant Academic Heads is required</td>
</tr>
</tbody>
</table>

**Counselling specialisation**

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.
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</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td>120 points: EDPROFST 796 MEd Thesis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Taught Masters</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td>60 points: EDPROFST 793 MEd Dissertation</td>
</tr>
<tr>
<td></td>
<td>60 points from EDCURRIC 740, 772, EDPROFST 710, 716, 737,</td>
</tr>
</tbody>
</table>
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 A student required to pass 240 points must pass:

   (i) 120 points from those courses listed in the Master of Social Work Schedule, including an approved 30 point research methodology course

   and

   (ii) a 120 point thesis

   or

   a 90 point research portfolio and 30 points from the courses listed in the Master of Social Work Schedule.

b A student required to pass 120 points must pass

   either

   (i) a 120 point thesis
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.

The Degree of Master of Social Work (Professional) – MSW(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 completed the requirements for a bachelors degree with a minimum of 60 points in social sciences subjects from a New Zealand university or an equivalent degree as approved by Senate or its representative
and
b achieved an average grade of B or higher over 75 points in Stage III of an undergraduate degree
and
c an interview supported by referees’ statements and evidence of suitability is 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.

2 Admission to the programme requires the approval of Senate or its representative.

3 A student who has not gained an average of B or higher as specified in Regulation 1b must have otherwise shown to the satisfaction of the Dean of Faculty of Education capacity to undertake advanced study and research in order to be admitted to 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
   and
   c not exceed 280 points for the total enrolment for this degree.

Structure and Content
5 a A student must pass 240 points from the courses listed in the Master of Social Work (Professional) Schedule.
   b A student will not normally be permitted to enrol for Part II unless Part I has been completed.

Practical and Professional Requirements
6 a At the discretion of Senate or its representative, a student who does not pass required courses
   for Part I may be declined permission to re-enrol in this degree.
   b Re-enrolment in any of SOCWORK 721, 722, 725 after failing that course requires the
   permission of the Dean of Faculty of Education.
   c A student must continue to meet the requirements of being a fit and proper person for
   registration by the New Zealand Social Workers Registration Board throughout the duration of
   enrolment in the programme as outlined in the programme handbook.

Termination of Enrolment
7 a If the behaviour of a student in a practice environment is found, after due and fair inquiry, to
   be 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 7a may appeal from that decision to
   the Council or its duly appointed delegate.

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 2012.

Master of Social Work (Professional) (MSW(Prof)) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Part I:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 120 points: SOCWORK 721–725</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 105 points: SOCWORK 711, 713, 734, 735, 739</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>and</td>
</tr>
<tr>
<td>• 15 points from SOCCHFAM 731, SOCHLTH 732, SOCYOUTH 733</td>
</tr>
</tbody>
</table>

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)

New admissions into the Diploma of Teaching (Early Childhood Education) were suspended in 2011. 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.

Diploma of Teaching (Early Childhood Education) (DipTchg(ECE)) Schedule

| Requirement: at least 360 points, including |
| Core Courses – 345 points |
| • 165 points: EDCURRIC 110–112, 114–116, EDPRAC 102, EDPROFST 100, 101, EDUC 118, 119 |
| • 105 points: EDCURRIC 210–212, EDPRAC 202, EDPROFST 202, 213, 214 |
| • 75 points: EDCURRIC 321, EDPRAC 306, EDPROFST 314 |

| Early Childhood Education Pasifika specialisation |
| Requirement: at least 345 points, including |
| • 165 points: EDCURRPK 111, 115, 116, 120–122, EDPRACPK 102, EDPROFST 100, EDPROFPK 102, EDUC 118, 119 |
| • 105 points: EDCURRPK 210–213, EDPRAC 202, EDPROFPK 202, EDPROFST 214 |
| • 75 points: EDCURRPK 321, EDPRAC 306, EDPROFPK 302, 314 |

General Education Requirement
• 15 points from courses offered in the General Education Schedule approved for this diploma

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.

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 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 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.

5 The programme for each student requires the approval of the Dean of Faculty of Education 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. 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>Specialisations Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Option</td>
<td>Disability Support</td>
</tr>
<tr>
<td>either</td>
<td>• 120 points: DISABLTY 313, 314, 315, HUMSERV 202, 211, 301, 303, 304</td>
</tr>
<tr>
<td>or</td>
<td>Reading Recovery</td>
</tr>
<tr>
<td>or</td>
<td>Special Needs Resource Teaching</td>
</tr>
<tr>
<td>• up to 30 points from EDCURRIC 234–236, 238, 239, 241, 313, 334, 337, 433, EDCURSEC 601, 602, 604, 614, 635–640, 678, EDPROFST 363, 376–378, 703, EDUC 341 or other courses available at this University with the approval of the Programme Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Diploma in Special Education – GradDipSpecEd

New admissions into the Graduate Diploma in Special Education were suspended in 2011.
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 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
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
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:
   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
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 2007.

### Graduate Diploma in Special Education (GradDipSpecEd) Schedule

<table>
<thead>
<tr>
<th>Requirement: at least 120 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
</tr>
<tr>
<td>• 30 points: EDSPEC 301, EDUC 342</td>
</tr>
<tr>
<td>and one of the specialisations listed below</td>
</tr>
<tr>
<td>Specialisations Available</td>
</tr>
<tr>
<td>Early Intervention</td>
</tr>
<tr>
<td>Requirement: 90 points including:</td>
</tr>
<tr>
<td>• 75 points: EDSPEC 310–314</td>
</tr>
<tr>
<td>• 15 points from EDSPEC 390–393</td>
</tr>
<tr>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>Requirement: 90 points</td>
</tr>
<tr>
<td>• 90 points: EDSPEC 320–325</td>
</tr>
<tr>
<td>Special Teaching Needs</td>
</tr>
<tr>
<td>Requirement: 90 points including:</td>
</tr>
<tr>
<td>• 75 points: EDSPEC 330–334</td>
</tr>
<tr>
<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>Vision Impairment</td>
</tr>
<tr>
<td>Requirement: 90 points</td>
</tr>
<tr>
<td>• 90 points: EDSPEC 340–345</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
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 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.

Practicum Requirements
8 a In any course that has a practicum and non-practicum component, a student must pass both the practicum and 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 an EDPRAc course may be declined permission to re-enrol for this diploma.

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.

b 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

<table>
<thead>
<tr>
<th>Requirement: 150 points including</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 135 points from EDCURRIC 630–635, EDPRAC 621, 622, EDPROFST 622, 623</td>
</tr>
<tr>
<td>• 15 points from EDPROFST 621, 624</td>
</tr>
</tbody>
</table>

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 of Teaching English in Schools to Speakers of Other Languages (GradDipTESSOL)
Schedule

<table>
<thead>
<tr>
<th>Requirement: 120 points, including</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
</tr>
<tr>
<td>• 60 points: EDPROFST 227, 372–374</td>
</tr>
<tr>
<td>• at least 30 points from EDPROFST 226, 375–381</td>
</tr>
<tr>
<td>Elective Courses</td>
</tr>
<tr>
<td>• with the approval of the Programme Coordinator:</td>
</tr>
<tr>
<td>• (i) up to 30 points may be taken from EDCURRIC 345, EDCURRM 301, EDPROFST 220, 331, LANGTCHG 706, 710, 711, 714, 722</td>
</tr>
<tr>
<td>• (ii) up to 15 points may be taken from other courses available at this University</td>
</tr>
</tbody>
</table>

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.

Practicum Requirements
7 a In any course that has a practicum and non-practicum component, a student must pass both
the practicum and 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 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 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.

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### Graduate Diploma in Teaching (Primary) (GradDipTchg(Primary)) Schedule

<table>
<thead>
<tr>
<th>Requirement: 160 points from Professional and Practicum Courses</th>
<th>Curriculum Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 70 points from EDPRAC 607, EDPROFST 601, 608</td>
<td>• 90 points from EDCURRIC 603–606, 608–613, 620–622, 628, 629</td>
</tr>
</tbody>
</table>

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### 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:

(l) 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 120 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 120 points required for this graduate diploma, a student must pass:
a 60 points from the Core Courses listed in the Graduate Diploma in Teaching (Secondary) Schedule
and
b 60 points from the Curriculum Courses listed in the Graduate Diploma in Teaching (Secondary) Schedule.

6 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

Practicum Requirements
7 a In any course that has a practicum and non-practicum component, a student must pass both the practicum and 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 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 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 (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

<table>
<thead>
<tr>
<th>Requirement: 120 points from</th>
<th>Curriculum Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td>• 30 points: EDPRAC 608, or 605, 606</td>
<td></td>
</tr>
<tr>
<td>• 30 points: EDPROFS 612</td>
<td></td>
</tr>
<tr>
<td>Curriculum Courses</td>
<td></td>
</tr>
<tr>
<td>• 60 points from EDCURSEC 601–690</td>
<td></td>
</tr>
</tbody>
</table>

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 bachelors 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: 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 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 EDPROFST 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 Bachelor’s 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>Early Career Teaching specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>either</td>
<td>• 60 points: EDPRAC 701</td>
</tr>
<tr>
<td>• 120 points from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 740, 760, 771, 772, 780, 781, 783, 784, 791, EDPRAC 751, 752, EDPROFST 700–757, 760–788, EDPROFM 700, 701, EDSPEC 700, EDUC 702–764, 774, 776, 787, 791</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>• 30 points from EDCURRIC 740, EDPRAC 751, EDPROFST 750, 756, 757, 758, 788, EDUC 774, 777</td>
</tr>
<tr>
<td>• at least 75 points from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 740, 760, 771, 772, 780, 781, 783, 784, 791, EDPRAC 751, 752, EDPROFST 700–757, 760–788, EDPROFM 700, 701, EDSPEC 700, EDUC 702–764, 774, 776, 787, 791</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>• 30 points from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 740, 750, 760, 771, 772, 780, 781, 783, 784, 791, EDPRAC 751, 752, EDPROFST 700–757, 760–788, EDPROFM 700, 701, EDUC 702–764, 787, 791, or from 700 level courses related to their area of inquiry from other schedules across the University. The approval of all Heads of Department is required.</td>
</tr>
<tr>
<td>• up to 45 points from 700 level courses in another subject. The approval of all Heads of Departments is required.</td>
<td>or</td>
</tr>
<tr>
<td>Special Needs Resource Teaching specialisation</td>
<td>Literacy Education specialisation</td>
</tr>
<tr>
<td>Prerequisite: Prior approval from the Dean of Faculty of Education</td>
<td>Prerequisite: Prior approval from the Dean of Faculty of Education</td>
</tr>
<tr>
<td>• 120 points: EDPROFST 733–736</td>
<td>• 120 points: EDPROFST 700–703</td>
</tr>
<tr>
<td>or</td>
<td>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.</td>
</tr>
<tr>
<td>Counselling specialisation</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

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.
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.

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### Postgraduate Diploma in Education (Teaching) (PGDipEd(Tchg)) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
</table>

### 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.

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>HRMGMNT 702, 704, 706, 707, 708, approved 700 level courses listed in the Postgraduate Diploma in Business Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 points: EDPROFSST 738, 757</td>
<td></td>
</tr>
<tr>
<td>60 points from EDCURRIC 740, 772, EDPROFSST 710, 716, 737, 739, 740, 751, 762, 769, 774, 776, 782, EDUC 772, 787, BUSADMIN 713,</td>
<td></td>
</tr>
</tbody>
</table>

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.
Postgraduate Diploma in Professional Supervision (PGDipProfSup) Schedule

<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
   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, 751, 753, 754, 756, 757, SOCWORK 713, 718, 719, 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.

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
   b. be currently employed in health, counselling, social or human services or other appropriate professional context
   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

**Requirement:**
- 60 points: PROFSUPV 700, 701

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### 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.

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### Foundation Certificate Education (FCertEd) Schedule

**Requirement:**
- Core Courses
  - 30 points from EDFOUND 10F, 11F
  - 15 points from EDFOUND 15F, 16F

**Optional Courses**
- at least 75 further points from EDFOUND 10F–17F and SOCWORK 10F, 11F
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 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

| Requirement: |
| Core Courses |
| • 90 points from EDFOUNDM 10F–14F, 17F |
| Optional Courses |
| • at least 30 further points from EDFOUNDM 15F, 16F, 18F, 19F |
Regulations – Engineering

200 The Degree of Bachelor of Engineering – BE
200 The Degree of Bachelor of Engineering (Honours) – BE(Hons)
204 The Degree of Master of Engineering – ME
206 The Degree of Master of Engineering Management – MEMgt
206 The Degree of Master of Engineering Studies – MEngSt
208 Graduate Diploma in Engineering – GradDipEng
209 Graduate Diploma in Engineering (Transportation) – GradDipEng(Transp)
210 Postgraduate Certificate in Engineering – PGCertEng
211 Postgraduate Certificate in Geothermal Energy Technology – PGCertGeothermTech
211 Postgraduate Certificate in Light Metals Reduction Technology – PGCertLMRTech

Interfaculty Degrees and Diplomas – Engineering

296 The Degree of Bachelor of Technology – BTech
299 The Degree of Master of Energy – MEnergy
301 The Degree of Master of Operations Research – MOR
305 Postgraduate Diploma in Operations Research – PGDipOR
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 ENGGEN 299 and ENGGEN 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 ENGGEN 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 II, 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.

<table>
<thead>
<tr>
<th>Bachelor of Engineering (Honours) (BE(Hons)) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I – compulsory for all BE(Hons) students</td>
</tr>
<tr>
<td>CHEMMAT 121 Materials Science</td>
</tr>
<tr>
<td>ELECTENG 101 Electrical and Digital Systems</td>
</tr>
<tr>
<td>ENGGEN 115 Introduction to Engineering Design</td>
</tr>
<tr>
<td>ENGGEN 121 Engineering Mechanics</td>
</tr>
<tr>
<td>ENGGEN 131 Engineering Computation and Software Development</td>
</tr>
<tr>
<td>ENGGEN 140 Engineering Biology and Chemistry</td>
</tr>
<tr>
<td>ENGGEN 199 English Language Competency</td>
</tr>
<tr>
<td>ENGSCI 111 Mathematical Modelling 1</td>
</tr>
<tr>
<td>General Education Requirement</td>
</tr>
</tbody>
</table>

| Part II |
| BIOMENG 221 Mechanics of Biomaterials | 15 |
| BIOMENG 241 Instrumentation and Design | 15 |
| BIOSCI 107 Biology for Biomedical Science: Cellular Processes and Development | 15 |
| ENGGEN 204 Technical Communication for Engineers | 15 |
| ENGGEN 299 Workshop Practice | 0 |
| ENGGEN 303 Management for Engineers | 15 |
| ENGSCI 211 Mathematical Modelling 2 | 15 |
| ENGSCI 233 Computational Techniques and Computer Systems | 15 |
| MEDSCI 142 Biology for Biomedical Science: Organ Systems | 15 |
| CHEMMAT 211 Introduction to Process Engineering | 15 |
| CHEMMAT 341 Bioinstrumentation and Design | 15 |
| BIOSCI 201 Cellular and Molecular Biology | 15 |
| ENGSCI 314 Mathematical Modelling 3ES | 15 |
| ENGSCI 331 Computational Techniques 2 | 15 |
| ENGSCI 343 Fundamentals of Continuum Mechanics | 15 |
| MEDSCI 205 Physiology of Human Organ Systems | 15 |
| MEDSCI 309 Biophysics of Nerve and Muscle | 15 |
| ENGGEN 403 Professional and Sustainability Issues | 15 |
| ENGGEN 499 Practical Work | 0 |
| ENGSCI 700 Research Project | 30 |
| ENGSCI 753 Computational Techniques in Continuum Mechanics and Bioengineering | 15 |
| CHEMMAT 753 Non-metallic Materials | 15 |
| CHEMMAT 754 Materials Engineering | 15 |
| CHEMMAT 757 Engineering Biotechnology | 15 |
| ENGSCI 711 Advanced Mathematical Modelling | 15 |
| ENGSCI 740 Advanced Continuum Mechanics 1 | 15 |
| ENGSCI 772 Whole Organ Modelling | 15 |
| MATHS 764 Mathematical Biology | 15 |
| MECHENG 743 Composite Materials | 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 |

| Part IV |
| ENGGEN 403 Professional and Sustainability Issues | 15 |
| ENGGEN 499 Practical Work | 0 |
| ENGSCI 700 Research Project | 30 |

| Chemical and Materials Engineering | Points |
| 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 |
| ENGGEN 204 Technical Communication for Engineers | 15 |
| ENGGEN 299 Workshop Practice | 0 |
| ENGSCI 211 Mathematical Modelling 2 | 15 |
| Part III | |
| CIVIL 201 Land Information Systems | 10 |
| CIVIL 210 Introduction to Structures | 15 |
| CIVIL 211 Structures and Design 1 | 10 |
| CIVIL 220 Introductory Engineering Geology | 10 |
| CIVIL 221 Geomechanics 1 | 10 |
| CIVIL 230 Fluid Mechanics 1 | 10 |
| CIVIL 250 Civil Engineering Materials and Design | 10 |
| ENGEN 204 Technical Communication for Engineers | 15 |
| ENGEN 299 Workshop Practice | 0 |
| ENVENG 244 Environmental Engineering 1 | 15 |
| ENGEN 211 Mathematical Modelling 2 | 15 |
| 15 points from: | |
| CIVIL 312 Structures and Design 2 | 15 |
| ENVENG 341 Environmental Engineering 2 | 15 |
| 10 points from: | |
| CIVIL 314 Structural Dynamics | 10 |
| CIVIL 324 Geomechanics 3 | 10 |
| CIVIL 332 Fluid Mechanics 2 | 10 |
| ENVENG 343 Environmental Engineering 3 | 10 |
| Part IV | |
| CIVIL 705 Research Project | 30 |
| CIVIL 790 Civil Engineering Administration | 15 |
| ENGEN 403 Professional and Sustainability Issues | 15 |
| ENGEN 499 Practical Work | 0 |
| Elective Courses: At least 45 points from: | |
| CIVIL 719 Matrix Structural Analysis | 15 |
| CIVIL 721 Foundation Engineering | 15 |

### Computer Systems Engineering

| COMPSYS 201 Fundamentals of Computer Engineering | 15 |
| COMPSYS 202 Object Oriented Design and Programming | 15 |
| ELECTENG 202 Circuits and Systems | 15 |
| ELECTENG 204 Engineering Electromagnetics | 15 |
| ELECTENG 209 Analogue and Digital Design | 15 |
| ELECTENG 210 Electronics 1 | 15 |
| ENGEN 299 Workshop Practice | 0 |
| ENGEN 211 Mathematical Modelling 2 | 15 |
| Part III | |
| 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 |
| ENGEN 303 Management for Engineers | 15 |
| ENGEN 313 Mathematical Modelling 3ECE | 15 |
| Elective Courses: 30 points from: | |
| COMPSYS 303 Microcomputers and Embedded Systems | 15 |
| COMPSYS 304 Computer Architecture 1 | 15 |
| SOFTENG 325 Software Architecture | 15 |
| Up to 15 points from other courses approved by the Head of Department | |
| Part IV | |
| COMPSYS 700 Research Project | 30 |
| ENGEN 403 Professional and Sustainability Issues | 15 |
| ENGEN 499 Practical Work | 0 |
| Elective Courses: 75 points from: | |
| 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 |
| COMPSYS 706 Speech and Language Processing | 15 |
| COMPSYS 707 Advanced Microcomputer Architecture | 15 |
| COMPSYS 710 Studies in Computer Systems Engineering 1 | 15 |
| COMPSYS 711 Studies in Computer Systems Engineering 2 | 15 |
| COMPSYS 712 Studies in Computer Systems Engineering 3 | 15 |
| COMPSYS 713 Studies in Computer Systems Engineering 4 | 15 |
| COMPSYS 714 Studies in Computer Systems Engineering 5 | 15 |
| COMPSYS 715 Studies in Computer Systems Engineering 6 | 15 |
| COMPSYS 721 Special Topics 1 | 15 |
### Electrical and Electronic Engineering

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPSYS 722</td>
<td>Special Topics 2</td>
<td>15</td>
</tr>
<tr>
<td>COMPSYS 723</td>
<td>Embedded Systems Design</td>
<td>15</td>
</tr>
<tr>
<td>COMPSYS 724</td>
<td>Real-time Systems</td>
<td>15</td>
</tr>
<tr>
<td>COMPSYS 725</td>
<td>Computer Networks and Distributed Applications</td>
<td>15</td>
</tr>
<tr>
<td>COMPSYS 726</td>
<td>Robotics and Intelligent Systems</td>
<td>15</td>
</tr>
<tr>
<td>ELECTENG 704</td>
<td>Advanced Control Systems</td>
<td>15</td>
</tr>
<tr>
<td>ELECTENG 706</td>
<td>Digital Signal Processing</td>
<td>15</td>
</tr>
<tr>
<td>ELECTENG 722</td>
<td>Control Systems</td>
<td>15</td>
</tr>
<tr>
<td>ELECTENG 726</td>
<td>Digital Communications</td>
<td>15</td>
</tr>
<tr>
<td>ELECTENG 730</td>
<td>Electrical Engineering Design</td>
<td>15</td>
</tr>
<tr>
<td>ELECTENG 732</td>
<td>Communication Systems</td>
<td>15</td>
</tr>
<tr>
<td>ELECTENG 733</td>
<td>Signal Processing</td>
<td>15</td>
</tr>
<tr>
<td>ELECTENG 734</td>
<td>Power Electronics</td>
<td>15</td>
</tr>
</tbody>
</table>

Up to 15 points from other courses approved by the Head of Department

### Elective Courses: 15 points from:

- COMPSYS 302 Design: Software Practice 15
- COMPSYS 305 Digital Systems Design 15
- ELECTENG 307 Transmission Lines and Systems 15
- Other courses approved by the Head of Department 15 points from:
  - COMPSYS 303 Microcomputers and Embedded Systems 15
  - COMPSYS 304 Computer Architecture 1 15
  - ELECTENG 309 Power Apparatus and Systems 15
  - SOFTENG 325 Software Architecture 15

Other courses approved by the Head of Department

### Part IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECTENG 700</td>
<td>Research Project</td>
<td>30</td>
</tr>
<tr>
<td>ENGGEN 403</td>
<td>Professional and Sustainability Issues</td>
<td>15</td>
</tr>
<tr>
<td>ENGGEN 499</td>
<td>Practical Work</td>
<td>0</td>
</tr>
<tr>
<td>ENGSCI 761</td>
<td>Integer, Non-Linear and Multi-objective Optimisation</td>
<td>15</td>
</tr>
<tr>
<td>ENGSCI 762</td>
<td>Scheduling and Optimisation in Decision Making</td>
<td>15</td>
</tr>
<tr>
<td>ENGSCI 763</td>
<td>Advanced Simulation and Stochastic Modelling</td>
<td>15</td>
</tr>
<tr>
<td>ENGSCI 768</td>
<td>Research Topics in Operations Research 1</td>
<td>15</td>
</tr>
<tr>
<td>ENGSCI 768</td>
<td>Research Topics in Operations Research 2</td>
<td>15</td>
</tr>
<tr>
<td>ENGSCI 769</td>
<td>Research Topics in Operations Research 2</td>
<td>15</td>
</tr>
</tbody>
</table>

Up to 30 points from other courses approved by the Head of Department

### Mechanical Engineering

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGGEN 204</td>
<td>Technical Communication for Engineers</td>
<td>15</td>
</tr>
<tr>
<td>ENGSCI 261</td>
<td>Mathematical Modelling</td>
<td>15</td>
</tr>
<tr>
<td>ENGSCI 233</td>
<td>Computational Techniques and Computer Systems</td>
<td>15</td>
</tr>
<tr>
<td>ENGSCI 255</td>
<td>Modelling in Operations Research</td>
<td>15</td>
</tr>
<tr>
<td>ENGSCI 263</td>
<td>Modelling and Design</td>
<td>15</td>
</tr>
<tr>
<td>MECHENG 242</td>
<td>Mechanics of Materials</td>
<td>15</td>
</tr>
</tbody>
</table>

### Part III

### Elective Courses: 30 points from courses approved by the Head of Department

### Part IV

### Elective Courses: 30 points from courses approved by the Head of Department

### Mechanical Engineering

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGSCI 261</td>
<td>Mathematical Modelling</td>
<td>15</td>
</tr>
<tr>
<td>ENGSCI 233</td>
<td>Computational Techniques and Computer Systems</td>
<td>15</td>
</tr>
<tr>
<td>ENGSCI 255</td>
<td>Modelling in Operations Research</td>
<td>15</td>
</tr>
<tr>
<td>ENGSCI 263</td>
<td>Modelling and Design</td>
<td>15</td>
</tr>
<tr>
<td>MECHENG 242</td>
<td>Mechanics of Materials</td>
<td>15</td>
</tr>
</tbody>
</table>

### Part III

### Elective Courses: 30 points from courses approved by the Head of Department

### Part IV

### Elective Courses: 30 points from courses approved by the Head of Department
### Mechatronics Engineering

#### Points

#### Part II
- ENGEN 204 Technical Communication for Engineers 15
- ENGEN 299 Workshop Practice 0
- ENGSCI 211 Mathematical Modelling 2SE 15
- COMPSYS 201 Fundamentals of Computer Engineering 15
- SOFTENG 206 Software Engineering Design 1 15
- SOFTENG 211 Software Engineering Theory 15
- SOFTENG 250 Introduction to Data Structures and Algorithms 15
- SOFTENG 251 Object Oriented Software Construction 15
- SOFTENG 254 Quality Assurance 15

#### Optional Course: 15 points from:
- ELECTENG 208 Electric Circuit Analysis 15
- MECHENG 223 Machines and Mechanisms 15

#### Part III
- ENGEN 303 Management for Engineers 15
- SOFTENG 306 Software Engineering Design 2 15
- SOFTENG 325 Software Architecture 15
- SOFTENG 350 Human Computer Interaction 15
- SOFTENG 351 Fundamentals of Database Systems 15
- SOFTENG 357 Operating Systems 15

#### Elective Courses: 30 points from:
- COMPSCI 367 Artificial Intelligence 15
- COMPSCI 373 Computer Graphics and Image Processing 15
- COMPSYS 303 Microcomputers and Embedded Systems 15
- COMPSCI 304 Computer Architecture 15
- COMPSYS 305 Digital Systems Design 1 15
- SOFTENG 364 Computer Networks 15

#### Other courses approved by the Head of Department

#### Part IV
- ENGEN 403 Professional and Sustainability Issues 15
- ENGEN 499 Practical Work 0
- ENGEN 705 Mechatronics Systems 15
- ENGEN 706 Mechatronics Design 15
- MECHENG 723 Embedded Systems Design 15
- MECHENG 726 Robotics and Intelligent Systems 15
- ENGSCI 760 Algorithms for Optimisation 15
- SOFTENG 702 Advanced Human Computer Interaction 15
- SOFTENG 710 Studies in Software Engineering 1 15
- SOFTENG 711 Studies in Software Engineering 2 15
- SOFTENG 751 High Performance Computing 15
- SOFTENG 752 Formal Specification and Design 15
- SOFTENG 761 Special Topic in Software Engineering 1 15
- SOFTENG 762 Special Topic in Software Engineering 2 15

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 with an average grade of B or higher 60 points in 600 and 700 level courses for the 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.

Master of Engineering (ME) Schedule

| Research Masters: |
| Requirement: |
| 120 points from: |
| BIOENG 796 ME Thesis (Bioengineering) |
| CHEMMAT 796 ME Thesis (Chemical and Materials) |
| CIVIL 796 ME Thesis (Civil) |
| COMPSYS 796 ME Thesis (Computer Systems) |
| ELECTENG 796 ME Thesis (Electrical and Electronic) |
| ENGGEN 796 ME Thesis (Engineering) |
| ENGSCI 796 ME Thesis (Engineering Science) |
| ENVENG 796 ME Thesis (Environmental) |
| MECHENG 796 ME Thesis (Mechanical) |
| SOFTENG 796 ME Thesis (Software Engineering) |
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.

<table>
<thead>
<tr>
<th>Master of Engineering Management (MEMgt) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses:</strong></td>
</tr>
<tr>
<td>• 30 points: ENNGEN 765</td>
</tr>
<tr>
<td><strong>Elective A Courses:</strong></td>
</tr>
<tr>
<td>• at least 30 points and up to 60 points from CIVIL 703, 704, 765, MECHENG 751–761</td>
</tr>
<tr>
<td><strong>Elective B Courses:</strong></td>
</tr>
<tr>
<td>• at least 30 points and up to 60 points from BUSADMIN 761, 762, 764, 766</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
General Option

Requirement:

- at least 45 points from the Course List in the Master of Engineering Studies Schedule
- 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 600 and 700 level courses offered at this University, other than projects and theses, approved by all Heads of Departments concerned.

or

- 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

(ii) have at least three years' relevant work experience.

2 For entry to the Geotechnical Engineering specialisation a student must have passed CIVIL 324 or its equivalent.

3 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

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 – Masters Degrees.

5 The total enrolment for this degree must not exceed 160 points.

Structure and Content

6 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.

7 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

8 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

9 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

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 in accordance with the General Regulations – Masters Degrees.

Commencement

12 These regulations came into force on 1 January 2012. The 2011 regulations for the Degree of Master of Engineering Studies were thereby repealed.
Specialisations available:

Construction Management
Requirement:
- 75 points: CIVIL 703, 704, 707, 790, 791
- up to 45 points from CIVIL 708, 709, 716, 792
- up to 30 points from CIVIL 787–789
With the prior approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate 600 and 700 level courses offered at this or another university. Students who have previously passed any of the prescribed courses must substitute these courses with appropriate 600 and 700 level courses.

Geotechnical Engineering
Requirement:
- 30 points: CIVIL 751, 752
- up to 75 points from CIVIL 720–725, 754, ENGSCI 711, ENVENG 752
- at least 15 points, but not more than 30 points, from GEOLOGY 701, 705, 771, 772
With the prior approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate 600 and 700 level courses offered at this or another university.

Light Metals Reduction Technology
Requirement:
- 120 points from CHEMMAT 717, 718, 726, 727, 731, 789 and other approved courses
With the prior approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate 600 and 700 level 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 600 or 700 level courses
Taught Masters
Requirement:
- 60 points: ENNGEN 791

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
ELECTEN 701–706, 709, 711–716, 720

Engineering Science
ENGSCI 701, 711, 712, 721, 740–742, 745, 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, 771–774

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
In order to be admitted to this programme, a student needs to have:
- either

Graduate Diploma in Engineering – GradDipEng
(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

Courses available:
- ENGEN 601, 602, 622, 623

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.

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.

Graduate Diploma in Engineering (Transportation) (GradDipEng(Transp)) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• up to 30 points from CIVIL 660, 661, 758, 759</td>
</tr>
<tr>
<td>• at least 45 points from CIVIL 760–775, including at least 15 points from CIVIL 770, 771</td>
</tr>
</tbody>
</table>

| • up to 15 points from ENNGEN 601, 602 |
| With the approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate 600 or 700 level courses offered at this or another university |

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.
Specialisations available:

Plastics

Requirement:
- 60 points from CHEMMAT 740, 741, 742, 743, POLYMER 701, 702, 711

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

Requirement:
- 45 points: GEOTHERM 601, 602, 689
- 15 points from GEOTHERM 603, 620

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.

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<table>
<thead>
<tr>
<th>Postgraduate Certificate in Light Metals Reduction Technology (PGCertLMRTech) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td>• 60 points: CHEMMAT 717, 718, 726, 727</td>
</tr>
</tbody>
</table>
Regulations – Law

214 The Degree of Bachelor of Laws – LLB
215 The Degree of Bachelor of Laws (Honours) – LLB(Hons)
216 The Degree of Master of Laws – LLM
219 The Degree of Master of Environmental Legal Studies – MEnvLS
219 The Degree of Master of Legal Studies – MLS
221 Graduate Diploma in Law – GradDipLaw
222 Graduate Certificate in Law – GradCertLaw
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Interfaculty Degrees and Diplomas – Law

302 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
   and
   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 teacher of the course and the Dean of Faculty of Law, a student enrolled for this degree may elect to present a research paper in lieu of an examination in any elective law 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>II–IV. In this case the points will be additional to the requirements of Parts II–IV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td>120 points including:</td>
</tr>
<tr>
<td></td>
<td>• 15 points: LAW 121G</td>
</tr>
<tr>
<td></td>
<td>• 15 points: LAW 131</td>
</tr>
<tr>
<td></td>
<td>• 90 points from courses prescribed for one other undergraduate degree programme at this University or</td>
</tr>
<tr>
<td></td>
<td>• 75 points from courses prescribed for one other undergraduate degree programme at this University and</td>
</tr>
<tr>
<td></td>
<td>• 15 points from courses listed in the General Education Schedules available for the non-Law degree or the conjoint degree</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<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 in Part I, will need to fulfill this requirement concurrently with Parts II–IV.</td>
</tr>
</tbody>
</table>

Part II
• 120 points: LAW 201, 211, 231, 241, 299

Part III
• 65 points: LAW 301, 306, 316, 399 |
• at least 55 points from elective law courses chosen from LAW 458, LAWCOMM 401–448, LAWENVIR 401–421, 423–431, LAWGENRL 401–448, LAWPUBL 401–458, COMLAW 303, 304

Part IV
• 10 points: LAW 400 Legal Research 3 |
• at least 110 points from elective law courses chosen from LAW 458, LAWCOMM 401–448, LAWENVIR 401–421, 423–431, LAWGENRL 401–448, LAWPUBL 401–458, COMLAW 303, 304 or |
• LAW 499 Legal Practice |
• at least 120 points from elective law courses chosen from LAW 458, LAWCOMM 401–448, LAWENVIR 401–421, 423–431, LAWGENRL 401–448, LAWPUBL 401–458, COMLAW 303, 304 |

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><strong>Requirement:</strong></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>

The Degree of Master of Laws – LLM
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 the Degree of Bachelor of Laws or for the Degree of Bachelor of Laws (Honours), or equivalent qualification in Law as approved by Senate or its representative

or

(ii) (a) been awarded a Bachelors degree, or equivalent degree as approved by Senate or its representative

and

(b) been admitted to practise as a barrister and solicitor of the High Court of New Zealand, and have been in practice as a barrister or solicitor (whether in New Zealand or elsewhere) for no less than two years full-time or the equivalent part-time
and

b (i) gained an average of B or higher in all the courses taken for the Bachelor of Laws or Bachelor of Laws (Honours) or equivalent qualification in Law

or

(ii) passed, for a Postgraduate Diploma in Legal Studies, at least 60 points in 700 level courses, or in LAW 690 Dissertation and 700 level courses, provided that a grade of at least B has been achieved in each such course and/or dissertation

or

(iii) passed, for a Postgraduate Certificate in Law, at least 60 points in 700 level courses, provided that a grade of at least B 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

(i) LAW 788

and either

(ii) 120 point Thesis listed in the Master of Laws Schedule

or

(iii) (a) 90 point Thesis

and

(b) 30 points from either courses or the Dissertation listed in the Master of Laws Schedule

or

(iv) 120 point Research Portfolio listed in the Master of Laws Schedule

or

(v) (a) 90 point Research Portfolio

and

(b) 30 points from either courses or the Dissertation listed in the Master of Laws Schedule

or

b Taught Masters

(i) LAW 788

and either

(ii) 120 points from courses listed in the Master of Laws Schedule

or

(iii) (a) 90 points from courses

and

(b) 30 point Dissertation listed in the Master of Laws Schedule.

5 An exemption from LAW 788 may be granted to a student who has 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 include up to 30 points from any 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, Thesis or Research Portfolio 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, 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 Dean of Faculty of Law.

   - **b** The thesis or dissertation topic or the elements of the research portfolio must be approved by the Dean of Faculty of Law 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

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>Requirement:</th>
</tr>
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<tbody>
<tr>
<td>• LAW 788</td>
<td>• LAW 788</td>
</tr>
<tr>
<td>and at least 120 points from</td>
<td>• LAW 794 Research Portfolio 1</td>
</tr>
<tr>
<td>• LAW 790 Dissertation</td>
<td>or</td>
</tr>
<tr>
<td>• LAW 796 Thesis 1</td>
<td>• LAW 788</td>
</tr>
<tr>
<td>• LAW 797 Thesis 2</td>
<td>or</td>
</tr>
<tr>
<td>• LAW 794 Research Portfolio 1</td>
<td>• LAW 798</td>
</tr>
<tr>
<td>• LAW 798 Research Portfolio 2</td>
<td></td>
</tr>
</tbody>
</table>

#### Research Masters

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Requirement:</th>
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</thead>
<tbody>
<tr>
<td>• LAW 788</td>
<td>• LAW 788</td>
</tr>
<tr>
<td>120 points: LAW 797 Thesis 2</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td>• LAW 788</td>
</tr>
<tr>
<td>LAW 788</td>
<td>or</td>
</tr>
<tr>
<td>90 points from LAW 790, LAWCOMM 701–769, LAWENVIR 701–737, LAWGENRL 701–718, LAWPUBL 701–758</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td>30 points from LAW 790, LAWCOMM 701–769, LAWENVIR 701–737, LAWGENRL 701–718, LAWPUBL 701–758</td>
</tr>
</tbody>
</table>

#### Taught Masters

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• LAW 788</td>
<td>• LAW 788</td>
</tr>
<tr>
<td>120 points from LAWCOMM 701–769, LAWENVIR 701–737, LAWGENRL 701–718, LAWPUBL 701–748</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td>• LAW 788</td>
</tr>
<tr>
<td>LAW 788</td>
<td>or</td>
</tr>
<tr>
<td>90 points from LAWCOMM 701–769, LAWENVIR 701–737, LAWGENRL 701–718, LAWPUBL 701–748</td>
<td></td>
</tr>
</tbody>
</table>

#### LLM Specialisations:

### Corporate and Commercial Law

- LAWCOMM 701–769, LAWPUBL 702, 707, 715, 728
- Such other 700 level Special Topic courses in Law as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation
- LAW 790 Dissertation
- LAW 796 Thesis 1
- LAW 797 Thesis 2
- LAW 794 Research Portfolio 1
- LAW 798 Research Portfolio 2

### Environmental Law

- LAWCOMM 701, LAWENVIR 701–737
- LAW 790 Dissertation
- LAW 796 Thesis 1
- LAW 797 Thesis 2
- LAW 794 Research Portfolio 1
- LAW 798 Research Portfolio 2

### Human Rights Law

- LAWGENRL 702, 712, LAWPUBL 708, 711, 713, 723–725, 731–738, 741, 743, 756
- Such other 700 level Special Topic courses in Law as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation
- LAW 790 Dissertation
- LAW 796 Thesis 1
- LAW 797 Thesis 2
- LAW 794 Research Portfolio 1
- LAW 798 Research Portfolio 2

### International Law

- LAWCOMM 707, 714, 715, 723, 729, 733, 734, 743, 759, 762, 765, 769
- Such other 700 level Special Topic courses in Law as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation
- 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
      i) (a) LAW 788 and
         (b) 90 point Thesis as listed in the Master of Legal Studies Schedule and
         (c) 30 points from courses other than the Dissertation listed in the Master of Legal Studies Schedule or

   or
(ii) (a) LAW 788
and
(b) 90 point Research Portfolio as listed in the Master of Legal Studies Schedule
and
(c) 30 points from courses other than the Dissertation listed in the Master of Legal Studies Schedule

or

b Taught Masters
(i) LAW 788
and either
(ii) 120 points from courses listed in the Master of Legal Studies Schedule
or
(iii) (a) 90 points from courses listed in the Master of Legal Studies Schedule
and
(b) 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 demonstrated to the satisfaction of the Dean of the 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.

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Master of Legal Studies (MLS) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught Masters</td>
<td>Requirement: LAW 788</td>
</tr>
<tr>
<td>Taught Masters</td>
<td>Requirement: at least 90 points from LAW 788, LAWENVIR 701–729,</td>
</tr>
<tr>
<td>Taught Masters</td>
<td>Requirement: LAW 788, LAWENVIR 701–729, LAWGENRL 701–718, LAWPUBL 701–748</td>
</tr>
<tr>
<td>Taught Masters</td>
<td>Requirement: up to 30 points from ANTHRO 756, CIVIL 765, EDPROFST 737, ENVMTG 743, FORENSIC 701, 706, GEOG 753, MAORI 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>Requirement: up to 30 points from ANTHRO 756, CIVIL 765, EDPROFST 737, ENVMTG 743, FORENSIC 701, 706, GEOG 753, MAORI 732, 743, PHIL 730, PLANNING 702, 709, 755, POLITICS 750, 761, PSYCHIAT 760, SCIENT 704, SOCIOL 713</td>
</tr>
<tr>
<td>Taught Masters</td>
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<tr>
<td>Taught Masters</td>
<td>Requirement: up to 30 points from ANTHRO 756, CIVIL 765, EDPROFST 737, ENVMTG 743, FORENSIC 701, 706, GEOG 753, MAORI 732, 743, PHIL 730, PLANNING 702, 709, 755, POLITICS 750, 761, PSYCHIAT 760, SCIENT 704, SOCIOL 713</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.

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 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

225 The Degree of Bachelor of Health Sciences – BHSc
226 The Degree of Bachelor of Medicine and Bachelor of Surgery – MBChB
227 The Degree of Bachelor of Nursing – BNurs
228 The Degree of Bachelor of Pharmacy – BPharm
229 The Degree of Bachelor of Health Sciences (Honours) – BHSc(Hons)
230 The Degree of Bachelor of Medical Science (Honours) – BMedSc(Hons)
232 The Degree of Bachelor of Nursing (Honours) – BNurs(Hons)
233 The Degree of Master of Audiology – MAud
234 The Degree of Master of Clinical Education – MClinEd
235 The Degree of Master of Health Sciences – MHSc
237 The Degree of Master of Māori Health – MMH
238 The Degree of Master of Medical Science – MMedSc
240 The Degree of Master of Nursing – MNurs
242 The Degree of Master of Pharmacy Practice – MPharmPrac
243 The Degree of Master of Public Health – MPH
245 The Degree of Doctor of Medicine – MD
247 The Degree of Doctor of Pharmacy – DPharm
249 Diploma in Paediatrics – DipPaed
250 Graduate Diploma in Health Sciences – GradDipHSc
251 Postgraduate Diploma in Clinical Education – PGDipClinEd
252 Postgraduate Diploma in Community Emergency Medicine – PGDipComEmMed
253 Postgraduate Diploma in Geriatric Medicine – PGDipGeriatricMed
253 Postgraduate Diploma in Health Psychology – PGDipHealthPsych
253 Postgraduate Diploma in Health Sciences – PGDipHSc
255 Postgraduate Diploma in Māori Health – PGDipMH
256 Postgraduate Diploma in Medical Science – PGDipMedSc
257 Postgraduate Diploma in Obstetrics and Medical Gynaecology – PGDipObstMedGyn
258 Postgraduate Diploma in Pharmacy Practice – PGDipPharmPrac
259 Postgraduate Diploma in Public Health – PGDipPH
260 Postgraduate Diploma in Sports Medicine – PGDipSportMed
261 Postgraduate Certificate in Clinical Education – PGCertClinEd
261 Postgraduate Certificate in Health Sciences – PGCertHSc
263 Postgraduate Certificate in Māori Health – PGCertMH
263 Postgraduate Certificate in Medical Science – PGCertMedSc
264 Postgraduate Certificate in Pharmacy Practice – PGCertPharmPrac
265 Postgraduate Certificate in Public Health – PGCertPH
266 Certificate in Health Sciences – CertHSc

Interfaculty Degrees and Diplomas – Medical and Health Sciences

300 The Degree of Master of Health Management – MHealthMgt
277 The Degree of Master of Science in Health Psychology – MSc
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:
   - 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 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.

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**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></td>
</tr>
<tr>
<td>- at least 15 points from MAORIHTH 301, POPLHLTH 312, 313</td>
<td></td>
</tr>
<tr>
<td>- at least 30 points from POPLHLTH 301–304, 311, ANTHRO 324, SOCSCIPH 300, SOCIOL 333</td>
<td></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>
<tr>
<td></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></td>
<td>Stage II: HISTORY 210, MEDSCI 203, PHIL 227, POLITICS 222, POPLHLTH 203, 206–208, 212–214, SOCSCIPH 200</td>
</tr>
<tr>
<td></td>
<td>Stage III: ANTHRO 324, EDUC 342, 352, GEOG 305, HISTORY 367, MAORIHTH 301, POPLHLTH 301–307, 310–315, SOCSCIPH 300, SOCIOL 333</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
     (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 requirement 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
(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.

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### Bachelor of Medicine and Bachelor of Surgery (MBChB) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Part I</th>
<th>Part II</th>
<th>Part III</th>
<th>Part IV</th>
<th>Part V</th>
<th>Part VI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>105 points</td>
<td>120 points: MBCHB 203–211</td>
<td>120 points: MBCHB 303–313</td>
<td>120 points: MBCHB 401</td>
<td>120 points: MBCHB 501</td>
<td>120 points: MBCHB 551</td>
</tr>
<tr>
<td></td>
<td>BHSc: BIOSCI 107, CHEM 110, MEDSCI 142, POPLHLTH 101, 102, 111, HLTHPSYC 122</td>
<td>or</td>
<td>or</td>
<td>General Education Requirement:</td>
<td>General Education Requirement:</td>
<td>General Education Requirement:</td>
</tr>
<tr>
<td></td>
<td>BSc in Biomedical Science: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160, POPLHLTH 111</td>
<td></td>
<td></td>
<td>Part I</td>
<td>Part I</td>
<td>Part I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 points from courses offered in the General Education Schedule approved for this degree</td>
<td>15 points from courses offered in the General Education Schedule approved for this degree</td>
<td>15 points from courses offered in the General Education Schedule approved for this degree</td>
</tr>
</tbody>
</table>

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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.

Suspension or Termination of Enrolment
6 a If the behaviour, attitude or circumstances of a student is found, after due and fair inquiry, to be inappropriate, offensive or disruptive in a clinical or practice environment, or to be likely to give rise to a risk of harm to the welfare of any party in a clinical or practice environment, then 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 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 2006. The 2000 regulations for the Degree of Bachelor of Nursing were thereby repealed.

### Bachelor of Nursing (BNurs) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 105 points: BIOSCI 107, MEDSCI 142, NURSING 104, 105, 199, POPHLTH 111, HLTHPSYC 122</td>
</tr>
<tr>
<td></td>
<td>• 15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 120 points: NURSING 201, 202</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part III</th>
</tr>
</thead>
<tbody>
<tr>
<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.

Suspension or Termination of Enrolment

7 a If the behaviour, attitude or circumstances of a student is found, after due and fair inquiry, to be inappropriate, offensive or disruptive in a clinical or practice environment, or to be likely to give rise to a risk of harm to the welfare of any party in a clinical or practice environment, then 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 7a may appeal from that decision to the Council or its duly appointed delegate.

Variations

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

Commencement

9 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

**Requirement:**

* Part I
  - 105 points: BIOSCI 106, 107, CHEM 110, HLTHPSYC 122, MEDSCI 142, PHARMACY 101, 199, POPLHLTH 111
  - 15 points from courses offered in the General Education Schedule approved for this degree

* Part II
  - 120 points: CHEM 230, 243, MEDSCI 202–204, PHARMACY 201, 202, 205

* Part III
  - 120 points: CHEM 390, MEDSCI 303, 305, PHARMACY 301–304

* Part IV
  - 120 points: PHARMACY 407–410

### 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.
5 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>Requirement:</th>
<th>• 60 points: POPHLTH 790</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 30 points: POPHLTH 702, 738</td>
</tr>
</tbody>
</table>

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
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

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
   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.

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Bachelor of Medical Science (Honours) (BMedSc(Hons)) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 90 points: MEDSCI 794 Thesis</td>
<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 or • 120 points: MEDSCI 796 Thesis</td>
</tr>
</tbody>
</table>

Courses available:

**Clinical Education**
CLINED 703–716

**Health Informatics**
HLTHINFO 723, 728, 730
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.
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
      - the Degree of Bachelor of Science (Honours)
      - the Degree of Bachelor of Science
      - the Degree of Bachelor of Arts
      - an equivalent qualification approved by Senate or its representative

   and

   b. passed at Stage III:
      - at least 45 points in Physiology, with an average grade of B or higher, and at least 15 points in Psychology
      - 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.

<table>
<thead>
<tr>
<th>Master of Audiology (MAud) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Masters:</strong></td>
</tr>
<tr>
<td><strong>Requirement:</strong></td>
</tr>
<tr>
<td><strong>Part I</strong></td>
</tr>
<tr>
<td>• 120 points: AUDIOL 701, 702, 704, 713–716</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30 points: AUDIOL 718</td>
</tr>
<tr>
<td>• 90 points: AUDIOL 796 Thesis</td>
</tr>
</tbody>
</table>

**The Degree of Master of Clinical Education – MClinEd**

*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.

**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.

---

### Master of Clinical Education (MClinEd) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Taught Masters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Masters:</td>
<td>Requirement:</td>
</tr>
<tr>
<td>either</td>
<td>90 points: CLINED 793 Research Portfolio</td>
</tr>
<tr>
<td>• 120 points: CLINED 796 Thesis</td>
<td>• 30 points from approved courses listed in the Master of Clinical Education Schedule</td>
</tr>
<tr>
<td>or</td>
<td>• 60 points: CLINED 790 Dissertation</td>
</tr>
<tr>
<td>• 120 points: CLINED 797 Research Portfolio</td>
<td>• 60 points from CLINED 703–718, NURSING 735, 741, POPLHLTH 701</td>
</tr>
</tbody>
</table>

---

**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:

either

a completed the requirements for a degree deemed relevant by Senate or its representative, with an average grade in the final year of study that is equivalent to a B or higher

or

b 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 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.

3 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**

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.
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.

A student admitted to this degree under Regulation 1a must complete the requirements for one of the 240 point options in the Master of Health Sciences Schedule.

A student admitted to this degree under Regulation 1b must complete the requirements for one of the 120 point options in the Master of Health Sciences Schedule.

A student who has to complete 240 points for this degree and whose programme includes a thesis, research portfolio, dissertation or research project must, before enrolment for the thesis, research portfolio, dissertation or research project, 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 Health Sciences.

A student enrolled for this degree who has already passed any course the same as, or similar to, those required under Regulation 6 or 7, 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 2012. The 2006 regulations for the Degree of Master of Health Sciences were thereby repealed.

Master of Health Sciences (MHSc) Schedule

A student who has to complete 120 points must satisfy the following requirements:

<table>
<thead>
<tr>
<th>Research Masters</th>
<th>Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 120 points: HLTHSCI 796 Thesis</td>
<td>• 60 points: HLTHSCI 790 Dissertation</td>
</tr>
<tr>
<td>or</td>
<td>• 60 points from the courses listed in the Master of Health Sciences Schedule, including 15 points from POPLHLTH 701–709, if an approved research methods course has not already been passed</td>
</tr>
<tr>
<td>• 120 points: HLTHSCI 797 Research Portfolio</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td>• 60 points from the courses listed in the Master of Health Sciences Schedule, including 15 points from POPLHLTH 701–709, if an approved research methods course has not already been passed</td>
</tr>
<tr>
<td>90 points HLTHSCI 793 Research Portfolio and</td>
<td>30 points from courses listed in the Master of Health Sciences Schedule</td>
</tr>
<tr>
<td>30 points from courses listed in the Master of Health Sciences Schedule</td>
<td></td>
</tr>
</tbody>
</table>

A student who has to complete 240 points must satisfy the following requirements:

<table>
<thead>
<tr>
<th>Research Masters</th>
<th>Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 120 points HLTHSCI 796 Thesis</td>
<td>• 120 points from courses listed in the Master of Health Sciences Schedule</td>
</tr>
<tr>
<td>• 120 points from courses listed in the Master of Health Sciences Schedule</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td>• 150 points from courses listed in the Master of Health Sciences Schedule</td>
</tr>
<tr>
<td>• 120 points: HLTHSCI 797 Research Portfolio</td>
<td></td>
</tr>
</tbody>
</table>
Taught Masters
- 60 points: HLTHSCI 790 Dissertation
- 180 points from courses listed in the Master of Health Sciences Schedule

or

- 60 points: POPLHLTH 755 Applied Research Project
- 180 points from courses listed in the Master of Health Sciences Schedule

Courses available:

<table>
<thead>
<tr>
<th>Medical Science</th>
<th>2012 CALENDAR</th>
<th>MEDICAL AND HEALTH SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Medical Sciences</td>
<td>237</td>
<td></td>
</tr>
<tr>
<td>1.1 Audiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.1 AUDIOL 701, 702, 704, 713–715</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Bioinformatics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.1 BIOINF 701</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Biological Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.1 BIOSCI 755–759</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Clinical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4.1 CLINED 703–718</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.1 EDUC 741, 742, 753</td>
<td></td>
<td></td>
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<tr>
<td>1.6 Health Informatics</td>
<td></td>
<td></td>
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<tr>
<td>1.6.1 HLTHINFO 722–724, 728, 730</td>
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<td></td>
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<tr>
<td>1.7 Health Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7.1 HLTHPSYC 714–716, 743, 744, 757, 758</td>
<td></td>
<td></td>
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<tr>
<td>1.8 Health Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.1 HLTHSCI 790 Dissertation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.2 HLTHSCI 793 Research Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.3 HLTHSCI 796 Thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.4 HLTHSCI 797 Research Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9 Managed Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9.1 MGCARE 701–707</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10 Māori Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10.1 MAORIHTH 701–709</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.11 Medical Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.11.1 MEDSCI 701–723, 725–738</td>
<td></td>
<td></td>
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<tr>
<td>1.12 Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.12.1 MEDICINE 703, 706, 707, 713, 721, 730–734, 738, 739, 740–742</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.13 Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.13.1 NURSING 701–709, 714, 716, 719–750, 753–781</td>
<td></td>
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</tr>
<tr>
<td>1.14 Obstetrics and Gynaecology</td>
<td></td>
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</tr>
<tr>
<td>1.14.1 OBSTGYN 705, 712, 713, 715, 716, 720</td>
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<tr>
<td>1.15 Ophthalmology</td>
<td></td>
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<tr>
<td>1.15.1 OPHTHAL 701–705</td>
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<td></td>
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<tr>
<td>1.16 Paediatrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.16.1 PAEDS 704, 712, 719–722</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.17 Pharmaceutical Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.17.1 PHARMACY 750–754</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.18 Pharmacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.18.1 PHARMACY 700, 741, 760, 761</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.19 Population Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.19.1 POPLHLTH 701–757, 759–766</td>
<td></td>
<td></td>
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<tr>
<td>1.20 Population Health Practice</td>
<td></td>
<td></td>
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<tr>
<td>1.20.1 POPLPRAC 701–727, 736–746, 753–763</td>
<td></td>
<td></td>
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<tr>
<td>1.21 Psychiatry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.21.1 PSYCHIAT 713, 740, 741, 746, 747, 760–762, 766–772</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.22 Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.22.1 SOCWORK 718, 752</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.23 Social Work Health Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.23.1 SOCLTH 751, 753, 754</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Degree of Master of Māori Health – MMH

New admissions into the Degree of Master of Māori Health were suspended 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 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
   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
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.

<table>
<thead>
<tr>
<th>Master of Māori Health (MMH) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Masters</strong> Requirement:</td>
</tr>
<tr>
<td>120 points: MAORIHTH 796 Thesis</td>
</tr>
<tr>
<td><strong>Taught Masters</strong> Requirement:</td>
</tr>
<tr>
<td>either</td>
</tr>
<tr>
<td>60 points: MAORIHTH 792 Dissertation</td>
</tr>
<tr>
<td>15 points from POPLHLTH 701–709, if an appropriate research methods course has not already been passed</td>
</tr>
<tr>
<td>• 45 further points from courses listed in the Master of Health Sciences Schedule</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>• 60 points: MAORIHTH 792 Dissertation</td>
</tr>
<tr>
<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.
### Master of Medical Science (MMedSc) Schedule

<table>
<thead>
<tr>
<th><strong>Research Masters:</strong></th>
<th><strong>Taught Masters:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement:</strong></td>
<td></td>
</tr>
<tr>
<td>• 120 points: MEDSCI 796 Thesis or 120 points: MEDSCI 797 Research Portfolio or 90 points: MEDSCI 793 Research Portfolio or 30 points from approved courses listed in the Master of Medical Science Schedule</td>
<td>• 60 points: MEDSCI 790 Dissertation or 45 points from courses listed in the Master of Medical Science Schedule or 15 points from an approved research methods course selected from POPLHLTH 701–709, if such a course has not already been passed or 60 points: MEDSCI 790 Dissertation or 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>

### Courses available:

- **Audiology**
  - AUDIOL 701, 702, 704, 713–71
- **Biological Sciences**
  - BIOSCI 755–759
- **Clinical Education**
  - CLINED 703–718
- **Health Informatics**
  - HLTHINFO 722–724, 728, 730
- **Health Psychology**
  - HLTHPSYC 714–716, 743, 744, 757, 758
- **Managed Care**
  - MGCARE 701–707
- **Māori Health**
  - MAORIHTH 701–709
- **Medical Science**
- **Medicine**
  - MEDICINE 703, 706, 707, 713, 721, 730–734, 738, 739, 740–742
- **Obstetrics and Gynaecology**
  - OBSTGYN 705, 712, 713, 715, 716, 720, 723–725
- **Ophthalmology**
  - OPHTHAL 701–705
- **Paediatrics**
  - PAEDS 704, 712–721
- **Pharmacy**
  - PHARMACY 741
- **Population Health**
  - POPLHLTH 701–757, 759–764
- **Population Health Practice**
  - POPLPRAC 701–727, 736–747, 753–763
- **Psychiatry**
  - PSYCHIAT 713, 740, 741, 746, 747, 760–762, 766–772

### 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

In order to be admitted to this programme a student needs to:

1. **either**
   a. (i) have completed the requirements for the degree of Bachelor of Nursing, or its equivalent as approved by Senate or its representative and (ii) achieved an average grade in the final year of study that is equivalent to a B or higher
   or
   b. (i) 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 (ii) 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
   and
   c. hold current registration as a nurse in New Zealand.
Duration and Total Points Value

2 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.

3 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

4 A student admitted to this degree under Regulation 1a must complete the requirements for one of the
   240 point options in the Master of Nursing Schedule.

5 A student admitted to this degree under Regulation 1b must complete the requirements for one of
   the 120 point options in the Master of Nursing Schedule.

6 A student who has to complete 240 points for this degree and whose programme includes a thesis,
   research portfolio, dissertation or research project must, before enrolment for the thesis, research
   portfolio, dissertation or research project, 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 Health Sciences.

7 A student enrolled for this degree who has already passed any course the same as, or similar to, those
   required under Regulation 4 or 5, 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 of Nursing prior to
   enrolment.

Thesis / Research Portfolio / Dissertation

9 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

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 2012. The 2006 regulations for the Degree of Master
   of Nursing were thereby repealed.

Master of Nursing (MNurs) Schedule

A student who has to complete 120 points must satisfy the following requirements:

<table>
<thead>
<tr>
<th>Research Masters</th>
</tr>
</thead>
<tbody>
<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>and</td>
</tr>
<tr>
<td>30 points from approved courses listed in the Master of Nursing Schedule</td>
</tr>
</tbody>
</table>
A student who has to complete 240 points must satisfy the following requirements:

**Research Masters**
- 120 points: NURSING 796 Thesis
- 120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences in Advanced Nursing or Mental Health Nursing Schedule
- 120 points: NURSING 797 Research Portfolio
- 120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences in Advanced Nursing or Mental Health Nursing Schedule
- 90 points: NURSING 790 Research Portfolio

**Taught Masters**
- 60 points: NURSING 795 Dissertation
- 120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences in Advanced Nursing or Mental Health Nursing Schedule
- 60 points from approved courses listed in the Master of Nursing Schedule
- 30 points: NURSING 701
- 120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences in Advanced Nursing or Mental Health Nursing Schedule
- 90 points from approved courses listed in the Master of Nursing Schedule

Courses available:

**Nursing**
- NURSING 702–781

**Pharmacy**
- PHARMACY 741

**Population Health**
- POPLHLTH 746, 749, 759, 766
- POPLPRAC 719–728, 756, 760, 761

**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
   - 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
   - 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
       - (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.

---

**Master of Pharmacy Practice (MPharmPrac) 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>• 120 points: PHARMACY 796 Thesis</td>
<td>• 60 points: PHARMACY 792 Dissertation</td>
</tr>
<tr>
<td></td>
<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:

   either

   a (i) completed the requirements for a degree deemed relevant by Senate or its representative and

   (ii) achieved an average grade in the final year of study that is equivalent to a B or higher

   or

   b completed the requirements for the Postgraduate Diploma in Public 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 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.
A student admitted to this degree under Regulation 1b must:

- pass courses with a total value of 120 points
- complete within the time limit specified in the General Regulations – Masters Degrees
- not exceed 160 points for the total enrolment for this degree.

### Structure and Content

4 A student admitted to this degree under Regulation 1a must complete the requirements for one of the 240 point options in the Master of Public Health Schedule.

5 A student admitted to this degree under Regulation 1b must complete the requirements for one of the 120 point options in the Master of Public Health Schedule.

6 A student who has to complete 240 points for this degree and whose programme includes a thesis, research portfolio, dissertation or research project must, before enrolment for the thesis, research portfolio, dissertation or research project, 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 Public Health.

7 A student enrolled for this degree who has already passed any course the same as, or similar to, those required under Regulation 4 or 5, must substitute an alternative course as approved by the Head of School of Population Health.

8 The programme for each student must be approved by the Head of School of Population Health prior to enrolment.

### 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 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

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 2012. The 2006 regulations for the Degree of Master of Public Health were thereby repealed.

### Master of Public Health (MPH) Schedule

**A student who has to complete 120 points must satisfy the following requirements:**

<table>
<thead>
<tr>
<th>Research Masters</th>
<th>Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 120 points: POPLHLTH 796 Thesis or 90 points: POPLHLTH 793 Research Portfolio</td>
<td>• 60 points: POPLHLTH 790 Dissertation</td>
</tr>
<tr>
<td>• 30 points from approved courses as listed in the Master of Public Health Schedule</td>
<td>• 60 points from approved courses listed in the Master of Public Health Schedule</td>
</tr>
</tbody>
</table>

**A student who has to complete 240 points must satisfy the following requirements:**

<table>
<thead>
<tr>
<th>Research Masters</th>
<th>Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 120 points: POPLHLTH 796 Thesis or 120 points from an approved pathway as outlined in the Postgraduate Diploma in Public Health Schedule or 90 points: POPLHLTH 793 Research Portfolio</td>
<td>• 60 points: POPLHLTH 790 Dissertation</td>
</tr>
<tr>
<td>• 120 points from an approved pathway as outlined in the Postgraduate Diploma in Public Health Schedule</td>
<td>• 120 points from an approved pathway as outlined in the Postgraduate Diploma in Public Health Schedule</td>
</tr>
<tr>
<td>• 30 points from approved courses listed in the Master of Public Health Schedule</td>
<td>• 60 points from approved courses listed in the Master of Public Health Schedule</td>
</tr>
</tbody>
</table>
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
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
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.

c
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 two-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 six years from the date of registration for full-time students, and not less 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 for Named Doctorates (2004).

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 Regulation 2 of the General Regulations for Named Doctorates (2004).

Enrolment and Fees

8 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

9 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

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.
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**

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**

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 1996 regulations for the Diploma in Paediatrics were thereby repealed.
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

<table>
<thead>
<tr>
<th>Specialisation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed Care</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 90 points: MGCARE 611–615</td>
</tr>
<tr>
<td>• 30 points from MGCARE 706, 707</td>
</tr>
</tbody>
</table>

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
   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
   and
   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.

Postgraduate Diploma in Clinical Education (PGDipClinEd) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 30 points: CLINED 715, NURSING 741</td>
<td>• up to 15 points from other courses approved by the Head of the Centre</td>
</tr>
<tr>
<td></td>
<td>• 15 points: POPLHLTH 701</td>
<td>for Medical and Health Sciences Education</td>
</tr>
<tr>
<td></td>
<td>• 30 points from CLINED 703, 712, 716</td>
<td>• 60 points from ACADPRAC 701–706</td>
</tr>
<tr>
<td></td>
<td>• at least 30 points from CLINED 703–718, NURSING 735</td>
<td>• 60 points from CLINED 703–718</td>
</tr>
</tbody>
</table>

Postgraduate Diploma in Community Emergency Medicine – PGDipComEmMed

New admissions into the Postgraduate Diploma in Community Emergency Medicine were suspended in 2011. 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

Requirement:
- 105 points: POPLPRAC 737–742, PAEDS 714 and
- 15 points from POPLHLTH 701, 721, 722, POPLPRAC 701, 736

or

- 15 points from courses listed in the Master of Medical Science Schedule, with the approval of the Head of School of Population Health

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

Requirement:
- 120 points: HLTHPSYC 742, 745

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.

4 a To gain admission to the Sports Medicine specialisation a student needs to hold current registration with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile
and
b satisfy the Head of School of Population Health that they have adequate access to clinical work to undertake the programme in circumstances approved by The University of Auckland.

**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 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.

8 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.

9 The programme for each student must be approved by the Head of School prior to enrolment.

**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 as specified in the General Regulations – Postgraduate Diplomas.

**Commencement**

12 These regulations came into force on 1 January 2012. The 2006 regulations for the Postgraduate Diploma in Health Sciences were thereby repealed.

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**Postgraduate Diploma in Health Sciences (PGDipHSc) Schedule**

Approved Research Methods Courses:

- POPHLTH 701–709

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
  - 60 points from NURSING 720, 773, POPHLTH 749, POPLPRACT 725 or 727 or 728 or 756
  - 60 points selected from courses listed in the Master of Nursing Schedule
  - 60 points from NURSING 720, 773, POPLPRACT 722, 719 or 720 or 721 or 723 or 724 or POPHLTH 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: POPHLTH 737, POPLPRACT 708
- 30 points from POPHLTH 738, 753, POPLPRACT 707, 709, 717, 718, 721
- 15 points from POPHLTH 701–705
- 30 points from MAORIHTH 701, PAEDS 712, POPHLTH 721, 736, 738, 739, 747, 753, POPLPRACT 702, 707, 709, 717, 718, 721, 754
Child and Adolescent Mental Health
- at least 30 points from PSYCHIAT 740, 747, 768
- 15 points from PSYCHIAT 741
- 15 points from POPHLTH 701–709, 757
- up to 60 points from PSYCHIAT 740, 747, 768–772 or other courses approved by the Head of School of Medicine

Community Emergency Care
- 90 points: POPHLTH 709, POPLPRAC 739, 740, 763, PAEDS 714
- 30 points from POPHLTH 701, 721, 722, 737, 738, POPLPRAC 701, 702, 714, 742, 743, 744

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
- 90 points: HLTHINFO 723, 728, 730, POPHLTH 709, 724, 729
- 15 points from POPHLTH 701, 702, 706
- 15 points from BUSADMIN 763, 764, COMPSCI 732, 760, 780, HLTHINFO 722, 724, POPHLTH 721

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

Postgraduate Diploma in Māori Health – PGDipMH
New admissions into the Postgraduate Diploma in Māori Health were suspended in 2011.
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
   or

Mental Health Nursing
- 120 points from NURSING 753–760, 783, 774, 776, 777 or other courses approved by the Head of School of Nursing

Pharmaceutical Science
- 60 points: PHARMACY 750, 751
- 60 points from PHARMACY 752–754, 760, 761 or
- 60 points: PHARMACY 750, 751
- 30 points from PHARMACY 752–754, 760, 761
- up to 30 points from other courses offered at 700 level at this University, with the approval of the Head of School of Pharmacy

Social Work
- 15 points: SOCHLTH 753
- at least 45 points from SOCWORK 718, 752, SOCHLTH 751, 754
- up to 30 points from EDPROFS 743, 748, PROFSUPV 700, 702, 703, 706, 710
- up to 30 points from courses listed in the Master of Health Sciences Schedule approved by the Head of the School of Counselling, Human Services and Social Work

Sports Medicine
- 120 points: POPHLTH 709, POPLPRAC 743–747

Youth Health
b (i) at least 105 points from the courses listed in the Postgraduate Diploma in Māori Health Schedule

and

(ii) up to 15 points from courses offered at 700 level within the Faculty of Medical and Health Sciences or any other faculty, with the approval of the Tumuaki of the Faculty of Medical and Health Sciences.

6 A student enrolled for this postgraduate diploma 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 Tumuaki of the Faculty of Medical and Health Sciences.

7 The programme for each student must be approved by the Tumuaki of the Faculty of Medical and Health Sciences 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
6 These regulations came into force on 1 January 2006. The 2005 regulations for the Postgraduate Diploma in Māori Health were thereby repealed.

Postgraduate Diploma in Māori Health (PGDipMH) Schedule

| Requirement:                                      | • 15 points from POPLHLTH 701–709
| • 30 points: MAORIHTH 701, 702                  | • 45 points from the Master of Health Sciences Schedule
| • 30 points from MAORIHTH 703–710                |                          |

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:

<table>
<thead>
<tr>
<th>General Practice and Primary Health Care</th>
<th>Palliative Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30 points: POPLHLTH 701, POPLPRAC 701</td>
<td>• 90 points from POPLHLTH 746, 747, POPLPRAC 701, 719–724</td>
</tr>
<tr>
<td>• 90 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>• 15 points from POPLHLTH 701</td>
</tr>
<tr>
<td>• 15 points from courses listed in the Master of Medical Science Schedule</td>
<td>• 15 points from courses listed in the Master of Medical Science Schedule</td>
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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.

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 Obstetrics and Medical Gynaecology Schedule.
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 Medicine.

**Practical Requirements**

A student enrolled for this postgraduate diploma must carry out satisfactorily such practical or clinical work as the Head of School of Medicine may require.

**Variations**

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

**Distinction**

This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

**Commencement**

These regulations came into force on 1 January 2006. The 2002 regulations for the Postgraduate Diploma in Obstetrics and Medical Gynaecology were thereby repealed.

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**Postgraduate Diploma in Obstetrics and Medical Gynaecology (PGDipObstMedGyn) Schedule**

**Requirement:**

- 120 points: OBSTGYN 712, 713, 715–717, 721, 722

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**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
   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
   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
   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**

Students enrolled for this postgraduate diploma must carry out satisfactorily such practice activities as the Head of School of Pharmacy may require.

**Variations**

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.

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 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, or equivalent degree, may not enrol in POPLHLTH 760, and must select an alternative course from the Master of Public Health Schedule.

7 The programme for each student must be approved by the Head of School of Population Health 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 on 1 January 2006. The 2001 regulations for the Postgraduate Diploma in Public Health were thereby repealed.
Postgraduate Diploma in Public Health (PGDipPH) Schedule

Requirement:
- 15 points: POPLHLTH 760
- 15 points from POPLHLTH 708, 709
- 15 points from POPLHLTH 701–707, 756

Specialisations available:

Māori Health

Requirement:
- 30 points: MAORIHHTH 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
- at least 30 points from POPLHLTH 752, POPLPRAC 711, 716
- up to 30 points from courses listed in the Master of Public Health Schedule

Postgraduate Diploma in Sports Medicine – PGDipSportMed

New admissions into the Postgraduate Diploma in Sports Medicine were suspended in 2011. 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

Requirement:
- 120 points: POPLHLTH 701, POPLPRAC 743–747

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, 705, 711, 712, 713, 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:
   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 relevant by Senate or its representative
      and
(ii) 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:
   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 Health Sciences Schedule
   or
   b 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**
- either
  - 60 points from NURSING 706, 714, 716, 719, 720, 730, 742, 773 or other courses approved by the Head of School of Nursing
  - or
  - 60 points from NURSING 720, 773, POPLHLTH 749, POPLPRAC 725 or 727 or 728 or 756
  - or
  - 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
  - or
  - 60 points from NURSING 753–760, 763, 774, 776, 777 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
- or
- up to 30 points from other courses approved by the Head of School of Medicine

**Forensic Psychiatry**
- 60 points: PSYCHIAT 748, 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: MGCARE 701–704

**Mental Health**
- at least 45 points from POPLHLTH 735, 736, POPLPRAC 702, 712, 754
- up to 15 points from MAORIHTH 701, POPLHLTH 733, 734, 739, POPLPRAC 707, SOCWORK 751 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
Postgraduate Certificate in Māori Health – PGCertMH

New admissions into the Postgraduate Certificate in Māori Health were suspended in 2011.
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.

Postgraduate Certificate in Māori Health (PGCertMH) Schedule

<table>
<thead>
<tr>
<th>Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30 points: MAORIHTH 701, 702</td>
</tr>
<tr>
<td>• 15 points from MAORIHTH 703–710</td>
</tr>
<tr>
<td>• 15 points from courses listed in the Master of Health Sciences Schedule 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>Primary Mental Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 45 points: POPLHLTH 709, POPLPRAC 713, 714</td>
<td>• 45 points: POPLHLTH 709, POPLPRAC 702, 754</td>
</tr>
<tr>
<td>• 15 points from POPLHLTH 746, 763, POPLPRAC 701, 702, 754 or other courses from the Master of Medical Science Schedule approved by the Head of School of Population Health</td>
<td>• 15 points from POPLHLTH 737, 738, POPLPRAC 701, 707 or other courses from the Master of Medical Science Schedule approved by the Head of School of Population Health</td>
</tr>
<tr>
<td>Palliative Care</td>
<td>Postgraduate Certificate in Pharmacy Practice – PGCertPharmPrac</td>
</tr>
<tr>
<td>• 60 points: POPLHLTH 746, POPLPRAC 719–722</td>
<td>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.</td>
</tr>
</tbody>
</table>

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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30 points: PHARMACY 712</td>
<td></td>
</tr>
<tr>
<td>• 30 points from PHARMACY 730–732, 740</td>
<td></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.

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:

either

a (i) POPLHLTH 760

(ii) POPLHLTH 708 or POPLHLTH 709

and

(b) 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 A student who has completed the requirements for the Degree of Bachelor of Health Sciences is
exempt from the requirement to complete POPLHLTH 760, and must select an alternative course from
the Master of Public Health Schedule.

6 The programme for each student must be approved by the Head of School of Population Health 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 2001 regulations for the Postgraduate
Certificate in Public Health were thereby repealed.
Postgraduate Certificate in Public Health (PGCertPH) Schedule

Specialisations available:

**Effective Practice**
- 45 points: POPLHLTH 709, 711, 724
- 15 points from POPLHLTH 706, 712, HLTHINFO 728

**Health Promotion**
- 45 points: POPLHLTH 733, 734, 760
- 15 points from MAORIHTH 705, POPLHLTH 736, POPLPRAC 710, 711

**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

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.

Certificate in Health Sciences (CertHSc) Schedule

**Requirement:**

**Option 1**
- 15 points from MAORIHTH 13H, 14H

**Option 2**
- 120 points from MAORIHTH 10H, 11H, 12H, 13H, 14H, 18H, 19H, 20H
Regulations – Science

268  The Degree of Bachelor of Science – BSc
273  The Degree of Bachelor of Science (Honours) – BSc(Hons)
275  The Degree of Bachelor of Optometry – BOptom
277  The Degree of Master of Science – MSc
283  The Degree of Master of Speech Language Therapy Practice – MSLTPrac
285  Graduate Diploma in Science – GradDipSci
286  Postgraduate Diploma in Applied Psychology – PGDipAppPsych
286  Postgraduate Diploma in Forensic Science – PGDipForensic
287  Postgraduate Diploma in Science – PGDipSci
290  Certificate in Science – CertSci
291  The Degree of Doctor of Clinical Psychology – DClinPsy
293  Postgraduate Diploma in Clinical Psychology – PGDipClinPsych

Interfaculty Degrees and Diplomas – Science

296  The Degree of Bachelor of Technology – BTech
298  The Degree of Master of Bioscience Enterprise – MBioEnt
301  The Degree of Master of Operations Research – MOR
304  Postgraduate Diploma in Bioscience Enterprise – PGDipBioEnt
305  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.

<table>
<thead>
<tr>
<th>Bachelor of Science (BSc) Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses available for the BSc:</td>
</tr>
</tbody>
</table>

### Anthropology
- **Stage I courses:** ANTHRO 101, 102
- **Stage II courses:** ANTHRO 201, 205, 222
- **Stage III course:** ANTHRO 328
- For major in Anthropological Science only:
  - **Stage II courses:** ANTHRO 200, 206, 207, 221, 245, 249
  - **Stage III courses:** ANTHRO 300, 303, 306, 307, 309, 311, 316–318, 324, 335, 337, 340, 348, 349, 352, 353, 363

### Applied Mathematics
- **Stage I course:** MATHS 162
- **Stage II courses:** MATHS 260, 267, 270, STATS 210
- **Stage III courses:** MATHS 340, 361–372, 386–389, STATS 310, 325, 370, ENGS 391

### Bioinformatics
- **Stage III course:** BIOINF 301

### Biological Sciences
- **Stage I courses:** BIOSCI 100–107
- **Stage II courses:** BIOSCI 200–210
- **Stage III courses:** BIOSCI 320–396

### Chemistry
- **Stage I courses:** CHEM 100–150
- **Stage II courses:** CHEM 210–240, 270
- **Stage III courses:** CHEM 310–392

### Civil and Environmental Engineering
- **Stage II courses:** CIVIL 220, 221
- **Stage III courses:** CIVIL 322, ENVENG 333

### Computer Science
- **Stage I courses:** COMPSCI 101–111
- **Stage II courses:** COMPSCI 210–280
- **Stage III courses:** COMPSCI 313–393

### Education Curriculum Secondary
- **Diploma level course:** EDCURSEC 683

### Environmental Science
- **Stage I course:** ENVSCI 101
- **Stage II course:** ENVSCI 201
- **Stage III courses:** ENVSCI 301, 310, 311

### Food Science
- **Stage II course:** FOODSCI 201
- **Stage III courses:** FOODSCI 301–305

### Geography
- **Stage I courses:** GEOG 101–105
- **Stage II courses:** GEOG 201–250
- **Stage III courses:** GEOG 302–352

### Geology
- **Stage I courses:** GEOLOGY 103, 104
- **Stage II courses:** GEOLOGY 201–205
- **Stage III courses:** GEOLOGY 301–382, GEOPHYS 330

### Geophysics
- **Stage III courses:** GEOPHYS 330–333

### History
- **Stage II course:** HISTORY 269

### Information Systems
- **Stage II courses:** INFOSYS 220–226
- **Stage III courses:** INFOSYS 320–330, 338–344

### Law
- **Stage IV course:** LAWENVIR 422

### Linguistics
- **Stage I courses:** LINGUIST 100, 101, 103
- **Stage II courses:** LINGUIST 200, 201
- **Stage III courses:** LINGUIST 300–302, 305

### 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 216, 222
- **Stage III courses:** COMPSCI 320, 350, 367, LINGUIST 300, 313, 320, LOGICOMP 301, 302, MATHS 315, 326, 328, PHIL 305, 315, 323

### Marine Science
- **Stage II course:** MARINE 202
- **Stage III course:** MARINE 302
## Mathematics
- **Stage I courses:** MATHS 101–162, 190
- **Stage II courses:** MATHS 202–270, COMPSCI 225, STATS 210
- **Stage III courses:** MATHS 302–384, PHIL 305, STATS 310, 325, 370, ENGSCI 391

## Medical Science
- **Stage I course:** MEDSCI 142
- **Stage II courses:** MEDSCI 201–206
- **Stage III courses:** MEDSCI 301–317

## Optometry and Vision Science
- **Part II courses:** OPTOM 262, 265

## 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:

#### Anthropological 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 205, 206, 207, 221, 222, 245, 249
  - at least 60 points from ANTHRO 300, 303, 306, 307, 309, 311, 316–318, 324, 328, 335, 337, 340, 348, 349, 352, 353, 363
  - 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 45 points from ANTHRO 300, 303, 306, 307, 309, 311, 316–318, 324, 328, 335, 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

#### 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 BIOINF 301, 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 BIOINF 301, 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 756, 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
  - 15 points: GEOG 250
  - 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
• at least 30 points from 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
• 45 points: MATHS 340, 361, 363
• at least 15 points from MATHS 332, 362, 386–389, STATS 310, 325, 370, ENGSCE 343, 391 and any other courses approved by the Head of Department

Second major must include
• at least 30 points from MATHS 253, 260, 270
• 45 points: MATHS 340, 361, 363

(ii) Mathematics

Single or First Major must include
• 30 points from MATHS 253, 255, 260
• up to 30 points from MATHS 361–372, STATS 310, 325, 370, ENGSCE 391, PHIL 305
• at least 30 points from MATHS 302–360, 373–384

Second major must include
• 30 points from MATHS 253, 255, 260
• up to 15 points from MATHS 361–372, STATS 310, 325, 370, ENGSCE 391, PHIL 305
• at least 30 points from MATHS 302–360, 373–384

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

Physics

Single or First Major must include
• at least 45 points from PHYSICS 315–355, GEOPHYS 330, 331
• at least 15 points from PHYSICS 390, 391

Second major must include
• at least 30 points from PHYSICS 315–355, GEOPHYS 330, 331
• at least 15 points from PHYSICS 390, 391

Psychology

Single or First Major must include
• at least 60 points from PSYCH 303–364, SPORTSCI 304

Second major must include
• at least 45 points from PSYCH 303–364, SPORTSCI 304

Sport and Exercise Science

Single or First Major must include
• 60 points: SPORTSCI 101–103, BIOSCI 107, MEDSCI 142
• 15 points from PSYCH 108, 109
• 75 points: SPORTSCI 201–204, MEDSCI 205
• 60 points: SPORTSCI 301, 303–305

Second major must include
• 60 points: SPORTSCI 101–103, BIOSCI 107, MEDSCI 142
• 15 points from PSYCH 108, 109
• 75 points: SPORTSCI 201–204, MEDSCI 205
• 45 points: SPORTSCI 301, 303–305

Statistics

Single or First Major must include
• 15 points from STATS 125, 210
• at least 60 points from STATS 301–390, ENGSCE 391

Second major must include
• 45 points from STATS 301–390

BSc Specialisations:

Bioinformatics

All Specialisations must include:
• 15 points: COMPSCI 220
• 30 points: BIOINF 301, COMPSCI 369
• 15 points from BIOSCI 322, 350, 351, 353, 354, 356, MEDSCI 314
• 45 points from COMPSCI 314, 320, 335, 345, 351, 367, 373, MATHS 270, 326, 328, 340, 361, 362, 363, STATS 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 MEDSCI 201, 203, 204, 206, (BIOSCI 204 or MEDSCI 202), PSYCH 202
• at least 15 points from STATS 101, 108, BIOSCI 209
• at least 30 points from BIOSCI 347–358

• at least 30 points from MEDSCI 301–317
• 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, STATS 101 or 108
• 15 points from BIOSCI 102, 103
• 15 points from BIOSCI 101, 102
• 45 points from BIOSCI 202, 203, 204, 205, 207, 208, 210, GEOG 201, 205, 210, GEOLOGY 202, 205, MARINE 202, STATS 210, 220
and include one of the following options
Conservation Ecology and Biosecurity
• 45 points: BIOSCI 394, 396, ENVSCI 311
• at least 30 points from BIOSCI 320, 321, 323, 330, 333, 395, ENVSCI 301, GEOG 320, 330, STATS 302, 341, 351
Ecology, Evolution and Behaviour
- 45 points: BIOSCI 322, 337, 396
- at least 30 points from ANTHRO 349, BIOSCI 320, 323, 330, 335, 347, 394, 395, ENVSCI 301, GEG 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 329, 330, 333, MARINE 302

Quantitative Ecology and Modelling
- 60 points: ENVSCI 310, STATS 302, 330, 341
- at least 15 points from GEOG 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 250
- 15 points from BIOSCI 209, GEG 250, STATS 201, 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 withdrawn in 2011. Students who have a current enrolment in this specialisation should contact their faculty student centre for advice regarding completion.

Information Systems
First or Single Specialisation must include
- 15 points: ACCTG 101
- 60 points from COMPSCI 210–280
- 45 points: INFOSYS 220, 222, 224
- at least 30 points from INFOSYS 320–341, 343, 344

Second Specialisation must include
- 15 points: ACCTG 101
- 45 points from COMPSCI 210–280
- 45 points: INFOSYS 220, 222, 224
- at least 30 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, 313, 320, LOGICOMP 301, 302, MATHS 315, 326, 328, PHIL 305, 315, 323
- 15 further points from COMPSCI 105, 220, 320, 350, 367, LINGUIST 100, 103, 200, 300, 313, 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, GEG 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, ENGSIC 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, ENGSIC 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
12 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

Applied Geology
Prerequisite: A major in Geology and at least 90 points at Stage III
Requirement:
- 15 points: ENVSCI 701
- 45 points from GEOG 746, GEOLOGY 701, 703, 705, 713, 754, 771, GEOPHYS 761–763, 780
- 30 points from approved courses within Part IV of the Bachelor of Engineering (Honours) Schedule or the Master of Engineering Studies Schedule
- 30 points from GEOLOGY 789

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

Logic and Computation
Prerequisite: A specialisation in Logic and Computation and at least 90 points at Stage III
Requirement:
- 15 points from COMPSCI 720, 731, 732, 750, 757
- 15 points from PHIL 736–738
- 60 points from COMPSCI 720, 731, 732, 750, 757, 760, 767, LINGUIST 721, 724, LOGICOMP 701–705, MATHS 713, 715, PHIL 736–738
- 30 points: LOGICOMP 782 Dissertation

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

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

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
- 60 points from BIOSCI 701, BIOSCI 724–741, 749–759
- 45 points from BIOSCI 701, BIOSCI 724–741, 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

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 as approved by the Programme Coordinator

Bioinformatics
Prerequisite: A specialisation in Bioinformatics and at least 90 points at Stage III
Requirement:
- 45 points: BIOINF 702, 703, 704
- 45 points: BIOINF 789 Project
- 30 points from BIOSCI 733, 737, 752, 755–758, COMPSCI 715, 720, 732, 760, 767, MATHS 764, STATS 720, 721, 730, 731, 761, 783, 784

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 BIOINF 701, BIOSCI 736, 737, 741, 755–759, HLTHPSYC 716, MEDSCI 701–723, 725–734, 737

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

Chemistry
Prerequisite: A major in Chemistry and at least 90 points at Stage III
Requirement:
- 60 points: CHEM 793 Dissertation
- 60 points from CHEM 710–780

or

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

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

Biocinformatics
Prerequisite: A specialisation in Bioinformatics and at least 90 points at Stage III
Requirement:
- 45 points: BIOINF 702, 703, 704
- 45 points: BIOINF 789 Project
- 30 points from BIOSCI 733, 737, 752, 755–758, COMPSCI 715, 720, 732, 760, 767, MATHS 764, STATS 720, 721, 730, 731, 761, 783, 784

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 BIOINF 701, BIOSCI 736, 737, 741, 755–759, HLTHPSYC 716, MEDSCI 701–723, 725–734, 737

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 as approved by the Programme Coordinator

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
- 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 and
- 45 additional points from PHYSICS 701–788, 791, 792, MATHS 761–763, GEOPHYS 761–780 or
- at least 15 additional points from PHYSICS 701–788, 791, 792, GEOPHYS 761–780, MATHS 761–763 and up to 30 points from approved 700 level courses in related subjects as approved by the Head of Department

Physiology

Prerequisite: A major in Physiology and at least 90 points at Stage III

Requirement:
- 30 points from MEDSCI 725, 733
- up to 45 points from MEDSCI 701 or 702, MEDSCI 703, 717, 725–734
- 45 points: PHYSIOL 788 Dissertation

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 and
- 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 Honours Project in Statistics and
- 15 points STATS 779, 782 or equivalent at least 45 points from STATS 701–787, BIOINF 704, POPLHLTH 702, 707–709, 711 or
- up to 30 points from 700 level courses in Statistics or related subjects, as approved by the Head of Department

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.

Admission

1 In order to be admitted to this programme a student needs to have:
   a (i) satisfactorily completed a prescribed 120 point Science year at The University of Auckland or equivalent programme of study
   and
   (ii) be a New Zealand citizen, or have Permanent Resident status
   or
   b (i) satisfactorily completed a bachelors degree with science content deemed appropriate by Senate or its representative
   and
   (ii) be a New Zealand citizen, or have Permanent Resident status
   or
   c (i) satisfactorily completed a programme of study in Science deemed appropriate by Senate or its representative
and
(ii) have International Student status.

2 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
3 A student enrolled for this degree must follow a programme of the equivalent of ten fulltime semesters and pass courses with a total value of 600 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

Structure and Content
4 Of the 600 points required for this degree, a student must pass:
   a 570 points from Parts I, II, III, IV and V as listed in the Bachelor of Optometry Schedule and
   b 30 points from courses listed in the General Education Schedule approved for this degree.

5 In exceptional circumstances up to 120 points of credit as approved by the Head of Department may be substituted for Part I or parts thereof.

6 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.

7 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
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 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
9 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
10 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
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 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

13 These regulations came into force on 1 January 2011. The 2006 regulations for the Degree of Bachelor of Optometry were thereby repealed.

Bachelor of Optometry (BOptom) Schedule

Requirement:

Part I
• 90 points: BIOSCI 101, 106, 107, CHEM 110, PHYSICS 160, MEDSCI 142
• 15 points from courses listed in the Bachelor of Science Schedule, or POPLHLTH 111

Part II
• 90 points: OPTOM 215, 262, 265, 272, MEDSCI 203
• 15 points from courses listed in the Bachelor of Science Schedule

Part III
• 120 points: OPTOM 313, 345, 353, 365, 375, MEDSCI 202

Part IV
• 120 points: OPTOM 415, 430, 440, 450, 472

Part V
• 120 points: OPTOM 510, 520, 560, 570
• as required under Regulation 10c, and with permission of the Head of Department, OPTOM 392, 492, 592

General Education Requirement:

Part I
• 15 points from courses listed in the General Education Schedule approved for this degree

Part II
• 15 points from courses listed in the General Education Schedule approved for this degree

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

c not exceed 160 points for the total enrolment for this degree.

Structure and Content

6 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

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 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, 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

d 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.

e The thesis, research portfolio or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

Reassignment

8 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

9 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to these regulations.
### Master of Science (MSc) Schedule

A student who has to complete 120 points must satisfy the requirement for one of the following subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied Geology</strong></td>
<td>Prerequisite: A BSc(Hons) or PGDipSci in Applied Geology</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: GEOLOGY 795 MSc Thesis in Applied Geology</td>
</tr>
<tr>
<td><strong>Applied Mathematics</strong></td>
<td>Prerequisite: A BSc(Hons) or PGDipSci in Applied Mathematics</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: MATHS 795 MSc Thesis in Applied Mathematics</td>
</tr>
<tr>
<td><strong>Bioinformatics</strong></td>
<td>Prerequisite: A BSc(Hons) in Bioinformatics, or a PGDipSci in Bioinformatics including BIOINF 761, or an equivalent qualification as approved by the Programme Director</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: BIOINF 796 MSc Thesis in Bioinformatics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points from BIOINF 701–704, BIOSCI 733, 737, 752, 755–758, COMPSCI 715, 720, 721, 730, 721, 731, 732, 761, 783, 784, or related 700 level courses as approved by the Programme Director</td>
</tr>
<tr>
<td><strong>Biological Sciences</strong></td>
<td>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</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: BIOSCI 796 MSc Thesis in Biological Sciences</td>
</tr>
<tr>
<td><strong>Biomedical Science</strong></td>
<td>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)</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: BIOMED 796 MSc Thesis in Biomedical Science</td>
</tr>
<tr>
<td><strong>Biosecurity and Conservation</strong></td>
<td>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</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: BIOSEC 797 MSc Thesis in Biosecurity and Conservation</td>
</tr>
<tr>
<td><strong>Cardiac Rehabilitation</strong></td>
<td>Prerequisite: A PGDipSci in Cardiac Rehabilitation or equivalent</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: SPORTSCI 798 MSc Thesis in Cardiac Rehabilitation</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td>Prerequisite: A BSc(Hons) or PGDipSci in Chemistry including CHEM 795</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: CHEM 796 MSc Thesis in Chemistry</td>
</tr>
<tr>
<td><strong>Computer Science</strong></td>
<td>Prerequisite: A BSc(Hons) or PGDipSci in Computer Science</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: COMPSCI 796 MSc Thesis in Computer Science</td>
</tr>
<tr>
<td><strong>Environmental Management</strong></td>
<td>Prerequisite: A PGDipSci in Environmental Management</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: ENVIMGT 796 MSc Thesis in Environmental Management</td>
</tr>
<tr>
<td><strong>Environmental Science</strong></td>
<td>Prerequisite: A PGDipSci in Environmental Science or equivalent including ENVSCI 701</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: ENVSCI 796 MSc Thesis in Environmental Science</td>
</tr>
<tr>
<td><strong>Exercise Rehabilitation</strong></td>
<td>Prerequisite: A BSc(Hons) in Sport and Exercise Science or a PGDipSci in Exercise Rehabilitation, including SPORTSCI 302 or equivalent</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: SPORTSCI 797 MSc Thesis in Exercise Rehabilitation</td>
</tr>
<tr>
<td><strong>Food Science</strong></td>
<td>Prerequisite: A BSc(Hons) or PGDipSci in Food Science, or equivalent</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: FOODSCI 796 MSc Thesis in Food Science</td>
</tr>
<tr>
<td><strong>Forensic Science</strong></td>
<td>Prerequisite: A Postgraduate Diploma in Forensic Science with an average of B– or higher or other relevant qualifications as approved by the Programme Director</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: FORENSIC 796 MSc Thesis in Forensic Science</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>Prerequisite: A BSc(Hons) or PGDipSci in Geography</td>
<td>Research Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 120 points: GEOG 797 Masters MSc Thesis in Geography</td>
</tr>
<tr>
<td>Subject</td>
<td>Prerequisite</td>
<td>Requirement</td>
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<tr>
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</tr>
<tr>
<td>Geology</td>
<td>A BSc(Hons) or PGDipSci in Geology</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Geophysics</td>
<td>A BSc(Hons) or PGDipSci in Geophysics</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Health Psychology</td>
<td>A PGDipSci in Health Psychology</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Logic and Computation</td>
<td>A BSc(Hons) or PGDipSci in Logic and Computation</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Marine Science</td>
<td>A PGDipSci in Marine Science or equivalent</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Mathematics</td>
<td>A BSc(Hons) or PGDipSci in Mathematics</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Medical Statistics</td>
<td>A BSc(Hons) or PGDipSci in Statistics or Medical Statistics and STATS 210</td>
<td>Taught Masters</td>
</tr>
<tr>
<td>Optometry</td>
<td>A BOptom or a PGDipSci in Optometry</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>A BSc(Hons) or PGDipSci in Pharmacology</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Physics</td>
<td>A BSc(Hons) or PGDipSci in Physics</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Physiology</td>
<td>A BSc(Hons) or PGDipSci in Physiology</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Polymers and Coatings Science</td>
<td>A PGDipSci in Polymers and Coatings Science</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Psychology</td>
<td>A BSc(Hons) or PGDipSci in Psychology or PSYCH 306, or equivalent as approved by the Head of Department</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Speech Science</td>
<td>A PGDipSci in Speech Science, or equivalent as approved by the Chair of the Board of Studies</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Sport and Exercise Science</td>
<td>A BSc(Hons) or PGDipSci in Sport and Exercise Science</td>
<td>Research Masters</td>
</tr>
<tr>
<td>Statistics</td>
<td>A BSc(Hons) or PGDipSci in Statistics and STATS 210</td>
<td>Taught Masters</td>
</tr>
<tr>
<td>Wine Science</td>
<td>A PGDipSci in Wine Science</td>
<td>Research Masters</td>
</tr>
</tbody>
</table>
A student who has to complete 240 points must satisfy the requirement for one of the following subjects:

**Applied Geology**
**Prerequisite:** A major in Geology
**Requirement:**
**Research Masters**
- 15 points: ENVSCI 701
- at least 45 points from GEOG 746, GEOLOGY 701, 703, 705, 713, 754, 771, GEOPHYS 761–763
- at least 30 points from approved courses within Part IV of the Bachelor of Engineering (Honours) Schedule or the Master of Engineering Studies Schedule
- up to 15 points from 700 level courses as approved by the Programme Coordinator
- at least 30 points from approved courses within Part IV of the Bachelor of Science
- 120 points: GEOLOGY 795 MSc Thesis in Applied Geology

**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 ENVMGT 741–747
- up to 45 points from 700 level courses as approved by the Programme Coordinator
- 120 points: ENVMGT 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 ENVMGT 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

**Bioinformatics**
**Prerequisite:** A BSc with a major in Biological Sciences and COMPSCI 220, or equivalent as approved by the Programme Director
**Requirement:**
**Research Masters**
- 75 points: BIOINF 701, 702, 703, 704, 761
- 45 points from BIOSCI 733, 737, 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
- 120 points: BIOINF 796 MSc Thesis in Bioinformatics

**Biological Sciences**
**Prerequisite:** A major in Biological Sciences, or equivalent as approved by the Director
**Requirement:**
**Research Masters**
- 15 points: BIOSCI 761
- at least 75 points from BIOINF 701, BIOSCI 724–741, 749–759
- up to 30 points from approved 700 level courses in a related subject
- 120 points: BIOSCI 796 MSc Thesis in Biological Sciences

**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 MEDSCL 702–723, 725–738, BIOINF 701, BIOSCI 729, 733, 736, 737, 738, 741, 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 and Conservation**
**Prerequisite:** An approved BSc or equivalent experience subject to approval by the Programme Director
**Requirement:**
**Research Masters**
- 15 points: BIOSEC 761 or ENVSCI 701
- 45 points: BIOSCI 747, 748, ENVSCI 733
- at least 30 points from, BIOSCI 724, 730, 735, 751, ENVMGT 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 and Conservation
<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
<th>Requirement</th>
</tr>
</thead>
</table>
| Forensic Science              | An approved BSc or other equivalent degree as approved by the Programme Director | 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                     | A major in Geography with 45 points at Stage III Geography | Research Masters:  
- 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 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                       | A major in Geology                                | 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                    | A BSc with at least 45 points from GEOLOGY 361, GEOPHYS 330–333 | 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             | A major in Psychology, or equivalent              | Research Masters:  
- 60 points: HLTHPSYC 714, 715, 719, 720  
- 60 points from 700 level courses in Health Psychology, Population Health, Psychiatry, Psychology, or Sport and Exercise Science as approved by the Programme Coordinator  
- 120 points: HLTHPSYC 796 MSc Thesis in Health Psychology |
| Logic and Computation         | A specialisation in Logic and Computation         | Research Masters:  
- 15 points from COMPSCI 720, 750  
- 15 points from PHIL 736–738  
- 90 additional points from LOGICOMP 701, 702, COMPSCI 720, 750, 760, 767, LINGUIST 721, 724, MATHS 713, 715, PHIL 736–738  
- 120 points: LOGICCOMP 796 Thesis |
| Marine Science                | An approved BSc, BE, or equivalent degree         | 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, ENVMGT 746, GEG 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                   | A major in Mathematics, including (either MATHS 320 or 328) and MATHS 332, or an equivalent | Requirement:  
- 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 or  
- 90 points: MATHS 798 Research Portfolio in Mathematics  
- 30 points from MATHS 701–789, 792–797 or 700 level courses in related subjects as approved by the Head of Department |
| Medical Statistics            | A major in Statistics, or equivalent as approved by the Head of Department | Requirement:  
- Taught Masters:  
  - 90 points: STATS 732, 761, 770, 773, 780, POPLHLTH 708  
  - 15 points from STATS 779, 782 or equivalent  
  - at least 75 points from STATS 701–787, BIOINF 704, POPLHLTH 702, 707–709, 711  
  - up to 30 points from 700 level courses in Statistics or related subjects, as approved by the Head of Department  
  - 30 points: STATS 790 Masters Dissertation 1 |
| Optometry                     | A BOptom, or an equivalent qualification approved by the Head of Department | Requirement:  
- Research Masters  
  - either  
    - 120 points from OPTOM 711–787  
    - at least 90 points from OPTOM 711–787 and up to 30 points from 700 level courses in a related subject as approved by the Head of Department  
    - 120 points: OPTOM 796 MSc Thesis in Optometry |
| Pharmacology                  | A BSc including at least 45 points from MEDSCI 303–307 | Requirement:  
- Research Masters  
- 15 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 |
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.

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
or 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

Physiology

Prerequisite: A BSc including at least 45 points from MEDSCI 308–313

Requirement:
Research Masters
• 30 points: MEDSCI 725, 733
• 90 additional points from MEDSCI 701–703, 717, 727–734
• 120 points: PHYSIOL 796 MSc Thesis in Physiology

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 PSYCH 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 Requirement:
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
• 90 points: STATS 798 Masters Thesis in Statistics
• 15 points: STATS 732
• 15 points: STATS 779, 782 or equivalent
• at least 90 points from STATS 701–787, BIOINF 704, POPLHLTH 702, 707–709, 711
• up to 30 points from 700 level courses in Statistics or related subjects, as approved by the Head of Department

Taught Masters
• 30 points: STATS 790 Masters Dissertation 1
• 15 points: STATS 732
• 15 points: STATS 779, 782 or equivalent
• at least 150 points from STATS 701–787, BIOINF 704, POPLHLTH 702, 707–709, 711
• up to 30 points from 700 level courses in Statistics or related subjects, as approved by the Head of Department

Wine Science

Prerequisite: A BSc, or other relevant degree as approved by the Programme Director

Requirement:
Research Masters
• at least 75 points from WINESCI 701–708
• 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
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.

| Requirement: Master of Speech Language Therapy Practice (MSLTPrac) Schedule |
|-----------------------------|-----------------------------|
| Taught Masters             |                             |
| Part I: 120 points: SPCHSCI 711–724 |
| Part II: 120 points: SPCHSCI 733–746 |
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 Bachelors 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.

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>

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.

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**Postgraduate Diploma in Science (PGDipSci) Schedule**

**Applied Geology**
- **Prerequisite:** A major in Geology
- **Requirement:**
  - 15 points: ENVSCI 701
  - at least 45 points from GEOG 746, GEOLOGY 701, 703, 705, 713, 754, 771 GEOPHYS 761–763, 780
  - at least 30 points from approved courses within Part IV of the Bachelor of Engineering (Honours) Schedule or the Master of Engineering Studies Schedule
  - up to 15 points from 700 level courses as approved by the Programme Coordinator

**Applied Mathematics**
- **Prerequisite:** A major in Applied Mathematics, or equivalent
- **Requirement:**
  - at least 60 points from MATHS 761, 762, 763, 764, 769, 770, PHYSICS 701, 707
  - up to 60 points from approved 700 level courses in Mathematics or related subjects with approval of the Head of Department

**Bioinformatics**
- **Prerequisite:** A BSc with a major in Biological Sciences and COMPSCI 220, or equivalent as approved by the Programme Director
- **Requirement:**
  - 45 points from BIOINF 702, 703, 704
  - 75 points from BIOINF 701, 761, BIOSCI 733, 737, 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, as approved by the Programme Director

**Biological Sciences**
- **Prerequisite:** A major in Biological Sciences, or equivalent as approved by the Director
- **Requirement:**
  - at least 90 points from BIOINF 701, BIOSCI 724–741, 749–759
  - up to 30 points from 600 or 700 level courses in a related subject

**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, 725–738, BIOINF 701, BIOSCI 729, 733, 736, 737, 741, 742, 755–761, HLTHPSYC 716
  - up to 30 points from other 600 or 700 level courses as approved by the Board of Studies (Biomedical Science)

**Biosecurity and Conservation**
- **Prerequisite:** An approved BSc or equivalent experience subject to approval by the Programme Director
- **Requirement:**
  - 45 points: BIOSCI 747, 748, ENVSCI 733
  - 45 points from BIOSCI 761 or ENVSCI 701, BIOSCI 724, 730, 733, 734, 735, 738, 751, ENVMGT 742, 743, 746, ENVSCI 716, 734, 737
  - 30 points from approved 700 level courses in the Faculty of Science

**Cardiac Rehabilitation**
- **Prerequisite:** A major in Sport and Exercise Science or equivalent qualification as approved by the Head of Department
- **Requirement:**
  - 75 points: SPORTSCI 692, 703, 705, MEDICINE 713
  - 45 points from approved 700 level courses in the Faculty of Science or the Faculty of Medical and Health Sciences

**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 30 points from 600 and 700 level courses in a related subject
  with approval of the Head of Department

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, 711
• 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 as approved by the Head of Department and SPORTSCI 302, or equivalent
Requirement:
• 105 points: SPORTSCI 703, 705, 706, 710, 712, 791
• 15 points from other approved 600 or 700 level courses

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:
• 60 points from FOODSCI 703, 704, 707, 708
• 60 points from approved 600 and 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 at 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: HLTHPSYC 714, 715, 719, 720
• 60 points from 700 level courses in Health Psychology, Population Health, Psychiatry, Psychology, or Sport and Exercise Science as approved by the Programme Coordinator

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 704, 714, ENVMGT 746, GEOG 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 degree
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:
• 45 points: POPLHLTH 708, STATS 770, 773
• 15 points from STATS 779, 782 or equivalent
• at least 30 points from STATS 701–787, BIOINF 704, POPLHLTH 702, 707–709, 711
• up to 30 points from 700 level courses in Statistics or related subjects, as approved by the Head of Department

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
• 45 additional points from PHYSICS 625–681, 691, 701–787, 788, MATHS 761–763, GEOPHYS 761–763, 780
• 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 withdrawn in 2011.

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 and 700 level courses in related subjects

Certificate in Science – CertSci

New admissions into the Certificate in Science were suspended in 2011.
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
   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.
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 Bachelor 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, 723, 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.

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>Postgraduate Diploma in Clinical Psychology (PG Dip Clin Psych) Schedule</th>
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<tbody>
<tr>
<td>Requirement:</td>
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<tr>
<td>Option 1 – 240 points</td>
</tr>
<tr>
<td>Part I: 60 points PSYCH 771</td>
</tr>
<tr>
<td>Part II: 60 points PSYCH 772</td>
</tr>
<tr>
<td>Part III: 120 points PSYCH 773</td>
</tr>
<tr>
<td>Option 2 – 360 points</td>
</tr>
<tr>
<td>Thesis: 120 points PSYCH 796</td>
</tr>
<tr>
<td>Part I: 60 points PSYCH 771</td>
</tr>
<tr>
<td>Part II: 60 points PSYCH 772</td>
</tr>
<tr>
<td>Part III: 120 points PSYCH 773</td>
</tr>
</tbody>
</table>
Regulations – Interfaculty Degrees and Diplomas

296 The Degree of Bachelor of Technology – BTech
298 The Degree of Master of Bioscience Enterprise – MBioEnt
299 The Degree of Master of Educational Management – MEdMgt
299 The Degree of Master of Energy – MEnergy
300 The Degree of Master of Engineering Management – MEMgt
300 The Degree of Master of Health Management – MHealthMgt
301 The Degree of Master of Operations Research – MOR
302 The Degree of Master of Professional Studies – MProfStuds
304 The Degree of Master of Science in Health Psychology – MSc
304 Postgraduate Diploma in Bioscience Enterprise – PGDipBioEnt
305 Postgraduate Diploma in Operations Research – PGDipOR
306 Postgraduate Certificate in Academic Practice – PGCertAcadPrac
306 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

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
  - within eight semesters
  - 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
  - in exceptional circumstances approved by the Convener of the Bachelor of Technology Board of Studies, within not more than 10 semesters.

Commencement

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

<table>
<thead>
<tr>
<th>Specialisations available:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biotechnology</strong></td>
</tr>
<tr>
<td>Part I</td>
</tr>
<tr>
<td>• 120 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160, SCIGEN 201, STATS 101 or 108</td>
</tr>
<tr>
<td>Part II</td>
</tr>
<tr>
<td>• 105 points: BIOSCI 201–205, 209, BUSINESS 305</td>
</tr>
<tr>
<td>• 15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
<tr>
<td>Part III</td>
</tr>
<tr>
<td>• 60 points: BIOSCI 350, 351, BUSINESS 306, INNOVENT 303</td>
</tr>
<tr>
<td>• 15 points from BIOSCI 347, 348, 352</td>
</tr>
<tr>
<td>• 15 points from BIOSCI 354, MEDSCI 314</td>
</tr>
<tr>
<td>• 15 points from BIOSCI 340, 353</td>
</tr>
<tr>
<td>• 15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
<tr>
<td>Part IV</td>
</tr>
<tr>
<td>• 75 points: BIOSCI 741, BTECH 430, 432</td>
</tr>
<tr>
<td>• 30 points from BIOSCI 752, 755, 756, 758</td>
</tr>
<tr>
<td>• 15 points from complementary courses</td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
</tr>
<tr>
<td>Part I</td>
</tr>
<tr>
<td>• 30 points: COMPSCI 101, 105</td>
</tr>
<tr>
<td>• 30 points from MATHS 108–162</td>
</tr>
<tr>
<td>• 30 points from PHYSICS 120–160</td>
</tr>
<tr>
<td>• 15 points from STATS 101–108</td>
</tr>
<tr>
<td>• SCIGEN 201 or 15 points from courses offered at this University</td>
</tr>
<tr>
<td>Part II</td>
</tr>
<tr>
<td>• 105 points from MATHS 208, COMPSCI 210–280, INFOSYS 220, 222, BUSINESS 305</td>
</tr>
<tr>
<td>• 15 points from COMPSCI 215, INFOSYS 224</td>
</tr>
<tr>
<td>Part III</td>
</tr>
<tr>
<td>• 45 points: COMPSCI 314, 335, BUSINESS 306</td>
</tr>
<tr>
<td>• 60 points from Stage III Computer Science, INFOSYS 339, 341</td>
</tr>
<tr>
<td>• 15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
<tr>
<td>Part IV</td>
</tr>
<tr>
<td>• 45 points: BTECH 451</td>
</tr>
<tr>
<td>• 15 points at 700 level Computer Science</td>
</tr>
<tr>
<td>• 15 points at 700 level Computer Science or Information Systems</td>
</tr>
<tr>
<td>• 15 points from 300 or 700 level Computer Science, INFOSYS 339, 341</td>
</tr>
<tr>
<td>• 15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>The BTech in Materials was withdrawn in 2011.</td>
</tr>
<tr>
<td><strong>Medical Physics and Imaging Technology</strong></td>
</tr>
<tr>
<td>Part I</td>
</tr>
<tr>
<td>• 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160</td>
</tr>
<tr>
<td>• 15 points from courses offered at this University</td>
</tr>
<tr>
<td>• 15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
<tr>
<td>Part II</td>
</tr>
<tr>
<td>• 90 points: MEDSCI 205, 206, PHYSICS 130, 240, 280, ENGGEN 131</td>
</tr>
<tr>
<td>• 15 points from MATHS 108, 150</td>
</tr>
<tr>
<td>• 15 points from MATHS 208, 250</td>
</tr>
<tr>
<td>Part III</td>
</tr>
<tr>
<td>• 75 points: BIOMENG 241, MEDSCI 309, PHYSICS 231, 261, 340</td>
</tr>
<tr>
<td>• 15 points from ENGSCI 211, PHYSICS 211</td>
</tr>
<tr>
<td>• 15 points from ENGSCI 314, 343, BIOMENG 321, MEDSCI 308–312, 316, 317</td>
</tr>
<tr>
<td>• 15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
<tr>
<td>Part IV</td>
</tr>
<tr>
<td>• 75 points: MEDSCI 703, 737, PHYSICS 326, 390, 780</td>
</tr>
<tr>
<td>• 45 points: BTECH 491</td>
</tr>
<tr>
<td><strong>Optoelectronics</strong></td>
</tr>
<tr>
<td>Part I</td>
</tr>
<tr>
<td>• 75 points: CHEM 120, ENGGEN 131, PHYSICS 120, 130, 150</td>
</tr>
<tr>
<td>• 15 points from MATHS 108, 150</td>
</tr>
<tr>
<td>• 15 points from MATHS 208, 250</td>
</tr>
<tr>
<td>• 15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
<tr>
<td>Part II</td>
</tr>
<tr>
<td>• 105 points: COMPSCI 202, ELECTENG 210, PHYSICS 211, 231, 240, 251, 261</td>
</tr>
<tr>
<td>• 15 points from courses listed in the General Education Schedule approved for this degree</td>
</tr>
<tr>
<td>Part III</td>
</tr>
<tr>
<td>• 90 points: ELECTENG 209, 303, 307, PHYSICS 326, 340, 390</td>
</tr>
<tr>
<td>• 15 points from COMPSCI 302, INFOSYS 224</td>
</tr>
<tr>
<td>• 15 points from ELECTENG 305, PHYSICS 325</td>
</tr>
<tr>
<td>Part IV</td>
</tr>
<tr>
<td>• 105 points: BTECH 471, ELECTENG 732, PHYSICS 726, 727, SCIGEN 201</td>
</tr>
<tr>
<td>• 15 points from ELECTENG 726, PHYSICS 325, 350</td>
</tr>
</tbody>
</table>
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 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 Programme Coordinator prior to enrolment.
   c 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.
Master of Bioscience Enterprise (MBioEnt) Schedule

<table>
<thead>
<tr>
<th>Prerequisite: Postgraduate Diploma in Bioscience Enterprise</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Masters</strong></td>
</tr>
<tr>
<td><strong>Requirement:</strong></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 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

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. Of the 120 points required for this programme a student must pass either
   - **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.

5 The programme for each student must be approved by the Dean of Faculty of Engineering before enrolment for this degree.

Research Thesis
6 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
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 2011.

<table>
<thead>
<tr>
<th>Master of Energy (MEnergy) Schedule</th>
</tr>
</thead>
</table>
| Research Masters
  Requirement:
  • 30 points: ENERGY 721, 722
  • 90 points: ENERGY 787
| Taught Masters
  Requirement:
  • 30 points: ENERGY 721, 722
  • 45 points: ENERGY 785 or 786
  • up to 45 points from courses listed in the Master of Engineering Studies Schedule
  • up to 30 points from GEOTHERM 601, 602, 603 and 620
  • up to 30 points of approved 600 and 700 level courses, other than projects and theses, offered at this University

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 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
1 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.

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 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>For students who have completed a Postgraduate Diploma in Business in Health Management, or its equivalent</td>
<td></td>
</tr>
<tr>
<td>Option 1</td>
<td></td>
</tr>
<tr>
<td>• 60 points from POPHLMTH 702 or 705, MANAGEMT 724, 725, HLTHINFO 723, 728, POPHLMTH 718, 729, 754, INFOSYS 740 or other approved 700 level courses in the Postgraduate Diploma in Business Schedule</td>
<td></td>
</tr>
<tr>
<td>• 60 points: HLTHMGT 791 Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

| Requirement: |
| For students who have completed a Postgraduate Diploma in Health Sciences in Health Informatics, or its equivalent |
| Option 2 |
| • 60 points from POPHLMTH 702 or 705, INFOSYS 734, MANAGEMT 724, 725, HLTHINFO 723, 728, POPHLMTH 718, 729, 754 |
| • 60 points: HLTHMGT 791 Dissertation |

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 deemed 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 ENGG 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.

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**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

   or

   (ii) to enrol in a specialisation other than Education, either a professional qualification equivalent to one year’s advanced study or at least three years of professional experience deemed relevant to this programme by Senate or its representative

   and

   d to enrol in the Education specialisation, at least three years of teaching experience

   and

   e any prerequisites for the courses in the subject area in which they wish to enrol.

**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

<table>
<thead>
<tr>
<th>4 Taught Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student enrolled for this degree must pass 120 points in one of the subjects listed in the Master of Professional Studies Schedule.</td>
</tr>
</tbody>
</table>

| 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. |

### Master of Professional Studies (MProfStuds) Schedule

**Education**

**Requirement:**

**Taught Masters**

- 30 points from EDUC 774, 787, EDRPRAC 751, EDPROFST 750, 756, 757, 758, 769, 788
- 60 points: EDPROFST 793 Dissertation
- 30 points from courses relevant to the area of study from EDUC 702–764, 774, 787, 791, EDCURRIC 703, 704, 708, 710, 711, 715–715, 717, 718, 724, 728, 729, 750, 760, 769, 791, EDRPRAC 751, 752, EDPROFST 700–708, 710, 711, 714–757, 760–779, 782–788, EDPROFM 700, 701, 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, LAWENVIR 710, 711, LAWGENRL 702, LAWPROF 726, 732, 736, 743, PHIL 767, POLITICS 703, 705, 724, 737, 743, 746, 751, 754, 763, 768, SOCIOL 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

**Language Teaching**

**Requirement:**

**Taught Masters**

- 30 points from TRANSLAT 702, 703

**Translation**

**Note:** Students who are not native speakers of English and who have not had at least three years of primary education with English as the language of instruction will be required to have achieved a minimum overall score of 7 IELTS (Academic) with no band lower than 6.5, or equivalent. Students need to have completed the requirements for the Postgraduate Diploma in Translation Studies with a minimum average of B+, or equivalent in a qualification in a related area, as approved by the Programme Coordinator.

**Requirement:**

**Taught Masters**

- 30 points from TRANSLAT 702, 703
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.
The programme for each student must be approved by the Director of School or equivalent.

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

This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.

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 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:
   - completed the requirements for any Bachelors degree
   - 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
   - passed STATS 320 and ENGSCI 391 or equivalent courses with an average grade of B– or higher
   - 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:
   - pass courses with a total value of 120 points
   - 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.

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

This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

These regulations came into force on 1 January 2006.
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 in the certificate must pass courses with a total value of 60 points and 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.
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.

<table>
<thead>
<tr>
<th>Requirement: Core Courses</th>
<th>Optional Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• at least 15 points from MATHS 91F, 92F, 93F and either</td>
<td>• up to 30 points from BIOSCI 91F, CHEM 91F, GEOG 91F, HISTORY 91F, PHYSICS 91F and</td>
</tr>
<tr>
<td>• at least 15 points from ENGLISH 91F, 92F or</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>
<tr>
<td>• 30 points: ESOL 91F, 92F</td>
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Tertiary Foundation Certificate Schedule
## Regulations – Conjoint Degrees

### Schedule of Requirements for Conjoint Degrees Combinations

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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/BE(Hons)
   - BA/BE(Hons)/BProp
   - BA/BHSc
   - BA/BE(Hons)/BSc
   - BA/BE(Hons)/LLB(Hons)
   - BA/BHSc
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
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   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)
   - BA/BE(Hons)/LLB(Hons)

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
   and
   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:

Bachelor of Arts/Bachelor of Commerce – 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 111 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.

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.

d For the BA/BCom combination, a student may not major in both Employment Relations and Organisation Studies in the BA component, and Management in the BCom component.

Bachelor of Arts/Bachelor of Engineering (Honours) – 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.

Bachelor of Arts/Bachelor of Education (Teaching) – 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.

Bachelor of Arts/Bachelor of Fine Arts – 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.

Bachelor of Arts/Bachelor of Fine Arts (Honours) – 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.

Bachelor of Arts/Bachelor of Health Sciences – 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.

Bachelor of Arts/Bachelor of Music – 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 listed in the Bachelor of Music Schedule including in one
       of the following major subjects or major options:
(a) Classical Performance: MUS 101, 102, 120–122, 140, 201, 202, 220, 221, 223, 320–322
(b) Composition:
   (i) Option One (Instrumental/Vocal): MUS 101, 102, 110, 111, 140, 201, 202, 210, 211, 214, 310, 311, 312, 314, 340
   (ii) Option Two (Sonic Arts): MUS 101, 102, 110, 111, 140, 201, 202, 215–217, 312, 315–317, 340
(c) Jazz Performance: MUS 170–175, 270–275, 370–372, 375, 376
(d) Musicology:
   (i) Option One (Musicology): MUS 101, 102, 140, 201, 202, 240, 241, 341, 340 or 342

(ii) at least 150 points above Stage I, including at least 75 points above Stage II
and
(iii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

Bachelor of Arts/Bachelor of Property – BA/BProp

The BA/BProp was withdrawn in 2009. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.

Bachelor of Arts/Bachelor of Science – 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.

Bachelor of Arts/Bachelor of Theology – 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) 105 points: THEOLOGY 100, 103, 104, 107, one Stage II BSTHEO, one Stage II CHTHEO, 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.

Bachelor of Arts/Bachelor of Laws – 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.

Bachelor of Arts/Bachelor of Laws (Honours) – 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: LAWHONS 701–779
(ii) 40 points: LAWHONS 789 Dissertation.

Bachelor of Commerce/Bachelor of Engineering (Honours) – 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) 90 points: ACCTG 101, BUSINESS 101, 102, COMLAW 101, INFOSYS 110, STATS 108
   (ii) 15 points: ECON 101 or 111 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 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, 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.

**Bachelor of Commerce/Bachelor of Health Sciences – 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 111 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, SOCSCIPH 300, SOCIOL 333
   (e) a further 45 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.

**Bachelor of Commerce/Bachelor of Music – 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 111 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(ii) 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 listed in the Bachelor of Music Schedule including one of the following major subjects or major options:
   (a) Classical Performance: MUS 101, 102, 120–122, 140, 201, 202, 220, 221, 223, 320–322
   (b) Composition:
      (i) Option One (Instrumental/Vocal): MUS 101, 102, 110, 111, 140, 201, 202, 210, 211, 214, 310, 311, 312, 314, 340
      (ii) Option Two (Sonic Arts): MUS 101, 102, 110, 111, 140, 201, 202, 215–217, 312, 315–317, 340
   (c) Jazz Performance: MUS 170–175, 270–275, 370–372, 375, 376
   (d) Musicology:
      (i) Option One (Musicology): MUS 101, 102, 140, 160, 201, 202, 240, 241, 341, 340 or 342

(ii) at least 150 points above Stage I, including at least 75 points above Stage II

(iii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

Bachelor of Commerce/Bachelor of Property – 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 111 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(ii) 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.

Bachelor of Commerce/Bachelor of Science – 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 111 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.

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.

Bachelor of Commerce/Bachelor of Laws (Honours) – 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 111 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 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.
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.

Bachelor of Engineering (Honours)/Bachelor of Property – 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, ENGEN 115, 131, 140, 150, 199
(ii) 15 points: ENGEN 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 ENGEN 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 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.

Bachelor of Engineering (Honours)/Bachelor of Science – 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, ENGEN 115, 131, 140, 150, 199
(ii) 15 points: ENGEN 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 ENGEN 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
(ii) 15 points from courses offered in the General Education Schedule approved for this joint degrees combination.

**Bachelor of Engineering (Honours)/Bachelor of Laws – 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.

**Bachelor of Engineering (Honours)/Bachelor of Laws (Honours) – 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: LAW 121G, 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.

**Bachelor of Education (Teaching)/Bachelor of Science – 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.

**Bachelor of Health Sciences/Bachelor of Nursing – 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, SOCSSCIPH 300, SOCIOL 333

(e) a further 30 points from POPLHLTH 203, 206–208, 212–214, SOCSSCIPH 200, POPLHLTH 301–315

and

(ii) 15 points from courses offered in the General Education Schedule approved for this joint degrees combination.
b Of the 285 points required for the BNurs component of the BHSc/B Nurs 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.

Bachelor of Health Sciences/Bachelor of Laws – 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, SOCSI PH 300, SOCIOL 333
   (e) a further 30 points from POPLHLTH 203, 206–208, 212–214, SOCSI PH 200, POPLHLTH 301–315
and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degree 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.

Bachelor of Health Sciences/Bachelor of Laws (Honours) – 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 MAORIHTH 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, SOCSI PH 300
   (e) a further 30 points from POPLHLTH 203, 206–208, 212–214, SOCSI PH 200, POPLHLTH 301–315
and
(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degree 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: LAW 121G, 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.

Bachelor of Music/Bachelor of Science – 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 listed in the Bachelor of Music Schedule, including one of the following major subjects or major options:
   (a) Classical Performance: MUS 101, 102, 120–122, 140, 201, 202, 220, 221, 223, 320–322
(b) Composition:
   (i) Option One (Instrumental/Vocal): MUS 101, 102, 110, 111, 140, 201, 202, 210, 211, 214, 310, 311, 312, 314, 340
   (ii) Option Two (Sonic Arts): MUS 101, 102, 110, 111, 140, 201, 202, 215–217, 312, 315–317, 340

(c) Jazz Performance: MUS 170–175, 270–275, 370–372, 375, 376

(d) Musicology:
   (i) Option One (Musicology): MUS 101, 102, 140, 201, 202, 240, 241, 341, 340 or 342


ii) at least 150 points above Stage I, including at least 75 points above Stage II

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 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.

Bachelor of Nursing/Bachelor of Science – 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, CHEM 110, MEDSCI 142, PSYCH 108
   
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

(ii) 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination.

Bachelor of Property/Bachelor of Science – 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 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.

Bachelor of Property/Bachelor of Laws – 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 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 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.

Bachelor of Property/Bachelor of Laws (Honours) – 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 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 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.

Bachelor of Science/Bachelor of Theology – 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 BTTheol component of the BSc/BTheol combination, a student
must pass:

(i) 105 points: THEOLOGY 100, 103, 104, 107, 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.

Bachelor of Science/Bachelor of Laws – BSc/LLB

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.

Bachelor of Science/Bachelor of Laws (Honours) – BSc/LLB(Hons)

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

325  Certificate of Proficiency – COP
325  Transitional Certificate – TransCert

Foundation Studies

326  The Foundation Certificate in English for Academic Purposes – FCertEAP
326  New Start for Adults
327  The University of Auckland Certificate in Foundation Studies
328  English as a Second Language

Continuing Education – Te Ara Pukenga

328  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.
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

1 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

2 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

3 A student enrolled in this certificate must pass:
   ENGLACP 20P Upper Intermediate Academic English
   ENGLACP 30P Advanced Academic English

Variations

4 In exceptional circumstances the Academic Board 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 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 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 and Business. A grade of B+ or above achieved in Mathematics Preparation for University (compulsory) and Business entitles New Start adults to apply for admission 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 grade of B+ or higher entitles New Start adults to apply for admission into 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) achieve a B grade in English for Academic Purposes, or 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.

From 2012 this subject will be called Academic English Studies and ESOL course codes will change to ACADENG, subject to CUAP approval.

Further information may be obtained from the Department of Applied Language Studies and Linguistics, Faculty of Arts. Phone: +64 9 373 7599 ext 86588.

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**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

330 General Education Regulations and Schedules
330 General Education Schedules for Undergraduate Programmes
GENERAL EDUCATION REGULATIONS AND SCHEDULES

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 B C D E F G H</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Theology</td>
<td>A B C D E F H</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>Bachelor of Business and Information</td>
<td>A B D E G H</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td></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>
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<tr>
<td></td>
<td>Bachelor of Visual Arts</td>
<td>A B C D E F G H</td>
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<tr>
<td>Education</td>
<td>Bachelor of Education (Teaching)</td>
<td>A B C D E F G H</td>
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<tr>
<td></td>
<td></td>
<td>(15 points only)</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</td>
<td>A C D E F G H</td>
</tr>
<tr>
<td></td>
<td>Education)</td>
<td>(15 points only)</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></td>
<td>(15 points only)</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>
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</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 (15 points only)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Nursing</td>
<td>A B C E F G H (15 points only)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Pharmacy</td>
<td>A B C F G H (15 points only)</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>
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</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 E G H</td>
</tr>
<tr>
<td>BA/BEd(Tchg)</td>
<td>A C D E F G 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>
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### 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>BHSc/LLB(Hons)</td>
<td>A B C E G H</td>
</tr>
<tr>
<td>BMus/BSc</td>
<td>A B C D E F G H</td>
</tr>
<tr>
<td>BNurs/BSc</td>
<td>A B C D 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>
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<tr>
<td>BProp/LLB(Hons)</td>
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<tr>
<td>BSc/BTheol</td>
<td>A C D E F G H</td>
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<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
**ANTHR 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

**MUS 144G Turning-points in Western Music**  
**MUS 149G New Zealand Music Studies**  
*Note: Do not satisfy the General Education requirement for BMus (or BMus conjoints), BMusEd, BDanceSt or BPerfArts*

### Planning

**PLANNING 100G Creative Communities: An Introduction to Planning**  
*Note: Does not satisfy the General Education requirement for BPlan*

### Population Health

**POPHLTH 104G Future Health**  
*Note: Does not satisfy the General Education requirement for BHSc (or BHSc conjoints)*

### Theology

**THEOLOGY 101G The Bible in Popular Culture**  
*Note: Does not satisfy the General Education requirement for BTheol (or BTheol conjoints)*

### 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**

### Sociology

**SOCIOL 101G Understanding Aotearoa New Zealand**  
**SOCIOL 220G Last Call: The Sociology of Death and Dying**

### Theology

**THEOLOGY 106G Islam and the Contemporary World**

### 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.*

### Biological Sciences
- BIOSCI 100G Antarctica: The Frozen Continent
- BIOSCI 104G New Zealand Ecology and Conservation

### Environmental Science
- ENVSCI 101G Environment, Science and Management

### Medical Science
- MEDSCI 100G Human Mind and Body Relationships
- MEDSCI 101G Environmental Threats to Human Health

### Pharmacy
- PHARMACY 111G Drugs and Society

### Population Health
- POPLHLTH 103G Epidemics: Black Death to Bioterrorism

### Psychology
- PSYCH 109G Mind, Brain and Behaviour

### Sport and Exercise Science
- SPORTSCI 100G Exercise and Fitness: Myths and Reality

## 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.*

### Chemical and Materials Engineering
- CHEMMAT 100G Materials of the Modern World

### Chemistry
- CHEM 100G Molecules that Changed the World

### Engineering General
- ENGGEN 100G Technological Choices for the New Millennium

### Geography
- GEOG 105G Natural Hazards in New Zealand

### Geology
- GEOLOGY 205G New Zealand: Half a Billion Years on the Edge

### Physics
- PHYSICS 107G Planets, Stars and Galaxies
- PHYSICS 108G Science and Technology of Sustainable Energy

## 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.*

### Computer Science
- COMPSCI 111G Mastering Cyberspace: Introduction to Practical Computing

### Mathematics
- MATHS 101G Mathematics in Society
- MATHS 190G Great Ideas Shaping Our World

### Statistics
- STATS 101G Introduction to Statistics
- STATS 150G Lies, Damned Lies, and Statistics

## General Education Schedule G – Communication

### Business
- BUSINESS 151G Communication in a Multicultural Society
  *Note: Does not satisfy the General Education requirement for BBIM*

### English
- ENGLISH 121G Reading/Writing/Text

### Philosophy
- PHIL 105G Critical Thinking

### Science General
- SCIGEN 101G Communicating for a Knowledge Society
### General Education Schedule H – Languages

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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>CHINESE 100G</td>
<td>Beginning Modern Chinese 1</td>
</tr>
<tr>
<td>Cook Islands Maori</td>
<td>COOKIS 101G</td>
<td>Conversational Cook Islands Maori</td>
</tr>
<tr>
<td>French</td>
<td>FRENCH 101G</td>
<td>Introductory French Language 1</td>
</tr>
<tr>
<td>German</td>
<td>GERMAN 101G</td>
<td>German Language Introductory 1</td>
</tr>
<tr>
<td>Italian</td>
<td>ITALIAN 106G</td>
<td>Italian Language for Beginners 1</td>
</tr>
<tr>
<td>Japanese</td>
<td>JAPANESE 130G</td>
<td>Introduction to Japanese Language 1</td>
</tr>
<tr>
<td>Korean</td>
<td>KOREAN 110G</td>
<td>Korean for Beginners 1</td>
</tr>
<tr>
<td>Māori Studies</td>
<td>MĀORI 101G</td>
<td>Introduction to Written Māori</td>
</tr>
<tr>
<td>Russian</td>
<td>RUSSIAN 100G</td>
<td>Beginners’ Russian 1</td>
</tr>
<tr>
<td>Samoan</td>
<td>SAMOAN 101G</td>
<td>Samoan Language 1</td>
</tr>
<tr>
<td>Spanish</td>
<td>SPANISH 104G</td>
<td>Beginners’ Spanish 1</td>
</tr>
<tr>
<td>Tongan</td>
<td>TONGAN 101G</td>
<td>Tongan Language 1</td>
</tr>
</tbody>
</table>
Regulations – Doctor of Philosophy and Higher Degrees

336 Statute for the Degree of Doctor of Philosophy – PhD
348 The Degree of Doctor of Literature – LittD
348 The Degree of Doctor of Science – DSc
349 The Degree of Doctor of Laws – LLD
349 The Degree of Doctor of Engineering – DEng
350 Procedure for the Examination of Higher Degrees
DOCTOR OF PHILOSOPHY AND 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 under supervision 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  If the core of the thesis comprises a series of published or unpublished research papers and/or case studies, the candidate must be the lead or sole author of each paper or case study and have written the text, and 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. The thesis must be presented in a consistent format, citation style and typeface.

h  If the core of the thesis does not comprise a series of published or unpublished research papers and/or case studies, a candidate may still include within their thesis published or unpublished research papers and/or case studies, provided that the candidate was the lead or sole author
of each paper or case study and wrote the text. The thesis must be presented in a consistent format, citation style and typeface.

i In the case of published or unpublished research papers and/or case studies that the candidate has contributed to but is not the sole or lead author of, the candidate may report in the thesis their contribution to the research with due reference to the original paper and/or case study. The thesis must be presented in a consistent format, citation style and typeface.

j 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.

k 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 no fewer than six
and no 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 coursework 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.
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.

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.

Coursework

(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 research-related coursework at the grade of at least B+ or its equivalent, or any such undergraduate generic skill course at the grade of at least B or its equivalent.

(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.
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.

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.

Change to Part-time or Full-time Registration
Candidates may apply to change their registration from part-time to full-time and vice versa.

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.

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.

Discontinuation of Registration
Enrolment and Programme Regulations regarding discontinuation apply to PhD candidates.

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
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 include the following statement to examiners on the first page:
“This thesis is for examination purposes only and is confidential to the examination process.”
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 no fewer than three and no more than four years from the Date of Registration if they are full-time students, or no fewer than six and no 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.

Where the thesis includes research reported in published or unpublished co-authored works (other than as in Clauses 1g and 1h) 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.

Where the thesis includes co-produced creative work, a Co-Production Form must be signed by the candidate and all the joint producers, stating the elements of the jointly produced material which are 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.

## Examination

9 **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. These changes can normally be made within a 3 month period. When these corrections are made, 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 an 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 an 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 an 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 an 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. At this stage, the
candidate will not be informed of the names, or other identifying information, of their examiners.
Part 2 of the report will also be released for the purpose of judging the Vice-Chancellor’s Prize
for Best Doctoral Thesis for those candidates who have been nominated. The Board of Graduate
Studies (through the Dean of Graduate Studies) reserves the right to remove from an examiner’s
report made available to the candidate any material that it considers should not be released.

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. The main supervisor may attend with the agreement of the candidate, but will not act as an examiner and may only participate to the extent requested by the Chair.

(iv) subject to Clause 9h above, the Graduate Centre will forward copies of Part 2 of the examiners’ reports to the candidate no fewer than five working days before the Oral Examination.

(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.

n 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(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), 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 9n(iii) and 9n(iv), the report must also state clearly the nature of the revisions recommended.

o When Minor Corrections are Required

In the event that the Board of Graduate Studies requires the candidate to undertake minor corrections the following provisions apply:

(i) the Head of Department Nominee of the Oral Examination, in consultation with the Oral Examiner or nominee (who may be the Main Supervisor), will prepare a written report detailing the minor corrections required.

(ii) the Head of Department Nominee will ensure that the candidate is provided with a copy of the required minor corrections, and the specified date for the corrections to be completed by

(iii) if the required minor corrections are completed to the satisfaction of the Oral Examiner or nominee (who may be the Main Supervisor) by the specified date, that person will notify the School of Graduate Studies that the degree may be awarded.

(iv) in cases where the Oral Examiner or nominee (who may be the Main Supervisor) reports that the minor corrections were not completed to their satisfaction or by the specified date, the Examination Committee will consider the evidence and will make a report and recommendation to the Board of Graduate Studies.

p When Revisions are Required

In the event that the Board of Graduate Studies requires the candidate to undertake revisions to the satisfaction of the Oral Examiner or nominee (who will be Head of Department), or to the satisfaction of the Examiner, the following provisions apply:

(i) the Head of Department Nominee of the Oral Examination, in consultation with the Oral
Examiner or nominee (who will be Head of Department), or the Examiner, will prepare a written report detailing the revisions required

(ii) the Head of Department Nominee will ensure that the candidate is provided with a copy of the required revisions, and the specified date for the revisions to be completed by

(iii) if the required revisions are completed to the satisfaction of the Oral Examiner or nominee (who will be the Head of Department), or the Examiner, by the specified date, that person will notify the School of Graduate Studies that the degree may be awarded

(iv) in cases where the Oral Examiner or nominee (who will be Head of Department) or the Examiner reports that the revisions were not completed to their satisfaction or by the specified date, the Examination Committee will consider the evidence and will make a report and recommendation to the Board of Graduate Studies. This recommendation may include the need to undertake further revisions.

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 report of 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 of the revised thesis (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.
r 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.

s 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 or revised 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.

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 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 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 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. It was further amended by the Board of Graduate Studies and Senate in August 2011.

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 an 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.
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.

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,
   b. state which of the other persons recommended by the subcommittee are suitable examiners in the field covered by the work
   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
   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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**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.

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357  Faculty of Arts  
479  Faculty of Business and Economics  
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660  Faculty of Science  
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Faculty of Arts

Ancient History

Stage I

ANCHIST 100 15 Points
Ancient Egyptian History
A broad overview of ancient Egyptian society and history. It encompasses the approximately 2000 years between the early period of formation of the state of Egypt and the end of the New Kingdom. A focus on political history forms the framework for discussions of the art, literature, and religion of the period.

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 XVIII
The cosmopolitan nature of ancient Egypt during the era of its imperial expansion and its consciousness as a world power. Topics covered include the social, political, and economic ramifications of this sudden change in Egypt's role in the ancient world. The emergence of new religious directions will also be discussed, among which are the state cults of Amun-Re and the religious monotheism of Akhenaton.
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 XI-XVII
Covers the history of Egypt during one major phase of unification, the Middle Kingdom, as well as the First and Second Intermediate Periods. Topics analysed include the rise of imperialism in the south (Nubia), the importance of literature of propaganda as a social bond of loyalty, the conquest of the north by the Asiatic Hyksos, and the new artistic style of portraiture.
Prerequisite: ANCHIST 100
Restriction: ANCHIST 330

ANCHIST 251 15 Points
Icon and Narrative: Egypt, Greece, and the Aegean
A study of key periods and cultural developments in the art and archaeological remains of Egypt (from the Predynastic Period to the New Kingdom) and Greece and the Aegean island cultures of the Bronze Age (from c. 4000 BC to c. 1000 BC).
Prerequisite: 15 points at Stage 1 in Ancient History or Classical Studies, or ARTHIST 106
Restriction: ANCHIST 351

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 interweaving 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
Special Topic in Egyptian History
15 Points
Prerequisite: ANCHIST 100
Restriction: ANCHIST 357

ANCHIST 258
Fifth Century Athens
15 Points
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
15 Points
Prerequisite: ANCHIST 103
Restriction: ANCHIST 359

ANCHIST 260
Roman Revolutions
15 Points
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
15 Points
Prerequisite: ANCHIST 100
Restriction: ANCHIST 361

ANCHIST 262
Special Topic
15 Points
Prerequisite: ANCHIST 102
Restriction: ANCHIST 362

ANCHIST 263
Special Topic
15 Points
Prerequisite: ANCHIST 103
Restriction: ANCHIST 363

Stage III

ANCHIST 300
Egypt in Dynasty XVII
15 Points
The cosmopolitan nature of ancient Egypt during the era of its imperial expansion and its consciousness as a world power. Topics covered include the social, political and economic ramifications of this sudden change in Egypt’s role in the ancient world. The emergence of new religious directions will also be discussed, among which are the state cults of Amun-Re and the religious monothelism of Akhenaton.
Prerequisite: ANCHIST 100 and 15 points at Stage II in Ancient History
Restriction: ANCHIST 200

ANCHIST 302
Greece and Persia
15 Points
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
15 Points
A study of the historical inscriptions covering the key pharaonic records of Dynasty XVIII, for example, of Thutmose III and Amenhotep II and non-royal individuals of the XVIIIth Dynasty. Texts include the war records, building inscriptions, the Hymn to the Aten and the various sphinx stelae.
Prerequisite: ANCHIST 220

ANCHIST 314
Historians of Rome
15 Points
A study of the Greek and Latin writers on Roman history in English translation; writers will include Livy, Sallust, 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
15 Points
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
15 Points
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 329
Egypt in Dynasties XI-XVII
15 Points
Covers the history of Egypt during one major phase of unification, the Middle Kingdom, as well as the First and Second Intermediate Periods. Topics analysed include the rise of imperialism in the south (Nubia), the importance of literature of propaganda as a social bond of loyalty, the conquest of the north by the Asiatic Hyksos, and the new artistic style of portraiture.
Prerequisite: ANCHIST 100 and 15 points at Stage II in Ancient History
Restriction: ANCHIST 230

ANCHIST 340
Egyptian Language 2B
15 Points
A study of the main literary texts of the XIIth Dynasty such as The Story of Sinuhe and Cheops and the Magicians. Emphasis is placed upon various literary elements of these compositions such as folk tale elements, the use of propaganda, the individual in society and the exotic foreign settings to the tales.
Prerequisite: ANCHIST 220

ANCHIST 351
Icon and Narrative: Egypt, Greece and the Aegean
15 Points
A study of key periods and cultural developments in the art and archaeological remains of Egypt (from the Predynastic Period to the New Kingdom) and Greece and the Aegean island cultures of the Bronze Age (from c. 4000 BC to c. 1000 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
15 Points
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  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 and 15 points at Stage II in Ancient History
Restriction: ANCHIST 253

ANCHIST 354  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 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Latin
Restriction: ANCHIST 254

ANCHIST 355  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, 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
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
Graeco-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, or ANCHIST 704
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 710  15 Points  
Athenian Revolutionaries  
Studies the personalities who revolutionised Athenian politics, society and culture in the late fifth century BC, through close reading of contemporary historical, philosophical and dramatic texts. Discusses figures such as Alcibiades and Critias who provoked political crises in 411 and 404, the underlying moral revolution linked to the Sophists and Socrates, and its expression in Euripides’ and Aristophanes’ radically new theatre.

ANCHIST 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.

ANCHIST 717  15 Points  
Special Topic  
ANCHIST 718  15 Points  
Roman Britain  
Explores the Roman period in Britain utilising both the archaeological record and literary sources. In addition to particular topics (for example, religion, warfare), special attention will be given to analysis of Britain’s position within both a wider Mediterranean empire and an Iron Age, northern European world.

ANCHIST 719  30 Points  
ANCHIST 719A  15 Points  
ANCHIST 719B  15 Points  
Special Study  
To complete this course students must enrol in ANCHIST 719 A and B, or ANCHIST 719

ANCHIST 721  15 Points  
Special Topic  
Study Abroad on archaeological sites in Egypt.  
Prerequisite: Departmental permission  
Restriction: ANCHIST 377

ANCHIST 722  30 Points  
ANCHIST 722A  15 Points  
ANCHIST 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

ANCHIST 724  15 Points  
ANCHIST 724A  15 Points  
ANCHIST 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

ANCHIST 725  15 Points  
Special Topic  
ANCHIST 731  15 Points  
Hellenistic Civilisation  
A study of important developments in the Mediterranean area in the time after the death of Alexander the Great.

ANCHIST 734  15 Points  
Topic in Late Antiquity  
A study of key aspects of Late Antiquity.

ANCHIST 735  15 Points  
Topic in Ancient Religion  
A study of selected belief systems and/or practices in the ancient Mediterranean world.

ANCHIST 736  15 Points  
Ancient Material Culture  
A study of a selected category of material culture from the ancient Mediterranean world.

ANCHIST 738  15 Points  
Topic in Ancient Thought  
A study of key developments in the history of ideas in the ancient Mediterranean world.

ANCHIST 739  15 Points  
Greek Language (Higher)  
Passages in the original language will be set for translation, study and interpretation.

ANCHIST 740  15 Points  
ANCHIST 740A  7.5 Points  
ANCHIST 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

ANCHIST 741  15 Points  
Latin Language (Higher)  
Passages in the original language will be set for translation, study and interpretation.
ANCHIST 742  15 Points
ANCHIST 742A  7.5 Points
ANCHIST 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

ANCHIST 743  15 Points
ANCHIST 743A  7.5 Points
ANCHIST 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

ANCHIST 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

ANCHIST 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

ANCHIST 752  30 Points
ANCHIST 752A  15 Points
ANCHIST 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, 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.
To complete this course students must enrol in ANCHIST 774 A and B, or ANCHIST 774

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 781  15 Points

Special Topic

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
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<td>Thesis</td>
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<td>ANCHIST 797B</td>
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<tr>
<td>Research Portfolio</td>
<td>To complete this course students must enrol in ANCHIST 797 A and B</td>
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### Anthropology

#### Stage I

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<tr>
<td>ANTHRO 100</td>
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<tr>
<td>Human Cultures: Introduction to Social Anthropology</td>
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<tr>
<td>Humans are social and cultural beings. This course provides an understanding of human lives. Basic concepts and approaches are covered.</td>
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<td>ANTHRO 101</td>
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<tr>
<td>World Archaeology</td>
<td>World archaeology from the emergence of culture to the first cities, including the Pacific region.</td>
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<tr>
<td>ANTHRO 102</td>
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<tr>
<td>Introduction to Biological Anthropology</td>
<td>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.</td>
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<td>ANTHRO 103</td>
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<tr>
<td>Musics of the World</td>
<td>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.</td>
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<td>ANTHRO 104</td>
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<td>ANTHRO 104G</td>
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<tr>
<td>Peoples and Cultures of the Pacific</td>
<td>A survey of the peoples of Pacific Islands through the perspectives of archaeology, biological anthropology, ethnomusicology, linguistics and social anthropology.</td>
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<td>ANTHRO 105</td>
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<tr>
<td>Question of Race and Racism</td>
<td>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?</td>
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<td>ANTHRO 106</td>
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<td>ANTHRO 106G</td>
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<tr>
<td>Issues and History in Popular Music</td>
<td>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</td>
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#### Stage II

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<tr>
<td>Archaeology: Understanding the Past</td>
<td>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</td>
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<td>ANTHRO 201</td>
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<td>Human Evolution</td>
<td>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</td>
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<tr>
<td>ANTHRO 202</td>
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<tr>
<td>Music and Identity in World Music Cultures</td>
<td>Examines music’s interaction with other culturally constructed concepts of identity including class, gender, and race and considers the impact on identity of mediated musical representations and diasporic contexts across a range of current and historical musical styles, from the ritual musics of hunter-gatherer cultures and the classical music of South Asia, to Korean punk. Prerequisite: 15 points from ANTHRO 100, 103, 106 or 15 points from Stage I in Music</td>
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<td>ANTHRO 203</td>
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<tr>
<td>Theoretical Approaches to Society and Culture</td>
<td>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</td>
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<td>ANTHRO 204</td>
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<tr>
<td>Ethnography of Island Polynesia</td>
<td>What is distinctive about Polynesian culture and society? How and why are Polynesian cultures alike?</td>
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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 205 15 Points
Primate Behaviour, Ecology and Conservation
Examines the diversity of extant nonhuman primate species, including their behaviour, ecology, and conservation, and also the importance of primatology toward an understanding of our own species. Specifically, students will critically examine the results of primatological inquiries in order to gain insight into the comparative evolutionary approach, especially with respect to the applicability of such efforts to the study of humans. Prerequisite: ANTHRO 102 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 Neolithic 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: POPMUS 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 103 or 106 or 60 points passed
Restriction: POPMUS 206

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 Palaeolithic 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 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 traditions, 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
Restriction: ANTHRO 308
Restriction: ANTHRO 344
ANTHRO 245 15 Points
Evolutionary Anthropology Today
Explores contemporary issues in evolutionary anthropology, including: evolutionary medical anthropology, anthropological neuroscience, primatology and paleoanthropology. While biological anthropologists inform a largely professional discourse on the evolutionary history of our species, this course seeks to highlight research from topics of interest to the general public and with implications for modern human societies.
Prerequisite: ANTHRO 102 or 60 points passed

ANTHRO 264 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 102 or 60 points passed
Restriction: ANTHRO 246

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 102 or 60 points passed
Restriction: ANTHRO 248

ANTHRO 248 15 Points
Special Topic
Prerequisite: ANTHRO 102 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 102 or 60 points passed
Restriction: ANTHRO 249

ANTHRO 250 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 102 or 60 points passed
Restriction: ANTHRO 250

ANTHRO 251 15 Points
Special Topic
Prerequisite: ANTHRO 102 or 60 points passed

ANTHRO 252 15 Points
Special Topic
Prerequisite: ANTHRO 102 or 60 points passed

ANTHRO 253 15 Points
Special Topic in Biological Anthropology
Prerequisite: ANTHRO 102 or 60 points passed
Prerequisite: ANTHRO 200 or 120 points passed

its beginnings to the present day.

Case studies in the archaeology of New Zealand, from

ANTHRO 311 15 Points
New Zealand Archaeology
Case studies in the archaeology of New Zealand, from

Prerequisite: ANTHRO 200 or 120 points passed

Prerequisite: ANTHRO 202 passed with a grade of B or higher and 15 points from any Stage II courses available for the BA major in Anthropology or Music
Restriction: ANTHRO 219

ANTHRO 303 15 Points
Evolution of Human Behaviour
A critical look at evolutionary models for various human and non-human primate behaviours. Is there evidence of a biological basis for cooperation? How about dominance, infanticide, warfare, racism or sexism?
Prerequisite: ANTHRO 201 or 120 points passed

ANTHRO 304 15 Points
Contemporary Oceania
Critical issues in the islands of the Pacific: political, economic, social, environmental and ideological.
Prerequisite: ANTHRO 203 or 30 points passed at Stage II

ANTHRO 306 15 Points
Pacific Archaeology
The archaeology of the Pacific region, including colonisation, settlement patterns, interisland trade, traditional navigation, cultural change, emergence of complex societies and ethnohistory.
Prerequisite: ANTHRO 200 or 120 points passed
Restriction: ANTHRO 706

ANTHRO 307 15 Points
Australian Aboriginal Archaeology
Understanding the past and present of Aboriginal Australia through the study of archaeology, including the origins of the Australians, colonisation and adaptations to arid, temperate and tropical environments.
Prerequisite: ANTHRO 200 or 203 or 120 points passed
Restriction: ANTHRO 707

ANTHRO 309 15 Points
Quantitative Methods in Anthropology
Introduction to analytical approaches to anthropological data, providing professional skills of particular interest to students considering postgraduate 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 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 30 points passed at Stage II

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 SOCSSCIPH 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: 15 points from ANTHRO 200, 201, 202, 203 with a minimum B– grade
Restriction: ANTHRO 737

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: 15 points from ANTHRO 200, 201, 202, 203 with a minimum B– grade

ANTHRO 319 15 Points
World-view and Religion
Anthropological approaches to religion and worldview. 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 30 points passed at Stage II
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 203 or 30 points passed at Stage II
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 equality of results.
Prerequisite: ANTHRO 203 or 30 points passed at Stage II

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: 60 points in Stage II courses available for the BA majors in Anthropology or Music

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: 15 points from ANTHRO 201, 203, HLTHSOC 200, SOCSCIPH 200 or 30 points passed at Stage II

ANTHRO 327 15 Points
Music and Culture in Bollywood
Focuses on Hindi film songs and song scenes taken from mainstream “Bollywood” films, with consideration of tensions between music as popular song and as a narrative component. Examines issues and theories of music, semiotics and narrative context and convention and explores the role of film song in South Asian popular culture.
Prerequisite: 60 points in Stage II courses available for the BA majors in Anthropology, Asian Studies, Film Television and Media Studies, or Music

ANTHRO 328 15 Points
Bioarchaeology
A practical introduction to the archaeological analysis and interpretation of biological remains, emphasising faunal materials but also including macrobotanical remains and pollen.
Prerequisite: 15 points from ANTHRO 200, 201, 202, 203 with a minimum B- grade

ANTHRO 329 15 Points
Music of East Asia: Tradition, Modernity and Globalisation
Explores East Asia from the ethnomusicological perspective and illuminates how music negotiates boundaries and constructs varying identities in China, Japan, and Korea, while affirming a distinct cultural identity generally referred to as “East Asian”. Using different musical practices of East Asia as case studies, it examines multiple approaches and methodologies used in studying East Asian music.
Prerequisite: ANTHRO 219 or 202 or ASIAN 200 or 60 points in Stage II courses available for the BA majors in Anthropology, Asian Studies, Film, Television and Media Studies, or Music

ANTHRO 330 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 203 or 30 points passed at Stage II
Restriction: ANTHRO 244

ANTHRO 331 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 203 or 30 points passed at Stage II
Restriction: ANTHRO 247

ANTHRO 333 15 Points
Colonialism, Globalisation and the Musics of India
Music in the context of a mediated and ‘global’ India; musical genres are viewed as sites of identity construction, contestation, change, and outcomes of the processes of colonialism and globalisation. Focuses on select musical case studies based on examples recorded and/or performed in the later twentieth and the twenty-first centuries.
Prerequisite: 60 points in Stage II courses available for the BA majors in Anthropology or Music
Restriction: ANTHRO 233

ANTHRO 335 15 Points
Evolution of Human Physiology
Discusses the evidence for interactions between human ecology, physiology, behaviour, health and reproduction. The evolutionary function of physiological responses to our physical and social ecology is addressed, as are the health risks encountered by people living at the extremes of natural or modern environments. The human evidence is complemented by studies of other extant primate species.
Prerequisite: ANTHRO 201 or 120 points passed

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 30 points passed at Stage II

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 30 points passed at Stage II

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 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 Hongi Hika and Te Rauparaha, and the Ngai Tahu settlement of the South island.
Prerequisite: ANTHRO 200 or 201 or 203 or 219 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
Adopting 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
Examines the diversity of extant nonhuman primate species, including their behaviour, ecology, and conservation, and also the importance of primatology toward an understanding of our own species. Specifically, students will critically examine the results of primatological inquiries in order to gain insight into the comparative evolutionary approach, especially with respect to the applicability of such efforts to the study of humans.
Prerequisite: ANTHRO 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: 15 points from ANTHRO 200, 201, 202, 203 with a minimum B grade

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 politico-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 203 or 30 points passed at Stage II
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: ANTHRO 203 or 30 points passed at Stage II
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: ANTHRO 203 or 30 points passed at Stage II
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: 60 points in Stage II courses available for the BA majors in Anthropology or Music
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: ANTHRO 203 or 30 points passed 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

ANTHRO 360 15 Points
Special Topic
Prerequisite: ANTHRO 200 or 201 or 203 or 219 or 120 points passed

ANTHRO 361 15 Points
Special Topic in Social Anthropology
Prerequisite: ANTHRO 203 or 120 points passed

ANTHRO 362 15 Points
Special Topic in Anthropology
Prerequisite: ANTHRO 200 or 201 or 203 or 120 points passed

ANTHRO 363 15 Points
Ethnographic Research Methods
Covers key ethnographic methods and related theoretical and ethical issues in Anthropology. It focuses on qualitative data collection and analysis, and contains a range of practical exercises. An intensive course, it involves an introductory day and a three-day field school just prior to the beginning of the semester, plus a full day on the two subsequent weekends.
Prerequisite: ANTHRO 203 with a minimum B grade

ANTHRO 364 15 Points
Issues in the Anthropology of Europe
Uses anthropological theory and ethnography to examine processes that are shaping contemporary European societies, including the on-the-ground effects of recent political economic transformations in Europe – globalisation, neoliberalisation, migration, European integration. Themes studied include: the idea of Europe, the European Union, gender, honour and shame, the Mafia, immigration, nationalism, ethnicity and popular culture in Europe.
Prerequisite: ANTHRO 203 or 30 points at Stage II

Postgraduate 700 Level Courses

ANTHRO 700 30 Points
ANTHRO 700A 15 Points
ANTHRO 700B 15 Points
Method and Theory in Archaeology
A critical review of current themes and issues in archaeological method and theory.
To complete this course students must enrol in ANTHRO 700 A and B, or ANTHRO 700

ANTHRO 701A 15 Points
ANTHRO 701B 15 Points
Human Palaeoecology
Critical survey of methods, theories and problems in human palaeoecology, including issues of resource use, landscape change, island colonisation and anthropogenic extinctions.
To complete this course students must enrol in ANTHRO 701 A and B

ANTHRO 703 30 Points
ANTHRO 703A 15 Points
ANTHRO 703B 15 Points
Landscape Archaeology
Uses geographic information systems (GIS) and other computer programmes to examine the spatial organisation of data, and the relationship of archaeological features both to other features, and the environment. The social processes underlying these spatial configurations will be a particular focus.
To complete this course students must enrol in ANTHRO 703 A and B, or ANTHRO 703

ANTHRO 704A 15 Points
ANTHRO 704B 15 Points
Material Culture
The study of material culture using museum, ethnographic, archaeological and experimental approaches, including the information provided by material culture studies on human agency and the structuring of societies.
To complete this course students must enrol in ANTHRO 704 A and B

ANTHRO 708A 15 Points
ANTHRO 708B 15 Points
Cultural Resource Management in Archaeology
Covers all aspects of cultural resource management as it relates to archaeological sites and heritage with a particular focus on New Zealand archaeology and Māori heritage. There is an emphasis on site identification, recording and interpretation in the field. Legal aspects and the roles of archaeologists and iwi in cultural resource management are also covered.
To complete this course students must enrol in ANTHRO 708 A and B

ANTHRO 709 15 Points
Applying Anthropology
Considers the diverse fields in which Anthropology may be applied to peoples and cultures in the contemporary world, including, for example: environmental and development issues; land and resource conflicts; mediation and advocacy; human rights; cultural heritage; social policy; business and industry; communications; marketing; medical investigations; museums and other representational activities. Addresses practical and ethical issues that arise in these areas.
ANTHRO 712 30 Points
Topic in Biological Anthropology

ANTHRO 713 30 Points
Special Topic in Biological Anthropology

ANTHRO 714A 15 Points
ANTHRO 714B 15 Points
Anthropological Theory and the Contemporary World
An analysis of foundational and current theoretical works in social anthropology that are shaping the discipline. This course examines the uses of theory for understanding the modern world and its problems. It focuses on the contribution that anthropological theories make both to long-standing issues within the discipline and to contemporary debates about culture and society.
Restriction: ANTHRO 757
To complete this course students must enrol in ANTHRO 714 A and B

ANTHRO 724 30 Points
Special Topic in Social Anthropology

ANTHRO 726 30 Points
Advanced Biological Anthropology
A critical review of key theoretical underpinnings and current debates in biological anthropology including Darwinism, population biology, adaptation and adaptability, evolutionary perspectives on modern humans and primatology.
Restriction: ANTHRO 710, 751, 752

ANTHRO 727 30 Points
ANTHRO 727A 15 Points
ANTHRO 727B 15 Points
Ethnographies of Music-making
Advanced theories and methodologies for the ethnomusical analysis of live musical performances and other behaviours across all genres and cultures. Primary attention is given to ethnography and participant-observation supported by analysis of industrial, cultural, musical, and mediated phenomena.
Prerequisite: 30 points from ANTHRO 308, 323, 332, 333, 343, 357
To complete this course students must enrol in ANTHRO 727 A and B, or ANTHRO 727

ANTHRO 728 30 Points
Topic in Ethnomusicology

ANTHRO 729 15 Points
ANTHRO 729A 7.5 Points
ANTHRO 729B 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 729 A and B, or ANTHRO 729

ANTHRO 732 15 Points
Reading Medical Ethnography
Examines the social anthropological practice of ethnography of health and illness in community and clinical settings, including ‘non-Western’ and ‘Western’ cultural contexts, through critical readings of recent ethnographies in medical anthropology. Considers ethnographic and anthropological theory, ethics, methodology and application.

ANTHRO 733 30 Points
Research in Popular Music Culture
Advanced ethnomusical 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 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.
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<tr>
<th>Course Code</th>
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<td>ANTHRO 744</td>
<td>Special Topic: Anthropology and History</td>
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<td>ANTHRO 745</td>
<td>Special Topic: Anthropological Demography</td>
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<td>ANTHRO 746</td>
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<td>ANTHRO 747</td>
<td>Special Topic: Taonga and Identity in Museums</td>
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<td>ANTHRO 748</td>
<td>Human Osteology</td>
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<td>ANTHRO 749</td>
<td>Field Methods in Primatology</td>
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<td>ANTHRO 750</td>
<td>Anthropological Genetics</td>
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<td>ANTHRO 753</td>
<td>Practising Ethnographic Research Methods</td>
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<td>ANTHRO 754</td>
<td>Preparing Research Proposals</td>
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<td>Anthropology and Intellectual Property</td>
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<td>ANTHRO 796</td>
<td>Thesis in Anthropology</td>
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<td>ANTHRO 797</td>
<td>Research Portfolio</td>
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**ANTHRO 744: 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: Special Topic: Anthropological Demography**
Critical survey of methods, theories and problems in the study of human demography and life history and their relationship to human biology, including issues of reproduction, growth, resource use and mortality. **Restriction:** ANTHRO 721, 782

**ANTHRO 747: 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: 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: 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: 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: 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: 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: 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: 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: 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 770: Dissertation**
To complete this course students must enrol in ANTHRO 780 A and B, or ANTHRO 782

**ANTHRO 792: Dissertation in Anthropology**
A topic in one of the sub-disciplines of Anthropology to be selected in consultation with staff. **Restriction:** ANTHRO 721, 782

**ANTHRO 796: 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. **Restriction:** ANTHRO 797 A and B

**ANTHRO 797: 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. **Restriction:** 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
Shock of the Modern: Monet to Warhol
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, George, Gericault and Delacroix.
Prerequisite: Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies
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-Raphaelism, leading figures such as Manet, Courbet, Daumier and Whistler, and influential women artists and photographers.
Prerequisite: Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies
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 30 points at Stage I in European Studies
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: de-materialisation 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 FTVM 100 and 101
Restriction: ARTHIST 334

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, material, 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 30 points at Stage I in European Studies
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 30 points at Stage I in European Studies
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: Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies
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: Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies
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 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 I in Art History
Restriction: ARTHIST 322

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 30 points at Stage I in European Studies
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: Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies
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: 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: Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies
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 examined 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 245 15 Points
Special Topic

ARTHIST 246 15 Points
Special Topic: Art and Photography
Offers a survey of photography from the mid-nineteenth century to the present, as it has intersected with other media and forms in the visual arts. It will focus primarily on works in the twentieth and twenty-first centuries. The course examines key stylistic and thematic features of photographs, and critical and cultural questions concerning the development and impacts of art photography.
Prerequisite: 30 points at Stage I in Art History
Restriction: ARTHIST 346

ARTHIST 247 15 Points
Special Topic
Prerequisite: Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies
Restriction: ARTHIST 347

ARTHIST 248 15 Points
Special Topic
Prerequisite: Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies
Restriction: ARTHIST 348

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, 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: 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 203

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: 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 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
Topical 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, Germain and Delacroix.
Prerequisite: 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 201

ARTHIST 322 15 Points
Origins of Modern Sculpture
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 324 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 II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 224, 306

ARTHIST 325 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 II in Art History or History, or EUROPEAN 100 and 15 points at Stage II in Art History
Restriction: ARTHIST 225, HISTORY 337

ARTHIST 327 15 Points
Art in Context: Study Abroad
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 227

ARTHIST 330 15 Points
Special Topic: Art Writing and Methodology
Introduces a range of methodologies in the discipline by surveying the development of art writing from the Renaissance to the present, focusing predominantly on ideas that have informed Art History since the late nineteenth century. Lectures on case studies demonstrating different art historical approaches will be accompanied by discussions on texts and the trialling of methodologies in written projects. This reading-based course is recommended for students planning to study Art History at postgraduate level.
Prerequisite: 30 points at Stage II in Art History

ARTHIST 331 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 II in Art History
Restriction: ARTHIST 231

ARTHIST 332 15 Points
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 II in Art History
Restriction: ARTHIST 230

ARTHIST 333 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: 30 points at Stage II in Art History
Restriction: ARTHIST 233, 319

ARTHIST 334 15 Points
Contemporary Art and Theory
Examines some central concerns that have
Arts 375

Postgraduate 700 Level Courses

ARTHIST 703A 15 Points
Special Topic: Any 30 points at Stage II in Art History
Restriction: ARTHIST 703B

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 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 733
To complete this course students must enrol in ARTHIST 706 A and B

ARTHIST 706 30 Points

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 (eg, 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, or ARTHIST 706

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 and His World
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.

Restriction: ARTHIST 737
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 725 30 Points
ARTHIST 725A 15 Points
ARTHIST 725B 15 Points
Concepts in Contemporary Art
Examines the cross-fertilisation of theory and praxis, philosophy and art, and idealism and individualism 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, or ARTHIST 725

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 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.

Restriction: ARTHIST 327

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 Ngāhuia Te Awekotuku, Albert Wendt and Epeli Hau’ofa.

Restriction: ARTHIST 732, 736
To complete this course students must enrol in ARTHIST 730 A and B, or ARTHIST 730

ARTHIST 731 15 Points
Sites of Resistance
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
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 Ngāhuia Te Awekotuku, Albert Wendt and Epeli Hau’ofa.

Restriction: ARTHIST 730

ARTHIST 733 15 Points
Special Topic
ARTHIST 734 30 Points
ARTHIST 734A 15 Points
ARTHIST 734B 15 Points
Art Writing and Curatorial Practice
Explores the basic principles of curatorial practice and
art writing. It will open up professional opportunities for students interested in working with art galleries and museums, and will focus on developing comprehensive art writing skills.

To complete this course students must enrol in ARTHIST 734 A and B, or ARTHIST 734

ARTHIST 735 30 Points
The Renaissance Print
Examines the emergence and development of multiple visual images in print form during the Renaissance. The focus will be on printmaking in Germany, Italy, and the Low Countries from around 1470-1600. Topics include woodcuts in early printed books, Reformation prints, the representation of peasants and women, and study of major artist printmakers such as Mantegna, Dürer, Bruegel and Goltzius.

ARTHIST 736 15 Points
Critical Issues in Māori Art
Exposes students to the ways in which Māori art engages with a range of sites, including the marae, art gallery, museum and auction house, both nationally and internationally. This course will provide a comprehensive overview of the main writers and curators, as well as key exhibitions and artists, particularly over the past 150 years. Restriction: ARTHIST 730

ARTHIST 737 15 Points
Special Topic: Rembrandt and His World
A broad range of critical approaches to the art and life of Rembrandt, including 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. Restriction: ARTHIST 722

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 792 45 Points
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 BAHons 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 BAHons 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 Masters 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 BAHons 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.
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<tr>
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<td>ARTSGEN 780B</td>
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<td>Research Essay</td>
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To complete this course students must enrol in ARTGEN 780 A and B, or ARTGEN 780

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<td>ARTSGEN 792A</td>
<td>22.5</td>
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<td>ARTSGEN 792B</td>
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To complete this course students must enrol in ARTGEN 792 A and B, or ARTGEN 792

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<td>ARTSGEN 794B</td>
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To complete this course students must enrol in ARTGEN 794 A and B

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<td>ARTSGEN 796B</td>
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To complete this course students must enrol in ARTGEN 796 A and B

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To complete this course students must enrol in ARTGEN 797 A and B

### Asian Studies

#### Stage I

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<th>Course Code</th>
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<tbody>
<tr>
<td>ASIAN 100</td>
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<tr>
<td>Images of Asia</td>
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An introduction to the history of China, Japan, Korea and South-East Asia, exploring historical conceptions and misconceptions.

Restriction: HISTORY 135

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<th>Course Code</th>
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<tr>
<td>ASIAN 101</td>
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<tr>
<td>Faith and Festival in Asia</td>
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</table>

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.

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<tr>
<td>ASIAN 140</td>
<td>15</td>
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<tr>
<td>New Zealand and Asia</td>
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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.

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<tr>
<td>ASIAN 200</td>
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<tr>
<td>Asian Identities</td>
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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

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<td>ASIAN 201</td>
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<tr>
<td>Islam: An Introduction</td>
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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 Israel, 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

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<td>ASIAN 202</td>
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<td>Special Topic</td>
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Prerequisite: Any 30 points at Stage I in BA courses

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<td>ASIAN 203</td>
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<td>Special Topic</td>
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Prerequisite: Any 30 points at Stage I in BA courses

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<td>ASIAN 206</td>
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<tr>
<td>Globalisation and East Asia</td>
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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

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<tr>
<td>ASIAN 207</td>
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<tr>
<td>East Asian Film</td>
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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

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<td>ASIAN 208</td>
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<tr>
<td>Writing Systems in East Asian Cultures</td>
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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 300 15 Points
Special Study
Independent student research conducted under the supervision of one or more lecturers.
Prerequisite: School approval required

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 artisitic 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 200–208, FTVMS 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
ASIAN 753A 7.5 Points
ASIAN 753B 7.5 Points
Special Topic
To complete this course students must enrol in ASIAN 753 A and B, or ASIAN 753

ASIAN 754 30 Points
Special Topic

ASIAN 755 15 Points
Directed Study

ASIAN 756 30 Points
Directed Study

ASIAN 757 15 Points
Research Essay
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<td><strong>Prerequisite: A BA(Hons) in Asian Studies with at least Second Class Honours, First Division, or equivalent</strong></td>
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<tr>
<td>ASIAN 796A</td>
<td>60</td>
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<tr>
<td>ASIAN 796B</td>
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<tr>
<td>Thesis</td>
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<tr>
<td><strong>Prerequisite: A BA(Hons) in Asian Studies with at least Second Class Honours, First Division, or equivalent</strong></td>
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<td>ASIAN 797A</td>
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<td>ASIAN 797B</td>
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<tr>
<td>Research Portfolio</td>
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<td><strong>To complete this course students must enrol in ASIAN 797 A and B</strong></td>
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**Biblical Studies**

**Stage I**

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BSTHEO 135</td>
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<tr>
<td>Biblical Hebrew 1</td>
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</tr>
<tr>
<td>Designed to give students a basic knowledge of Biblical Hebrew, enabling them to use dictionaries and commentaries, and read simple texts.</td>
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<tr>
<td>BSTHEO 136</td>
<td>15</td>
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<tr>
<td>Biblical Hebrew 2</td>
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<tr>
<td>Consolidates the knowledge of Biblical Hebrew gained in BSTHEO 135 and extends this knowledge in relation to grammar and the translation of texts from the Hebrew Bible.</td>
<td></td>
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<tr>
<td><strong>Prerequisite: BSTHEO 135</strong></td>
<td></td>
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<tr>
<td>BSTHEO 175</td>
<td>15</td>
</tr>
<tr>
<td>New Testament Greek 1</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Restriction: GREEK 100</strong></td>
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<tr>
<td>BSTHEO 176</td>
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<tr>
<td>New Testament Greek 2</td>
<td></td>
</tr>
<tr>
<td>Consolidates the knowledge of New Testament Greek gained in BSTHEO 175 and extends students’ knowledge of grammar and their facility to translate selected texts from the New Testament.</td>
<td></td>
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<tr>
<td><strong>Prerequisite: BSTHEO 175</strong></td>
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<tr>
<td><strong>Restriction: GREEK 101</strong></td>
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**Stage II**

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<tbody>
<tr>
<td>BSTHEO 210</td>
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</tr>
<tr>
<td>Genesis</td>
<td></td>
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<tr>
<td>Examines major issues in Genesis. A variety of interpretative methods will be used to explore selected texts and their implications for contemporary society.</td>
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<tr>
<td><strong>Prerequisite: BSTHEO 110 or 111 or THEOLOGY 103</strong></td>
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<tr>
<td><strong>Restriction: BSTHEO 202, 310</strong></td>
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<tbody>
<tr>
<td>BSTHEO 211</td>
<td>15</td>
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<tr>
<td>Prophets: Voices of Protest and Hope</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Prerequisite: BSTHEO 110 or 111 or THEOLOGY 103</strong></td>
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<tr>
<td><strong>Restriction: BSTHEO 203, 204, 303, 311, 314</strong></td>
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<tr>
<td>BSTHEO 212</td>
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</tr>
<tr>
<td>Biblical Wisdom and Psalms</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Prerequisite: BSTHEO 110 or 111 or THEOLOGY 103</strong></td>
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<tr>
<td><strong>Restriction: BSTHEO 207, 208, 306, 312</strong></td>
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<tr>
<td>BSTHEO 216</td>
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<tr>
<td>Biblical Texts in Contexts</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Prerequisite: BSTHEO 110 or 111 or THEOLOGY 103</strong></td>
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<td><strong>Restriction: BSTHEO 201, 241, 316</strong></td>
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<td>BSTHEO 220</td>
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<tr>
<td>Gospel of Mark</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Prerequisite: BSTHEO 110 or 111 or THEOLOGY 103</strong></td>
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<td><strong>Restriction: BSTHEO 247, 320</strong></td>
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<td>BSTHEO 221</td>
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<tr>
<td>Johannine Literature</td>
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<tr>
<td>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</td>
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<tr>
<td>BSTHEO 222</td>
<td>Paul's Letters</td>
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<tr>
<td>BSTHEO 223</td>
<td>Gospel of Matthew</td>
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<tr>
<td>BSTHEO 310</td>
<td>Genesis</td>
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<tr>
<td>BSTHEO 311</td>
<td>Prophets: Voices of Protest and Hope</td>
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<tr>
<td>BSTHEO 312</td>
<td>Biblical Wisdom and Psalms</td>
</tr>
<tr>
<td>BSTHEO 316</td>
<td>Biblical Texts in Contexts</td>
</tr>
<tr>
<td>BSTHEO 320</td>
<td>Gospel of Mark</td>
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<tr>
<td>BSTHEO 321</td>
<td>Johannine Literature</td>
</tr>
<tr>
<td>BSTHEO 322</td>
<td>Paul's Letters</td>
</tr>
<tr>
<td>BSTHEO 330</td>
<td>Bible Lands: Study Abroad</td>
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<tr>
<td>BSTHEO 331</td>
<td>Special Topic</td>
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<tr>
<td>BSTHEO 712</td>
<td>Historical Jesus Studies</td>
</tr>
<tr>
<td>BSTHEO 713</td>
<td>Healing in Biblical Literature</td>
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</table>

For further information please refer to the note on page 356.
BSTHEO 714  15 Points
Special Topic in Hebrew Bible

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, sociocultural 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
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 100G  15 Points
Beginning Modern Chinese 1

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
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<tr>
<td>CHINESE 277</td>
<td>Chinese Study Abroad 2A</td>
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<td>CHINESE 278</td>
<td>Chinese Study Abroad 2B</td>
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<td>CHINESE 300</td>
<td>Advanced Modern Chinese 1</td>
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<tr>
<td>CHINESE 301</td>
<td>Advanced Modern Chinese 2</td>
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<td>CHINESE 304</td>
<td>Classical Chinese 1</td>
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</tr>
<tr>
<td>CHINESE 305</td>
<td>Classical Chinese 2</td>
<td>15</td>
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<tr>
<td>CHINESE 313</td>
<td>Special Topic</td>
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<tr>
<td>CHINESE 325</td>
<td>Contemporary Chinese Literature</td>
<td>15</td>
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<tr>
<td>CHINESE 377</td>
<td>Chinese Study Abroad 3A</td>
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<tr>
<td>CHINESE 378</td>
<td>Chinese Study Abroad 3B</td>
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<tr>
<td>CHINESE 707</td>
<td>Teaching Chinese as a Foreign Language 1</td>
<td>15</td>
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<tr>
<td>CHINESE 724</td>
<td>Chinese Film and Popular Culture</td>
<td>30</td>
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<tr>
<td>CHINESE 725</td>
<td>Chinese New Zealanders</td>
<td>30</td>
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<td>CHINESE 725A</td>
<td>Advanced Translation Practice</td>
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<tr>
<td>CHINESE 725B</td>
<td>Teaching Chinese as a Foreign Language 2</td>
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**Stage III**

**CHINESE 300**  
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**  
Advanced Modern Chinese 2  
A continuation of CHINESE 300.  
Prerequisite: CHINESE 300 or 377  
Restriction: CHINESE 310.

**CHINESE 304**  
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**  
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**  
Special Topic  
Prerequisite: 30 points at Stage II in Chinese

**CHINESE 325**  
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.

**Postgraduate 700 Level Courses**

**CHINESE 707**  
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 equivalent

**CHINESE 708**  
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**  
Chinese Film and Popular Culture  
Chinese feature films and other popular cultural phenomena (e.g., music, television, fashion, the internet) provide a medium for understanding a society undergoing rapid change. The emphasis is on contemporary developments, including youth cultures and Beijing from the 1960s to the present day. No knowledge of Chinese language required.

**CHINESE 725**  
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**  
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 700

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.
Prerequisite: CHINESE 736 or equivalent
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 780 30 Points
CHINESE 780A 15 Points
CHINESE 780B 15 Points
Dissertation
To complete this course students must enrol in CHINESE 780 A and B, or CHINESE 780

CHINESE 782 30 Points
Research Essay

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, 327

CTHTHEO 231  
15 Points  
Special Topic  
Prerequisite: THEOLOGY 100, 104 or 107  
Restriction: CTHTHEO 331

CTHTHEO 252  
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 253  
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 224, 312

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, 226 or 227, plus an additional 15 points at Stage II in Christian Thought and History  
Restriction: CTHTHEO 203, 225

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 327  
15 Points  
Exploring Sacraments: Signs of Life  
An exploration of sacraments in the life and theology of the Christian community. Baptism, Eucharist and other sacraments will be studied with attention to their biblical roots, historical development and contemporary issues.  
Prerequisite: 15 points from CTHTHEO 223, 224, 225, 226 and 15 points at Stage II in Christian Thought and History  
Restriction: CTHTHEO 204, 227

CTHTHEO 331  
15 Points  
Special Topic  
Prerequisite: Any 30 points at Stage II in Christian Thought and History  
Restriction: CTHTHEO 231

CTHTHEO 352  
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: 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  
15 Points  
Christianity in the South Pacific  
The history of missionary impact on the South Pacific (excluding New Zealand) with particular attention to their biblical roots, historical development and contemporary issues.  
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
(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 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: 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 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: 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 15 Points
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 15 Points
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 15 Points
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 15 Points
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 15 Points
Special Topic
CTHTHEO 723 15 Points
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 780 30 Points
CTHTHEO 780A 15 Points
CTHTHEO 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 Christian Thought and History. To complete this course students must enrol in CTHTHEO 780 A and B, or CTHTHEO 780

CTHTHEO 789 15 Points
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 60 Points
CTHTHEO 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 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
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<tr>
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<td>Prerequisite: 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101</td>
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<td>Restriction: CLASSICS 315</td>
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<tr>
<td>CLASSICS 216</td>
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<td>Prerequisite: 15 points at Stage I in Classical Studies</td>
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<td>Restriction: CLASSICS 316</td>
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<tr>
<td>CLASSICS 217</td>
<td>Special Topic</td>
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<tr>
<td></td>
<td>Prerequisite: 15 points at Stage I in Classical Studies, or ANCHIST 102 or 103</td>
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<td>Restriction: CLASSICS 317</td>
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<tr>
<td>CLASSICS 220</td>
<td>Greek and Roman Comedy</td>
<td>15</td>
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<tr>
<td></td>
<td>A study of the comedies of Aristophanes and Menander, Plautus and Terence.</td>
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<td>Prerequisite: 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101</td>
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<td>Restriction: CLASSICS 320</td>
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<tr>
<td>CLASSICS 230</td>
<td>The Novel in Greece and Rome</td>
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<td></td>
<td>A study of Greek and Roman prose fiction with emphasis on origins, conventions, techniques and influence: Petronius, Longus, Apuleius and others.</td>
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<td>Prerequisite: 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101</td>
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<td>Restriction: CLASSICS 330</td>
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<tr>
<td>CLASSICS 240</td>
<td>Dialogues of Plato</td>
<td>15</td>
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<td></td>
<td>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.</td>
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<td>Prerequisite: 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101</td>
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<td>Restriction: CLASSICS 340</td>
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<tr>
<td>CLASSICS 250</td>
<td>Philosophical Writing in Antiquity</td>
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<td>A study of some influential philosophical texts from Greco-Roman antiquity with reference to circumstances of composition and ancient reception. Writers studied may include Plato, Xenophon, Aristotle, Cicero, Lucertius, Seneca the Younger, Plutarch, Sextus Empiricus, and Augustine.</td>
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<td>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</td>
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<td>Restriction: CLASSICS 350</td>
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<tr>
<td>CLASSICS 260</td>
<td>Culture, Nature and Ancient Philosophy</td>
<td>15</td>
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<td>An investigation with reference to cultural context of important questions and ways of thinking about human life and the natural world discussed by Greek and Roman philosophers. Thinkers studied may include the Presocratics, Sophists, Socrates and Plato, Aristotle, the Hellenistic schools, and later Sceptics and Platonists.</td>
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<td>Prerequisite: 15 points at Stage I in Classical Studies, or</td>
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</table>

For further information please refer to the note on page 356.

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.

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.

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.

Greek Epic Poetry
A study of the beginnings of European epic poetry especially in Homer and Virgil.

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Greek and Roman Epic Poetry
A study of the beginnings of European epic poetry especially in Homer and Virgil.

Greek and Roman Comedy
A study of the comedies of Aristophanes and Menander, Plautus and Terence.

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Greek and Roman Epic Poetry
A study of the beginnings of European epic poetry especially in Homer and Virgil.

Greek and Roman Comedy
A study of the comedies of Aristophanes and Menander, Plautus and Terence.
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
Philosophical Writing in Antiquity
A study of some influential philosophical texts from Greco-Roman antiquity with reference to circumstances of composition and ancient reception. Writers studied may include Plato, Xenophon, Aristotle, Cicero, Lucretius, Seneca the Younger, Plutarch, Sextus Empiricus, and Augustine. 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
Culture, Nature and Ancient Philosophy
An investigation with reference to cultural context of important questions and ways of thinking about human life and the natural world discussed by Greek and Roman philosophers. Thinkers studied may include the Presocratics, Sophists, Socrates and Plato, Aristotle, the Hellenistic schools, and later Sceptics and Platonists. 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 or Latin
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

Comparative Literature

Stage I

COMPLIT 100 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
**Course Prescriptions**

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<th>Course Code</th>
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<tbody>
<tr>
<td>COMPLIT 206</td>
<td>When East Meets West</td>
<td>15</td>
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</tbody>
</table>

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

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<tr>
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<tbody>
<tr>
<td>COMPLIT 300</td>
<td>Travelling Tragedy</td>
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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

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**Prerequisite:** Any 30 points at Stage II  
**Restriction:** COMPLIT 206

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<tbody>
<tr>
<td>COMPLIT 701</td>
<td>Telling and Retelling</td>
<td>30</td>
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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.

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<tr>
<td>COMPLIT 702</td>
<td>Rethinking Autobiography</td>
<td>30</td>
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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.

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<tr>
<td>COMPLIT 703</td>
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<tr>
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<td>COMPLIT 703B</td>
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**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**

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<tr>
<td>COMPLIT 705</td>
<td>Reading Across Cultures</td>
<td>15</td>
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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

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<tr>
<td>COMPLIT 706</td>
<td>Narrative and Metaphor</td>
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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?

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**Dissertation**

**To complete this course students must enrol in COMPLIT 780 A and B, or COMPLIT 780**

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**Dissertation**

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**Thesis**

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**Research Portfolio**

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**Postgraduate 700 Level Courses**

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**Cook Islands Maori**

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**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.

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 30 Points
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 30 Points
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 30 Points
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 60 Points
CRIM 796B 60 Points
Thesis
Prerequisite: A BA(Hons) in Criminology with at least a B+ average
To complete this course students must enrol in CRIM 796 A and B

CRIM 797A 60 Points
CRIM 797B 60 Points
Research Portfolio
To complete this course students must enrol in CRIM 797 A and B

Croatian

Stage I
CROATIAN 100 15 Points
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 15 Points
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: CROATIAN 100 or Departmental approval required

Development Studies

Postgraduate 700 Level Courses

DEVELOP 701 15 Points
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 15 Points
Gender and Development
Considers a range of topics focusing on the centrality of gender to development and developing nations. Topics include: empowerment, reproduction, masculinities, health, fertility, gendered economies, micro-credit and familial resource allocation.

DEVELOP 703 30 Points

DEVELOP 703A 15 Points
DEVELOP 703B 15 Points
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 15 Points

DEVELOP 705A 7.5 Points
DEVELOP 705B 7.5 Points
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 15 Points

DEVELOP 706A 7.5 Points
DEVELOP 706B 7.5 Points
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 15 Points
Special Topic
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
Special Topic

### DEVELOP 714
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

## Drama

### 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 Maori 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

Restriction: THEATRE 201, 202, 203, 204

To complete this course students must enrol in DRAMA 204 A and B

## Postgraduate 700 Level Courses

#### 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

#### New Zealand and Pacific Drama

15 Points

An overview of the development of modern and contemporary drama, theatre and playwriting in New Zealand. Topics include: experimental theatre, feminist drama and Maori 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

#### DRAMA 701
30 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**

#### 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 workshopping or dramaturgy or a short writing project, either original or adaptation.

Restriction: DRAMA 704

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 723 30 Points
DRAMA 723A 15 Points
DRAMA 723B 15 Points
Special Topic

To complete this course students must enrol in DRAMA 723 A and B, or DRAMA 723

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
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
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
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
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
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
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
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
ENGLISH 121G
15 Points
Reading/Writing/Text
A course developing University-wide skills of reading, writing and analysis. Addresses the needs of students in both English and other disciplines where both writing and reading have an important role in learning. The course fosters personal writing skills and also introduces writing as a subject of study in itself.

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 204
15 Points
Pacific Literature in English
An introduction to contemporary Pacific Literature exploring texts from canonical Pacific writers to spoken word performance poets. Texts will be examined in light of recent theories in Indigenous Writing Studies, with a focus on crossings of cultural and creative borders, diaspora and identity.
Prerequisite: 30 points at Stage I in English, or 15 points at Stage I in English and WOMEN 202 or PACIFIC 100
Restriction: ENGLISH 358

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 Phillips and Apha 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 104

ENGLISH 220 15 Points
The Modern Novel
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
Literary Theory and Critical Practice
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 ENGWRIT 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
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

ENGLISH 252 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 256 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 as Critical Discourse
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
Restriction: ENGLISH 366

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: Any 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 auto/biography.
Prerequisite: 30 points including ENGLISH 264, 354
Restriction: ENGLISH 302

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 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 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 30 points from FTVMS 200–214, 216–219

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
Arthury 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 from ENGLISH 200, 302, 338, 339, or 340
Restriction: ENGLISH 701, 747

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: 30 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 Creative Prose
A creative writing course that uses a range of processes, theories and techniques to explore developments in the short story and other shorter prose genres.
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; necessary, 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 enjoyments 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 Literature
Restriction: ENGLISH 221

ENGLISH 356 15 Points
The Modern Novel
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 Literature
Restriction: ENGLISH 260

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 Literature
Restriction: ENGLISH 260

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 Literature
Restriction: ENGLISH 200

ENGLISH 360 15 Points
Special Topic
Prerequisite: 30 points at Stage II in English Literature

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 Literature
Restriction: ENGLISH 266

ENGLISH 363 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 at Stage II in English or Writing Studies
Restriction: ENGLISH 257

ENGLISH 364 15 Points
Writing Technologies
Examines writing studies in technologised contexts of imaginative art and literate communications. The course considers the writer’s situation in writing environments that continue to add multiple tools and technologies for understanding, negotiating and fashioning self and world.
Prerequisite: 30 points at Stage II in English or Writing Studies

ENGLISH 365 15 Points
Special Topic in Writing Studies: Rhetoric, Public and Community
Considers issues related to writing for the public sphere, both global and local. This course examines modern efforts to define the public sphere in terms of a space for social communication and action, but also as a quasi-political structure. It also investigates, in theory and practice, the roles of rhetoric and rhetorical criticism in maintaining communities and publics, including counterpublics.
Prerequisite: 30 points at Stage II in Writing Studies

ENGLISH 366 15 Points
Writing as Critical Discourse
Explores theories of literacy and discourse in everyday, educational and professional contexts through individual writing, critical workshops and peer review. Historical case studies will be used to analyse rhetoric and argument in textual practices from graffiti to essays to blogs and mashups. Students will write for different audiences and media in different genres, including critical analysis, narrative and mixed media.
Prerequisite: 30 points at Stage II in English or Writing Studies
Restriction: ENGLISH 258

ENGLISH 367 15 Points
Special Topic in Writing Studies

Postgraduate 700 Level Courses

ENGLISH 703 15 Points
Stages of Religion
The history of English religion through the longer Reformation period, as reflected and addressed especially in the drama of the period, from the Cycle-plays to Milton. Combines English history and history of religion with issues of dramatic history and performance. Extensive use of primary and rare materials.

ENGLISH 704 15 Points
Two Poets: A Comparative Study
An investigation of the major works and determining poetics of two poets whose ideas and practice address one another across time and geopolitical space, local and international boundaries, print and web-based resources.

ENGLISH 705A 15 Points
ENGLISH 705B 15 Points
Modernism and the Contemporary
The work of six Modernist poets intensely concerned with ideas of the contemporary (T.S. Eliot, Mina
Loy, Marianne Moore, Ezra Pound, William Carlos Williams, and Wallace Stevens) within the context of Modernism, the defining international ‘movement’ of the twentieth century, known for its narratives of crisis and transformation. To complete this course students must enrol in ENGLISH 705 A and B

**ENGLISH 706**

30 Points

**ENGLISH 706A**

15 Points

**ENGLISH 706B**

15 Points

Shakespeare: Selected Plays and Poems

The focus of this course varies from year to year but includes attention to several of the most influential approaches to the reading of Shakespearean texts: psychoanalysis, feminism, new historicism, cultural materialism and post-colonial theory.

To complete this course students must enrol in ENGLISH 706 A and B, or ENGLISH 706

**ENGLISH 707**

30 Points

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 reimaginations 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**

15 Points

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**

15 Points

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**

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 712**

15 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 713**

30 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 746**
**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**
**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

**Restriction:** ENGLISH 341

**ENGLISH 748**
**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**
**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, or Departmental approval

**ENGLISH 750A**
**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 folklore studies are also provided.

**To complete this course students must enrol in ENGLISH 750 A and B**

**ENGLISH 751A**
**ENGLISH 751B**
**Special Topic**

**ENGLISH 756**
**Special Topic**

**ENGLISH 758**
**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, Anzaldúa 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**
**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**
**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**
**Special Topic: Representing Imagining**
Considers mimesis in literary and theoretical contexts from the early 1900s to the present. The course also addresses invention, reference, signs, authenticity, and the economy of the imaginative subject.

**ENGLISH 770**
**Research Essays**
Essays on a particular author, genre or theme.

**ENGLISH 773**
**Special Topic in Early Literature**

**ENGLISH 774**
**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**
**Special Topic**

**ENGLISH 776**
**Special Topic in Poetry**

**ENGLISH 777**
**Special Topic in Writing Studies**

**ENGLISH 778**
**Special Topic**

**ENGLISH 779**
**Special Topic in Early Literature**

**ENGLISH 780**
**Dissertation**

**ENGLISH 781**
**Research Project**
Directed research. This course is compulsory for BA(Hons) students in English who are not preparing a dissertation.
ENGLISH 782 30 Points
ENGLISH 782A 15 Points
ENGLISH 782B 15 Points
Special Topic
To complete this course students must enrol in ENGLISH 782 A and B, or ENGLISH 782

ENGLISH 784 15 Points
Special Topic in Early Literature: The Lives of King Lear
An intensive study of Shakespeare's great tragedy: as well as the play itself, the course covers its dramatic and non-dramatic sources and analogues, early texts of the play, and later reworkings in various forms from the seventeenth century to the present.

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

For 2012 this subject will be called Academic English Studies and ESOL course codes will change to ACADENG, subject to CUAP approval.

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-making, 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

Stage II

ESOL 200 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

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 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

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<tr>
<td>ESOL 210</td>
<td>15 Points</td>
<td>Writing Research Reports</td>
<td>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.</td>
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<tr>
<td>ESOL 211</td>
<td>15 Points</td>
<td>Advanced Academic Seminar Discussion and Argumentation</td>
<td>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.</td>
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<tr>
<td>ESOL 212</td>
<td>15 Points</td>
<td>Special Topic</td>
<td>Prerequisite: This course is available only for students of non-English speaking backgrounds.</td>
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### English for Academic Purposes

#### Foundation Courses

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<tr>
<td>ENGLACP 20P</td>
<td>25 Points</td>
<td>Upper Intermediate Academic English</td>
<td>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.</td>
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<tr>
<td>ENGLACP 30P</td>
<td>35 Points</td>
<td>Advanced Academic English</td>
<td>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.</td>
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#### English Writing

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<tr>
<td>I</td>
<td>ENGWRT 101</td>
<td>15 Points</td>
<td>English Writing for Academic Purposes</td>
<td>A skills-based analysis of texts written for academic purposes. Topics include: essays of comparison and contrast, argumentative essays, problem solution texts, literature reviews, critiques, and report writing.</td>
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<tr>
<td>Writing in the Professions</td>
<td>ENGWRT 200</td>
<td>15 Points</td>
<td>The purposes, skills and styles of business and professional communication, for use in academic, public and workplace contexts, in writing that identifies audience, uses clear, concise language and presents an effective case. Introduces process and rhetorical approaches to the analysis and composition of major forms of communication: memo, letters, report, proposal. Prerequisite: Any 45 points passed. Restriction: ENGWRT 111.</td>
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### Ethics

For the list of courses please refer to the Bachelor of Arts Schedule. Prescriptions are listed under their respective subject codes.

### Ethnomusicology

For the list of courses please refer to the Bachelor of Arts Schedule. Prescriptions are listed under their respective subject codes.

### European Studies

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<tr>
<td>Screening Europe</td>
<td>EUROPEAN 200</td>
<td>15 Points</td>
<td>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.</td>
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EUROPEAN 203 15 Points
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 302

EUROPEAN 204 15 Points
European Integration
This cross-disciplinary course examines political, economic, social and cultural integration and its effects in the fabric of contemporary Europe. Issues addressed include identity, immigration and citizenship in Europe, and matters pertaining to the European Union: its political form, enlargement, foreign and security policy, economic and monetary policy, and the European constitution.
Prerequisite: Any 30 points passed at Stage I
Restriction: EUROPEAN 302

EUROPEAN 205 15 Points
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 206 15 Points
European Integration
This cross-disciplinary course examines political, economic, social and cultural integration and its effects in the fabric of contemporary Europe. Issues addressed include identity, immigration and citizenship in Europe, and matters pertaining to the European Union: its political form, enlargement, foreign and security policy, economic and monetary policy, and the European constitution.
Prerequisite: Any 30 points passed
Restriction: EUROPEAN 204

EUROPEAN 207 15 Points
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 208 15 Points
Special Topic
EUROPEAN 211 15 Points
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 277 15 Points
European Study Abroad 2A
Course taken at an approved academic institution abroad.
Prerequisite: Departmental approval

EUROPEAN 278 15 Points
European Study Abroad 2B
Course taken at an approved academic institution abroad.
Prerequisite: EUROPEAN 277 and Departmental approval

Stage III
EUROPEAN 300 15 Points
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 at Stage II
Restriction: EUROPEAN 200

EUROPEAN 302 15 Points
European Integration
This cross-disciplinary course examines political, economic, social and cultural integration and its effects in the fabric of contemporary Europe. Issues addressed include identity, immigration and citizenship in Europe, and matters pertaining to the European Union: its political form, enlargement, foreign and security policy, economic and monetary policy, and the European constitution.
Prerequisite: Any 30 points at Stage II
Restriction: EUROPEAN 204

EUROPEAN 303 15 Points
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 at Stage II in BA courses
Restriction: EUROPEAN 204

EUROPEAN 304 15 Points
Special Topic
Prerequisite: Any 30 points at Stage II in BA courses

EUROPEAN 307 15 Points
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 at Stage II in BA courses
Restriction: EUROPEAN 205

EUROPEAN 310 15 Points
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 at Stage II
Restriction: EUROPEAN 211

EUROPEAN 377 15 Points
European Study Abroad 3A
Course taken at an approved academic institution abroad.
Prerequisite: Departmental approval

EUROPEAN 378 15 Points
European Study Abroad 3B
Course taken at an approved academic institution abroad.
Prerequisite: EUROPEAN 377 and Departmental approval

Postgraduate 700 Level Courses
EUROPEAN 701 15 Points
Special Topic
EUROPEAN 702 15 Points
Special Topic

Film, Television and Media Studies
Stage I
FTVMS 100 15 Points
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.

**FTVMS 101 Film Studies** 15 Points
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.

**FTVMS 110 Advertising and Society** 15 Points
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.

**Stage II**

**FTVMS 201 TV Studio Production: The Interview** 15 Points
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.

**FTVMS 202 Hollywood and its Others** 15 Points
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.

**FTVMS 203 Techno-culture and New Media** 15 Points
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.

**FTVMS 204 Media Analysis** 15 Points
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 Screening Hong Kong** 15 Points
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: Either FTVMS 100 and 101, or ASIAN 100 and 15 further points in Asian Studies**

**Restriction: FTVMS 308**

**FTVMS 207 Media and the Information Society** 15 Points
Examine 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 New Zealand Film since the Mid-1980s** 15 Points
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: FTVMS 100 and 101, or 30 points at Stage I in Political Studies**

**Restriction: FTVMS 300**

**FTVMS 209 The South Seas on Screen** 15 Points
An examination of the cinema 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 Race, Indigeneity and the Media** 15 Points
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 ‘Pakehanness’ 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
Reading Contemporary Films
Considers ways of analysing and interpreting contemporary films. The aim is to develop students' skills by 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  15 Points
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 music styles.
Prerequisite: FTVMS 100 and 101
Restriction: FTVMS 323

FTVMS 219  15 Points
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  15 Points
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  15 Points
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  15 Points
Special Topic
Prerequisite: FTVMS 100, 101

Stage III

FTVMS 300  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: 30 points from FTVMS 200-214, 216-222
Restriction: FTVMS 208

FTVMS 301  15 Points
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  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: 30 points from FTVMS 200–214, 216–222
Restriction: FTVMS 204

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 Screen 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: 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 problematise 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 15 Points  
**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’n B, hip hop, electronic dance music and other music styles.  
Prerequisite: 30 points from FTVMS 200–214, 216–222  
Restriction: FTVMS 218

FTVMS 324 15 Points  
**Special Topic**  
Prerequisite: 30 points from FTVMS 200–214, 216–222

FTVMS 325 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: 30 points from FTVMS 200–214, 216–222, or 15 points from FTVMS 200–214, 216–222 and at least a B in MĀORI 271 or 370  
Restriction: FTVMS 210

FTVMS 326 15 Points  
**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 15 Points  
**Special Topic**  
Prerequisite: 30 points from FTVMS 200–214, 216–222

FTVMS 328 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: 30 points from FTVMS 200–214, 216–222  
Restriction: FTVMS 212

FTVMS 329 15 Points  
**Special Topic**  
Prerequisite: 30 points from FTVMS 200–214, 216–222

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 reconceptions 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 728 30 Points
News Framing across Cultures
Compares Western, Indigenous and Asian news by considering news framing in two overlapping strands: firstly, different ways in which cultural and in some cases political values are inscribed into news, and secondly, ways in which different news organisations create/deal with those considered 'other'. Main focus is on print and television news, with some consideration of on-line news.

FTVMS 729 30 Points
Film Evil
The theme of evil in the cinema. What can films can teach about evil and why it is that conceptions of evil — its nature and source as well as distinctions between natural and moral evil — have formed so much of the subject matter of cinema. The course also considers the proposition that some films may themselves be evil.

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 796 A 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 797 A 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
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 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.

Prerequisite: 15 points from FRENCH 100, 103, 129, 200, 204, 269, 304

FRENCH 231
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
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
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
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, 305

Restriction: FRENCH 129

FRENCH 277
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
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
<table>
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<tr>
<th>Course Code</th>
<th>Title</th>
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<tr>
<td>FRENCH 279</td>
<td>Special Topic</td>
<td>15</td>
<td>Prequisite: 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304</td>
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<tr>
<td>FRENCH 304</td>
<td>Advanced French Language 1</td>
<td>15</td>
<td>Prequisite: 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.</td>
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<tr>
<td>FRENCH 305</td>
<td>Advanced French Language 2</td>
<td>15</td>
<td>Prequisite: FRENCH 200, 202 or 304 Restriction: FRENCH 300, 301</td>
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<tr>
<td>FRENCH 306</td>
<td>Medieval French Language and Culture</td>
<td>15</td>
<td>Prequisite: FRENCH 200, 202 or 304 Restriction: FRENCH 706</td>
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<tr>
<td>FRENCH 313</td>
<td>Introduction to Modern France</td>
<td>15</td>
<td>Prequisite: FRENCH 200, 202 or 304 Restriction: FRENCH 231</td>
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<tr>
<td>FRENCH 314</td>
<td>French Linguistics</td>
<td>15</td>
<td>Prequisite: FRENCH 200, 202 or 304 Restriction: FRENCH 214</td>
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<tr>
<td>FRENCH 320</td>
<td>French Translation Practice</td>
<td>15</td>
<td>Prequisite: FRENCH 200, 202 or 304 Restriction: FRENCH 720</td>
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<tr>
<td>FRENCH 322</td>
<td>Linguistic Study Abroad</td>
<td>15</td>
<td>Prequisite: FRENCH 200, 202, 300, or 304 and permission of Head of Department</td>
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<tr>
<td>FRENCH 329</td>
<td>The French-speaking World</td>
<td>15</td>
<td>Prequisite: FRENCH 200, 202 or 304 Restriction: FRENCH 229</td>
</tr>
<tr>
<td>FRENCH 331</td>
<td>Special Study in French</td>
<td>15</td>
<td>Prequisite: FRENCH 200 or 202 or 304</td>
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<tr>
<td>FRENCH 339</td>
<td>France on Screen: From Lumière to Godard</td>
<td>15</td>
<td>Prequisite: FRENCH 200 or 202 or 304, or 30 points from FTVMS 200-214, 216-219 Restriction: FRENCH 239, 739</td>
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<tr>
<td>FRENCH 341</td>
<td>Panorama of the French Novel</td>
<td>15</td>
<td>Prequisite: FRENCH 200, 202 or 304 Restriction: FRENCH 741</td>
</tr>
<tr>
<td>FRENCH 349</td>
<td>French Cinema Since the New Wave</td>
<td>15</td>
<td>Prequisite: FRENCH 200 or 202 or 304, or 30 points from FTVMS 200-214, 216-219 Restriction: FRENCH 749</td>
</tr>
<tr>
<td>FRENCH 377</td>
<td>French Study Abroad 3A</td>
<td>15</td>
<td>Prequisite: Permission of Head of Department</td>
</tr>
<tr>
<td>FRENCH 378</td>
<td>French Study Abroad 3B</td>
<td>15</td>
<td>Prequisite: FRENCH 377 and permission of Head of Department</td>
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<tr>
<td>FRENCH 379</td>
<td>Special Topic</td>
<td>15</td>
<td>Prequisite: FRENCH 200 or 202 or 304</td>
</tr>
<tr>
<td>FRENCH 701</td>
<td>Special Topic in Old French: The Medieval Romance</td>
<td>30</td>
<td>The evolving medieval French romance with particular emphasis on the Roman de la Rose as the quintessential medieval study of human nature.</td>
</tr>
</tbody>
</table>
FRENCH 702 15 Points
Language Acquisition I
Advanced language practice in French, with emphasis on close-reading, textual summary and synthesis of aural and written texts, and oral presentations. French techniques of essay writing will be studied, and students will apply these in written assignments. Prerequisite: FRENCH 305 or placement test and Departmental approval
Restriction: FRENCH 700

FRENCH 703 15 Points
Language Acquisition II
Advanced language practice in French, with emphasis on close-reading, textual summary and synthesis of aural and written texts, and oral presentations. French techniques of essay writing will be studied, and students will apply these in written assignments. Prerequisite: FRENCH 702 or placement test and Departmental approval
Restriction: FRENCH 700

FRENCH 706 30 Points
Medieval French Literature 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. Restriction: FRENCH 306

FRENCH 707 15 Points
Specialised 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.

FRENCH 708 15 Points
Specialised 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.

FRENCH 710 30 Points
FRENCH 710A 15 Points
FRENCH 710B 15 Points
Special Topic
To complete this course students must enrol in FRENCH 710 A and B, or FRENCH 710

FRENCH 711 15 Points
Special Topic: Theory and Text
Survey of the most important twentieth-century French literary critics and critical movements.

FRENCH 714 15 Points
Special Topic

FRENCH 715 15 Points
Special Topic

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
FRENCH 728 30 Points
FRENCH 729 30 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 725 A and B, or FRENCH 725

FRENCH 727 30 Points
FRENCH 728 30 Points
FRENCH 729 30 Points
Gender and Culture: Perspectives from the French-speaking World

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

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<th>Course Code</th>
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<tr>
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**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

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<td>FRENCH 751B</td>
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**Special Study**

Supervised research on a topic or topics approved by the Head of Department.

To complete this course students must enrol in FRENCH 751 A and B, or FRENCH 751

<table>
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**Special Study**

Supervised research on a topic or topics approved by the Head of Department.

To complete this course students must enrol in FRENCH 752 A and B, or FRENCH 752

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<td>FRENCH 753B</td>
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**Special Study**

Supervised research on a topic or topics approved by the Head of Department.

To complete this course students must enrol in FRENCH 753 A and B, or FRENCH 753

<table>
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<th>Points</th>
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<tbody>
<tr>
<td>FRENCH 777</td>
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</table>

**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.

<table>
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<td>FRENCH 778</td>
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**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.

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<tr>
<td>FRENCH 785B</td>
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</table>

**Dissertation**

To complete this course students must enrol in FRENCH 785 A and B, or FRENCH 785

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**German**

**Stage I**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Points</th>
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<tbody>
<tr>
<td>GERMAN 101</td>
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<tr>
<td>GERMAN 101G</td>
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</table>

**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

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>GERMAN 102</td>
<td>15</td>
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</tbody>
</table>

**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.

Restriction: 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>Points</th>
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<tbody>
<tr>
<td>GERMAN 130</td>
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</table>

**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
## Course Prescriptions

### Stage II

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<th>Course Title</th>
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<td>German Language Intermediate 1</td>
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<td>GERMAN 201</td>
<td>German Language Intermediate 2</td>
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<tr>
<td>GERMAN 203</td>
<td>German in Business</td>
<td>15</td>
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<tr>
<td>GERMAN 210</td>
<td>20th Century German Literature</td>
<td>15</td>
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<td>GERMAN 211</td>
<td>Contemporary Literature</td>
<td>15</td>
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<td>GERMAN 212</td>
<td>Special Study in German</td>
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<td>GERMAN 230</td>
<td>German Cinema from Murnau to Riefenstahl</td>
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<td>GERMAN 277</td>
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<td>GERMAN 278</td>
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### Stage III

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<td>GERMAN 301</td>
<td>German Language Advanced 1</td>
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<td>GERMAN 302</td>
<td>German Language Advanced 2</td>
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<td>GERMAN 303</td>
<td>Special Topic: The Drama of “Sturm und Drang”</td>
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<td>GERMAN 305</td>
<td>Translation</td>
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<td>GERMAN 310</td>
<td>Classicism, Romanticism, Realism</td>
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<td>GERMAN 311</td>
<td>Modern German Classics</td>
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<td>GERMAN 312</td>
<td>Directed Reading and Research</td>
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<td>GERMAN 377</td>
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<td>GERMAN 378</td>
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<td>GERMAN 390</td>
<td>Sprachpraktikum</td>
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<td>GERMAN 391</td>
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<td>GERMAN 392</td>
<td>Special Topic</td>
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<td>GERMAN 393</td>
<td>Special Topic: Karl Wolfskehl’s Späte Dichtungen</td>
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<td>GERMAN 394</td>
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<td>GERMAN 701A</td>
<td>Language Acquisition</td>
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<td>GERMAN 701B</td>
<td>Language Acquisition (GDS)</td>
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<td>GERMAN 711</td>
<td>The Age of Goethe</td>
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<td>GERMAN 714</td>
<td>Post-War German Prose</td>
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<td>GERMAN 715</td>
<td>20th Century German Poetry</td>
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<td>GERMAN 716</td>
<td>Literature and Film</td>
<td>15</td>
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<td>GERMAN 717</td>
<td>20th Century Women Writers</td>
<td>15</td>
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<td>GERMAN 720</td>
<td>Special Topic: Fontane</td>
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<td>GERMAN 721</td>
<td>Special Topic in Germanic Studies</td>
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<td>GERMAN 722</td>
<td>Goethe: Faust</td>
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<tr>
<td>GERMAN 724</td>
<td>The Contemporary Novel</td>
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<tr>
<td>GERMAN 725</td>
<td>Fontane: Effi Briest as Novel and Film</td>
<td>15</td>
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<td>GERMAN 726</td>
<td>Thomas Mann: The Early Works</td>
<td>15</td>
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<td>GERMAN 727</td>
<td>Thomas Mann: The Later Works</td>
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<td>GERMAN 728</td>
<td>Special Topic: Karl Wolfskehl’s Späte Dichtungen</td>
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<td>GERMAN 729</td>
<td>Special Topic in Germanic Studies</td>
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<td>GERMAN 731</td>
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</tr>
<tr>
<td>GERMAN 732</td>
<td>Special Topic</td>
<td>30</td>
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</tbody>
</table>
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 750 15 Points
Special Study
Supervised research essays on a topic or topics approved by the Head of Department.
Prerequisite: Permission of Head of Department

GERMAN 751 30 Points
Special Study
Supervised research essays on a topic or topics approved by the Head of Department.
Prerequisite: Permission of Head of Department

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 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 794A 60 Points
GERMAN 794B 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 794 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 of their literary, historical and/or philosophical qualities.
Prerequisite: GREEK 200 and either GREEK 201 or 202

GREEK 305 15 Points
Special Topic
Prerequisite: GREEK 200 and either GREEK 201 or 202

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 30 Points
GREEK 707A 15 Points
GREEK 707B 15 Points
Selected Greek Texts 1
Selected texts will be set for translation and explanation.
To complete this course students must enrol in GREEK 707 A and B, or GREEK 707

GREEK 708 30 Points
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 712 30 Points
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 790 15 Points
Dissertation
To complete this course students must enrol in GREEK 790 A and B

GREEK 792 45 Points

GREEK 792A 22.5 Points

GREEK 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

GREEK 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

GREEK 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

GREEK 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 homosexuality 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
Rise and Fall of the USA
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

Racial Histories

HISTORY 111 15 Points
Examines 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 War, Peace and Society 15 Points
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 Topics in History 10 Points
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 Making Sex: Modern Histories of Sex 15 Points
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 History of Modern Germany 15 Points
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 Kaiserreich 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 306

HISTORY 208 African-American Freedom Struggles: USA 1900-2000 15 Points
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 Health, Medicine and Society 15 Points
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 Darwin’s England 15 Points
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 Mao Zedong, Revolution and China 15 Points
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 Early Modern England: A Social and Cultural History 15 Points
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 New Zealand Social History: Whānau, Family, Sex 15 Points
An introduction to the social history of Māori and Pākehā New Zealanders focusing on family relations and sexuality. Topics include Māori and Pākehā 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 dissent. 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
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
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
The French Revolution is recognised as a founding event of modern history. Revolutionary 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
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 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
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 de-industrialisation; 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 15 points from ASIAN 100 or MĀORI 130 Restriction: HISTORY 328

HISTORY 230

Exploration of the Pacific
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
Explores the interplay between regional and global history. The first part periodises 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
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

HISTORY 241

Making Sense of the Sixties: the 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 I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130 Restriction: HISTORY 341

HISTORY 242

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 I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130 Restriction: HISTORY 342

For further information please refer to the note on page 356.
HISTORY 243  15 Points
Body and Blood: Religious Cultures and Conflicts c. 50-1650
An introduction to 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 I in History, or 15 points at Stage I in History and 15 points from ANCHIST 103, EUROPEAN 100, ASIAN 100 or MĀORI 130. Restriction: HISTORY 356

HISTORY 244  15 Points
Special Topic
Prerequisite: 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130

HISTORY 245  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 I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130. Restriction: HISTORY 345

HISTORY 248  15 Points
America’s Wars in Asia
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 I in History or Asian Studies, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130. Restriction: HISTORY 348

HISTORY 251  15 Points
Pacific History: Culture Contact to About 1800
The relations between Pacific Islanders and Europeans (explorers, travellers and missionaries) up to the colonial period. 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 315, 351

HISTORY 252  15 Points
Snapshots: New Zealand Cultural History
An introduction to changing ideas about New Zealand and New Zealand culture from colonial times to the present 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 I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130. Restriction: HISTORY 352

HISTORY 254  15 Points
Barbarians: Antiquity to Vikings
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 I in History, or 90 points passed, including 15 points in History, ASIAN 100, Ancient History or Classical Studies. Restriction: HISTORY 354

HISTORY 257  15 Points
Making Modern America 1877-1924
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. 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 357

HISTORY 258  15 Points
Special Topic
Restriction: HISTORY 358

HISTORY 259  15 Points
Special Topic
Restriction: HISTORY 359

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 wāhine; 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
Social Welfare in New Zealand, 1840-2000
Investigates the changing nature of social welfare, both state and voluntary, in New Zealand society from 1840 to 2000. It addresses reasons why certain concerns were at the forefront of public and political attention at different times. The course examines assumptions about women, Māori, as well as unemployed, poor and sick people that underlay welfare provision through time. 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 362, SOCIOl 317

HISTORY 264  15 Points
Hollywood’s America: History Through Film
Examination of Hollywood feature film as cultural artefacts of twentieth-century USA and historical interpretations of the American past, 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
Course Prescriptions

2012 Calendar

**HISTORY 269**

**Norman Conquests, Norman Voices, c. 900 - 1215**
Focusing on a range of primary sources produced by the conquerors of England and parts of the Mediterranean world, the course examines the achievements and self-perception of the Normans from the tenth to thirteenth centuries. It will consider the historical context of several artefacts of enduring interest, including the Bayeux Tapestry, Domesday Book and Magna Carta.
Prerequisite: 30 points at Stage I in History or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 368

**HISTORY 269**

**Scientific New Zealand**
Examines the place of science in New Zealand as a cultural, a colonising and an economic activity from early European settlement in the early nineteenth century to the commercialisation of science and genetic engineering in the late twentieth century.
Prerequisite: 30 points at Stage I in History or 15 points at Stage II in History and MAORI 130 or any 120 points passed
Restriction: HISTORY 369

**HISTORY 270**

**Special Topic**

**Stage III**

**HISTORY 300**

**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**

**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**

**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 Kaisersreich 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, 235

**HISTORY 308**

**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**

**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**

**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**

**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 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 214, 215, 396, 337

**HISTORY 316**

**New Zealand Social History: Whānau, Family, Sex**
An in-depth examination of the social history of Māori and Pākehā New Zealanders through the lens of family relations and sexuality. Topics include Māori and Pākehā 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**

**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 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 Maori 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
Hist 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

Hist 349 Special Topic
15 Points
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and Arthist 225

Hist 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

Hist 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

Hist 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 an examination of 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

Hist 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. 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

Hist 357 Making Modern America 1877-1924
15 Points
An advanced 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.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and Arthist 225
Restriction: History 257

Hist 358 Special Topic
15 Points
Restriction: History 258

Hist 359 Special Topic
15 Points

Hist 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

Hist 362 Social Welfare in New Zealand, 1840-2000
15 Points
Investigates the changing nature of social welfare, both state and voluntary, in New Zealand society from 1840 to 2000. It addresses reasons why certain concerns were at the forefront of public and political attention at different times. The course examines assumptions about women, Māori, as well as unemployed, poor and sick people that underlay welfare provision through time.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and Arthist 225
Restriction: History 262, Sociol 317

Hist 364 Hollywood’s America: History through Film
15 Points
Examination of Hollywood feature film as cultural artefacts of twentieth-century USA and historical interpretations of the American past, 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 FTVMS 200-214, 216-219
Restriction: History 264

Hist 365 Ireland Since 1798
15 Points
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

Hist 366 Health, Medicine and Society
15 Points
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
HISTORY 368 15 Points
Norman Conquests, Norman Voices, c. 900-1215
Focusing on a range of primary sources produced by the conquerors of England and parts of the Mediterranean world, the course examines the achievements and self-perception of the Normans from the tenth to thirteenth centuries. It will consider the historical context of several artefacts of enduring interest, including the Bayeux Tapestry, Domesday Book and Magna Carta.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 268

HISTORY 369 15 Points
Scientific New Zealand
Examines the place of science in New Zealand as a cultural, a colonising and an economic activity from early European settlement in the early nineteenth century to the commercialisation of science and genetic engineering in the late twentieth century.
Prerequisite: 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225
Restriction: HISTORY 269

HISTORY 370 15 Points
Special Topic

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.
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
Insider Histories
Considers histories from ‘the inside’, related debates about oral histories and oral history practice. Uses Māori histories as case studies to explore the use of oral sources and issues of subjectivity, offering practical historical research and analytical skills. Topics include: the nature of and problems with oral and other sources, balancing textual and oral sources, writing from a subject position.
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

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 727 30 Points
Nineteenth-century Japan
Explores themes within nineteenth-century Japanese history. Topics include health, education, the early feminist movement, and other themes relating to social and cultural history. The impact of the 1868 Meiji Restoration on society will form a focal point.

HISTORY 734A 15 Points
HISTORY 734B 15 Points
United States History
Explores the arguments, assumptions, and points of view that have created and continue to create historical knowledge of the United States. The course engages with the practice of United States history and historiography, emphasising historians’ ways of doing, thinking, valuing, and writing about the past.

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 702
Restriction: HISTORY 710
To complete this course students must enrol in HISTORY 737 A and B

HISTORY 738 15 Points
Special Topic
HISTORY 739 15 Points
Special Topic
HISTORY 740 15 Points
Special Topic
HISTORY 741 15 Points
Special Topic
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
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 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 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 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

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
Restriction: ITALIAN 202, 335

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.
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.
Prerequisite: Departmental approval required

ITALIAN 278 15 Points
Italian Study Abroad 2B
Refer to the entry for Language Study Abroad.
Prerequisite: ITALIAN 277 and Departmental approval

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
Restriction: ITALIAN 711

ITALIAN 303 15 Points
Boccaccio and Petrarch
An introduction to Boccaccio’s collection of short stories, the Decameron, and the poetry of Petrarch.
Prerequisite: ITALIAN 201
Corequisite: ITALIAN 300
Restriction: ITALIAN 710
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<th>Course Code</th>
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<tr>
<td>ITALIAN 309</td>
<td>Major Themes in Italian Renaissance Culture (Texts in Italian)</td>
<td>ITALIAN 201, 210</td>
<td>An introduction to themes and issues in Italian Renaissance culture. General topics are covered in English but texts are read in Italian.</td>
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<td>ITALIAN 312</td>
<td>Special Topic</td>
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<td>ITALIAN 331</td>
<td>Contemporary Italian Theatre</td>
<td>ITALIAN 201</td>
<td>A study of the development of Italian drama in the twentieth century.</td>
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<td>ITALIAN 333</td>
<td>Italian Popular Culture</td>
<td>ITALIAN 201</td>
<td>An examination of typical examples of Italian popular culture in the context of critical debates on mass culture.</td>
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<td>ITALIAN 337</td>
<td>Special Topic</td>
<td>ITALIAN 201 and Departmental approval</td>
<td>Prerequisite: ITALIAN 201 and Departmental approval</td>
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<td>ITALIAN 338</td>
<td>Special Topic</td>
<td>ITALIAN 300</td>
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<td>ITALIAN 339</td>
<td>Contemporary Italian Fiction</td>
<td>ITALIAN 201</td>
<td>A study of selected works of Italian fiction of the twentieth and twenty-first centuries.</td>
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<td>ITALIAN 355</td>
<td>Directed Study</td>
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<td>ITALIAN 356</td>
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<td>ITALIAN 377</td>
<td>Italian Study Abroad 3A</td>
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<td>Refer to the entry for Language Study Abroad.</td>
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<td>ITALIAN 378</td>
<td>Italian Study Abroad 3B</td>
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<td>Refer to the entry for Language Study Abroad.</td>
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**Postgraduate 700 Level Courses**

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<td>ITALIAN 700B</td>
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<tr>
<td>ITALIAN 701</td>
<td>Special Topic in Italian Language Acquisition</td>
<td>ITALIAN 377 and Departmental approval</td>
<td>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.</td>
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<td>ITALIAN 702</td>
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<td>To complete this course students must enrol in ITALIAN 700 A and B, or ITALIAN 700</td>
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<td>ITALIAN 702A</td>
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<td>ITALIAN 708</td>
<td>Special Topic</td>
<td>ITALIAN 707</td>
<td>The Italian Detective Story</td>
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<td>ITALIAN 710</td>
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<td>Boccaccio and Petrarca</td>
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<td>ITALIAN 711</td>
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<td>Dante</td>
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<td>Contemporary Italian Theatre</td>
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<td>ITALIAN 713</td>
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</table>
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.
Restriction: ITALIAN 333

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

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: 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: 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**

**15 Points**

**Japanese Study Abroad 2A**

Refer to the entry for Language Study Abroad. **Prerequisite:** School approval required

**JAPANESE 278**

**15 Points**

**Japanese Study Abroad 2B**

Refer to the entry for Language Study Abroad. **Prerequisite:** JAPANESE 277 and School approval required

**Stage III**

**Note:** By special permission of the Head of School, prerequisites at Stage III may be waived. A pass in JAPANESE 332 is required for a major in Japanese. JAPANESE 331 and 332 must be taken concurrently with any other Stage III Japanese course, unless they or JAPANESE 330, 338 or 339 have already been passed.

**JAPANESE 307**

**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,
performed arts, and intellectual discourse. Readings are in Japanese and English.

**JAPANESE 392** 15 Points
Special Topic
Prerequisite: 45 points at Stage II in BA courses including JAPANESE 240 or 270

**JAPANESE 393** 15 Points
Japanese Media
A critical analysis of Japanese media texts in the context of Japanese urban culture. Taught in English.
Prerequisite: 150 points from Stage II courses in Japanese

**JAPANESE 392** 15 Points
Special Topic
Prerequisite: 45 points at Stage II in BA courses including JAPANESE 240 or 270

**Postgraduate 700 Level Courses**

**JAPANESE 704A** 7.5 Points
**JAPANESE 704B** 7.5 Points
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

**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.

**JAPANESE 725** 30 Points
Japanese Phonology and Morphology
Readings and original research in aspects of the phonology and morphology of Japanese, both standard and dialect.

**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 780** 30 Points
**JAPANESE 780A** 15 Points
**JAPANESE 780B** 15 Points
Dissertation
To complete this course students must enrol in JAPANESE 780 A and B, or JAPANESE 780

**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

JAPANESE 797A 60 Points
JAPANESE 797B 60 Points
**Research Portfolio**
To complete this course students must enrol in JAPANESE 797 A and B

**Korean**

**Stage I**

KOREAN 110 15 Points
KOREAN 110G 15 Points
**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

KOREAN 111 15 Points
**Korean for Beginners 2**
A continuation of KOREAN 110.
Prerequisite: KOREAN 110
Restriction: KOREAN 100, 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed

KOREAN 120 15 Points
**Korean Society and Culture**
As a means to understand Korean society and culture better, Korean ‘ways’ will be examined and also compared with Chinese and Japanese ‘ways’. Taught in English.

**Stage II**

KOREAN 200 15 Points
**Intermediate Korean 1**
Aims to expand students' proficiency in Korean by introducing further points of grammar and their usage. This course serves as the base for oral and written language skills at an intermediate level.
Prerequisite: KOREAN 100 or 111
Restriction: KOREAN 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed

KOREAN 201 15 Points
**Intermediate Korean 2**
A continuation of KOREAN 200.
Prerequisite: KOREAN 200
Restriction: KOREAN 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**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
emphasize on comprehension, conversation, discussion and presentation.

Prerequisite: KOREAN 700 or equivalent

KOREAN 705
Advanced Translation Practice
30 Points
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
Linguistics for the Language Teacher
15 Points
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
Introduction to ELT
15 Points
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
Classroom Management and School Experience
15 Points
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
Competency in the Mother Tongue
15 Points
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
Ethics and Civilisation
15 Points
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 201
Introductory English Language Analysis for TEFL
15 Points
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 202
Developing Literacy in a Second Language
15 Points
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
Special Topic
15 Points

Stage III

LANGTCHG 300
Teaching English in the Second/Foreign Language Classroom
15 Points
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 at Stage II or above or Departmental approval required

LANGTCHG 301
Introduction to TEFL Curriculum
15 Points
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 EFL curriculum.
Prerequisite: LANGTCHG 202 or Departmental approval

LANGTCHG 302
Practical Language Teaching
15 Points
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  
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  
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  
Special Topic

LANGTCHG 306  
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 200, 202, or 120 points passed from Part I of the BEd(TESOL), or approval of the BEd(TESOL) Coordinator

LANGTCHG 310  
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  
Special Topic

LANGTCHG 312  
Special Topic

Postgraduate 700 Level Courses

LANGTCHG 303  
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  
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  
Special Topic

LANGTCHG 306  
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 200, 202, or 120 points passed from Part I of the BEd(TESOL), or approval of the BEd(TESOL) Coordinator

LANGTCHG 310  
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  
Special Topic

LANGTCHG 312  
Special Topic

Stage IV

LANGTCHG 400  
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  
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  
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  
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  
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  
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  
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 726 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 728  
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 729  
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  
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  
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 740–753, are available only for distance learning.

LANGTCHG 740  
Language Analysis for Teachers  
The study of structure of English through an analysis of the key concepts and features of English phonology, morphology, syntax and vocabulary from the perspective of second/foreign language teaching.

LANGTCHG 741  
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  
Language Assessment  
A critical examination of the principles of language assessment and evaluation and their applications to both teaching practice and research.

LANGTCHG 743  
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  
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  
Second Language Classroom Research  
The findings of second language classroom research and the methods used in this research.

LANGTCHG 746  
Materials Development and Evaluation  
The principles and processes of designing and evaluating language teaching materials.

LANGTCHG 747  
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  
Bilingualism and Bilingual Education  
Aspects of both individual and societal bilingualism especially for the analysis of issues in education, assessment and policy.

LANGTCHG 749  
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  
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  
Corpus Studies in Applied Linguistics  
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  
Computer Assisted Language Learning  
Covers the theoretical and practical aspects of using technology to promote language learning. Includes culture and CALL, exercise authoring, CALL research, technology and the four skills, web-based language learning, computer-mediated communication, and CALL evaluation.

LANGTCHG 753  
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  
Special Topic
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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<tr>
<td>LANGTCHG 755</td>
<td>Special Topic</td>
<td>15</td>
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<tr>
<td>LANGTCHG 790</td>
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<td>LATIN 100</td>
<td>Introduction to Latin Language 1</td>
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<td>Latin Language Acquisition: Intermediate</td>
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<td>Latin Literary Texts 2A</td>
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<td>Latin Literary Texts 2B</td>
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<td>LATIN 300</td>
<td>Advanced Language Study Part I</td>
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<td>Latin Literary Texts 3A</td>
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<td>LATIN 302</td>
<td>Latin Literary Texts 3B</td>
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<td>LATIN 305</td>
<td>Latin Special Topic</td>
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<td>LATIN 310</td>
<td>Advanced Language Study Part 2</td>
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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.

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.

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.

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 719 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.

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**  
**Introductory Portuguese Language**  
An introduction to spoken and written language, for students with no prior background in the language or limited fluency.

**Stage II**

**LATINAM 200**  
**Special Topic**  
Prerequisite: SPANISH 103

**LATINAM 201**  
**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**  
**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  
Restriction: LATINAM 216, SPANISH 216

**LATINAM 302**  
**Special Topic**  
Prerequisite: 15 points from HISTORY 231, LATINAM 201, 211, POLITICS 234, 317, SPANISH 211, 213, 306

**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 234  
Restriction: SPANISH 306, 729

**LATINAM 320**  
**Latin American Knowledges**  
An examination of new knowledges produced in Latin America that have influenced socio-political theory and global epistemological paradigms but are subalternised as art, culture, or politics. Therefore this course will examine the link between theory and practice in the creation of new knowledge.  
Prerequisite: 15 points from LATINAM 201, 216, POLITICS 234, SOCIOL 210, SPANISH 205  
Restriction: SPANISH 720

**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, testimonials, 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 234  
Restriction: SPANISH 306, 729

**LATINAM 350**  
**Directed Reading and Research**  
Supervised research projects.  
Prerequisite: 75 points in Latin American Studies at Stages I and II, and permission of Head of Department

**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**  
**LINGUIST 101G**  
**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 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**  
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**  
**Phonetics and Phonology**  
Includes a survey of speech sounds in the world’s languages, an overview of speech production and perception, and an introduction to how these sounds are organised into language. Includes a practical component in which theories are applied to language data.  
*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 206**  
**Semantics and Pragmatics**  
An introduction to a wide range of issues of contemporary relevance to the study of meaning. The semantics part includes topics in structural, truth-conditional and cognitive semantics. The pragmatics part covers some of the basic topics in pragmatics.  
*Prerequisite: LINGUIST 100 or 103  
Restriction: LINGUIST 302*

**Stage III**

**LINGUIST 300**  
**Syntax: Function and Typology**  
A continuation of the functional-typological part of LINGUIST 200. Examination of selected topics, such as grammatical relations, relative clauses, causatives, complementation, information packaging, typology and universals.  
*Prerequisite: LINGUIST 200*

**LINGUIST 301**  
**Advanced Phonology**  
A continuation of LINGUIST 201, introducing a more theoretical approach to phonology including distinctive feature theory, syllable theory, metrical phonology, autosegmental phonology, lexical phonology. Issues are explored in the context of a constraint-based approach to phonology. Includes a practical component in which theories are applied to language data.  
*Prerequisite: LINGUIST 201*

**LINGUIST 303**  
**Conversational Analysis**  
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**  
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**  
Comparative and historical study of the sound systems, grammar, and vocabulary of the Polynesian languages.  
*Prerequisite: LINGUIST 202 or MĀORI 201 or SAMOAN 201 or 202*

**LINGUIST 308**  
**Language Change**  
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**  
Students undertake supervised research.  
*Prerequisite: Permission of Head of Department*

**LINGUIST 312**  
**Language Origin and Evolution**  
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 313**  
**Lexical Functional Grammar**  
LFG is a psycho-linguistically based, lexically driven universal grammar in which semantic, syntactic and configurational relationships are analysed as related but partially independent levels of organisation. This makes LFG suited to analysis of languages of all types. LFG is also widely implemented in language synthesis, automatic parsing, SLA and creole studies.
Understanding of word classes and constituency is assumed.

**Prerequisite:** LINGUIST 200 or 203

**LINGUIST 320**  
**Topics in Pragmatics**

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 or 206

**LINGUIST 321**  
**Gender and Language**

Surveys recent and classic work in language and gender from a sociolinguistic perspective. It covers issues such as: how the category “gender” has developed over time in sociolinguistics; what the relationship is between gender identities and sexual identities; how the ways we talk and act intersect with non-linguistic behaviour to express gender identities.

**Prerequisite:** LINGUIST 101 or 103 and 30 points at Stage II in Linguistics

**LINGUIST 322**  
**Special Topic**

**Prerequisite:** 30 points at Stage II in Linguistics

**LINGUIST 323**  
**Sociolinguistic Variation**

Examines the methods and theory behind the study of synchronic language variation and its relationship to diachronic change. Students read a wide range of studies exploring different linguistic variables and apply their understanding of the theory and methods to the extraction and analysis of data from corpora of spontaneous speech that are provided.

**Prerequisite:** 15 points from LINGUIST 100, 101, 103 and 30 points at Stage II in Linguistics (either LINGUIST 200 or LINGUIST 201 strongly recommended)

**Postgraduate 700 Level Courses**

**LINGUIST 700**  
**Directed Study**

15 Points

**LINGUIST 707**  
**Field Methods**

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 structure of the language, focusing on both phonology and syntax.

**Prerequisite:** LINGUIST 201 and either LINGUIST 300 or 313

**LINGUIST 709**  
**Linguistic Research**

An introduction to research methods and practices in Linguistics. The course is intended to develop research skills through a combination of lectures and practicum sessions, and will include the development and completion of a research project.

15 Points

**LINGUIST 710**  
**Fundamentals of Linguistics**

A comprehensive survey of current theory in selected topics in Linguistics, especially phonetics/phonology, grammar, semantics, and pragmatics.

15 Points

**LINGUIST 720**  
**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.

15 Points

**LINGUIST 721**  
**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.

15 Points

**LINGUIST 722**  
**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**  
**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 206 or 302, or equivalent

**LINGUIST 725**  
**Language Contact**

The influences of languages upon each other through the historical interactions of their speakers. The main points of reference are the syntheses of Weinreich (1953) and Thomason and Kaufman (1988).

15 Points

**LINGUIST 726**  
**Sociolinguistics: Variation and Change**

Overview of major theories and practice in sociolinguistics today. Emphasis on the connections between ongoing variation in the speech community and language change. Issues of individual agency and social construction of identity are discussed as well as different methods for modelling variation and change in society.

15 Points

**LINGUIST 727**  
**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.

15 Points

**LINGUIST 728**  
**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.

15 Points

**LINGUIST 730**  
**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 741 15 Points
Special Topic: Grammaticalisation
The following general topics will be covered: nature of grammaticalisation; does grammaticalisation represent a unique type of language change? Directionality of change; sources and targets of changes in grammaticalisation.

LINGUIST 743 15 Points
Special Topic: Analysing Variation
Students will develop skills and understanding in the methods and theory of language variation. A large part of the course will be devoted to independent research of a variable/variables in existing corpora (available from the department).

LINGUIST 790 30 Points
LINGUIST 790A 15 Points
LINGUIST 790B 15 Points
Dissertation
To complete this course students must enrol in LINGUIST 790 A and B, or LINGUIST 790

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 701 15 Points
Directed Studies
Supervised research studies in an area of logic and computation.

LOGICOMP 702 15 Points
Special Topic
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 702 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 BA(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
MĀORI 103G 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
Te Ao Māori: The Māori World
An introduction to Māori analyses of topics that
are often discussed and sometimes controversial,
and that continue to shape contemporary life in
New Zealand. Topics include aspects of world view,
philosophy and social organisation; the Declaration
of Independence, the Treaty of Waitangi and European
immigration; and contemporary issues including
Treaty claims, ownership of the foreshore and seabed
and constitutional issues.

MĀORI 130 15 Points
MĀORI 170 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 190 15 Points
Kapa Haka 2
Further development of listening and oral skills. This
course 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 201 15 Points
Whakatakoto Reo Tuara / 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: 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 Tuara 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
Te Ao Huruhuri / Te Tiriti o Waitangi
Follows on from MĀORI 130, examining aspects of
traditional Māori society that continue to challenge
and mould contemporary life in New Zealand. Topics
are covered from a Māori perspective and include
the Treaty of Waitangi, the role of the churches in
colonisation, language loss and revitalisation, the
modern protest movements and the influence of the
issues raised on Māori-Pākehā relations.
Prerequisite: MĀORI 130 or 60 points passed

MĀORI 240 15 Points
Te Kete Aronui
Knowledge recovery of past traditions and practices
relating to Māori material culture with a strong
emphasis on developing practical skills and research
that involves focus on the use of stone, bone, wood,
shell and some fibre.
Prerequisite: MĀORI 130 or ARTHIST 102, or 30 points at
Stage I in Museums and Cultural Heritage, or Departmental
approval

MĀORI 241 15 Points
Te Ahu Tahuhu
Māori fibre arts as a continuum from pre-European
times with reference to the materials, practices and
traditions of artefact manufacture. Includes individual
research and practical projects.
Prerequisite: 60 points passed in any subject

MĀORI 270 15 Points
Kaupapa Höu: Special Topic

MĀORI 271 15 Points
Māori and the Media / Te Ao Pāhö
Examines the interrelationship between Māori and
media. The course falls into two main strands: the
representation of Māori and te ao Māori across a
range of mainstream media, both historic and
contemporary, and media made by Māori, for both
a general audience and for a Māori audience. The
course will draw on theories of political economy,
postcolonialism and Kaupapa Māori.
Prerequisite: Any 30 points passed
Restriction: MĀORI 370

MĀORI 291 15 Points
Kaupapa Höu: Special Topic

MĀORI 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: MĀORI 190

MĀORI 293 15 Points
Kaupapa Höu: Special Topic

Stage III

MĀORI 301 15 Points
Reo Māori Tuhiituhi
Follows on from MĀORI 201. Includes a survey of
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: MĀORI 201

MĀORI 302 15 Points
Reo Māori Kōrero
Ko tenei te pepa whakaohooho ake i ngā tau ka
tahi. Ko te whainga, ko te whanake i ngā ture
whakataktoranga o te Reo Māori, mai i ngā tuhinga
me ngā kōrero Māori kia pai ai te puta mai o te kōrero.
Mai anō hoki i nga tuhinga Māori, ka āta tirohia te
ao o te Māori, te ātaahuatanga o te whakahaunatanga
Te Aho Tahuhu
course will draw on theories of political economy, postcolonialism and Kaupapa Māori.
Prerequisite: 30 points passed at Stage II in any subject
Restriction: MĀORI 271

MĀORI 371 Kaupapa Hōu: Special Topic: Whanaketanga / Māori 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 Māorí organisations and their pathways to improved, renewed or new developments.
Prerequisite: 30 points passed at Stage II in any subject

MĀORI 393 Kapa Haka 3
Advances the lessons learned in MĀORI 292. The practical aspects of performance remain paramount while the range is extended to cover in much greater depth and detail, ancient waiata, various forms and styles of haka and poi, 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 Kaupapa Hōu: Special Topic
Prerequisite: Any 15 points at Stage II in Māori Studies

MĀORI 395 Kaupapa Hōu: Special Topic

Postgraduate 700 Level Courses

MĀORI 700 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 Nga Tuhituhi Māori: Māori Manuscript
Translation and analysis of nineteenth-century Māori manuscripts.

MĀORI 711 Nga Kōrero Tuku Iho: Māori Oral Literature
Translation to English and analysis of texts derived from the oral tradition.

MĀORI 712 Whaiarere Kē: Translation of Māori Literature
Intensive practice in the translation of a variety of texts.

MĀORI 713 Te Reo Tuku Iho
Advanced Māori language acquisition.

MĀORI 721 Tikanga Whāhine
An examination of tikanga, ancestral rituals and practices, and the power bases of Māori women.

MĀORI 731 Tikanga Whānau

MĀORI 731A Mātauranga Māori: Māori Knowledge

MĀORI 731B Tikanga Whānau

For further information please refer to the note on page 356.
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

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<thead>
<tr>
<th>MĀORI 732</th>
<th>Rangatiratanga</th>
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<td></td>
<td>A study of a theoretical framework for the analysis of cultural politics between Māori and Pākehā, in particular He Whakaputanga o te Rangatiratanga o Nū Tīreni and Te Tiriti o Waitangi.</td>
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<th>Kaupapa Hōu: Special Topic</th>
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<td>Kaupapa Hōu: Te Ao Māori: Special Topic</td>
<td>15 Points</td>
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<tr>
<td>To complete this course students must enrol in MĀORI 740 A and B, or MĀORI 740</td>
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<th>MĀORI 741</th>
<th>Ngā Taonga Hanga: Taonga Māori</th>
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<tr>
<td></td>
<td>An extension of skills and research methods in material culture.</td>
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<tr>
<th>MĀORI 743</th>
<th>Tōrangapu / Issues in Māori Politics and Policy</th>
<th>30 Points</th>
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<td></td>
<td>An examination of selected issues in public policy and their impact on Māori development.</td>
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<tbody>
<tr>
<td>Kaupapa Hōu: Special Topic: Māori Sociolinguistics</td>
<td>7.5 Points</td>
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<tr>
<td>A study of the history of Te Reo Māori and language revitalisation efforts undertaken since the 1970s, with special attention to research that has informed language revival and maintenance strategies.</td>
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<td>To complete this course students must enrol in MĀORI 748 A and B, or MĀORI 748</td>
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<td>Tātari / Dissertation</td>
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<tr>
<td>Students will design and develop a research project. They will become familiar with relevant methodological and ethical issues as well as designing and carrying out their research project. To complete this course students must enrol in MĀORI 790 A and B, or MĀORI 790</td>
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<td>MEDEMS 700B</td>
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<tr>
<td>Creating the Past</td>
<td>To complete this course students must enrol in MEDEMS 700 A and B, or MEDEMS 780</td>
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<td>Thesis</td>
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<td>MEDEMS 797B</td>
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<td>Research Portfolio</td>
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<th>MUSEUMS 700A</th>
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<tr>
<td>MUSEUMS 700B</td>
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<tr>
<td>Taonga and Identity in Museums</td>
<td>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</td>
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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: ARTHIST 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, tatau 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 15 Points
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, 201, 301, SAMOAN 101, 201, 301, or TONGAN 101, 201, 301

PACIFIC 203 15 Points
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, 201, 301, SAMOAN 101, 201, 301, TONGAN 101, 201, 301

PACIFIC 204 15 Points
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 15 Points
Special Topic
## Postgraduate 700 Level Courses

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<tr>
<td>PACIFIC 700</td>
<td>The Pacific: Interdisciplinary Studies</td>
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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.

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<th>Course Code</th>
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<tr>
<td>PACIFIC 701</td>
<td>Pacific Language Studies</td>
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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.

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<tr>
<td>PACIFIC 702</td>
<td>Topics in Pacific Research</td>
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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.

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<tr>
<td>PACIFIC 703</td>
<td>Pacific Language Teaching</td>
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Prepares students to teach Pacific languages in New Zealand schools. Examines the school curriculum and theories of language teaching and learning. Considers the types of students learning Pacific languages and the implications of this for the teaching of Pacific languages.

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<tr>
<td>PACIFIC 704</td>
<td>The Pacific: Continuity and Change</td>
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An examination of changing politics, economics, societies, histories, cultures and ideologies in the Pacific.

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<tr>
<td>PACIFIC 708</td>
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An approved research topic.

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<tr>
<td>PACIFIC 781</td>
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<td>PACIFIC 781A</td>
<td>Special Topic</td>
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<td>PACIFIC 781B</td>
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## Topics in Pacific Research

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<td>PACIFIC 781B</td>
<td>Topics in Pacific Research</td>
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Explores theoretical/methodological issues and debates in Pacific research. Provides students with the knowledge and skills to identify a suitable research topic and develop an appropriate research question. Students will prepare and undertake a small research project, and analyse and report on the research process/findings.

Restriction: PACIFIC 702

To complete this course students must enrol in PACIFIC 781 A and B, or PACIFIC 781.
### Philosophy

#### Stage I

**PHIL 100**  
Mind, Knowledge, and Reality  
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**  
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**  
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: PHILTHPSYC 102, PSYCHIAT 102

**PHL 103**  
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**  
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

**PHIL 200**  
15 Points

**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  
Restriction: PHIL 320

**PHIL 202**  
15 Points

**Philosophy of Language**  
The components of language and its use (expressions, utterances, speech acts etc); theories of language and its nature (including structuralism, Chomskyan psychologism 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  
Restriction: PHIL 322

**PHIL 204**  
15 Points

**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 15 points from
PHIL 205  
Community, Society and Rights  
15 Points  
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  
15 Points  
A study of the relationship between reason and faith; is belief in the Judaeo-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  
Restriction: PHIL 327

PHIL 209  
Schopenhauer and Nietzsche  
15 Points  
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  
Restriction: PHIL 329

PHIL 210  
Applied Ethics  
15 Points  
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 HLTHPSYCS 102 or 30 points in Philosophy, or 30 points passed at Stage I in Social Science for Public Health  
Restriction: PHIL 313

PHIL 211  
Ethical Theory 2  
15 Points  
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  
15 Points  
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  
Restriction: PHIL 332

PHIL 213  
Philosophy and Gender  
15 Points  
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  
15 Points  
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 Dao De Jing of Laozi, Zhuangzi, Xunzi, and Han Feizi. Prerequisite: 30 points in Philosophy or ASIAN 100  
Restriction: PHIL 334

PHIL 215  
20th Century French Philosophy  
15 Points  
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  
Restriction: PHIL 335

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 15 Points
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: 30 points in Philosophy
Restriction: 280.312, PHIL 340

PHIL 221 15 Points
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: 30 points in Philosophy or EUROPEAN 100 and 15 points in Philosophy
Restriction: PHIL 341

PHIL 222 15 Points
Intermediate Logic
Natural deduction for propositional and predicate logic; introductory metalogic and related topics in formal logic.
Prerequisite: PHIL 101
Restriction: PHIL 201

PHIL 224 15 Points
Buddhist Philosophy
An introduction to the Buddhist tradition of philosophy, from the teachings of the Buddha 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 15 Points
Power, Critique and Emancipation
An examination of support for political struggles for freedom, justice and recognition through the philosophical critique of modern society. Topics include science and technology, bureaucratisation, social control, social alienation, mass communication, the commodification of culture, and the idea of critique. Theorists may include Horkheimer, Adorno, Marcuse, Benjamin, Arendt, Habermas and Honneth.
Prerequisite: Any 30 points in Philosophy
Restriction: PHIL 345

PHIL 226 15 Points
Special Topic

PHIL 227 15 Points
Ethical Issues in Biotechnology
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 228 15 Points
Special Topic

PHIL 229 15 Points
Special Topic

PHIL 230 15 Points
Special Topic

PHIL 250 15 Points
Environmental Ethics
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 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: 30 points in Philosophy or any 60 points
Restriction: PHIL 360

PHIL 261 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 worldvies. 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 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, units of evolutionary selection, reduction and the DNA molecule, biological classification, altruism, social? Ever since science started in Ancient Greece, 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 363

PHIL 266 15 Points
Special Topic: Logic, Probability, Rationality
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 15 Points
Early Modern Philosophy
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

PHIL 302  
Medieval Philosophy  
A detailed introduction to either the work of a leading medieval philosopher, for example Augustine, Abelard, 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  
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  
The techniques and philosophical significance 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 Godel’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  
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  
Prerequisite: Any 30 points at Stage II in Philosophy

PHIL 308  
Special Topic  
Prerequisite: Any 30 points at Stage II in Philosophy

PHIL 309  
Early Modern Philosophy  
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  
Advanced topics in Political Philosophy.  
Prerequisite: Any 30 points at Stage II in Philosophy or Political Studies

PHIL 313  
Special Topic

PHIL 315  
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  
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 SOCSCIPH 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  
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  
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: Any 30 points at Stage II in Philosophy or 30 points from HISTORY 240, PHIL 260, SCIGEN 201  
Restriction: PHIL 200

PHIL 322  
Philosophy of Language  
The components of language and its use (expressions, utterances, speech acts); theories of language and its nature (including structuralism, Chomskyan psychologism and platonism); linguistic meaning and its connection with other sorts of meaning (Grice on meaning, sense and reference, truth-conditional theories of meaning); the connection between language, thought and reality.  
Prerequisite: 30 points at Stage II in Philosophy or 30 points at Stage II in Linguistics  
Restriction: PHIL 202
PHIL 323 15 Points
Philosophy of Logic
An introduction to philosophical logic, covering at least three of the following topics: use and mention, language and logic, argumentation theory, propositions and sentences, conditionals, disjunctions, and existence and quantification. 
Prerequisite: PHIL 222 and PHIL 216
Restriction: PHIL 223

PHIL 327 15 Points
Philosophy of Religion
A study of the relationship between reason and faith; is belief in the Judaic-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: Any 30 points at Stage II in Philosophy
Restriction: PHIL 207

PHIL 329 15 Points
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: Any 30 points at Stage II in Philosophy or EUROPEAN 100 and 15 points at Stage II in Philosophy
Restriction: PHIL 209

PHIL 332 15 Points
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 such as the status of colourised movies, the status of artistic fakes, and the paradox of our enjoying
Prerequisite: Any 30 points at Stage II in Philosophy
Restriction: PHIL 212

PHIL 334 15 Points
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: Any 30 points at Stage II in Philosophy
Restriction: PHIL 214

PHIL 335 15 Points
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: Any 30 points at Stage II in Philosophy, or EUROPEAN 100 and 15 points at Stage II in Philosophy
Restriction: PHIL 215

PHIL 337 15 Points
Philosophy of Law
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 at Stage II in Philosophy, or 15 points at Stage II in Philosophy and CRIM 201 or 202
Restriction: PHIL 217

PHIL 338 15 Points
Problems in Epistemology
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: Any 30 points at Stage II in Philosophy
Restriction: PHIL 218

PHIL 340 15 Points
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 341 15 Points
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 15 Points
Buddhist Philosophy
An introduction to the Buddhist tradition of philosophy, from the teachings of the Buddha 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 or 15 points at Stage II in Philosophy and 15 points at Stage II in Asian Studies
Restriction: PHIL 224

PHIL 345 15 Points
Power, Critique and Emancipation
An examination of support for political struggles for freedom, justice and recognition through the philosophical critique of modern society. Topics include science and technology, bureaucratisation, social control, social alienation, mass communication, the commodification of culture, and the idea of critique. Theorists 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

PHIL 348 15 Points
Special Topic
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, sentience-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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Points</th>
<th>Course Title</th>
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</tr>
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<td>PHIL 729</td>
<td>15</td>
<td>Political Philosophy 2</td>
<td>Discussion of selected topics in political philosophy.</td>
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<td>PHIL 730</td>
<td>15</td>
<td>Philosophy of Law</td>
<td>Discussion of selected topics in philosophy of law.</td>
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<tr>
<td>PHIL 731</td>
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<td>Philosophy of the Arts 1</td>
<td>Discussion of selected topics in philosophy of the arts.</td>
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<tr>
<td>PHIL 732</td>
<td>15</td>
<td>Philosophy of the Arts 2</td>
<td>Discussion of selected topics in philosophy of the arts.</td>
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<td>PHIL 736</td>
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<td>Logic 1</td>
<td>Discussion of selected topics in logic.</td>
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<td>PHIL 737</td>
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<td>Logic 2</td>
<td>Discussion of selected topics in logic.</td>
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<tr>
<td>PHIL 738</td>
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<td>Philosophical Logic</td>
<td>Discussion of selected topics in philosophical logic.</td>
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<td>PHIL 739</td>
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<td>Philosophy of Language</td>
<td>Discussion of selected topics in philosophy of language.</td>
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<td>PHIL 740</td>
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<td>Metaphysics 1</td>
<td>Discussion of selected topics in metaphysics.</td>
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<td>PHIL 741</td>
<td>15</td>
<td>Philosophy of Religion 1</td>
<td>Discussion of selected topics in philosophy of religion.</td>
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<td>PHIL 741A</td>
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<td>PHIL 741B</td>
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<tr>
<td>PHIL 742</td>
<td>15</td>
<td>Philosophy of Religion 2</td>
<td>Discussion of selected topics in philosophy of religion.</td>
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<td>PHIL 745</td>
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<td>Philosophy of Mind 1</td>
<td>Discussion of selected topics in philosophy of mind.</td>
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<td>PHIL 746</td>
<td>15</td>
<td>Philosophy of Mind 2</td>
<td>Discussion of selected topics in philosophy of mind.</td>
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<td>PHIL 747</td>
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<td>Epistemology 1</td>
<td>Discussion of selected topics in epistemology.</td>
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<td>PHIL 748</td>
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<td>Epistemology 2</td>
<td>Discussion of selected topics in epistemology.</td>
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<td>PHIL 749</td>
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<td>Philosophy of Science 1</td>
<td>Discussion of selected topics in philosophy of science.</td>
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<td>PHIL 750</td>
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<tr>
<td>PHIL 752</td>
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<td>Ancient/Medieval Philosophy 1</td>
<td>Discussion of selected topics in ancient and medieval philosophy.</td>
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<tr>
<td>PHIL 753</td>
<td>15</td>
<td>Ancient/Medieval Philosophy 2</td>
<td>Discussion of selected topics in ancient and medieval philosophy.</td>
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<tr>
<td>PHIL 754</td>
<td>15</td>
<td>History of Philosophy 1</td>
<td>Discussion of selected topics in the history of philosophy.</td>
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<td>PHIL 755</td>
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<td>History of Philosophy 2</td>
<td>Discussion of selected topics in the history of philosophy.</td>
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<td>History of Philosophy 3</td>
<td>Discussion of selected topics in the history of philosophy.</td>
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<tr>
<td>PHIL 757</td>
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<td>European Continental Philosophy 1</td>
<td>Discussion of selected topics in European continental philosophy.</td>
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<tr>
<td>PHIL 758</td>
<td>15</td>
<td>European Continental Philosophy 2</td>
<td>Discussion of selected topics in European continental philosophy.</td>
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<tr>
<td>PHIL 759</td>
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<td>European Continental Philosophy 3</td>
<td>Discussion of selected topics in European continental philosophy.</td>
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<td>PHIL 762</td>
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<td>Special Topic</td>
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<td>PHIL 763</td>
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<td>Special Topic</td>
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<tr>
<td>PHIL 764</td>
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<td>Medical Ethics</td>
<td>Discussion of selected topics in medical ethics.</td>
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<tr>
<td>PHIL 765</td>
<td>15</td>
<td>Special Topic: Science, Religion and Atheism</td>
<td>An exploration of the nature of atheism and the philosophical connections between science, atheism and religion.</td>
</tr>
<tr>
<td>PHIL 766</td>
<td>15</td>
<td>Special Topic: Philosophy and Methodology</td>
<td>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.</td>
</tr>
</tbody>
</table>
### 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
**Dissertation**
*To complete this course students must enrol in PHIL 782 A and B, or PHIL 782 B*

### PHIL 796A 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
**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 speak in Polish about everyday matters. Students with some prior knowledge of Polish may apply to be admitted directly to this course.

*Prerequisite: POLISH 100*

#### Stage II

### POLISH 210 15 Points
**Poland, Heart of Europe**
Poland’s geographic position in Europe has been both her vulnerability and strength. Surrounded by large and powerful nations vying for land and influence, Poland has often had a precarious existence, but her national spirit has remained indomitable. Through an examination of memoirs, major works of fiction and film, this course examines the nationalism that existed in pre-partitioned Poland and its significance to Poland’s emerging role in the modern world.

*Prerequisite: Any 15 points at Stage I in Polish or approval of the Head of Department*

### Political Studies

#### Stage I

### 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.

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  15 Points

The European Union
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  15 Points

Public Policy: Actors, Processes and Politics
Designed to enable development of a conceptual ‘tool-kit’ 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  15 Points

Comparative Politics
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  15 Points

International Relations: Asia-Pacific
A study of international relations in the Asia-Pacific region, with attention given to current issues and foreign policies of selected states, including: USA,
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 FTVM 100 and 101
Restriction: POLITICS 328

POLITICS 229
Mana Māori Motuhake / Māori Politics and Public Policy
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
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 FTVM 100 and 101

POLITICS 232
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 mechanisms, the media, the controversy over party finance and campaign funding; the so-called ‘Americanisation’ 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
Nationalism and Internationalism in Political Thought
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
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 FTVM 100 and 101

POLITICS 237
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 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
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 MĀORI 130, PHIL 103, POLITICS 109, SOCIOl 100, 101, 103

POLITICS 239
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 240
New Zealand Foreign Policy
An examination of the development of 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 I 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

POLITICS 257 15 Points
Special Topic
Prerequisite: Any 30 points at Stage I in Political Studies

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: referenda, 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 15 Points
Social Justice
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 15 Points
Comparative Politics
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
Restriction: POLITICS 223

POLITICS 327 15 Points
International Security and Conflict
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 peace-building, 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
15 Points
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 Regulatory 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, POLITICS 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, e.g., 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
Special Topic
15 Points
Prerequisite: Departmental approval

POLITICS 347
International Organisations in Global Politics
15 Points
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
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 II in Political Studies
Restriction: POLITICS 232

POLITICS 353
Gender and International Relations
15 Points
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 democritisation, 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 255

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 15 Points
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 15 Points
Transitional Dynamics
Examines the ways in which recent politics, worldwide, 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 15 Points
Directed Research
Supervised research on an approved topic or topics. To complete this course students must enrol in POLITICS 737 A and B, or POLITICS 737

POLITICS 740 15 Points
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 741 15 Points
Political Theory, Public Policy and Health
Considers the intersection between theory, policy, and problems in health. Topics include: defining health and its value; the role of government and markets in providing health care; allocating resources in a government health system; justice, inequalities, and health; coercion to control the spread of disease, whether caused by pathogens (eg, pandemic influenza) or lifestyle.

POLITICS 743 15 Points
Global Civil Society
Introduces students to debates concerning the nature of world politics and the future of international relations theory. Considers how norms, interests, identities, cultures and non-state actors really matter in understanding conflict and cooperation in global politics. Of interest to students not only of IR theory but also cultural difference, the politics of ideas and identities, and the impact of social movements.

POLITICS 745 15 Points
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 746 15 Points
International Organisations
Analyses the roles of international organisations in world affairs. Examines the origins and development of international organisations as well as their types and functions. Discusses the participation of states in these organisations. Explores the multilateral approach to such global issues as peace and security, trade and finance, environmental protection, human rights, public health, oil security, and others.

POLITICS 750 15 Points
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 751 15 Points
Great Power Relations
Examines great power relations in global politics, focusing on the United States, China, Japan and Russia. Discusses power transition theories, grand strategies and foreign policymaking. Investigates great power interactions on various issues. Analyses bilateral relations.

POLITICS 754 15 Points
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 755 30 Points
POLITICS 755A 15 Points
POLITICS 755B 15 Points
Dissertation in International Relations and Human Rights
To complete this course students must enrol in POLITICS 755 A and B, or POLITICS 755

POLITICS 756 15 Points
New Zealand Government
An examination of the composition, functions and powers of New Zealand's political institutions under MMP. Analyses the extent to which factors such as political leadership, policy, electoral and parliamentary tactics, and relations between the major and minor parties contribute to a government’s success.

POLITICS 757 15 Points
Comparative Public Policy
A comparative examination of public policy processes and outcomes with topics covering comparative 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
Special Topic

POLITICS 780A 15 Points

POLITICS 780B 15 Points
Dissertation
To complete this course students must enrol in POLITICS 780 A and B, or POLITICS 780

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 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 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

PTHEO 221 15 Points
Special Topic: Expressions of Christian Spirituality
Examines a variety of significant traditions within Christian spirituality, with particular emphasis upon their theological, historical and cultural dimensions and their expression in contemporary contexts.
Prerequisite: THEOLOGY 100
Restriction: CTHTHEO 345, MPTHEO 205, PTHEO 321
PTHEO 222  
**Special Topic: Religious Communications and Media**  
Explores key areas of religious communication including the coverage of religion by mass media; how religious communities interact with the media; and how mass media shape perceptions of religion. Particular emphasis will be placed upon the interaction between Christianity and the media.  
**Prerequisite:** THEOLOGY 100  
**Restriction:** MPTHETO 271, PTHEO 322

PTHEO 231  
**Special Topic**  
**Prerequisite:** THEOLOGY 100  
**Restriction:** PTHEO 331

**Stage III**

PTHEO 311  
**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:** MPTHETO 306, PTHEO 211

PTHEO 312  
**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 314  
**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:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology  
**Restriction:** MPTHETO 281, PTHEO 214

PTHEO 315  
**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:** MPTHETO 143, 243, PTHEO 215

PTHEO 316  
**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:** MPTHETO 173, PTHEO 216

PTHEO 317  
**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:** MPTHETO 205, PTHEO 217

PTHEO 319  
**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

PTHEO 320  
**Research Essay in Practical Theology**  
Supervised research on an approved topic in Practical Theology.  
**Prerequisite:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology and Departmental permission

PTHEO 321  
**Special Topic: Expressions of Christian Spirituality**  
Examines a variety of significant traditions within Christian spirituality, with particular emphasis upon their theological, historical and cultural dimensions and their expression in contemporary contexts.  
**Prerequisite:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology  
**Restriction:** CTHTHEO 345, MPTHETO 205, PTHEO 221

PTHEO 322  
**Special Topic: Religious Communications and Media**  
Explores key areas of religious communication including the coverage of religion by mass media; how religious communities interact with the media; and how mass media shape perceptions of religion. Particular emphasis will be placed upon the interaction between Christianity and the media.  
**Prerequisite:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology  
**Restriction:** MPTHETO 271, PTHEO 222

PTHEO 331  
**Special Topic**  
**Prerequisite:** Any 30 points at Stage II in Practical Theology or Moral and Practical Theology  
**Restriction:** PTHEO 231

**Postgraduate 700 Level Courses**

PTHEO 710  
**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 be of value for persons and relationships. This course investigates some of these spiritualities particularly from the point of view of their therapeutic value for persons and relationships.  
**Restriction:** MPTHETO 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 780A 15 Points
Dissertation
A supervised dissertation for BTheol(Hons) students designed to help them to engage with a research question in the area of Practical Theology.

To complete this course students must enrol in PTHEO 780 A and B

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 737 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 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 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 Russian Study Abroad 2A
Course taken at an approved academic institution abroad.
Prerequisite: Departmental approval required

RUSSIAN 278 Russian Study Abroad 2B
Course taken at an approved academic institution abroad.
Prerequisite: RUSSIAN 277 and Departmental approval

Stage III

RUSSIAN 300 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 Advanced Russian 2
Written and oral use of Russian.
Prerequisite: RUSSIAN 300
Restriction: RUSSIAN 310

RUSSIAN 377 Russian Study Abroad 3A
Course taken at an approved academic institution abroad.
Prerequisite: Departmental approval required

RUSSIAN 378 Russian Study Abroad 3B
Course taken at an approved academic institution abroad.
Prerequisite: RUSSIAN 377 and Departmental approval

RUSSIAN 390 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 15 Points
Special Topic

Stage III

SAMOAN 301 15 Points
SAMOAN 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 15 Points
Special Topic

Screen Production

Postgraduate 700 Level Courses

SCREEN 701 30 Points
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 15 Points
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 15 Points
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 15 Points
Directed Study Option
Restriction: FTVMS 763

SCREEN 710 15 Points
Special Topic

SCREEN 711 15 Points
Special Topic

SCREEN 712 30 Points
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 30 Points
Advanced Documentary Directing
Students complete a major treatment/script, an interview exercise, an editing exercise, and a completed documentary of 10-12 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 30 Points
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 715 30 Points
Directed Study
Directed research on a selected topic.

SCREEN 797A 60 Points
Production Project
The production of a substantial project in which the student specialises as director and/or writer, or producer completing either a documentary (under 30 minutes), a 10-15 minute short drama or a full-length screenplay. Students are required to attend a seminar series conducted by academic staff and industry practitioners in Semester One. Crewing on fellow students’ projects is also required.
Prerequisite: Departmental approval
Restriction: FTVMS 776, SCREEN 720
To complete this course students must enrol in SCREEN 797 A and B

Social Science for Public Health

Stage II

SOCSCHIP 200 15 Points
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 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

Stage III

SOCSCHIP 300 15 Points
Current Debates in Health and Health Policy
Examines the recent histories of central intellectual debates in health and health policy and their relevance for and in the New Zealand and Pacific contexts. These may consist of the following: the ‘medicalisation’ of social issues, the ‘socialisation’
of medical issues, cross-national health policy analysis, the rationing of health resources (global and local perspectives), defining and measuring health outcomes (accountability and responsibility in health service delivery), health service management (medics or managers).

Prerequisite: HLTHSOC 200 or SOCSCIPH 200, or 120 points passed.

Restriction: HLTHSOC 300

Social Science Research Methods

Postgraduate 700 Level Courses

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, including awareness of Māori research protocols; data analysis; writing of research reports and theses.

Restriction: SOCIOL 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 underlying theory and current best practice in qualitative research through discussion of topics including measurement, data analysis, 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

SOCSCRES 760A 15 Points

SOCSCRES 760B 15 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
To complete this course students must enrol in SOCSCRES 760 A and B, or SOCSCRES 760

Sociology

Stage I

SOCIOL 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.

Restriction: 315.104

SOCIOL 101 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.

SOCIOL 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.

SOCIOL 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, indigenousity and children.

SOCIOL 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.

SOCIOL 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

SOCIOL 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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>SOCIOL 201</td>
<td>Social Research: An Introduction</td>
<td>15</td>
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<tr>
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<td>An introduction to social research through an examination</td>
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<td>of both qualitative and quantitative approaches.</td>
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<td>Prerequisite: 30 points at Stage I in Sociology or 15</td>
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<td>points at Stage I in Sociology with a minimum B+ pass, or</td>
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<td>30 points passed in Stage I courses listed for Social</td>
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<td>Science for Public Health, or 15 points at Stage I in</td>
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<td>Sociology and 15 points from MAORI 130, PHIL 103, POLITICS</td>
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<td>109</td>
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<td>SOCIOL 208</td>
<td>Work and Leisure</td>
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<td></td>
<td>Examines the social aspects of work and leisure.</td>
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<td>Particular attention is paid to the phenomena of</td>
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<td>surveillance and simulation and their impact on</td>
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<td>work and leisure, including control and resistance.</td>
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<td>These developments are crucial to understanding the</td>
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<td>‘big issues’ of globalisation, restructuring and new</td>
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<td>technologies. Course material is drawn from international</td>
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<td>literatures and is grounded in an understanding of</td>
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<td>contemporary New Zealand.</td>
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<td>Prerequisite: 30 points at Stage I in Sociology or 15</td>
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<td>points at Stage I in Sociology with a minimum B+ pass</td>
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<td>SOCIOL 210</td>
<td>Colonisation, Globalisation and Development</td>
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<td>Charts the political, economic and ecological realities</td>
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<td>of imperialism, colonisation, globalisation, aid and</td>
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<td>development up to and including the structural</td>
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<td>adjustment and ‘inclusive’ neoliberalism of the IMF/</td>
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<td>World Bank, and the rise of peace, security and</td>
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<td>state building. It pays particular attention to the</td>
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<td>violence, security, gender, and the environment in</td>
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<td>LATINAM 106 or SPANISH 103</td>
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<tr>
<td>SOCIOL 211</td>
<td>Sociology and Popular Culture</td>
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<td></td>
<td>Popular culture appears to be everywhere, but what</td>
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<td>political and social effects might all this popular</td>
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<td>entertainment have on us? This course seeks to answer</td>
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<td>such questions through a sociological interpretation of</td>
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<td>popular culture as both an indicator of social change</td>
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<td>and as a location of meaning and significance. Topics</td>
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<td>include reality TV, celebrities, consumption, music,</td>
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<td>and technology.</td>
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<td>Prerequisite: 30 points at Stage I in Sociology, or 15</td>
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<td>points at Stage I in Sociology with a minimum B+ pass, or</td>
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<td>FTVMS 100 and 101, or 30 points passed from courses</td>
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<td>listed in Comparative Literature</td>
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<tr>
<td>SOCIOL 212</td>
<td>Race, Gender and Class in Australia and New Zealand</td>
<td>15</td>
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<td>This course looks at the persistence of race,</td>
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<td>gender and class inequality in Australia and New</td>
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<td>Zealand, from white settlement to the ‘celebrations’ of</td>
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<td>1988/1990 and onwards to the bicultural and</td>
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<td>multicultural settlements in the twenty-first century.</td>
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<td>Prerequisite: 30 points at Stage I in Sociology or 15</td>
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<td>points at Stage I in Sociology with a minimum B+ pass</td>
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<tr>
<td>SOCIOL 213</td>
<td>Ethnicity and Identity</td>
<td>15</td>
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<td></td>
<td>Theories of ethnicity: ethnic socialisation and</td>
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<td>resocialisation, ethnocide and ethnogensis, ethnicity</td>
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<td>and the individual, ethnic social movements, ethnicity</td>
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<td>in local, national and international affairs.</td>
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<td>Prerequisite: 30 points at Stage I in Sociology or 15</td>
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<td></td>
<td>points at Stage I in Sociology with a minimum B+ pass</td>
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<td>SOCIOL 214</td>
<td>Sociology of Gender</td>
<td>15</td>
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<tr>
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<td>Introduction to the sociology of gender. Preliminary</td>
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<td></td>
<td>examination of the topics of concern to sociologists and</td>
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<tr>
<td></td>
<td>the major theoretical perspectives – psychoanalytic,</td>
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<tr>
<td></td>
<td>functionalist, Marxist, socialisation, feminist,</td>
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<tr>
<td></td>
<td>antifeminist, biological. Critical analysis of key sites</td>
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<td></td>
<td>such as the family, reproduction, mothering,</td>
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<tr>
<td></td>
<td>sexuality and violence against women, drawing on both</td>
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<td></td>
<td>national and local literature.</td>
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<td></td>
<td>Prerequisite: 30 points at Stage I in Sociology or 15</td>
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<td></td>
<td>points at Stage I in Sociology with a minimum B+ pass, or</td>
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<td></td>
<td>30 points passed at Stage I from courses listed in</td>
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<tr>
<td></td>
<td>Women's Studies</td>
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<tr>
<td>SOCIOL 215</td>
<td>Law, Inequality and the State</td>
<td>15</td>
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<tr>
<td></td>
<td>Examines, in a comparative mode, how law as a set of</td>
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<td>social relations and categories can both create and</td>
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<td></td>
<td>remedy inequalities of gender, race, and class.</td>
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<td>Prerequisite: 30 points at Stage I in Sociology or 15</td>
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<td></td>
<td>points at Stage I in Sociology with a minimum B+ pass, or</td>
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<td></td>
<td>15 points at Stage I in Sociology and 15 points from MAORI</td>
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<tr>
<td></td>
<td>130, PHIL 103, POLITICS 109</td>
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<tr>
<td>SOCIOL 216</td>
<td>Sociology and Crime: An Introduction</td>
<td>15</td>
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<tr>
<td></td>
<td>Studies forms of criminal behaviour, the causes of</td>
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<td></td>
<td>crime, definitions of criminality, and societal reaction</td>
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<tr>
<td></td>
<td>to criminal activity. The main focus is on theories of</td>
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<td></td>
<td>crime which are critically analysed with reference to</td>
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<td></td>
<td>topical themes including race and crime, white collar</td>
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<td></td>
<td>and corporate crime, gender and crime, and political</td>
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<tr>
<td></td>
<td>violence and terrorism.</td>
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<td></td>
<td>Prerequisite: 30 points at Stage I in Sociology or 15</td>
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<td>points at Stage I in Sociology with a minimum B+ pass, or</td>
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<td>15 points at Stage I in Sociology and 15 points from MAORI</td>
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<td></td>
<td>130, PHIL 103, POLITICS 109</td>
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<tr>
<td>SOCIOL 220</td>
<td>Last Call: The Sociology of Death and Dying</td>
<td>15</td>
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<tr>
<td></td>
<td>Examines the social location of death in modern life.</td>
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<td></td>
<td>It includes topics on perceptions of death from</td>
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<td></td>
<td>sociological, philosophical, religious, historical,</td>
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<td></td>
<td>secular and medical approaches. It includes topics on</td>
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<td>death systems, medicalisation of death, death in</td>
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<td></td>
<td>popular culture, suicide and genocide.</td>
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<td></td>
<td>Prerequisite: 30 points at Stage I in Sociology or 30</td>
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<td></td>
<td>points at Stage I in Social Science for Public Health or</td>
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<td>90 points passed</td>
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<tr>
<td>SOCIOL 221</td>
<td>Pākehā Identity</td>
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<tr>
<td></td>
<td>A critical examination of the conception of national</td>
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<td></td>
<td>identity. Examines what is meant by national identity;</td>
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<td></td>
<td>how and why such identities come into being; what is</td>
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<td></td>
<td>met by ‘culture’, and the relationship between ‘culture’</td>
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<td></td>
<td>and ‘identity’. Focuses on the New Zealand Pākehā</td>
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<td>experience.</td>
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<td></td>
<td>Prerequisite: 30 points at Stage I in Sociology or 15</td>
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<tr>
<td></td>
<td>points at Stage I in Sociology with a minimum B+ pass, or</td>
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<td></td>
<td>Restriction: SOCIOL 304</td>
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<tr>
<td>SOCIOL 222</td>
<td>Families, Labour and Love</td>
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<tr>
<td></td>
<td>The focus of this course is how and why family life</td>
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<td></td>
<td>is influenced by economic and labour force trends,</td>
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<td>laws and social values, as well as personal ideals and</td>
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<td>decisions. Partnering, childbearing, gendered labour</td>
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<td></td>
<td>and divorce, from both historical and cross-national</td>
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<td></td>
<td>perspectives, will be studied.</td>
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<td></td>
<td>Prerequisite: 30 points at Stage I in Sociology or 15</td>
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</table>

For further information please refer to the note on page 356.
at Stage I in Sociology with a minimum B+ pass, or 30 points passed at Stage I in courses listed in Women’s Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>SOCIOL 224</td>
<td>Issues in Migration</td>
<td>15</td>
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<tr>
<td>SOCIOL 225</td>
<td>Outsiders – Youth and Adult Subcultures</td>
<td>15</td>
</tr>
<tr>
<td>SOCIOL 226</td>
<td>Earning and Caring: Cross-national Comparisons</td>
<td>15</td>
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<tr>
<td>SOCIOL 227</td>
<td>The Sociology of Mental Health</td>
<td>15</td>
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<tr>
<td>SOCIOL 228</td>
<td>Special Topic</td>
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<tr>
<td>SOCIOL 229</td>
<td>Special Topic</td>
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<tr>
<td>SOCIOL 230</td>
<td>Special Topic</td>
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**Stage III**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>SOCIOL 300</td>
<td>Sociology of Technology</td>
<td>15</td>
</tr>
<tr>
<td>SOCIOL 303</td>
<td>Sociology of Religion</td>
<td>15</td>
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<tr>
<td>SOCIOL 307</td>
<td>The Pacific in the World</td>
<td>15</td>
</tr>
<tr>
<td>SOCIOL 308</td>
<td>Law and Identity</td>
<td>15</td>
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<tr>
<td>SOCIOL 310</td>
<td>Applied Social Research</td>
<td>15</td>
</tr>
<tr>
<td>SOCIOL 314</td>
<td>Women/Deviance</td>
<td>15</td>
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<tr>
<td>SOCIOL 317</td>
<td>Sociology of the Welfare State</td>
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</tbody>
</table>
SOCIO 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

SOCIO 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

SOCIO 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

SOCIO 323 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 discussed will include hunger and famine, colonialism, gender differences and development.
Prerequisite: 30 points at Stage II in Sociology, or SOCSCIPH 200

SOCIO 324 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

SOCIO 325 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 reflect the relationship between self and society.
Prerequisite: 30 points at Stage II in Sociology

SOCIO 326 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

SOCIO 330 15 Points
Special Topic
Prerequisite: 30 points at Stage II in Sociology

SOCIO 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

SOCIO 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 about 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

SOCIO 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

SOCIO 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

SOCIO 336 15 Points
Special Topic: Fantasies of Finance
The financial crisis and global recession have demonstrated the social and political consequences of finance, while research in the sociology of markets, critiques of financialisation, and social and cultural studies of finance have provided understandings of the ideological fantasies that maintain the world of finance. This course explores these new approaches that emphasise the relationship between finance and society.
Prerequisite: 30 points at Stage II in Sociology or 60 points at Stage II

SOCIO 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, innate 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

SOCIO 338 15 Points
Special Topic: Social Futures
Social Futures re-imagines sociology in view of major economic, ecological and political crises taking place in the world today. The course considers how these developments are represented in the media, whether there is any credibility in apocalyptic visions they inspire and what such visions tell us about general perceptions of the direction in which society is headed.
Prerequisite: 30 points at Stage II in Sociology

SOCIO 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 computer assisted data and benefits of employing multiple methods.
Restriction: SOCSCRES 702, 703

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 705 30 Points
Empirical Sociology: Structure and Change
Addresses developments and debates about the role and character of empirical sociology. Attention is paid to how sociologists have explored social relations, especially social structure and social change. The course deals with social realist concerns of epistemology and methodology; it engages with two traditions: one with its origins in Marx’s Capital, the other drawn from Mill’s The Sociological Imagination.

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/Pākehā, 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.

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<th>Course Code</th>
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<tr>
<td>SOCIOL 730</td>
<td>Globalisation and Market Governance</td>
<td>30</td>
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<tr>
<td>SOCIOL 730</td>
<td>Tourism and Heritage</td>
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<tr>
<td>SOCIOL 732</td>
<td>Current Debates in Gender and Sexuality</td>
<td>30</td>
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<tr>
<td>SOCIOL 736</td>
<td>Special Topic: Renegotiating Citizenship</td>
<td>30</td>
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<tr>
<td>SOCIOL 737</td>
<td>Special Topic</td>
<td>15</td>
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<tr>
<td>SOCIOL 738</td>
<td>Directed Study</td>
<td>15</td>
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<tr>
<td>SOCIOL 739</td>
<td>Directed Study</td>
<td>30</td>
</tr>
<tr>
<td>SOCIOL 740</td>
<td>Modern Times, Modern Crimes</td>
<td>30</td>
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<tr>
<td>SOCIOL 742</td>
<td>Deviance and Social Control</td>
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SOCIO 790 30 Points

SOCIO 790A 15 Points

SOCIO 790B 15 Points

Dissertation To complete this course students must enrol in SOCIOL 790 A and B, or SOCIOL 790

SOCIO 792 45 Points

SOCIO 792A 22.5 Points

SOCIO 792B 22.5 Points

Dissertation To complete this course students must enrol in SOCIOL 792 A and B, or SOCIOL 792

SOCIO 794 60 Points

SOCIO 794A 30 Points

SOCIO 794B 30 Points

Dissertation To complete this course students must enrol in SOCIOL 794 A and B, or SOCIOL 794

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 SOCIOL 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  

SPANISH 201 15 Points  
Intermediate Spanish 2  
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  

SPANISH 202 15 Points  
Iberian Cultures and Literatures  
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  

SPANISH 205 15 Points  
Latin American Cultures and Literatures  
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  

SPANISH 215 15 Points  
Special Topic  
Prerequisite: SPANISH 105 or 108  

SPANISH 223 15 Points  
Special Topic  
Prerequisite: SPANISH 105 or 108  

SPANISH 277 15 Points  
Spanish Study Abroad 2A  
For approved courses at overseas institutions with permission of the Head of Department.  
Prerequisite: Departmental approval required  

SPANISH 278 15 Points  
Spanish Study Abroad 2B  
For approved courses at overseas institutions with permission of the Head of Department.  
Prerequisite: Departmental approval required  

Stage III  
SPANISH 301 15 Points  
Iberian Conquests: Epic Stories, Black Legends  
Cultural and literary interpretations of Iberian conquest and colonisation within Iberia and overseas (Mediterranean, Atlantic, Pacific) from medieval to early-modern eras. Historiographic texts about conquests by Castilian, Catalan and Portuguese authors are studied as historical and fictional literature within the contexts of debates about colonialism and comparisons of colonial encounters.  
Prerequisite: SPANISH 201 or 278 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216  
Restriction: SPANISH 730  

SPANISH 302 15 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.  
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 734  

SPANISH 305 15 Points  
Modern Latin American Literary Texts  
Study of modern Latin American literature through a selection of poetry, drama and novels.  
Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216  

SPANISH 308 15 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.  
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 708
SPANISH 310 15 Points
**Gender Perspectives on Hispanic Literature**
An examination of a selection of Hispanic literary texts in the light of contemporary gender studies.
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 722

SPANISH 311 15 Points
**Literature and Its Others**
Analysis of the institution of literature and those forms of cultural expression that challenge its authority as central to social formation, including testimonial, diaries, chronicles, pulp fiction, fotonovelas, telenovelas, film, and other popular genres. Texts and tutorials are in Spanish.
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 312

SPANISH 313 15 Points
**Engendering Nations**
The debates on the gendered heritage of modernity in Spain’s and/or Latin America’s nation-building projects, through the study of modern national fictions.
Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

SPANISH 314 15 Points
**Commerce and Communication**
A practical course designed for the business and administrative worlds. The written component focuses on Spanish commercial correspondence. In the oral section students will learn to communicate appropriately in specific contexts.
Prerequisite: SPANISH 319 or 321 or 377 or 378

SPANISH 315 15 Points
**Special Topic**
Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

SPANISH 316 15 Points
**Special Topic**
Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

SPANISH 317 15 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.
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 718

SPANISH 318 15 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 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 15 Points
**Advanced Spanish 1**
Advanced study of Spanish language.
Prerequisite: SPANISH 201 or 278
Restriction: SPANISH 300. 377

SPANISH 321 15 Points
**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 15 Points
**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 15 Points
**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 325 15 Points
**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 216
Restriction: SPANISH 204

SPANISH 327 15 Points
**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 216
Restriction: SPANISH 222

SPANISH 341 15 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 201 or 278
Restriction: SPANISH 741

SPANISH 342 15 Points
Spanish Word Formation
An introduction to the formal study of Spanish words and the processes that generate them. Key morphological concepts explain how words may be related. The processes used to derive words and create grammatical variants will be analysed and practiced. Construction and deconstruction of words will be examined with reference to the enrichment of vocabulary. Prerequisite: SPANISH 201 or 278
Restriction: SPANISH 742

SPANISH 345 15 Points
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 15 Points
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 15 Points
Spanish Study Abroad 3A
For approved courses at overseas institutions with permission of the Head of Department. Prerequisite: Departmental approval required

SPANISH 378 15 Points
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
Spanish Language: Theory and Practice
Aims to consolidate all language skills through the analysis and practice of key concepts within the four main grammatical components: phonology, morphology, semantics, and syntax. The main pronunciation patterns, vocabulary-building strategies, meaning relations, and phrase-structure parameters are studied in order to improve understanding and usage of the Spanish language. To complete this course students must enrol in SPANISH 700 A and B

SPANISH 703 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 720 30 Points
Latin American Knowledges
An examination of new knowledges produced in Latin America that have influenced socio-political theory and global epistemological paradigms but are subalternised as art, culture, or politics. Therefore, this course will examine the link between theory and practice in the creation of new knowledge. Prerequisite: LATINAM 301, or LATINAM 306, 325, POLITICS 332, SPANISH 305, 311
Restriction: LATINAM 320

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
SPANISH 728A  15 Points
SPANISH 728B  15 Points
Research Essays

Essays within a field, genre or period of literature. To complete this course students must enrol in SPANISH 728 A and B, or SPANISH 728

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  15 Points

SPANISH 737  30 Points

SPANISH 738  30 Points

Prerequisite: SPANISH 300 or Departmental approval
Corequisite: 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 742  15 Points
Spanish Word Formation

An introduction to the formal study of Spanish words and the processes that generate them. Key morphological concepts explain how words may be related. The processes used to derive words and create grammatical variants will be analysed and practiced. Construction and deconstruction of words will be examined with reference to the enrichment of vocabulary.

Prerequisite: 15 points from SPANISH 319, 321, 377, 378
Restriction: SPANISH 342

SPANISH 745  15 Points
Peripheric Cultures and Literatures

Focuses on the study of peripheral 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  15 Points

SPANISH 750A  7.5 Points

SPANISH 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 SPANISH 750 A and B, or SPANISH 750

SPANISH 777  15 Points
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.

SPANISH 778  15 Points
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.

SPANISH 782  30 Points
Dissertation

Prerequisite: 30 points from SPANISH 703–737

SPANISH 792A  22.5 Points

SPANISH 792B  22.5 Points

Dissertation

To complete this course students must enrol in SPANISH 792 A and B
Theo/Rel 100 15 Points
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 15 Points
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 103 15 Points
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 15 Points
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 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: BSTHEO 111

THEOLOGY 106 15 Points
THEOLOGY 106G 15 Points
Islam and the Contemporary World
Since the religion of Islam has become a very significant aspect of contemporary global and local societies, this course seeks to introduce students to an understanding of key aspects of Islam and an analysis of its significant contribution to New Zealand society as well as to societies and cultures across the world.
Restriction: CTHTHEO 106, 107, 108, 109, 110

Stage III

THEOLOGY 301 15 Points
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 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
Ecotheology
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
Religious Themes in the Arts
15 Points
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 308
Special Topic in Theology
15 Points

Postgraduate 700 Level Courses

THEOLOGY 701
Hermeneutics
15 Points
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
Doing Theology in Context
15 Points
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
Special Topic
15 Points

Tongan

Stage I

TONGAN 101
15 Points
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

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

Translation Studies

Postgraduate 700 Level Courses

Note: The following courses in Translation Studies may also be taken, with the permission of the relevant Head(s) of Department, as part of an MA in a language subject.

TRANSLAT 702
Theory and Methodology of Translation
15 Points
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
Issues in Translation
15 Points
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
Advanced Interpreting Practice – Chinese
30 Points
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.
Restriction: TRANSLAT 605

TRANSLAT 707
30 Points
TRANSLAT 707A
15 Points
TRANSLAT 707B
15 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.
Restriction: TRANSLAT 713

TRANSLAT 713
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 as 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
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
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
Dissertation
To complete this course students must enrol in TRANSLAT 790 A and B, or TRANSLAT 790

TRANSLAT 792A 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
For further information please refer to the note on page 356.

Course Prescriptions

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 BA(Hons) in Women’s Studies with at least Second Class Honours, First Division, or equivalent

WOMEN 797A 60 Points  
WOMEN 797B 60 Points  
Research Portfolio  
To complete this course students must enrol in WOMEN 797 A and B

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 BA(Hons) in Women’s Studies with at least Second Class Honours, First Division, or equivalent

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: 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: 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 models, 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
Critical reviews management accounting’s decision-support role in public sector policy and service and public sector organisations. An examination of revenue and cost management 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, eg. 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
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 of accounting practices among New Zealand’s economic partners. International harmonisation issues are studied as well as issues generated by foreign trade, eg. accounting for foreign currency transactions and transnational business organisations.

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
ACCTG 782 15 Points
Special Topic
ACCTG 783 15 Points
Special Topic
ACCTG 784 15 Points
Directed Readings in Literature Topics
ACCTG 785 15 Points
Special Topic in Taxation Accounting
To be prescribed by the Head of Department of Accounting and Finance.

ACCTG 788 30 Points
Dissertation in Accounting for Honours
Restriction: ACCTG 789

ACCTG 796A 60 Points
ACCTG 796B 60 Points
Thesis for MCom
To complete this course students must enrol in ACCTG 796 A and B

Business

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 101, BUSINESS 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 192

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

Stage II

BUSINESS 200 15 Points
Understanding Business Context
Explores the ideology of modern business, the dynamics of globalisation and its consequences for society and business.
Prerequisite: BUSINESS 102 or MGMT 101
Restriction: MGMT 231, INTBUS 210

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.
Prerequisite: BUSINESS 101 and 102, or BUSINESS 191 and 192, or MGMT 191 and 192, or MGMT 101
Restriction: MGMT 291

Stage III

BUSINESS 301 15 Points
Special Topic

BUSINESS 302 15 Points
Special Topic

BUSINESS 303 15 Points
Special Topic

BUSINESS 304 15 Points
Strategic Management
Examines the processes of formulating and implementing strategies, and the critical thinking behind the multifaceted role of organisations in complex business environments. Focuses on strategy issues in and between a range of commercial and public organisations, from entrepreneurial firms to multinational corporations.
Prerequisite: At least 30 points at Stage II and at least 15 points at Stage III in Management, International Business or Innovation and Entrepreneurship
Restriction: MGMT 302

BUSINESS 305 15 Points
Finance and Control in Entrepreneurial Ventures
Develops knowledge of financial analysis, financial management and financing of innovation projects and potentially high-growth, entrepreneurial ventures. Examines how to read, understand and analyse financial statements, and undertake investment analysis and valuation. Covers the financing of new ventures from both entrepreneur and investor perspectives.
Corequisite: INNOVENT 201

BUSINESS 306 15 Points
Marketing and Sales in Entrepreneurial Organisations
An examination of the processes of market identification for innovation projects and entrepreneurial ventures. Market evaluation of opportunities to create value, customer development, and the selling of new products or services into national and international markets.
Corequisite: INNOVENT 201

BUSINESS 307 15 Points
Project Management and Report Writing
Develops knowledge and skills in project management and report writing which will underpin BUSINESS 308 Internship and Report.
Prerequisite: INNOVENT 201, 303, BUSINESS 305, 306

BUSINESS 308 30 Points
Internship and Report
Develops practical knowledge and hands-on experience through a supervised internship and project in an innovative, entrepreneurial organisation.
Prerequisite: INNOVENT 201, 303, BUSINESS 305, 306

BUSINESS 328 15 Points
Special Topic
Prerequisite: 30 points in Management, International Business and Innovation and Entrepreneurship

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.
Prerequisite: BUSINESS 291 or OPSMG 357 and either: MKTG 202 and 303, or ACCTG 221 and 211
Restriction: BUSINESS 391, 392

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 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.

Course Prescriptions

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 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.
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 quantitative models to facilitate managerial decision-making through systematic analysis. It covers an overview of quantitative modelling techniques and their application to business problems. The course is multi-disciplinary in nature and links to a number of functional areas including accounting and finance, 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.  
Prerequisite: BUSADMIN 773  
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 logic 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: 90 points from BUSADMIN 771-777  
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
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
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

BUSADMIN 785
Special Topic

BUSADMIN 786
Special Topic

BUSADMIN 787
Special Topic

BUSADMIN 788
Contemporary Topics in Management
Contemporary issues and topics which impact the formulation and administration of management policy.

Prerequisite: BUSADMIN 768 or 778

BUSADMIN 789
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
Organisational Studies
Selected theories, principles and concepts applicable to contemporary management thought and related productive activities.

Prerequisite: BUSADMIN 768 or 778

BUSADMIN 798
Project in Commercialisation
Individual or group project addressing a specific management challenge or business issue facing an organisation.

To complete this course students must enrol in BUSADMIN 798A and B, or BUSADMIN 798

BUSADMIN 798A

BUSADMIN 798B
MBA Research Project

Commercialisation and Entrepreneurship

Postgraduate 700 Level Courses

COMENT 701
Accounting, Finance and Marketing for Science and Technology Ventures
Focuses on the business dimensions of science and technology enterprises. Explains the core concepts and tools of accounting, finance, marketing and sales and how they can be drawn on and used in the commercialisation of science and technology and in the development and growth of high-growth entrepreneurial ventures.

COMENT 702
Intellectual Property and Legal Issues in Commercialisation
Explains the nature of intellectual property (IP) rights generated from creative research, invention and innovation and how IP can be protected in different jurisdictions through patents, trademarks, and trade secrets. Emphasis also will be placed on key issues in contracting related to science and technology, including relevant competition and marketing laws, how to make best use of legal and commercial advisers, and relevant ethical issues.

COMENT 703
Commercialisation of Science and Technology
Addresses the research-business interface, commercialisation pathways and processes and how IP based projects are evaluated and assessed as they advance through stages of development with the objective of penetrating national and international markets. Examines the product development process and different technology transfer models including licensing, partnering, spin-outs and start-ups. Introduces related issues of market and competitor research, IP valuation, risk management, and the financing of different stages in the commercialisation process.

COMENT 704
Entrepreneurship for Science and Technology Ventures
Studies how entrepreneurs think and act in organising, motivating and leading high performance teams, and introducing and selling innovative science and technology-based products and services into national and international markets. Examines how entrepreneurs create and capture revenues and profits by recognising, assessing, and marketing opportunities for new products or services based on science and technology; developing new strategies and business models; validating markets; and selling into industrial enterprises and markets.

COMENT 705
Project in Commercialisation
A supervised project requiring the application of knowledge and skills for the commercialisation of a creative application of science and technology. The commercialisation project will involve the identification and analysis of complex, open-ended problems and issues associated with commercialisation. A written commercialisation report will present findings and a plan for commercialisation. Projects will be sourced from universities, CRIs and science and technology-based enterprises.

COMENT 706
Special Topic

For further information please refer to the note on page 356.
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.

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

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, disclosures, obligations and 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-
wealth 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 740 A and B

To complete this course students must enrol in COMLAW 740 A and B

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 MGMT 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 15 Points
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 15 Points
Special Topic
Postgraduate 700 Level Courses

COMLAW 740A 15 Points
COMLAW 740B 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. The aim of 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 obligations imposed on the Commissioner, taxpayer rights and the power of the Courts to supervise and review the assessment process.

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 of 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.)

COMLAW 755  30 Points
COMLAW 755A  15 Points
COMLAW 755B  15 Points
Special Topic in Taxation Law
(For the MTaxS.)
To complete this course students must enrol in COMLAW 755 A and B, or COMLAW 755

COMLAW 756  15 Points
Special Topic
(For the MTaxS.)

COMLAW 788  30 Points
Dissertation for BCom(Hons)

COMLAW 789  15 Points
Research Essay in Taxation Law
(For the MTaxS.)

COMLAW 790  30 Points
Dissertation in Taxation Law
(For the MTaxS.)

COMLAW 794A  45 Points
COMLAW 794B  45 Points
Thesis in Taxation Law
(For the MTaxS.)
To complete this course students must enrol in COMLAW 794 A and B

COMLAW 796A  60 Points
COMLAW 796B  60 Points
Thesis in Commercial Law
To complete this course students must enrol in COMLAW 796 A and B

Economics

Stage I
Note: Students intending to advance beyond Stage I should include MATHS 108 or 150 in their first year programme.

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.
Restriction: ECON 191

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 determination in competitive, imperfectly competitive, and monopolistic markets. 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.

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, 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 and MATHS 108 or 150 or 153

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
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 ECON 111 and MATHS 108 or 150 or 153

ECON 212
Game Theory and Economic Applications
An introduction to the fundamental concepts of non-cooperative and cooperative game theory: the concept of strategy; two person constant sum non-cooperative games and the minimax value; games of perfect information; cooperative games and Nash equilibrium; examples and applications in auctions, bargaining and other economic models, political science and other fields; the idea of backward induction and subgame perfection; introduction to games in coalition form: the core and the Shapley value.

Prerequisite: ECON 101 or 191 and MATHS 108 or 150 or 153 or PHIL 101

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 considered. 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 ECON 111 and MATHS 108 or 150 or 153 and STATS 101 or 102 or 108 or 125 or 191

ECON 222
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
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
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
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
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
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
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 Energy and Resource Economics
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
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, sustainable development, and climate change. 

Prerequisite: ECON 201

ECON 374 Special Topic

ECON 381 Foundations of Economic Analysis
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
Advanced treatment of traditional topics from “core” microeconomics, including consumer theory and duality, expected utility theory, general equilibrium, game theory and the economics of information. 

ECON 702 Industrial Organisation
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  
An advanced survey with emphasis on microeconomic modelling, econometric analysis and policy applications. Topics include: labour force participation, investment in education, returns to education, unemployment, collective bargaining and wage dispersion, discrimination, modelling risk, crime and illegal labour markets, migration, and labour market outcomes of immigration.

ECON 711  
Macroeconomics 1  
This is a core course in macroeconomic theory which addresses fundamental problems including economic growth, consumption and saving decisions, investment, unemployment, and fiscal policies in the context of mainstream models of the economy.

ECON 712  
Macroeconomics 2  
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  
Examines 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  
This is an advanced course in microeconomic modelling, with an emphasis on applications. The model and its implications for public 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 723  
Econometrics 2  
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 726  
Microeconometrics  
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  
Topics in International Trade  
Advanced treatment of selected developments in international trade theory, current trade policy issues, and trade policy modelling.

ECON 742  
Trade Policy  
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  
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  

ECON 751  
Advanced International Finance  
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  
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  
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  
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 15 Points  
Economics of Development  
Contemporary issues in development economics. Topics include: the way economists’ approaches to leading development issues have evolved to the present; and leading development issues, including sources of economic growth, the role of population, human capital and innovation, labour and migration, international trade and foreign aid, and strategies for sustainable economic development. There is emphasis on the ‘Newly Industrializing Countries’ and other Third World developing countries.

ECON 772 15 Points  
Trade and Development  
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 15 Points  
The History of Economic Thought I  
Covers a selection of topics in the history of economic ideas, including classical economics, post-classical microeconomics and macroeconomics including Keynesian, Austrian, institutional economics and behavioural economics. Topics in twentieth century economics and twentieth century debates on international monetary reform will be given emphasis.

ECON 774 15 Points  
The History of Economic Thought II  
Covers a selection of topics in the history of economic ideas, including classical economics, post-classical microeconomics and macroeconomics including Keynesian, Austrian, institutional economics and behavioural economics. Topics in twentieth century economics and twentieth century debates on international monetary reform will be given emphasis.

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  
Honours Dissertation (MCom/MA)  
Restriction: ECON 790

To complete this course students must enrol in ECON 790 A and B

ECON 794A 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

FINANCE 351 15 Points  
Advanced Financial Management  
A rigorous study of advanced capital budgeting
techniques and models in financial econometrics, through training in various statistical procedures, finance research. Students study finance research, a topic of fundamental and increasing importance in finance research and the examination of current issues. A continuation of the material introduced in FINANCE 261.

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
Prerequisite: FINANCE 251 or ECON 201 and 211

FINANCE 384 15 Points
Special Topic

Postgraduate 700 Level Courses

FINANCE 701 15 Points
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 15 Points
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 15 Points
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 15 Points
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 bootstrapping 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.

Prerequisite: FINANCE 261

FINANCE 751 15 Points
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 15 Points
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 requires the student has completed MATHS 208 or its equivalent.

FINANCE 762 15 Points
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 15 Points
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 15 Points
Special Topic in Finance

FINANCE 782 15 Points
Special Topic

FINANCE 783 15 Points
Special Topic

FINANCE 784 15 Points
Directed Readings in Literature Topics

FINANCE 785 15 Points
Directed Readings in Literature Topics

FINANCE 786 30 Points
Dissertation in Finance for BCom(Hons)
Restriction: FINANCE 789

FINANCE 796A 60 Points
Thesis
To complete this course students must enrol in FINANCE 796 A and B
### Finance Graduate Programmes

#### Postgraduate 700 Level Courses

**FINMGMT 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:* FINMGMT 702

**FINMGMT 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, FINMGMT 704  
*Restriction:* FINMGMT 703

**FINMGMT 713**  
*10 Points*

**Special Topic**

**FINMGMT 714**  
*10 Points*

**Special Topic**

**FINMGMT 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

### 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:* INFOSYS 110 or INFOMGMT 191  
*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

**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:* INFOSYS 110  
*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: MICTG 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 how 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.
Restriction: 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
IT Infrastructure
Examines topics related to the internet and communication networks, with an overall focus on the Internet layered model, and services and capabilities that IT infrastructure solutions enable in an organisational context to revolutionise business. This course provides a pathway to complete the industry recognised CCNA certificate by including the ‘Network Fundamentals’ module of the Cisco Networking Academy Programme.
Prerequisite: INFOSYS 110 or 120 or INFOMGMT 192 or COMPSCI 101

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 III

Note: With the permission of the Head of Department, BSc and BTech students may substitute COMPSCI 220 and 230 for INFOSYS 280 or COMPSCI 280 as a prerequisite, provided they have passed these courses with a B Grade or higher.

INFOSYS 320 15 Points
Information Systems Design
Information systems that are specifically designed for an organisation provide a considerable competitive advantage. This course addresses design at several levels: user experience, architecture and object-oriented software design. Students learn to manage the design process in a team environment, drawing on previous courses to take a system from analysis through design to a prototype implementation using the latest modeling and development environments.
Prerequisite: INFOSYS 220, 222, 280, or INFOSYS 220, 222, COMPSCI 260, or equivalent

INFOSYS 321 15 Points
Enterprise Systems
Examines cross-functional integrated computer-based information systems, known as Enterprise Resource Planning (ERP) systems, designed to support an organisation's information needs and operations. Considers issues associated with the selection, analysis, design, implementation and configuration of such systems. Investigates transaction processing.
management information and decision support across an organisation’s business processes. Explores the characterisation of problems, in terms of process and information models. 

Prerequisite: Any 15 points at Stage II in Accounting, Computer Science, Engineering Science, Information Systems, Marketing, Operations Management, Software Engineering

Restriction: OPSMGT 333

INFOSYS 323
Management of Information Systems
15 Points

Business operations depend on the effective and efficient operation of information and telecommunication systems. A disciplined management approach to routine business system operations is a key success factor for IT managers. This course is concerned with the management issues surrounding information and telecommunications systems, presents fundamental knowledge essential to managing this environment, and considers strategic issues related to technology use.

Prerequisite: Any 15 points at Stage II in ACCTG, COMPSCI, ENGSCL, INFOSYS, MKTG, OPSMGT, SOFTENG

Restriction: INFOSYS 223

INFOSYS 330
Databases and Business Intelligence
15 Points

An in-depth study of the strategic, managerial and technical aspects of database systems and how data can be analysed in business intelligence systems. New and emerging database and business intelligence technologies are studied to highlight solutions in organisational settings. The strategic value of information is examined through practical application of business intelligence techniques.

Prerequisite: INFOSYS 220, 222, 280, or INFOSYS 220, 222, COMPSCI 290 or equivalent

INFOSYS 338
Contemporary Issues in Information Systems
15 Points

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). 

Prerequisite: INFOSYS 220 or 222

INFOSYS 339
LANS, WANs, and Wireless Infrastructure
15 Points

Studies the design, implementation and management of reliable and scalable networks. Topics covered: Local Area Network (LAN), switching and Virtual LANs, Internet routing protocols, wireless switching, congestion control and quality of service (GoS). Introduces students to network performance analysis using network simulation software. Provides a pathway to complete the industry recognised CCNA (Cisco Certified Network Associate) certificate by including CCNA’s ‘Routing Protocols and Concepts’ and ‘LAN Switching and Wireless’. 

Prerequisite: INFOSYS 224

INFOSYS 341
Management of Information Security
15 Points

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.

Prerequisite: 15 points from INFOSYS 220, 222, 223, 224 or ACCTG 222

INFOSYS 344
Special Topic
15 Points

INFOSYS 345A
Business Project
15 Points

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.

Prerequisite: INFOSYS 220, 222 and 280 or COMPSCI 280 or equivalent; or OPSMGT 253 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

INFOSYS 720
Information Systems Research
15 Points

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.

INFOSYS 722
Decision Support Systems
15 Points

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.

INFOSYS 725
New Perspectives on Organisations and Information Systems
15 Points

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.

INFOSYS 726
Information Modelling
15 Points

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.
and to foresee the intended outcomes as well as computer modelling are used to gain insight into the interactions amongst various parts and functions. Complexities arising from interdependencies and system dynamics are used to deal with the dynamic aspects of organisations including HR, IT, operations, marketing and strategy are considered and their interdependencies explored.

Restriction: OPSMG7 765

INFOSYS 750 15 Points
Research Methods – Quantitative
A comprehensive review of the methodological issues in systems research, including detailed coverage of univariate and multivariate data analysis.
Prerequisite: STATS 208 or equivalent Univariate Statistics course (consult the relevant Graduate Adviser in the Faculty of Business and Economics)

INFOSYS 751 15 Points
Research Methods – Qualitative
Focus is on the conduct 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.

INFOSYS 778 30 Points
Dissertation in Information Systems for BCom(Hons)
Prerequisite: INFOSYS 750 or INFOSYS 751
Restriction: INFOSYS 789

INFOSYS 796A 60 Points
INFOSYS 796B 60 Points
MCom Thesis in Information Systems
To complete this course students must enrol in INFOSYS 796 A and B

Information Systems Graduate Programmes

Postgraduate 700 Level Courses

INFORM 703 20 Points
Information Systems Management
Examines the managerial practices required for the quick and effective development and deployment of information systems. Guidelines for both technical and managerial personnel are described within the context of various system development life cycles. Common problems are identified and the practices which best reduce the risk of failure are presented.

INFORM 705 15 Points
Enterprise Systems
Examines 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.
Prerequisite: 60 points from BUSADMIN 761–764, 771–774, 775
Restriction: INFORM 711

INFORM 711 20 Points
Enterprise Systems
Examines 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.
INFORM 712  20 Points
Project in Information Systems
A supervised, independent study and investigation of a chosen aspect of information systems. The student is required to present a detailed investigative report.

INFORM 713  20 Points
Information Systems Technology
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.

Innovation and Entrepreneurship

Stage II

INNOVENT 201  15 Points
Understanding Innovation and Entrepreneurship
Develops knowledge of how entrepreneurs and organisations create and capture value through innovation in national and international markets. Explores various approaches employed by entrepreneurial organisations and considers the skills and attributes needed to succeed in today's competitive and global environment. Introduces key concepts in innovation, including different types of innovation, and managerial and organisational issues related to innovation.
Prerequisite: BUSINESS 102 or MGMT 101 or 120 points of courses
Restriction: MGMT 202, SCIGEN 201

INNOVENT 202  15 Points
Financial Management and Marketing for Business Growth
Develops knowledge of financial management, financing, marketing and sales for innovation projects and high-growth entrepreneurial ventures. Introduces financial analysis, investment analysis, valuation, financing of new ventures, market analysis and evaluation of innovations in different stages of the innovation pipeline.
Prerequisite: BUSINESS 102 or MGMT 101 or 120 points of courses

Stage III

INNOVENT 301  15 Points
Technology and Innovation for Business Growth
Examines the role of technology and innovation for stimulating business growth. Focuses on how technologies and industries emerge and mature, and develops knowledge of the ways in which technological and organisational innovations impact firms, industries and markets. Particular attention is paid to how new and existing organisations can exploit technological and organisational innovations to create and capture value.
Prerequisite: INNOVENT 201 or MGMT 202 or SCIGEN 201 or ENGGEN 302 or 303

INNOVENT 302  15 Points
Innovation Management
Examines theories and practices of innovation and management. Focuses on how firms can manage innovation-related uncertainties in an international context. Topics include traditional management concerns such as organisational strategy, structure, culture, people management processes, and contemporary management issues relating to managing innovation processes that occur across knowledge domains and physical geographies.
Prerequisite: INNOVENT 201 or MGMT 202 or SCIGEN 201 or ENGGEN 302 or 303
Restriction: MGMT 305

INNOVENT 303  15 Points
Entrepreneurship
Understanding the role of entrepreneurship in new and existing organisations is critical in today's global economy. Examines issues relating to starting and managing new ventures and assessing and pursuing opportunities in existing firms. Discusses the theory and principles of entrepreneurship to enable students to assess and evaluate opportunities both conceptually and through the preparation of an actual opportunity assessment and/or business proposal.
Prerequisite: INNOVENT 201 and 202, or MGMT 202 or SCIGEN 201 or ENGGEN 302 or 303

INNOVENT 305  15 Points
Special Topic
Prerequisite: INNOVENT 201 or MGMT 202 or SCIGEN 201 or ENGGEN 302 or 303

International Business

Stage I

INTBUS 151G  15 Points
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 distinctive nature of international business, the internationalisation of business and the interactions among the various actors in international business.
Prerequisite: BUSINESS 102, or MGMT 101 and ECON 101 and 111, or 191
Restriction: INTBUS 210, 211

Stage II

INTBUS 201  15 Points
Foundations of International Business
Explores the distinctive nature of international business, the internationalisation of business and the interactions among the various actors in international business.
Prerequisite: BUSINESS 102, or MGMT 101 and ECON 101 and 111, or 191
Restriction: INTBUS 210, 211

INTBUS 202  15 Points
Foundations of Strategy
Examines how firms compete. Focuses on the frameworks and tools needed to make sense of the competitive landscape in order to formulate and implement strategies. Considers the challenges and constraints that managers face in increasingly complex environments and industries.
Prerequisite: BUSINESS 102 or MGMT 101

Stage III

INTBUS 300  15 Points
Firms across Frontiers
Examines international business theories underlying the existence and development of international firms.
Analysis of contemporary international business issues.
Prerequisite: INTBUS 201 or 210 or 211
Restriction: INTBUS 301, 302

**INTBUS 305**
Governing International Business
Examines the interactions between governing actors and international businesses. Considers the international firm as a political strategist and competitor.
Prerequisite: BUSINESS 200 or INTBUS 201 or 210 or 211
Restriction: INTBUS 304

**INTBUS 306**
Global and Regional Business
Focuses on the conduct of business in the world's regions. Examines globalisation, regionalisation and market integration and their impact on firms.
Prerequisite: BUSINESS 200 or INTBUS 201 or 210 or 211
Restriction: INTBUS 310, 311, 312, 313

**INTBUS 307**
International Management and Strategy
Examines theories and practices of management in a cross-border context. Focuses on strategies and their implementation in international markets and how management changes when done internationally.
Prerequisite: INTBUS 201 or 202 or 210 or 211
Restriction: INTBUS 303

**INTBUS 308**
Special Topic
Prerequisite: INTBUS 201 or 202 or 210 or 211

### Postgraduate 700 Level Courses

**INTBUS 701**
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**
Research in International Management
Advanced study of international management research. This serves as a springboard for more in-depth studies by dissertation or thesis.

**INTBUS 703**
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**
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**
Advanced 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**
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**
Research Methods
Application of modern research methods in strategy and international business, including both qualitative and quantitative approaches.

**INTBUS 711**
Special Topic

**INTBUS 712**
Special Topic

**INTBUS 721**
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**
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**
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**
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**
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**
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. Restriction: INTBUS 762

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: International Contracts Negotiation
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 796A 60 Points
INTBUS 796B 60 Points
Thesis (MCom)
To complete this course students must enrol in INTBUS 796 A and B

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 211 15 Points
Understanding Organisations
Explores organisations, different types and forms, and the issues that they need to consider. Questions the role and purpose of organisations within broader social systems. Begins to develop critical approaches and skills in organisational analysis.
Prerequisite: BUSINESS 102 or MGMT 101 or 30 points in Anthropology or Sociology

MGMT 223 15 Points
Understanding Work and People
Models of work organisation, reform and performance, including industrial and post-industrial forms of work. Employee responses to work and the employment relationship. Workforce diversity.
Prerequisite: BUSINESS 102 or MGMT 101 or 30 points in Anthropology or Sociology

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 or 30 points in Anthropology or Sociology

Stage III
MGMT 300 15 Points
Management in Dynamic Contexts
Explore and reflect on the realities of management theory and practice through critically examining management challenges, from small entrepreneurial firms to large corporations.
Prerequisite: BUSINESS 200 or MGMT 202 or MGMT 211 or ENGEN 302 or ENGEN 303 or SCIGEN 201
Restriction: MGMT 301

MGMT 304 15 Points
Managing People
The impact of employment relationships on

Prerequisite: MGMT 211 or 223

**MGMT 309**

Organisational Ethics and Sustainability

Considers how organisations can responsibly negotiate the complex demands of changing cultural values, ethical perspectives and real world conditions. Particular emphasis will be placed on strategic planning for a sustainable future that moves beyond 'Business as Usual'.

Prerequisite: BUSINESS 200 or MGMT 211 or MGMT 231 or any 30 points at Stage II in Ethics

**Restriction: MGMT 331**

**MGMT 314**

Critical Issues in Organisations

Contemporary organisations in a changing context. Each semester 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: BUSINESS 200 or MGMT 211

**MGMT 320**

Special Topic

Prerequisite: BUSINESS 200 or MGMT 202 or 211

**Postgraduate 700 Level Courses**

**MGMT 711**

Strategic Human Resource Management

Theory and research in HR strategy, including debates about 'best fit' and 'best practice'. The resource-based view of the firm and competition for human capital in the knowledge economy. The roles of HR specialists and the practice of HR planning.

Prerequisite: MGMT 304 or PSYCH 322

**Restriction: MGMT 761**

**MGMT 712**

Employee Recruitment and Development

The 'make versus buy' decision in HR and review of key studies in recruitment, selection, socialisation, employee development and labour turnover. Skill development in job analysis and employment interviewing. Equal employment opportunity (EEO) issues.

Prerequisite: MGMT 304 or PSYCH 322

**Restriction: MGMT 777**

**MGMT 713**

Performance Management and Reward Systems

Theories underpinning performance management and studies of performance appraisal, pay policies, promotion systems and non-pay rewards. Skill development in core techniques such as job evaluation and performance appraisal design.

Prerequisite: MGMT 304 or PSYCH 322

**Restriction: MGMT 746**

**MGMT 714**

Work Organisation and Employment Negotiation

Theories and research on work organisation, the future of work and collective and individual bargaining including the nature and growth of more cooperative bargaining strategies, and review of bargaining and mediation practice in New Zealand. Skill-based negotiation exercises.

Prerequisite: MGMT 223

**Restriction: MGMT 768**

**MGMT 715**

High Technology Ventures

Theory and applied research of high technology entrepreneurship, including an examination of technology management, innovation and new product development, and business growth. Applied skills are developed in cross-disciplinary research, as well as in business planning, product development and entrepreneurial team development.

**MGMT 716**

Special Topic

**MGMT 721**

Frameworks of Change and Innovation

Builds a foundation and framework for the study of organisational change and innovation and provides multiple perspectives on the topic, including: 'purpose', 'context', 'structure', 'culture' and 'technology'. Case-based teaching is focused on best practice and challenges for New Zealand organisations in a global economy.

**MGMT 723**

Advanced Professional Development

Students develop their professional skills in order 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**

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**

Special Topic

**MGMT 726**

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**

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 331
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 (mātauranga 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

Māori Development

Postgraduate 700 Level Courses

MĀORIDEV 720 15 Points
Māori Society: Te Ao Māori; Te Takinga mai me Te Tai Ao
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: MĀORIDEV 701

MĀORIDEV 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 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: 60 points from BUSADMIN 761–764, 771–774, 775
Restriction: MĀORIDEV 704

MĀORIDEV 722 15 Points
Legal Studies: Tikanga Ture mo ngā Huanga Māori
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: 60 points from BUSADMIN 761–764, 771–774, 775
Restriction: MĀORIDEV 711

MĀORIDEV 731 15 Points
Governance and Management: Te Whakamana Rōpu Māori
Analysis of the nature of Māori enterprise and Māori governance and management systems in relation to both traditional and modern governance and management theory and frameworks.
Restriction: BUSADMIN 761, MĀORIDEV 712
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<thead>
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<th>Course Code</th>
<th>Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>MKTG 201</td>
<td>Marketing Management</td>
<td>15</td>
<td>MKTG 291 or 292</td>
<td>Restriction: MKTG 292</td>
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<tr>
<td>MKTG 202</td>
<td>Marketing Research</td>
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<td>MKTG 291</td>
<td>Marketing Research</td>
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<td>ECON 191 or 101, and MGMT 101</td>
<td>Restriction: BUSADMIN 762</td>
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<td>MKTG 292</td>
<td>Marketing Research</td>
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<td>Marketing Research</td>
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For further information please refer to the note on page 356.
MKTG 312  15 Points  
Special Topic  
Prerequisite: MKTG 201 and 202

MKTG 313  15 Points  
Special Topic  
Prerequisite: MKTG 201 and 202

MKTG 314  15 Points  
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).  
Prerequisite: MKTG 201 or 291  
Restriction: INFOMGMT 293

Postgraduate 700 Level Courses

MKTG 701  15 Points  
Advanced Marketing 1  
A core course providing an introduction to marketing philosophy, theory, current debate and advancements in the field. Emphasis is on developing the critical thinking and analytical skills necessary to undertake postgraduate research.

MKTG 702  15 Points  
Advanced Marketing 2  
An advanced study of marketing theory 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. Examples of topics covered include marketing strategy, retailing, branding, services marketing.

MKTG 703  15 Points  
Research Methods in Marketing 1  
A core course for all postgraduate students. An overview of the research process, and examination of different types of research philosophies used in the discovery of theory. An introduction to both qualitative and quantitative research techniques is provided to assist students to think critically when designing a research study.

MKTG 704  15 Points  
Research Methods in Marketing 2  
A continuation of MKTG 703, with the aim of providing students with a more in-depth knowledge of data analysis. The aim is to gain an appreciation of the appropriate methods of analysis and research designs suitable for different types of research problems.  
Prerequisite: MKTG 703

MKTG 705  15 Points  
Advanced Buyer Behaviour 1  
A core course in the postgraduate programme, providing a foundation for a deeper understanding of buyers. This is an advanced study of fundamental theories in buyer behaviour, where both classical and contemporary theories are evaluated.

MKTG 710  15 Points  
Advanced Communications Research  
An examination of current and emerging research in communications. Examines relevant research into consumer behaviour as it relates to the receiving and processing of advertising messages. By examining various points of view, students should have a better understanding of the theoretical issues involving the use of advertising, media selection and creative execution of advertising programmes.

MKTG 716  15 Points  
Special Topic: Electronic Commerce  
An integrative course jointly taught by Marketing and ISOM. Reviews the major elements and applications of electronic commerce and inspects the ways in which integrated systems for electronic commerce might be realised. Emphasis is on synthesising the many strands of developments in the field of electronic commerce.

MKTG 717  15 Points  
Special Topic

MKTG 718  15 Points  
Special Topic

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:** MARKET 708
**Restriction:** MARKET 703

### MARKET 718 20 Points
**Customer Management**
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:** MARKET 708
**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:** MARKET 708
**Restriction:** MARKET 703

### MARKET 720 10 Points
**Special Topic**
**Prerequisite:** MARKET 713

### MARKET 721 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 MHealthMgt.

### MANAGEMT 705 90 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 704 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
**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
**Thesis (MMgt)**
**Prerequisite:** MANAGEMT 704 or 30 points from BUSINESS 703–705
**Restriction:** MANAGEMT 712
**To complete this course students must enrol in MANAGEMT 797 A and B**

For further information please refer to the note on page 356.
### New Venture Management

**Postgraduate 700 Level Courses**

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<tbody>
<tr>
<td>NEWVENT 716</td>
<td>Business Development Project</td>
<td>15</td>
<td>Prerequisite: NEWVENT 710 and 711, Restriction: NEWVENT 713</td>
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<tr>
<td>NEWVENT 717</td>
<td>Special Topic</td>
<td>15</td>
<td>Prerequisite: NEWVENT 710, Restriction: NEWVENT 714, 715</td>
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<tr>
<td>NEWVENT 718</td>
<td>Entrepreneurial Thought in Action</td>
<td>15</td>
<td>Prerequisite: 60 points from BUSADMIN 761–764, 771–774, 775, Restriction: NEWVENT 601, 701</td>
</tr>
<tr>
<td>NEWVENT 719</td>
<td>Growth Strategies</td>
<td>15</td>
<td>Prerequisite: 75 points from BUSADMIN 761–764, 771–774, 775, NEWVENT 718, Restriction: NEWVENT 601, 711</td>
</tr>
<tr>
<td>NEWVENT 720</td>
<td>Leading Growth</td>
<td>15</td>
<td>Prerequisite: 75 points from BUSADMIN 761–764, 771–774, 775, NEWVENT 719, Restriction: NEWVENT 712</td>
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### Operations Management

#### Stage II

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<tbody>
<tr>
<td>OPSMGT 255</td>
<td>Introduction to Operations and Supply Chain Management</td>
<td>15</td>
<td>Prerequisite: INFOSYS 110 or 120 and STATS 108 or 101 or 191</td>
</tr>
<tr>
<td>OPSMGT 258</td>
<td>Business Process Design</td>
<td>15</td>
<td>Prerequisite: INFOSYS 110 or 120 and STATS 108 or 101 or 191</td>
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#### Stage III

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<tr>
<td>OPSMGT 357</td>
<td>Project Management</td>
<td>15</td>
<td>Prerequisite: INFOSYS 110 or 120 or INFOMGMT 192 and 30 points at Stage II, Restriction: BUSINESS 292, MGMT 291, OPSMGT 257</td>
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<tr>
<td>OPSMGT 370</td>
<td>Operations and Supply Chain Strategy</td>
<td>15</td>
<td>Prerequisite: OPSMGT 255 or ENGGEN 303</td>
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<tr>
<td>OPSMGT 371</td>
<td>Business Logistics</td>
<td>15</td>
<td>Prerequisite: OPSMGT 255 or STATS 255 or ENGSCI 255</td>
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<tr>
<td>OPSMGT 372</td>
<td>Quality Management</td>
<td>15</td>
<td>Prerequisite: STAT 108 or 101 or INFOMGMT 192 and 30 points at Stage II</td>
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<tr>
<td>OPSMGT 373</td>
<td>e-Business and Supply Chains</td>
<td>15</td>
<td>Prerequisite: OPSMGT 255 or INFOSYS 220 or STAT 255 or ENGSCI 255</td>
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<tr>
<td>OPSMGT 376</td>
<td>Strategic Procurement</td>
<td>15</td>
<td>Prerequisite: OPSMGT 255 or ENGGEN 303 or 30 points at Stage II</td>
</tr>
<tr>
<td>OPSMGT 384</td>
<td>Special Topic</td>
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<td>Prerequisite: OPSMGT 255 or INFOMGMT 192 or INFOSYS 220 or STAT 255 or ENGSCI 255</td>
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<tr>
<td>OPSMGT 385</td>
<td>Special Topic</td>
<td>15</td>
<td>Prerequisite: OPSMGT 255 or INFOMGMT 192 or INFOSYS 220 or STAT 255 or ENGSCI 255</td>
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</tbody>
</table>
Postgraduate 700 Level Courses

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
A core course in the postgraduate programme in Operations and Supply Chain Management. Provides a deeper understanding of managing internal and external supply chains. Importance of language processing in proactive improvement is emphasised.

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 organisations. Prerequisite: STATS 108 or 101 or equivalent

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 766 15 Points
Fundamentals of Supply Chain Coordination
Focuses on issues fundamental to supply chain coordination. The impact of information asymmetry, limits of information sharing, incomplete contracts, and other selected topics typically covered in separate subjects such as Contract Theory, Industrial Organisation and Implementation Theory are studied in the supply chain management context. The course will be taught from a quantitative perspective.

OPSMGT 780 15 Points
Special Topic in Operations Management

OPSMGT 788 30 Points
Dissertation in Operations Management for BCom(Hons)
Restriction: OPSMG 789

OPSMGT 796A 60 Points
OPSMGT 798B 60 Points
Thesis in Operations Management for MCom
To complete this course students must enrol in OPSMG 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

OPSRRES 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 255

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.

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<th>Course Code</th>
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<tr>
<td>PROPERTY 151</td>
<td>Property Market Dynamics</td>
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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**

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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

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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

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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

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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

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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

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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:** ECON 101, PROPERTY 102

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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

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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

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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

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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. Develops skills in analysing academic literature and advanced skills for independent and creative thinking, strategic problem solving, effective teamwork and business report writing. **Prerequisite:** PROPERTY 221

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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

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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:** ECON 101, PROPERTY 102
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
Restriction: 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

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 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.

Faculty of Creative Arts and Industries

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 architectural thinking. Examines both conceptual and exceptional spaces and develops an understanding of the corresponding architectural 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

ARCHDES 374 10 Points
Elective Study
Topics approved by the Head of School of Architecture and Planning.

ARCHDES 375 10 Points
Elective Study
Topics approved by the Head of School of Architecture and Planning.

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, 512, 750.500

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
Design Elective 1
An advanced study in architectural design on a topic approved by the Head of School of Architecture and Planning.

ARCHDES 770A 15 Points
ARCHDES 770B 15 Points
Elective Study
Topics approved by the Head of School of Architecture and Planning.

ARCHDES 771 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 772 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.
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

Note: Stage I, II and III Architectural History, Theory and Criticism courses may be available to both Architecture and non-Architecture students.

<table>
<thead>
<tr>
<th>Stage I</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ARCHHTC 102</td>
<td>15 Points</td>
</tr>
<tr>
<td>ARCHHTC 102G</td>
<td>15 Points</td>
</tr>
<tr>
<td>Modern Architecture and Urbanism</td>
<td>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</td>
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<tr>
<th>Stage II</th>
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<tbody>
<tr>
<td>ARCHHTC 235</td>
<td>10 Points</td>
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<tr>
<td>History and Theory of Architecture and Urbanism 1</td>
<td>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</td>
</tr>
<tr>
<td>ARCHHTC 236</td>
<td>10 Points</td>
</tr>
<tr>
<td>History and Theory of Architecture and Urbanism 2</td>
<td>An introduction to architectural and urban theory with emphasis on significant developments in the modern and postmodern periods. Introduction to the contribution of architectural theory to an understanding of the phenomenon of architecture, of architectural design practice and of the problems that architecture and urbanism must solve in the early twenty-first century. Prerequisite: ARCHHTC 102 or 102G, or ARCHHTC 100 and 101</td>
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<tr>
<th>Stage III</th>
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<tbody>
<tr>
<td>ARCHHTC 335</td>
<td>10 Points</td>
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<tr>
<td>History and Theory of Architecture and Urbanism 3</td>
<td>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</td>
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<tr>
<td>ARCHHTC 336</td>
<td>10 Points</td>
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<tr>
<td>History and Theory of Architecture and Urbanism 4</td>
<td>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</td>
</tr>
<tr>
<td>ARCHHTC 337</td>
<td>10 Points</td>
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<tr>
<td>History and Theory of Architecture and Urbanism 5</td>
<td>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</td>
</tr>
<tr>
<td>ARCHHTC 338</td>
<td>10 Points</td>
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<tr>
<td>History and Theory of Architecture and Urbanism 6</td>
<td>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</td>
</tr>
<tr>
<td>ARCHHTC 374</td>
<td>10 Points</td>
</tr>
<tr>
<td>Elective Study</td>
<td>Topics approved by the Head of School of Architecture and Planning.</td>
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<td>ARCHHTC 375</td>
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<td>Elective Study</td>
<td>Topics approved by the Head of School of Architecture and Planning.</td>
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<td>ARCHHTC 470</td>
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<tr>
<td>Elective Study</td>
<td>Topics approved by the Head of School of Architecture and Planning.</td>
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<tr>
<td>ARCHHTC 471</td>
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<tr>
<td>Elective Study</td>
<td>Topics approved by the Head of School of Architecture and Planning.</td>
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Postgraduate 700 Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>ARCHHTC 770</td>
<td>30</td>
</tr>
<tr>
<td>ARCHHTC 770A</td>
<td>15</td>
</tr>
<tr>
<td>ARCHHTC 770B</td>
<td>15</td>
</tr>
<tr>
<td>Elective Study</td>
<td>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</td>
</tr>
<tr>
<td>ARCHHTC 771</td>
<td>10</td>
</tr>
<tr>
<td>History Elective 1</td>
<td>An advanced study in architectural history, theory and criticism on a topic approved by the Head of School of Architecture and Planning.</td>
</tr>
</tbody>
</table>
### Course Prescriptions

**Architectural Media**

**Stage I**

**ARCHDRC 102**  
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**  
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**  
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**  
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**  
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**  
Introduction to Architectural Photography  
An introduction to architectural photography and photographic techniques.

**ARCHDRC 370**  
Elective Study  
Topics approved by the Head of School of Architecture and Planning.

**Stage IV**

**ARCHDRC 402**  
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**  
Elective Study  
Topics approved by the Head of School of Architecture and Planning.

**ARCHDRC 471**  
Elective Study  
Topics approved by the Head of School of Architecture and Planning.

**Postgraduate 700 Level Courses**

**ARCHDRC 770**  
ARCHDRC 770A  
ARCHDRC 770B  
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**  
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**  
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**  
Architectural Media Elective 3  
An advanced study in architectural media on a topic approved by the Head of School of Architecture and Planning.

**Architectural Professional Studies**

**Stage IV**

**ARCHPRM 401**  
Project Management 1  
Management of the building project from inception through to the stage of tendering. Client needs and
agreements, feasibility studies, project constraints, cost planning and control, consultants, administration and quality control. Particular emphasis on documentation, and the place of information technology in the architect’s practice.

**Architectural Technology**

**Stage I**

**ARCHTECH 106** 15 Points  
**Architecture and Sustainability**  
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** 10 Points  
**Design Technology I**  
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**

**ARCHTECH 202** 10 Points  
**Thermal and Services Design I**  
Climate, energy and sustainability considerations
ARCHTECH 203
**Lighting and Acoustic Design I**
Prerequisite: ARCHTECH 106 or 103 or 758.101
Restriction: 758.201, ARCHTECH 212

**Stage III**

ARCHTECH 307
**Environmental Design II**
Prerequisite: ARCHTECH 208, or 202 and 203, or 212 and 213, or 758.201
Restriction: ARCHTECH 308, 309, 318, 319

ARCHTECH 312
**Design Technology III**
Prerequisite: ARCHTECH 207, or 206, or 204 and 205
Restriction: ARCHTECH 311, 475

**Stage IV**

ARCHTECH 421
**Design Technology IV**
Investigations of complex, larger-scale buildings with particular emphasis on the evaluation and selection of conceptually appropriate structural systems, materials and assembly. Factors affecting buildability, environmental performance. Fire protection and building code requirements will be introduced. Self-directed research into, and representation of, technical systems and details of selected case study buildings and students’ studio projects.
Prerequisite: ARCHTECH 312 or 311 or 475
Restriction: ARCHTECH 420, 400

ARCHTECH 470
**Elective Study**
Topics approved by the Head of School of Architecture and Planning.

ARCHTECH 471
**Elective Study**
Topics approved by the Head of School of Architecture and Planning.

ARCHTECH 472
**Elective Study**
Topics approved by the Head of School of Architecture and Planning.

ARCHTECH 475
**Elective Project**
Available to transition students only.
Stage V

ARCHTECH 570 10 Points
Elective Study
Topics approved by the Head of School of Architecture and Planning.

ARCHTECH 571 10 Points
Elective Study
Topics approved by the Head of School of Architecture and Planning.

ARCHTECH 572 10 Points
Elective Study
Topics approved by the Head of School of Architecture and Planning.

ARCHTECH 573 10 Points
Elective Study
Topics approved by the Head of School of Architecture and Planning.

Postgraduate 700 Level Courses

ARCHTECH 704 30 Points
ARCHTECH 704A 15 Points
ARCHTECH 704B 15 Points
Sustainability of the Built Environment
Evolution of sustainable settlements and buildings, and the technologies used both past and present. Analysis of examples in terms of flows of resources and energy. Defining sustainability quantitatively.
To complete this course students must enrol in ARCHTECH 704 A and B, or ARCHTECH 704

ARCHTECH 705 30 Points
ARCHTECH 705A 15 Points
ARCHTECH 705B 15 Points
Energy and the Built Environment
To complete this course students must enrol in ARCHTECH 705 A and B, or ARCHTECH 705

ARCHTECH 770 30 Points
ARCHTECH 770A 15 Points
ARCHTECH 770B 15 Points
Elective Study
Topics approved by the Head of School of Architecture and Planning.
To complete this course students must enrol in ARCHTECH 770 A and B, or ARCHTECH 770

ARCHTECH 771 10 Points
Technology Elective 1
An advanced study in architectural technology on a topic approved by the Head of School of Architecture and Planning.

ARCHTECH 772 10 Points
Technology Elective 2
An advanced study in architectural technology on a topic approved by the Head of School of Architecture and Planning.

ARCHTECH 773 10 Points
Technology Elective 3
An advanced study in architectural technology on a topic approved by the Head of School of Architecture and Planning.

Architecture General

Stage III

ARCHGEN 300 10 Points
Design as Research
An investigation into the nature of the architectural design process, the research process, and the ways in which these two processes may be creatively combined in the context of a Masters level design thesis, in order that the thesis process and thesis outcomes might 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 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
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 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 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 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 740-744

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.
Restrictions: 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.
Restrictions: 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 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)

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANCE 302</td>
<td>Dance in Aotearoa/New Zealand</td>
<td>15 Points</td>
<td>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.</td>
<td>DANCE 212</td>
</tr>
<tr>
<td>DANCE 310</td>
<td>Contemporary Dance and Choreography 3</td>
<td>15 Points</td>
<td>The study of contemporary dance practices through the choreography and techniques of contemporary dance makers.</td>
<td>DANCE 210</td>
</tr>
<tr>
<td>DANCE 312</td>
<td>Dance Production</td>
<td>15 Points</td>
<td>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.</td>
<td>Any 45 points at Stage II in Dance Studies</td>
</tr>
<tr>
<td>DANCE 314</td>
<td>Dance and Technology</td>
<td>15 Points</td>
<td>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.</td>
<td>Any 30 points at Stage II in Dance Studies</td>
</tr>
<tr>
<td>DANCE 315</td>
<td>Dance Composition</td>
<td>15 Points</td>
<td>Studio based course developing improvisational and compositional skills. Choreographic principles are studied as guidelines for structure and design in movement.</td>
<td>Any 30 points at Stage II in Dance Studies</td>
</tr>
<tr>
<td>DANCE 320</td>
<td>Dance Vocabulary III</td>
<td>15 Points</td>
<td>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.</td>
<td>Any 30 points at Stage II in Dance Studies</td>
</tr>
<tr>
<td>DANCE 322</td>
<td>Professional Practices</td>
<td>15 Points</td>
<td>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.</td>
<td>DANCE 222</td>
</tr>
<tr>
<td>DANCE 331</td>
<td>Dance Education Research</td>
<td>15 Points</td>
<td>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.</td>
<td>DANCE 231</td>
</tr>
<tr>
<td>DANCE 350</td>
<td>Special Topic</td>
<td>15 Points</td>
<td>Prerequisite: Any 30 points at Stage II in Dance Studies</td>
<td></td>
</tr>
<tr>
<td>DANCE 351</td>
<td>Special Topic</td>
<td>15 Points</td>
<td>Prerequisite: Any 30 points at Stage II in Dance Studies</td>
<td></td>
</tr>
<tr>
<td>DANCE 730</td>
<td>Dance Intensive</td>
<td>30 Points</td>
<td>Advanced practice in the physicality and creation of dance. Prerequisite: Departmental approval required</td>
<td></td>
</tr>
<tr>
<td>DANCE 734</td>
<td>Dance Education and Community Dance Research</td>
<td>15 Points</td>
<td>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.</td>
<td>Departmental approval required</td>
</tr>
<tr>
<td>DANCE 735</td>
<td>Research in Choreography</td>
<td>15 Points</td>
<td>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</td>
<td>Departmental approval required</td>
</tr>
<tr>
<td>DANCE 750</td>
<td>Dance Writing, Performance and Analysis</td>
<td>15 Points</td>
<td>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.</td>
<td>Departmental approval required</td>
</tr>
<tr>
<td>DANCE 751</td>
<td>Research Methodologies</td>
<td>15 Points</td>
<td>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.</td>
<td>Departmental approval required</td>
</tr>
<tr>
<td>DANCE 761</td>
<td>Special Topic</td>
<td>15 Points</td>
<td>Prerequisite: Departmental approval required</td>
<td></td>
</tr>
<tr>
<td>DANCE 764</td>
<td>Special Topic</td>
<td>15 Points</td>
<td>Prerequisite: Departmental approval required</td>
<td></td>
</tr>
<tr>
<td>DANCE 765</td>
<td>Special Topic</td>
<td>15 Points</td>
<td>Special Topic in Dance</td>
<td></td>
</tr>
<tr>
<td>DANCE 766</td>
<td>Special Topic</td>
<td>15 Points</td>
<td>Special Topic in Dance</td>
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</tr>
<tr>
<td>DANCE 767</td>
<td>Special Topic</td>
<td>15 Points</td>
<td>Special Topic in Dance</td>
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</tr>
<tr>
<td>DANCE 768</td>
<td>Special Topic</td>
<td>15 Points</td>
<td>Special Topic in Dance</td>
<td></td>
</tr>
<tr>
<td>DANCE 770</td>
<td>Dance Project</td>
<td>30 Points</td>
<td>Prerequisite: DANCE 353</td>
<td></td>
</tr>
<tr>
<td>DANCE 791</td>
<td>Dissertation in Dance</td>
<td>30 Points</td>
<td>Prerequisite: Any 30 points at Stage II in Dance Studies</td>
<td></td>
</tr>
</tbody>
</table>
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 104

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 103

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 102

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 15 Points
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 them 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 403  
Corequisite: FINEARTS 402 or 404  

FINEARTS 406  
Special Topic  
30 Points  
FINEARTS 407  
Special Topic  
30 Points  
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

Music

Stage I

MUS 100 15 Points
Basic Musical Techniques
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 MUS 101. Restrictions: MUSIC 100–102, 104. May not be taken after passing MUS 101 or 102

MUS 101 15 Points
Materials of Music 1
Develops the fundamental music theory and aural perception skills necessary to be an effective musician, including the study of basic theory, harmony and analysis, and aural skills and musicianship, including a choral performance project.
Prerequisite: MUS 100 or MUSIC 100 or equivalent.
Departmental approval required for non-BMus students
Restriction: MUSIC 101, 103, 104, JAZZ 103

MUS 102 15 Points
Materials of Music 2
Continuation of work begun in MUS 101 in harmony and analysis, aural skills and musicianship.
Prerequisite: MUS 101
Restriction: MUSIC 105, 107

MUS 106 15 Points
Conducting
An introduction to the study of conducting which includes listening to and writing about a wide variety of music from all historical periods. The practical component of this paper concentrates on posture, patterns and gesture. Studies will include examples from choral and orchestral repertoire.
Prerequisite: Departmental approval required for non-BMus students
Restriction: MUSIC 106

MUS 110 15 Points
Composition/Sonic Arts Foundation 1
Creativity and craftsmanship in original free composition are studied with some analysis of significant works from the twentieth and twenty-first centuries, and exercises in both note and sound-based approaches to composing. Coordination with performers both within and outside the class is important.
Prerequisite: Departmental approval required for non-Composition major BMus students
contexts will be discussed, together with notions of and their historical significance and wider social practice. A broad range of musical styles and genres from World War II to the present, with a focus on contemporary New Zealand art music and popular music from World War II to the present, with a focus on contemporary New Zealand art music and popular music.

**MUS 149G 15 Points**

Restriction: MUSIC 144, 149G

Is assumed.

in Western music. No previous knowledge of music is assumed.

social, technical) that were important agents of change inventions, and key factors (artistic, intellectual, political, social, technical) that were important agents of change in Western music. No previous knowledge of music is assumed.

Restriction: MUSIC 144, 144G

MUS 149G

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.

Restriction: MUSIC 149G

MUS 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, practical musicianship, and foundational knowledge of music teaching and learning. The exploration of a range of pedagogical contexts. Students are asked to critically reflect on their own musicianship and music learning experiences.

Restriction: MUSED 160

MUS 170 15 Points

Jazz Performance 1

The development of instrumental technique and improvisational skills through in-depth study of scales, rhythm, harmony and relevant musical analysis. This course prepares students who major in Jazz Performance and includes 1:1 tuition and group based improvisation classes.

Restriction: Departmental approval

Restriction: JAZZ 101, 107
Corequisite: MUS 172

MUS 171 15 Points

Jazz Performance 2

Continuation of the work undertaken in MUS 170. Prerequisite: MUS 170 or JAZZ 101 and 107

Restriction: JAZZ 102, 108

MUS 172 15 Points

Jazz Ensembles 1

The application of instrumental and improvisational techniques through performance practice. This course develops stylistic, interpretive and literary musical skills through a variety of large and small ensembles. Students are placed by audition into a small group combo and a large group.

Restriction: JAZZ 111
Corequisite: MUS 170

MUS 173 15 Points

Jazz Ensembles 2

Continuation of the work undertaken in MUS 172. Prerequisite: MUS 172 or JAZZ 101

Restriction: JAZZ 112
Corequisite: MUS 171

MUS 174 15 Points

Jazz Theory 1

An introduction to jazz theory and musicianship skills including aural and harmony. Coursework prepares students for the implementation of fundamental written theoretical skills. This course also includes a keyboard tutorial.

Restriction: MUSIC 101

MUS 175 15 Points

Jazz Theory 2

A continuation of jazz theory and musicianship skills including aural and harmony. Coursework prepares students for the implementation of fundamental written theoretical skills. This course also includes a keyboard tutorial.

Prerequisite: MUS 174 or MUSIC 101

Restriction: JAZZ 105

MUS 176 15 Points

Jazz History

The 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.
Restriction: JAZZ 113

MUS 177 15 Points
Jazz Project 1
Participation and development of pertinent skills towards the completion of a collaborative jazz music project.
Prerequisite: Departmental approval

MUS 180 15 Points
Creative Practice in Popular Music 1
Exploration of ideas and processes in the creation and presentation of popular music through workshops, seminars, group discussion. Students will write songs, compose music, complete arrangement exercises and present aspects of their coursework in live performance.
Prerequisite: Departmental approval
Restriction: MUSIC 180, POPMUS 100

MUS 181 15 Points
Creative Practice in Popular Music 2
Continuation of work undertaken in MUS 180.
Prerequisite: MUS 180 or MUSIC 180
Restriction: MUSIC 181, POPMUS 101

MUS 182 15 Points
Popular Music Performance Skills 1
The development of instrumental and vocal technique and interpretative skills through the in-depth study of scales, rhythm, harmony and the relevant musical analyses of set works. In addition, students will develop skills in improvisation, transcription and sight-reading. This course prepares students who major in Popular Music with 1:1 instrumental tuition and group based ensemble classes.
Prerequisite: Departmental approval
Restriction: JAZZ 131

MUS 183 15 Points
Popular Music Performance Skills 2
Continuation of the work undertaken in MUS 182.
Prerequisite: MUS 182 or JAZZ 131 or Departmental approval
Restriction: JAZZ 132

MUS 184 15 Points
Popular Music Theory and Aural 1
Training in practical musicianship and contemporary music writing skills pertinent to a popular music practitioner. Development of aural recognition skills with an emphasis on transcription and sight singing skills.
Restriction: MUSIC 101, JAZZ 105

MUS 185 15 Points
Popular Music Theory and Aural 2
Continuation of work undertaken in MUS 184.
Prerequisite: MUS 184
Restriction: JAZZ 105

MUS 186 15 Points
Music Industry Studies
Practical perspectives 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: MUSIC 182

MUS 187 15 Points
Popular Music Project 1
Participation and development of pertinent skills towards the completion of a collaborative popular music project.
Prerequisite: Departmental approval

MUS 188 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 fifty years. Explores connections between the traditional skills of songwriting and the international pop chart.
Restriction: MUSIC 184, POPMUS 107

MUS 190 10 Points
Special Topic
A Music project as approved by the Head of Department.
Prerequisite: Departmental approval

MUS 191 10 Points
Special Study
Individual programme of study selected in consultation with staff members and approved by Head of Department.
Prerequisite: Departmental approval

Stage II

MUS 201 15 Points
Materials of Music 3
Continuation of work begun in MUS 101 and 102 in the development of music theory and aural perception skills necessary to be an effective musician, including the study of harmony and analysis, and aural skills and musicianship, including a choral performance project.
Prerequisite: MUS 102; or MUSIC 102 and MUSIC 103; or MUSIC 105 and MUSIC 107
Restriction: MUSIC 200, 201, 202

MUS 202 15 Points
Materials of Music 4
Continuation of work begun in MUS 201, including the study of harmony and analysis, aural skills and musicianship.
Prerequisite: MUS 201
Restriction: MUSIC 200

MUS 206 15 Points
Conducting
This course continues on from year one and introduces baton technique, rehearsal planning and management, and advanced score preparation. Classical symphonies make up the repertoire for score preparation and some of the practical examples.
Prerequisite: MUS 106 or MUSIC 106 and Departmental approval
Restriction: MUSIC 206

MUS 210 15 Points
Instrumental and Vocal Composition 1
The composition of works for a wide variety of acoustic
instruments in conjunction with a study of short pieces. Expansion of technique and realisation of performances.
Prerequisite: MUS 111 or MUSIC 111 and Departmental approval
Corequisite: MUS 214

MUS 211
Instrumental and Vocal Composition 2
Continuation of work undertaken in MUS 210.
Prerequisite: MUS 210 or MUSIC 210 and Departmental approval

MUS 212
Composing for Film
A survey of film composition techniques in conjunction with a study of important works from the domain. Topics include: the influence of music and creative arts in the contemporary church, exploration of the spectrum of music leadership roles within the contemporary church, the vocational craft of composing music for the contemporary church, and critical perspectives and writing about church music.
Prerequisite: MUS 111 or MUS 181 or MUSIC 111 or MUSIC 181 or Departmental approval

MUS 213
Composing Church Music
A survey of practical techniques relating to the composition of music for the contemporary Christian church. Topics include: the influence of music and creative arts in the contemporary church, exploration of the spectrum of music leadership roles within the contemporary church, the vocational craft of composing music for the contemporary church, and critical perspectives and writing about church music.
Prerequisite: MUS 111 or MUS 181 or MUSIC 111 or MUSIC 181 or Departmental approval

MUS 214
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.
Prerequisite: MUS 102, or MUSIC 102 and 103, or MUSIC 105 and 107 and Departmental approval
Restriction: MUS 214

MUS 215
Electroacoustic Music Studies 1
A study of a wide range of expert-domain literature and repertoire including seminal writings from the pioneers of the sound-based music movement, recent articles from world-leading composer-researchers, and studies of significant works from the early twentieth century to the present day. Topics include: the creative process, aspects of language relating to acousmatic, and live genres, and electroacoustic music analysis.
Prerequisite: MUS 102, or MUSIC 102 and 103, or MUSIC 105 and 107 and Departmental approval

MUS 216
Sonic Arts 1
The composition of works for a both live and acousmatic genres supported by relevant technical studies. Emphasis is placed on the development of students' individual creative processes and on the performance of sonic artworks.
Prerequisite: MUS 111 or MUSIC 111 and Departmental approval
Restriction: MUS 216

MUS 217
Sonic Arts 2
A continuation and expansion of work begun in MUS 216 Sonic Arts 1.
Prerequisite: MUS 216 or MUSIC 216 and Departmental approval
Restriction: MUS 217

MUS 219
Sound Recording and Production 1
A survey of sound recording and production techniques supported by practical studio-based exercises. Topics include: microphone types, patterns, and configurations; vocal and instrumental recording; band and ensemble recording; synthesis; postproduction techniques; and mastering. Coordination with performers both within and outside the class is important.
Prerequisite: MUS 119 or MUSIC 109 or POPMUS 103 or MUSIC 183 or Departmental approval
Restriction: MUS 203, 263

MUS 220
Performance 3
Further performance work, involving weekly individual lessons and performance classes. (See course outline and instrumental/vocal syllabus for specific curriculum requirements).
Prerequisite: MUS 121 or MUSIC 121 or MUSIC 124 or MUSIC 125 or MUSIC 128
Restriction: MUS 220, 224, 225, 228, 229

MUS 221
Performance 4
Continuation of work undertaken in MUS 220. (See course outline and instrumental/vocal syllabus for specific curriculum requirements).
Prerequisite: MUS 220 or MUSIC 220
Restriction: MUS 221, 224, 225, 228, 229

MUS 222
Performance Skills 2
Further development of a wide range of performance skills beyond those gained in the instrumental/vocal studio, including ensemble techniques, conducting, languages for singers, pedagogy, orchestral audition skills, second instrument study, musicians' health.
Prerequisite: MUS 122 or MUSIC 120 and 121 and Departmental approval
Corequisite: MUS 220 or MUSIC 221

MUS 223
Performance Skills 3
Further development of a wide range of performance skills beyond those gained in the instrumental/vocal studio, including ensemble techniques, conducting, languages for singers, pedagogy, orchestral audition skills, second instrument study, musicians' health.
Prerequisite: MUS 122 or MUSIC 120 and 121 and Departmental approval
Corequisite: MUS 220 or MUSIC 221

MUS 224
Elements of Performance Practice
A survey of aspects of performance practice of music from the eighteenth century to the present day. The course will enable students to develop instrument and genre specific knowledge that will enhance their ability to approach performance on their own instrument with stylistic awareness and knowledge of specific techniques, including contemporary techniques where relevant. Required for students in the performance major.
Prerequisite: MUS 140 or MUSIC 144
Restriction: MUSIC 251
MUS 227 15 Points
Music Project 2
Participation in a collaborative performance project involving any of the following: small instrumental and/or vocal ensemble, choir, orchestra.
Prerequisite: Departmental approval

MUS 240 15 Points
History, Music and Ideas
Case studies in historically-specific musical phenomena that engage music and significant strains of cultural influence. The emphasis is on Western music and culture.
Prerequisite: MUS 102 and 140 or MUSIC 105 and 107 and 144

MUS 241 15 Points
Contemporary Music Culture
Case studies in significant issues and developments within contemporary musical culture.
Prerequisite: MUS 102 and 140 or MUSIC 105 and 107 and 144

MUS 258 15 Points
Special Topic
Prerequisite: 30 points at Stage I in Music

MUS 259 15 Points
Special Topic
Prerequisite: 30 points at Stage I in Music

MUS 260 15 Points
Critical Studies in Music Education
An exploration of critical and creative ideas related to the learning and teaching of music. The emphasis is on discovering theoretical, developmental and practical knowledge that enhances the music learning experience. An inquiry approach is taken where students study both set topics and chosen topics of interest.
Prerequisite: MUS 160 or MUSED 160
Restriction: MUSED 260

MUS 261 15 Points
Practical Pedagogy
A practical introduction to music pedagogy through audiation, singing and/or beginner instrumental and ensemble learning. Various pedagogical aspects are considered: planning and lesson design, repertoire, teaching methods and strategies, aural and technical development, learner attributes, and assessment and evaluation.
Prerequisite: MUS 160 or MUSED 160 or Departmental approval

MUS 270 15 Points
Jazz Performance 3
The development of instrumental technique and improvisational skills through in-depth study of scales, rhythm, harmony and relevant musical analysis. This course prepares students who major in Jazz Performance and includes 1:1 tuition and group based improvisation classes.
Prerequisite: MUS 171 or JAZZ 102 and 108 or 131
Restriction: JAZZ 201, 207

MUS 277 15 Points
Jazz Performance 4
Continuation of the work undertaken in MUS 270.
Prerequisite: MUS 270 or JAZZ 201 and 207
Restriction: JAZZ 202, 208

MUS 272 15 Points
Jazz Ensembles 3
The application of instrumental and improvisational techniques through performance practice. This course develops stylistic, interpretive and literary musical skills through a variety of large and small ensembles. Students are placed by audition into a small group combo and a large group.
Prerequisite: MUS 173 or JAZZ 112
Corequisite: MUS 270
Restriction: JAZZ 211

MUS 273 15 Points
Jazz Ensembles 4
Continuation of the work undertaken in MUS 272.
Prerequisite: MUS 272 or JAZZ 211
Restriction: JAZZ 212

MUS 274 15 Points
Jazz Theory 3
An exploration of more advanced jazz theory and musicianship skills including aural and harmony. Coursework prepares students for the implementation of fundamental written theoretical skills. This course also includes a keyboard tutorial.
Prerequisite: MUS 175 or JAZZ 105 or MUSIC 101
Restriction: JAZZ 203

MUS 275 15 Points
Jazz Composition and Arranging 1
Composition and arranging in the jazz idiom exploring small ensemble and big band contexts. Scoring, voicing concepts and sectional writing that assist students in the development of a portfolio of work.
Prerequisite: MUS 274 or JAZZ 203
Restriction: JAZZ 206

MUS 277 15 Points
Jazz Project 2
Participation and development of pertinent skills towards the completion of a collaborative jazz music project.
Prerequisite: Departmental approval

MUS 280 15 Points
Creative Practice in Popular Music 3
Specific exploration and the continued development of ideas and processes in the creation and presentation of popular music through workshops, seminars, group discussion. Students will write songs, compose, complete arrangement exercises and present aspects of their coursework in live performance.
Prerequisite: MUS 181 or MUSIC 181 or POMPUS 101
Restriction: MUSIC 280 or POMPUS 200

MUS 281 15 Points
Creative Practice in Popular Music 4
Continuation of work undertaken in MUS 280.
Prerequisite: MUS 280 or MUSIC 280 or POMPUS 200
Restriction: MUSIC 281 or POMPUS 201

MUS 282 15 Points
Popular Music Performance Skills 3
Further development of instrumental and vocal technique and interpretative skills through the in-depth study of scales, rhythm, harmony and the relevant musical analyses of set works. In addition, students will develop skills in improvisation, transcription and sight-reading. This course prepares students who major in Popular Music with 1:1 instrumental tuition and group based ensemble classes.
Prerequisite: MUS 183 or JAZZ 132 or MUSIC 124
Restriction: JAZZ 231
MUS 283 15 Points
Popular Music Performance Skills 4
Composition of the work undertaken in MUS 282.
Prerequisite: MUS 282 or JAZZ 231
Restriction: JAZZ 232

MUS 284 15 Points
Popular Music Theory and Aural 3
Further training in practical musicianship and contemporary music writing skills pertinent to a popular music practitioner. Continued development of aural recognition skills with an emphasis on transcription and sight singing skills.
Prerequisite: MUS 185 or MUSIC 101 or JAZZ 105
Restriction: MUSIC 289, POPMUS 210

MUS 285 15 Points
Popular Music Analysis
Musical analysis in the popular music idioms. 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. A central focus of this study will be the interaction of composition, arrangement, text and instrumentation.
Prerequisite: MUS 284 or MUSIC 289
Restriction: MUSIC 287, POPMUS 207

MUS 286 15 Points
Music Industry Studies Project
An in-depth examination and discussion of the popular music industry focusing on areas pertinent to creative practitioners. Students will explore and analyse issues surrounding self-management, record labels, the World Wide Web, media, legal issues, copyright, promotion and artist management. Students will devise and plan a creative project including a project management plan.
Prerequisite: MUS 186 or MUSIC 182 or POPMUS 102 or Departmental approval
Restriction: MUSIC 282

MUS 290 10 Points
Special Topic
A Music project as approved by the Head of Department.
Prerequisite: Departmental approval

MUS 291 10 Points
Special Study
Individual programme of study selected in consultation with staff members and approved by Head of Department.
Prerequisite: Departmental approval

MUS 292 5 Points
Special Study
Individual programme of study based on the professional application of a practical music skill.
Prerequisite: Departmental approval

Stage III

MUS 306 15 Points
Conducting
Conducting at Stage III assumes a level of competency in gesture and baton technique. This course gives students the opportunity to engage with a variety of ensemble situations both instrumental and choral/vocal; keyboard and voice, large choral ensemble, recitative and aria, and instrumental ensemble. There is a modest keyboard component that works on the skills needed for score preparation and rehearsals.
Prerequisite: MUS 206 or MUSIC 206 and Departmental approval
Restriction: MUSIC 306

MUS 307 15 Points
Choral Techniques
Provides students with an introduction to the choral techniques that a choral conductor will need in the profession. These include: keyboard score-reading skills, the vocal mechanism and pedagogy, IPA, the elements of good rehearsal practice and an overview of choral repertoire.
Prerequisite: MUS 306 or MUSIC 306 and Departmental approval

MUS 310 15 Points
Instrumental and Vocal Composition 3
Composing for various instrumental and vocal resources: computer notation; study of major twentieth century composers and their methods.
Prerequisite: MUS 210 or 211, or MUSIC 210 or 211
Corequisite: MUS 314
Restriction: MUSIC 310

MUS 311 15 Points
Instrumental and Vocal Composition 4
Continuation of work undertaken in MUS 310, including a substantial chamber work.
Prerequisite: MUS 310 or MUSIC 310
Corequisite: MUS 214 or MUS 314
Restriction: MUSIC 311

MUS 312 15 Points
Practice-led Research Project
Individually negotiated practice-led research projects supported by studies in scholarly approaches to composing. Research findings will be presented through aspects of creative works that make themselves apparent during the listening process, and supported through retrospective logical enquiry. Reports will contain both extracts of creative work and written submissions.
Prerequisite: MUS 211 or 217, MUSIC 211 or 217

MUS 313 15 Points
Sound Design
A survey of sound design techniques supported by practical studio-based exercises. Topics include: automatic dialogue replacement (ADR), sound effects recording (Foley), soundscape recording, three-dimensional sound modeling, computer-generated music, and psychoacoustics.
Prerequisite: MUS 216 or 219, or MUSIC 216 or 283 or POPMUS 203

MUS 314 15 Points
Orchestration 2
A continuation and expansion of the topics addressed in MUS 214. Relationships to acoustics, synthesis applications and educational implications will also be explored. Students are expected to develop their familiarity with concert repertoire.
Prerequisite: MUS 214 or MUSIC 214
Restriction: MUSIC 215

MUS 315 15 Points
Electroacoustic Music Studies 2
A continuation and expansion of the topics addressed in MUS 215. Examination of expert-domain literature and repertoire is broadened to include: multichannel acousmatic electroacoustic music (EAM), performance-based EAM (with live electronics and/or acoustic instruments and/or dance), EAM with moving images, and interactive installation/sonic sculpture.
Prerequisite: MUS 215

MUS 316 15 Points
Sonic Arts 3
The composition of works for a wide variety of
genres including: multichannel acousmatic music, performance-based sonic art (with live electronics and/or acoustic instruments and/or dance), electroacoustic music with moving images, and interactive installation/sonic sculpture. The development of creative work will be supported by relevant technical studies and facilitation of students' individual creative processes.

Prerequisite: MUS 217 or MUSIC 217

MUS 317 15 Points
Sonic Arts 4
A continuation and expansion of the work undertaken in MUS 316. The end-of-semester folio will include a substantial work from one of the specialist genres studied.

Prerequisite: MUS 316

MUS 318 15 Points
Sound Recording and Production 2
Instruction in the use of the School of Music's professional-level recording studios supported by practical exercises in popular music production. Topics include: vocal, guitar, and drum recording; synthesis; industry-standard postproduction techniques; and mastering. Coursework will require coordination with performers both within and outside the class.

Prerequisite: MUS 219, or MUSIC 209 or POPMUS 203
Restriction: MUSIC 383, POPMUS 303

MUS 319 15 Points
Sound Recording and Production 3
A continuation and expansion of the topics addressed in MUS 318 including group projects that concentrate on the production of a popular music ‘single’. Coursework will require coordination with performers both within and outside the class.

Prerequisite: MUS 319

MUS 320 15 Points
Performance 5
Further performance work, involving weekly individual lessons and performance classes. (See course outline and instrumental/vocal syllabus for specific curriculum requirements).

Prerequisite: MUS 221 or MUSIC 221 or MUSIC 225 or MUSIC 228
Restriction: MUSIC 320, 328, 329

MUS 321 15 Points
Performance 6
Continuation of work undertaken in MUS 320.

Prerequisite: MUS 320 or MUSIC 320

MUS 322 15 Points
Performance Skills 4
Further development of a wide range of performance skills beyond those gained in the instrumental/vocal studio, including ensemble techniques, conducting, languages for singers, pedagogy, orchestral audition skills, second instrument study, musicians' health.

Prerequisite: MUS 223 or MUSIC 220 and 221 and Departmental approval
Corequisite: MUS 320 or 321

MUS 323 15 Points
Performance Skills 5
Further development of a wide range of performance skills beyond those gained in the instrumental/vocal studio, including ensemble techniques, conducting, languages for singers, pedagogy, orchestral audition skills, second instrument study, musicians' health.

Prerequisite: MUS 223 or MUSIC 220 and 221 and Departmental approval
Corequisite: MUS 320 or 321

Languages for singers, pedagogy, orchestral audition skills, second instrument study, musicians' health.

Prerequisite: MUS 322 or MUSIC 220 and 221 and Departmental approval
Corequisite: MUS 320 or 321

MUS 324
Advanced Studies in Performance Practice
Studies in aspects of historical performance practice, using eighteenth century treatises as well as secondary sources. Exploration of topics including rhetoric, gesture, baroque dance, ornamentation and articulation patterns. Study of an historic instrument may be available as an elective within this course.

Prerequisite: MUS 224 or MUSIC 220 and 221 or MUSIC 220 and 221
Restriction: MUSIC 351

MUS 327 15 Points
Music Project 3
Participation in a collaborative performance project involving any of the following: small instrumental and/or vocal ensemble, choir, orchestra.

Prerequisite: Departmental approval

MUS 340 15 Points
Sound, Style and Syntax
A follow-on course from MUS 202, which focuses on more complex and in-depth analysis of repertoire from the eighteenth to the twenty-first centuries.

Prerequisite: MUS 140, MUSIC 202 or MUSIC 200
Restriction: MUSIC 301

MUS 341 15 Points
Topic in Musicology
A seminar-based course dealing with a specific area of research in Western music history.

Prerequisite: MUS 202 and 240 and 241 or 15 points from MUSIC 241–247

MUS 342 15 Points
Analytical Methods
A study of repertory focusing on the deployment of specific analytical techniques and working methods, such as voice-leading analysis, schemata, topics, metrical analysis or form-function analysis.

Prerequisite: MUS 140 and MUS 202 or MUSIC 200
Restriction: MUSIC 302

MUS 355 15 Points
Special Topic
Prerequisite: 30 points at Stage II in Music

MUS 356 15 Points
Special Topic
Prerequisite: 30 points at Stage II in Music

MUS 357 15 Points
Special Topic
Prerequisite: 30 points at Stage II in Music

MUS 358 15 Points
Special Topic
Prerequisite: 30 points at Stage II in Music

MUS 359 15 Points
Special Topic
Prerequisite: 30 points at Stage II in Music

MUS 360 15 Points
Music Education Research
Current research in the practice and theory of music education and an introduction to music education.
MUS 361 15 Points
Practical Pedagogy Project
Pedagogical knowledge and skills for musicians considering practical music teaching as part of their portfolio career. Students undertake a practical music teaching project. Note: specific teaching contexts depend on teacher availability.
Prerequisite: MUS 261 or MUSED 261 or Departmental approval

MUS 370 15 Points
Jazz Performance 5
The development of advanced instrumental technique and improvisational skills through in-depth study of scales, rhythm, harmony and relevant musical analysis. This course prepares students who major in Jazz Performance and includes 1:1 tuition and group based improvisation classes.
Prerequisite: MUS 271 or JAZZ 202 and JAZZ 208 or 231
Restriction: JAZZ 301, 307

MUS 371 15 Points
Jazz Performance 6
Continuation of the work undertaken in MUS 370 along with ensemble performances. Students prepare for a 50-minute public recital of their original arrangements, compositions and improvisations.
Prerequisite: MUS 370 or JAZZ 301 and 307
Restriction: JAZZ 302, 308

MUS 372 15 Points
Jazz Ensembles 5
The application of instrumental and improvisational techniques through performance practice. This course develops stylistic, interpretive and literary musical skills through a variety of large and small ensembles. Students are placed by audition into a small group combo and a large group.
Prerequisite: MUS 273 or JAZZ 212
Restriction: JAZZ 312

MUS 375 15 Points
Jazz Composition and Arranging 2
Composition and arranging in the jazz idioms exploring small ensemble and big band contexts. Scoring, voicing concepts and sectional writing that assist students in the development of a portfolio of work.
Prerequisite: MUS 275 or JAZZ 206
Restriction: JAZZ 306

MUS 376 15 Points
Jazz Research
The preparation and presentation of essays and practical seminars on a performer or period of stylistic development related to principal instrument or major study.
Corequisite: MUS 370 or MUS 371
Restriction: JAZZ 313

MUS 377 15 Points
Jazz Project
Participation and development of pertinent skills towards the completion of a collaborative jazz music project.
Prerequisite: Departmental approval

MUS 380 15 Points
Creative Practice in Popular Music 5
More advanced exploration and the continued development of ideas and processes in the creation and presentation of popular music through workshops, seminars, and group discussion. Students will write songs, compose, complete arrangement exercises and present aspects of their coursework in live performance.
Prerequisite: MUS 281 or MUSIC 281 or POMUS 201
Restriction: POMUS 300, MUSIC 380

MUS 381 15 Points
Creative Practice in Popular Music 6
Continuation of work undertaken in MUS 380.
Prerequisite: MUS 380 or MUSIC 380 or POMUS 300
Restriction: POMUS 301, MUSIC 381

MUS 382 15 Points
Popular Music Performance Skills 5
More advanced development of instrumental and vocal technique and interpretative skills through the in-depth study of scales, rhythm, harmony and the relevant musical analyses of set works. In addition, students will develop skills in improvisation, transcription and sight-reading. This course prepares students who major in Popular Music with 1:1 instrumental or vocal tuition and group based ensemble classes.
Prerequisite: MUS 283 or JAZZ 232 or MUSIC 224
Restriction: JAZZ 331

MUS 383 15 Points
Popular Music Performance Topic
Continuation of the work undertaken in MUS 382 with further emphasis on ensemble practice and performance and arrangement skills.
Prerequisite: MUS 382 or JAZZ 231
Restriction: JAZZ 332

MUS 388 15 Points
Invasion to Anarchy
Traces musical developments in British rock music from 1965-77, with a focus on images of American rock, heavy metal, psychedelic rock, glam and punk.
Prerequisite: 185 points passed
Restriction: MUS 385, POMUS 305

MUS 389 15 Points
Topics in Popular Music Studies
Selected topics that address key issues informing the creation and performance of Popular Music and its reception.
Prerequisite: 185 points passed

MUS 390 10 Points
Special Topic
A Music study project as approved by the Head of Department.
Prerequisite: Departmental approval

MUS 391 10 Points
Special Study
Individual programme of study selected in consultation with staff members and approved by Head of Department.
Prerequisite: Departmental approval

Diploma Courses
MUS 620A 30 Points
MUS 620B 30 Points
Performance Studies and Recital
Advanced work in all aspects of solo performance. Relevant ensemble work, including orchestral

For further information please refer to the note on page 356.
rehearsals and performance, may be required.
Preparation for and performance of a public recital.
Prerequisite: At least a B- grade in MUS 321 or MUSIC 321
and Departmental approval.
To complete this course students must enrol in MUS 620
A and B.

Postgraduate 700 Level Courses

MUS 701 15 Points
Advanced Analysis
This course develops advanced analytical research
skills, focusing on one or more specific repertoires
and/or analytical techniques (such as voice-leading
analysis, schemata, topics, set theory,metrical
analysis or form-functional analysis).
Prerequisite: MUS 340 or 342 or MUSIC 301

MUS 710A 15 Points
MUS 710B 15 Points
Instrumental and Vocal Composition Research Portfolio
A folio of compositions for a wide range of media,
voices, and instruments.
Prerequisite: MUS 311 or MUSIC 311 and Departmental
approval.
Restriction: MUSIC 710
To complete this course students must enrol in MUS 710
A and B.

MUS 714A 15 Points
MUS 714B 15 Points
Advanced Orchestration
Orchestration and instrumentation in the twentieth
century, including contemporary instrumental and
vocal techniques, with practical scoring exercises.
Prerequisite: MUS 314 or MUSIC 215 and Departmental
approval.
Restriction: MUSIC 714
To complete this course students must enrol in MUS 714
A and B.

MUS 715A 15 Points
MUS 715B 15 Points
Advanced Electroacoustic Music Studies
Examination of a range of expert-domain literature
and repertoire with a focus on advanced methods
electroacoustic music analysis and practice-led
research. The end-of-year written submission should
be of a scholarly standard suitable for submission to
international conferences.
Prerequisite: MUS 315 and Departmental approval.
Restriction: MUSIC 715
To complete this course students must enrol in MUS 715
A and B.

MUS 716A 15 Points
MUS 716B 15 Points
Sonic Arts Research Portfolio
The composition of works for a wide variety of
sonic arts genres. The end-of-year folio will contain
a substantial work demonstrating the student’s
understanding of large-scale form.
Prerequisite: MUS 317 or MUSIC 317 and Departmental
approval.
Restriction: MUSIC 715
To complete this course students must enrol in MUS 716
A and B.

MUS 720 30 Points
Performance Research I
Creative research in aspects of solo performance.
Relevant ensemble work, including orchestral

MUS 721 30 Points
Performance Research II
Continuation of the creative research undertaken in
MUS 720.
Prerequisite: MUS 720 or MUSIC 720
Restriction: MUSIC 722, 723, 728

MUS 722 15 Points
Chamber Music Research I
Advanced work in the field of chamber music and
ensemble playing.
Corequisite: MUS 720 or 721

MUS 723 15 Points
Chamber Music Research II
Advanced work in the field of chamber music and
ensemble playing.
Corequisite: MUS 720 or 721

MUS 724 30 Points
Performance Pedagogy I
The study of instrumental technique, repertoire and
aspects of pedagogy for studio teaching.
Prerequisite: MUS 321, 323 or Departmental approval.

MUS 725 30 Points
Performance Pedagogy II
The study of instrumental technique, repertoire and
aspects of pedagogy for studio teaching.
Prerequisite: MUS 724

MUS 726 15 Points
Aspects of Performance Practice
Selected research for discussion and investigation
from the field of Performance Practice and its
documentation. The study of source materials:
individual projects; performance and/or teaching and
direction of music from the area studied.
Prerequisite: MUS 224 or 324 or MUSIC 251 or 351 or
Departmental approval.
Restriction: MUSIC 751

MUS 740 15 Points
Concepts and Methods in Historical Musicology
An overview of the discipline of historical musicology:
its principal concepts and associated methods
of research. Students consider key texts from the
scholarly literature and design an individual research
topic of interest. This course also helps to develop
advanced writing skills. (Suitable for Musicology
majors as well as students from Classical Performance,
Composition, Jazz Performance and Popular Music
majors with an interest in musicology).
Prerequisite: MUS 340 or 342, 341 or Departmental
approval.
Restriction: MUSIC 750

MUS 741 15 Points
Concepts and Methods in Practical Music Research
An overview of concepts and methods for practical,
creative and music education research. Students
investigate different forms of creative and qualitative
research, surveys, action research and practice-led
research, and design an individual music research
topic of interest. (Suitable for Music Education/Studio
Pedagogy majors as well as students from Classical
Performance, Composition, Jazz Performance and
Popular Music majors with an interest in practical research),
Prerequisite: Departmental approval

MUS 742
Independent Music Research
An independent course of music research.
Prerequisite: Departmental approval

MUS 748
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: MUS 206 or MUSIC 348

MUS 752
Research Project
15 Points

MUS 753
Research Project
15 Points

MUS 754
Special Topic
15 Points

MUS 755
Special Topic
15 Points

MUS 756
Special Topic
15 Points

MUS 757
Special Topic
15 Points

MUS 758
Special Topic
15 Points

MUS 759
Special Topic
15 Points

MUS 760
Themes in Music Education Research
A survey of recent Music Education research themes, topics and findings, along with implications and applications for teaching practice and music learning.
Prerequisite: 15 points at Stage III in Music Education or Departmental approval

MUS 761
Studio Pedagogy and Research
The study of practical concepts and research for studio pedagogy in selected contexts from vocal, instrumental, composition, jazz and popular music learning. Explorations of teaching practices, repertoire, concept/skill/technical development, lesson design and pedagogical research.
Prerequisite: 15 points at Stage III in Music Education or MUS 323 or Departmental approval

MUS 770
Jazz Performance Research I
Practical research in instrumental technique leading to the development of advanced improvisational skills. Students prepare a recital reflecting the technical work undertaken in the semester. Students engage with practice through ensemble and 1:1 instruction.
Prerequisite: MUS 371 or JAZZ 302

MUS 771
Jazz Performance Research II
A continuation of the work undertaken in MUS 770.
Prerequisite: MUS 770

MUS 772
Jazz Composition and Arranging I
Jazz arranging and composition for mixed ensembles. Through the analysis and study of advanced compositional and orchestration techniques, students produce original research material for recorded portfolio. Students are encouraged to perform with a 'mentor' from the jazz faculty in the development of a creative process and individual style.
Prerequisite: MUS 376 or JAZZ 306

MUS 773
Jazz Composition and Arranging II
A continuation of work undertaken in MUS 772 for a variety of ensembles.
Prerequisite: MUS 772

MUS 774
Jazz Collaborative Project
Students undertake a research project combining compositional and performance elements from multiple genres: world music, classical, rock, for example, in a blend of contemporary influences. Students contribute original material and written documentation for a recorded portfolio.
Prerequisite: MUS 376 or JAZZ 306, and MUS 371 or JAZZ 302

MUS 780
Popular Music Composition Research Portfolio I
The development of advanced song writing and popular music composition skills. Students engage in an in-depth study of lyric writing, word setting, and compositional elements, compose a significant body of new songs and compositions, and produce a research portfolio of recordings and scores of these works.
Prerequisite: MUS 381 or Departmental approval

MUS 781
Popular Music Composition Research Portfolio II
A continuation of the work undertaken in MUS 780. Students compose a significant body of new songs and compositions, and produce a research portfolio of recordings and scores of these works.
Prerequisite: MUS 780

MUS 782
Popular Music Performance Research I
Practical research in instrumental technique leading to the development of advanced performance skills relevant to the student’s personal approach to composition and songwriting. Students prepare a recital reflecting the technical research undertaken in the semester. Students engage with practice through ensemble and 1:1 instruction.
Prerequisite: MUS 382 or 383 or Departmental approval

MUS 783
Popular Music Performance Research II
A continuation of the work undertaken in MUS 782. Students prepare a recital reflecting the technical research undertaken in the semester. Students engage with practice through ensemble and 1:1 instruction.
Prerequisite: MUS 782

MUS 784
Popular Music Arranging and Instrumentation
Popular music instrumentation and arranging for mixed ensembles. Through the analysis and study of advanced composition and orchestration techniques, students produce original material for a recorded research portfolio. Students are required to step outside the confines of the traditional popular music
band ensemble and arrange for a much wider mix of instruments.
Prerequisite: MUS 381 or Departmental approval

**MUS 790A** 15 Points
**MUS 790B** 15 Points
**Dissertation**
Prerequisite: Departmental approval
Restriction: MUSIC 789
To complete this course students must enrol in MUS 790 A and B

**MUS 792A** 60 Points
**MUS 792B** 60 Points
**Performance Research**
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: MUS 721 or MUSIC 721, or MUSIC 722 and 723, or MUSIC 728
To complete this course students must enrol in MUS 792 A and B

**MUS 795A** 60 Points
**MUS 795B** 60 Points
**Composition Research Portfolio**
Prerequisite: MUS 710 or MUSIC 710
To complete this course students must enrol in MUS 795 A and B

**MUS 797A** 60 Points
**MUS 797B** 60 Points
**Research Portfolio**
To complete this course students must enrol in MUS 797 A and B

**Performing Arts**

**Postgraduate 700 Level Courses**

**PERFORM 720A** 15 Points
**PERFORM 720B** 15 Points
**Special Topic**
To complete this course students must enrol in PERFORM 720 A and B

**PERFORM 721A** 15 Points
**PERFORM 721B** 15 Points
**Special Topic**
To complete this course students must enrol in PERFORM 721 A and B

**PERFORM 725**
**Special Topic**

**PERFORM 726**
**Special Topic**

**Planning**

**Stage I**

**PLANNING 100** 15 Points
**PLANNING 100G** 15 Points
Creative Communities: An Introduction to Planning
The evolution of modern planning as an intellectual and professional movement.

**PLANNING 101**
Institutional Framework for Planning
An introduction to institutional structures, legal institutions and reasoning. The political context of local and national government.

**PLANNING 102**
Social and Economic Framework for Planning
The interactions of economic systems and communities. Equity and the allocation of resources.

**PLANNING 103**
Environmental Context of Planning
Human responses to the environment and environmental change. An introduction to environmental processes and outcomes.

**PLANNING 122** 30 Points
Planning Studio 1
Introduction to a basic range of methods and skills for planning through practical applications in a series of projects.
Restriction: PLANNING 110 and 120

**PLANNING 123** 30 Points
Planning Studio 2
The extension of the basic skills to include assessment studies, their graphic representation and the preparation of a planning proposal.
Prerequisite: PLANNING 122
Restriction: PLANNING 111, 121, 230

**Stage II**

**PLANNING 201** 15 Points
Introduction to Planning Legislation
An introduction to the planning legislation with particular emphasis on resource management.
Prerequisite: PLANNING 101

**PLANNING 202** 15 Points
Planning Physical and Social Infrastructure
The role and provision of physical and social infrastructure in urban and regional planning.

**PLANNING 204** 15 Points
Environmental Planning Issues
Assessment of the effects of the design and functioning of diverse human activities and developments upon the natural environment.
Prerequisite: PLANNING 103
Restriction: PLANNING 302

**PLANNING 221** 30 Points
Planning Studio 3
Planning for community outcomes as provided for in Local Government and Resource Management legislation.
Prerequisite: 30 points from PLANNING 111, 121, 230
Restriction: PLANNING 200, 203

**PLANNING 222** 30 Points
Planning Studio 4
The application of policy and plan making theory and
method to the identification of issues, objectives and policies for a selected location.
Prerequisite: PLANNING 221
Restriction: PLANNING 210, 220

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 coordination 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.

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 and sustainability is 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

For further information please refer to the note on page 356.
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 701, 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 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 769 15 Points
Special Topic

PLANNING 770 30 Points
Case Study Report
A description and critical analysis of a significant planning issue.

PLANNING 780 60 Points
PLANNING 780A 30 Points
PLANNING 780B 30 Points
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
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.
URBDES 701  
**Urban Development Processes**  
An overview of urban development processes in New Zealand and around the world.  
10 Points

URBDES 702  
**Urban Design Theory and Practice**  
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.  
15 Points

**Restriction:** ARCHHTC 700

URBDES 703  
**Elective Study**  
Topics approved by the Head of School of Architecture and Planning.  
15 Points

URBDES 704  
**Urban Development Processes**  
An overview of urban development processes in New Zealand and around the world.  
15 Points

**Restriction:** PROPERTY 784, URBDES 701

URBDES 705  
**Elective Study**  
Topics approved by the Head of School of Architecture and Planning.  
15 Points

URBDES 710  
**Urban Design Studio 1**  
Foundation urban design studio.  
30 Points

URBDES 720  
**Urban Design Studio 2**  
Development urban design studio.  
30 Points

URBDES 730  
**Urban Design Research Project**  
Individual research project in an aspect of urban design theory or practice.  
30 Points

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**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.  
15 Points

**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.  
15 Points

**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.  
15 Points

**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.  
15 Points

**VISARTS 171**  
**Studio 1A**  
Students will work on a range of activities that will establish the core languages of the study and practice of contemporary practices in art and applied media. These will challenge them progressively to develop their knowledge and skills. Students will cover a range of areas of practice relevant to contemporary art and design with an emphasis on experimentation.  
30 Points

**VISARTS 172**  
**Studio 1B**  
An extension of VISARTS 171. Students continue to work on a range of activities that will establish the core languages of the study and practice of contemporary practices in art and applied media. An independent project with outcomes that build on students' learning during the year is developed. Students develop this project from a conceptual and critical base and with interdisciplinary outcomes.  
30 Points

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**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
Prerequisite: VISARTS 251, 261, 262, 271–274

**VISARTS 271**
**Studio Practice 2A**
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**
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**
**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**
**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**
**Studio Special Topic 2A**
A development of Part I Studio courses in selected fields.

**Stage III**

**VISARTS 351**
**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**
**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**
**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**
**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**
**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**
**Studio Special Topic 3A**
A development of Part II Studio courses in selected fields.

**Stage IV**

**VISARTS 471**
**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**
**VISARTS 472A**
**VISARTS 472B**
**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
To complete this course students must enrol in VISARTS 472 A and B, or VISARTS 472
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

ACADPRAC 704 15 Points
Special Topic

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 be assigned to work one-on-one with a supervisor.

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  
Contemporary Disability Theory and Policy  15 Points  
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  
The Legal Context of Disability Support  15 Points  
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  
Management Processes in Disability Support  15 Points  
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  
Special Topic  15 Points  
Prerequisite: Any 30 points passed at Stage II from the BHumServ Schedule

Education

Stage I

EDUC 113  
Current Issues in Education  15 Points  
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  
Introduction to Māori Education  15 Points  
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  
Introduction to Child and Adolescent Development  15 Points  
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  
Introduction to Educational Thought  15 Points  
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  
Teaching and Learning: An Educational Psychological Perspective  15 Points  
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  
History and Society in New Zealand Education  15 Points  
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  
Development, Learning and Teaching  15 Points  
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  
Learning Sexualities  15 Points  
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 122  
Learning Sexualities  15 Points  
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 130  
Philosophy of Education  15 Points  
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 Human Development
15 Points

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 Learning and the Learner
15 Points

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 Health and Physical Education in a Diverse Society
15 Points

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

Stage II

EDUC 200
15 Points

EDUC 200A
7.5 Points

EDUC 200B
7.5 Points

Special Topic
Prerequisite: EDUC 115, 117, 221, 223, or EDUC 352
To complete this course students must enrol in EDUC 200 A and B, or EDUC 200

EDUC 201 History of Education
15 Points

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 Philosophy and Sociology of Education
15 Points

An exploration of key educational themes and questions from philosophical and sociological perspectives.

Prerequisite: Any 60 points passed

Restriction: EDUC 206, 208

EDUC 207 Decolonising Education
15 Points

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 kōhanga reo. I kura kaupapa Maori and wānanga in Aotearoa New Zealand, together with examples of other indigenous educational issues and initiatives.

Prerequisite: Any 60 points passed

EDUC 211 Schooling Ethnic Diversity
15 Points

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 Education and Social Justice
15 Points

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 Child Development
15 Points

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 Educational Psychology
15 Points

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 Assessment and Evaluation in Education
15 Points

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 Curriculum, Assessment and Evaluation
15 Points

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
### Course Prescriptions

**EDUC 283**  
**Pedagogy – Beyond Skills and Methods**  
15 Points  
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  
Departmental approval

**EDUC 304**  
**Educational Philosophy and Policy**  
15 Points  
Examines the competing ideologies of individualism and community, their influence in recent educational reforms in New Zealand, and the wider implications for education, society and culture. Introduces the basic concepts and themes of classical liberalism, comparing and contrasting them with versions of neoliberalism, 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**  
**Ākonga Māori: Issues in Māori Education I**  
15 Points  
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**  
**Teachers and Teaching**  
15 Points  
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**  
**Issues in Pacific Nations’ Education**  
15 Points  
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**  
**Teaching in Diverse Urban Schools**  
15 Points  
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**  
**Learning and Reading Disabilities**  
15 Points  
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**  
**Special Study in Education**  
15 Points  
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**  
**Special Topic**  
15 Points  
A study in a topical area of educational inquiry.  
Prerequisite: Any 45 points passed at Stage II

**EDUC 315**  
**Conceptions in Education**  
15 Points  
An examination of the implicit beliefs or conceptions of teachers, students, and parents 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**  
**Gifted Education**  
15 Points  
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**  
**History and Sociology of Education**  
15 Points  
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**  
**Teaching Languages in Schools**  
15 Points  
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 technologies in teaching and learning second languages.  
Prerequisite: Any 45 points passed at Stage II

**EDUC 319**  
**Special Topic**  
15 Points  
Prerequisite: Any 45 points passed at Stage II

**EDUC 321**  
**Politics, Philosophy and Education**  
15 Points  
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

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For further information please refer to the note on page 356.
EDUC 341 Introduction to Counselling in the Community
15 Points
An introduction to the application of basic principles of counselling to the needs of individuals, children, adults and to couples, families and other groups.
Prerequisite: Any 45 points passed at Stage II

EDUC 342 Educational Psychology: A Behavioural Approach
15 Points
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 The Reading Process
15 Points
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 Understanding Behaviour in Classrooms
15 Points
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 Adolescence
15 Points
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

EDUC 360 Treaty Politics in Education
15 Points
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 380 Methods of Research in Education
15 Points
A grounding in some of the main research and evaluation methods, both quantitative and qualitative, that are useful for educational and social science researchers, and in some of the arguments about their power and legitimacy.
Prerequisite: Any 45 points passed at Stage II

EDUC 381 Adult Learning and Education
15 Points
Adult learning within conventional educational structures, the community, the workplace and as independent learners. Explores the debates about lifelong learning and its implications for adult learning, and examines what is distinctive about teaching adults and what influences adults to remain active learners.
Prerequisite: Any 45 points passed at Stage II

EDUC 384 Information Technology in Education
15 Points
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

Stage IV

EDUC 400 Professional Development
15 Points
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 BEd(TESOL)

Postgraduate 700 Level Courses

EDUC 702 Historical Research in Educational Settings
30 Points
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 Educational Philosophy
30 Points
Current themes in the philosophy of education in the light of broader tendencies in modern and post-modern thought.

EDUC 704 Sociology of Education
30 Points
Examines global, national and local influences that impact on education policy and on contemporary teaching and learning contexts from a sociological perspective.

EDUC 705 Education and Development Policy
30 Points
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 Issues in Indigenous Education
30 Points
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 Race, Ethnicity and Education
30 Points
An examination of discourses of race and theories of ethnicity in bicultural and multicultural educational contexts in Aotearoa New Zealand.
and developmental progression of emotional and 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. 

**EDUC 741 Educational Psychology**
An advanced study of cognitive, motivational and social factors influencing learning.

**EDUC 742 Developmental Psychology**
An advanced examination of theory and research in selected topics in child and adolescent development.

**EDUC 743 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**
**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 A and B.

**EDUC 753 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 764 Special Study**
An advanced study in a topical area of educational inquiry.

**EDUC 766 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 Special Topic**
**EDUC 768 Special Topic**
**EDUC 769 Special Topic**
EDUC 774  15 Points
Research Methods in Education
A detailed examination of the controversy over the evidence required to establish causal claims in educational research within both experimental and qualitative methodological frameworks: bias control in observations and judgments; research synthesis (meta-analysis); and objectivity in evaluative research.

EDUC 776  30 Points
Education, Culture and Identity
An examination of sociological theories concerning the role of culture in identity formation within educational settings. The course is framed around questions such as: How have globalised forces influenced identity and cultural movements in New Zealand education since the 1970s? How do identity/culture movements influence educational policies and professional practices?
Restriction: ACE 803.804, ACE 803.904, EDPROFST 776

EDUC 784  30 Points
EDUC 784A  15 Points
EDUC 784B  15 Points
Research Topic in Education
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 784 A and B, or EDUC 784

EDUC 787  30 Points
EDUC 787A  15 Points
EDUC 787B  15 Points
Research Methodologies in Māori Education
An examination of how best to approach educational research with, by and for Māori. The course is of interest to all social science researchers in Education. Includes the politics and ethics of research involving Māori and other indigenous groups. Particular attention is paid to the development of advanced academic writing skills for research.
To complete this course students must enrol in EDUC 787 A and B, or EDUC 787

EDUC 790  30 Points
EDUC 790A  15 Points
EDUC 790B  15 Points
Dissertation
Restriction: EDUC 796
To complete this course students must enrol in EDUC 790 A and B, or EDUC 790

EDUC 791  30 Points
Socio-cultural Examination of Sport and Exercise
Critical examination of the cultural meanings and social significance of sport and exercise. Analyses how different sociological approaches have applied key concepts in examining and understanding the importance of sport and exercise practices in contemporary society.

EDUC 796  60 Points
EDUC 796A  60 Points
Thesis
Prerequisite: A BA(Hons) in Education with at least Second Class Honours, First Division, or equivalent, and an approved research course.
To complete this course students must enrol in EDUC 796 A and B

EDUC 797A  60 Points
EDUC 797B  60 Points
Research Portfolio
Prerequisite: A BA(Hons) in Education with at least Second Class Honours, First Division, or equivalent, and an approved research course
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, EDCURRM 101

EDCURRM 102  15 Points
Pānui-Tuhituhi Te Pihinga
Develops the knowledge, skills and attitudes associated with planning, teaching and assessing 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, EDCURRM 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 akorangā kōiri 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, EDCURRM 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 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, EDCURRM 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, EDCURRM 105
EDCURRM 106  15 Points
Tikanga-ā-Iwi: He Whakatakinga
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, EDCURRM 106

EDCURRM 107  15 Points
Hangarau: He Whakatakinga
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, EDCURRM 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, EDCURRM 202

EDCURRM 204  15 Points
Pangarau: Te Whakaako
Develops knowledge, skills and understanding for designing quality learning experiences in Pangarau and tauanga for diverse learners. Considers questions related to primary Pangarau 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, EDCURRM 204

EDCURRM 220  15 Points
Special Topic

Stage III

EDCURRM 301  15 Points
Te whakaako 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 student motivation and language acquisition in Te Reo Māori?
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
Restriction: ACE 902.702, EDCURR 606, 630, EDCURRM 320, EDPFST 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

Course Prescriptions

For further information please refer to the note on page 356.
ECCURRPK 120
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

Stage II

ECCURRPK 210
Aoaga 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, ECCURRIC 210

ECCURRPK 211
Gagana ma lana matafaioi
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, ECCURRIC 211

ECCURRPK 212
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. ECCURRIC 212

Stage III

ECCURRPK 313
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. EDPROFS 314

ECCURRPK 322
Moil fakaagaga i loto he tau Aoga Fanau Iliki 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, ECCURRPK 122

ECCURRPK 353
Su’esu’ega loloto i le faaagaina 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 education professional field. Students are expected to critique the best of local and international bilingual and immersion theory and practice.

Restriction: ECCURRPK 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 teaching and learning 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

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 mathematics and 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 610, 611, 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 that engage students 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 Māori tikanga 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
EDCURSEC 614  Teaching and Learning Science 2  15 Points
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?
Corequisite: EDCURSEC 613
Restriction: ACE 724.753, EDCURR 608, 633, EDCURSEC 619, 620

EDCURSEC 615  Teaching and Learning Science 3  15 Points
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 724.761, 724.762, EDCURR 637
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: Why is geography important? What do teachers need to know to teach and assess geography effectively? What resources and strategies maximise motivation and learning?
Restriction: 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 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?
Prerequisite: 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?
Prerequisite: EDCURSEC 639
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?
Prerequisite: EDCURSEC 639
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 638A 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?
Prerequisite: 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 effective visual communication within 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
EDCURSEC 644A 7.5 Points
EDCURSEC 644B 7.5 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 725.756
To complete this course students must enrol in EDCURSEC 644 A and B, or EDCURSEC 644

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, EDCURR 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 support 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 722.763, EDCURR 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 strategies 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 722.766, 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: EDCURR 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 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? 
Restriction: EDCURSEC 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: EDCURSEC 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 655 A 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, EDCURR 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
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 668A 7.5 Points
EDCURSEC 668B 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, 623, 649, 663, ACE 720.767C
To complete this course students must enrol in EDCURSEC 668 A and B

EDCURSEC 669A 7.5 Points
EDCURSEC 669B 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 650, 664, ACE 720.767F
To complete this course students must enrol in EDCURSEC 669 A and B

EDCURSEC 670A 7.5 Points
EDCURSEC 670B 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 671A 7.5 Points
EDCURSEC 671B 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 674A 7.5 Points
EDCURSEC 674B 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 675A 7.5 Points
EDCURSEC 675B 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 676 15 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 677A 7.5 Points
EDCURSEC 677B 7.5 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 678 15 Points
Te Whakapuakitanga
Integrates content knowledge with 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
EDCURSEC 679 15 Points
Te Whakawhakatanga
Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing Te Reo Māori 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 Māori. Addresses such questions as: What is the place of ICT in the teaching of Te Reo Māori? 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 608, 632
EDCURSEC 684 15 Points
Special Topic
EDCURSEC 687 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 688 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 689 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 690 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: EDCURRM 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. Addresses 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
Biophysical 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, as well 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
EDCURRIC 204 15 Points
Primary Mathematics and Statistics Education
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, EDCURRIC 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, whānau 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 practiced.
Prerequisite: EDUC 142
Restriction: ACE 923.560

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 teaching physical skills effectively, analyse the learning environment and the diverse needs of learners and provide appropriate feedback to assist learning?
Prerequisite: 15 points from EDCURRIC 130, 131
Restriction: ACE 923.557

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: 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: 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: 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: 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: 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?
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

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?
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

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?
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

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?
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

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?
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

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?
Prerequisite: 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: How 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.
Prerequisite: 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?
Prerequisite: At least 225 points passed
Restriction: ACE 931.723, EDCURRIC 215

EDCURRIC 315 15 Points
Special Topic

EDCURRIC 333 15 Points
Advanced Youth Health Education
Critically examines social determinants of adolescent health in New Zealand and analyses their relevance to the Health and Physical Education curriculum. Addresses such questions as: How is the health teacher's role determined by adolescent health issues? What pedagogical practices in health education address adolescent health status?
Prerequisite: EDCURRIC 233
Restriction: ACE 903.754

EDCURRIC 334 15 Points
Exercise and Physical Education
Critically examines and applies knowledge about exercise practices in physical education contexts. Addresses such questions as: What evidence base supports current exercise principles? How can the diverse exercise needs of students be addressed in physical education contexts? What issues and dilemmas are associated with current exercise practices? What influences how exercise is programmed in a physical education context?
Prerequisite: EDCURRIC 234
Restriction: ACE 923.653

EDCURRIC 335 15 Points
Research Study in Health and Physical Education
Examines research philosophy, approaches and methods in education as a basis for informing professional practice in health and physical education. Addresses such questions as: How can teachers use research to inform their teaching? What represents quality research in educational settings? What issues influence the design and conduct of a research project?
Prerequisite: At least 60 points from EDCURRIC 230–241. 333–337
Restriction: ACE 923.761

EDCURRIC 336 15 Points
Enhancing Teaching Through Science
Investigates personal conceptual science understandings and selected science education research to inform effective practice. Selected scientific concepts will be examined to provide experience in enhancing teaching through science and engaging children in effective learning in a variety of environments.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
Restriction: ACE 924.602, EDCURRIC 260

EDCURRIC 339 15 Points
Developing Classroom Mathematics Programmes
Develops knowledge and understanding of classroom mathematics procedures and learning environments. Examines the integrated nature of learning, teaching and assessment with respect to long term programmes. Aims to further develop teacher confidence in, and positive attitudes toward, the teaching and learning of mathematics through critical analysis and personal reflection.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
Restriction: ACE 921.731

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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
Restriction: ACE 920.706
EDCURRIC 347 15 Points
EDCURRIC 347A 7.5 Points
EDCURRIC 347B 7.5 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
To complete this course students must enrol in EDCURRIC 347 A and B, or EDCURRIC 347

EDCURRIC 349A 7.5 Points
EDCURRIC 349B 7.5 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
To complete this course students must enrol in EDCURRIC 349 A and B

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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
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 359 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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
Restriction: ACE 925.601, EDCURRIC 265

EDCURRIC 360 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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
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.

Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

Restriction: ACE 922.705

EDCURRIC 369A 7.5 Points
EDCURRIC 369B 7.5 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

To complete this course students must enrol in EDCURRIC 369 A and B

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: EDPROST 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 questions as: What do teachers need to know, and to be, to teach diverse learners in the junior school? What resources, strategies and approaches maximise literacy achievement so that all children identify themselves as competent and confident communicators?

Restriction: ACE 720.631

EDCURRIC 606 10 Points
Language and Literacy Education 2

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 720.731
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<td>15</td>
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<tr>
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<tr>
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<td>EDCURRIC 621</td>
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<tr>
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<td>Early Years Curriculum</td>
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<td>Languages and Cultures</td>
<td>15</td>
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For further information please refer to the note on page 356.
construction and interpretation of meaning in text? What are the issues for family/whānau, 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 teaching and learning 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 922.621

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?

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?

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 521.625

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 707A 15 Points
EDCURRIC 707B 15 Points
Special Topic
To complete this course students must enrol in EDCURRIC 707 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
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 714 30 Points

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 340 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: EDCURRIC 431
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 728 30 Points
EDCURRIC 728A 15 Points
EDCURRIC 728B 15 Points
Special Topic
To complete this course students must enrol in EDCURRIC 728 A and B, or EDCURRIC 728

EDCURRIC 729 30 Points
EDCURRIC 729A 15 Points
EDCURRIC 729B 15 Points
Special Study
To complete this course students must enrol in EDCURRIC 729 A and B, or EDCURRIC 729

EDCURRIC 740 30 Points
Special Topic
EDCURRIC 750 30 Points
Special Topic
EDCURRIC 760 30 Points
Special Topic

EDCURRIC 761 30 Points
Critical Issues in Health and Physical Education
Critically examines the nature of health and physical education in society, investigating factors that influence, or have influenced, how health and physical education are, or have been, constructed and experienced. Addresses issues facing health and physical education, from historical, contemporary, and future orientations.
Restriction: EDCURRIC 430

EDCURRIC 762 30 Points
Critical Perspectives of Health and Physical Education Pedagogy
Adopts a critical perspective to knowledge (re)production in HPE and interrogates what counts as ‘official’ knowledge in HPE and how HPE pedagogies contribute to particular knowledge and understandings in regard to physical activity, the body and health. Critical, feminist and other pedagogies will be considered in regard to claims made for HPE as providing equitable, empowering opportunities for young people in schools.
Restriction: EDCURRIC 431

EDCURRIC 771 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.
Restriction: EDPROFST 726

EDCURRIC 772 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 778

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
An introduction to relevant academic literacy and study skills, providing students with skills to access a wide range of information literacy strategies.

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.

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.

EDFOUND 14F 15 Points
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.

EDFOUND 15F 15 Points
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 15 Points
Science and Mathematics for Teaching
Mathematics and science for teacher education students in preparation for degree level study.

EDFOUND 17F 15 Points
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

Foundation Courses

EDFOUNDDM 10F 15 Points
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 hīmene, 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

EDFOUNDDM 11F 15 Points
Te More
Builds on the introductory course Te Pū. Sentence structures will be extended into tenses, negatives, passives and more complex possessive 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

EDFOUNDDM 12F 15 Points
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 tautoko, tapu/noa and mana. Hapū/iwi studies will include whaikōrero, pepeha, waiata, tupuna, kaumatua/kuia.

Restriction: ACE 403.406

EDFOUNDDM 13F 15 Points
Te Aka
Study of complex Māori clauses and sentences, interrogatives and conditional constructions. Tikanga studies further develop the context for tikanga studies along with the values of nga atua. Hapū/iwi studies involve study of tuatoko and art from student’s own rohe.

Restriction: ACE 403.407

EDFOUNDDM 14F 15 Points
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 nga 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
EDFOUND 15F  15 Points
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.

EDFOUND 16F  15 Points
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.

EDFOUND 17F  15 Points
Te Anga Marautanga o Aotearoa
An examination of Māori language and content in the Te Anga Marautanga o Aotearoa.

EDFOUND 18F  15 Points
Te Reo Tātai
Development of numeracy skills within a Māori language context to the level of current NCEA requirements for entry to university.

EDFOUND 19F  15 Points
Te Reo Ako o te Whare Wānanga
Academic literacy in Māori language contexts.

Education Māori

Stage I

EDUCM 118  15 Points
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

EDUCM 119  15 Points
Te Whakahaere 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 II

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

Course Prescriptions

For further information please refer to the note on page 356.

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 environment effectively and professionally to enable success for learners? Requires demonstration of effective developing pedagogical practice.
Prerequisite: EDPRAC 101 and any 75 points from courses in the BEd(Tchg) Schedule
Restriction: ACE 912.631, 912.731, EDPROF 200, 210, EDPRAC 202, 203, 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.
Addresses questions such as: How do I teach responsively 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:** EDPRAC 102 or EDPRACPK 102 and any 75 points from courses in the BEd(Tchg) Schedule

**Restriction:** ACE 912.621, 912.721, EDPRAC 201, 203, EDPRACM 201

**EDPRAC 203**

**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 as a teacher practise responsibly and teach purposefully to establish and maintain professional relationships in complex environments?

**Prerequisite:** EDPRAC 103

**Restriction:** ACE 923.552, EDPRAC 201, 202, EDPRACM 201

**Stage III**

**EDPRAC 303**

**Health and Physical Education Practicum 2**

Develops the knowledge, skills and attitudes associated with effective pedagogy in diverse health and physical education contexts. Requires demonstration of informed and ethical 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 203

**Restriction:** ACE 923.660, EDPRAC 301, 302, EDPRACM 301

**EDPRAC 305**

30 Points

**EDPRAC 305A**

15 Points

**EDPRAC 305B**

15 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 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:** EDPRAC 201 and any 180 points from courses in the BEd(Tchg) Schedule

**Restriction:** ACE 912.732, EDPROF 300, 310, EDPRAC 301, 302, 303, EDPRACM 301

To complete this course students must enrol in EDPRAC 306 A and B, or EDPRAC 306

**EDPRAC 306**

30 Points

**EDPRAC 306A**

15 Points

**EDPRAC 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 is my role, legal and ethical 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:** EDPRAC 202 and any 180 points from courses in the BEd(Tchg) Schedule

**Restriction:** ACE 912.732, EDPROF 300, 310, EDPRAC 301, 302, 303, EDPRACM 301

To complete this course students must enrol in EDPRAC 306 A and B, or EDPRAC 306

**Stage IV**

**EDPRAC 403**

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:** EDPRAC 303

**Restriction:** ACE 923.760

**Diploma Courses**

**EDPRAC 601**

**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: Do I have the subject matter knowledge? Can I teach it effectively? Can I access the required knowledge? How do I assess student learning? Requires demonstration of effective, informed and ethical pedagogical practice.

**Prerequisite:** EDPRAC 601

**Restriction:** ACE 711.731, EDPROF 602, 609, 612, 614

**EDPRAC 602**

**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:** EDPRAC 601

**Restriction:** ACE 711.731, EDPROF 602, 609, 612, 614

**EDPRAC 603**

**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.

**Prerequisite:** EDPRAC 604

**Restriction:** ACE 711.731, EDPROF 602, 609, 612, 614

**EDPRAC 604**

**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. Requires demonstration of:
How can teachers best manage the interpersonal and cognitive dimensions and complexities of their role? Requires demonstration of effective pedagogical practice.
Prerequisite: EDPRAC 603

EDPRAC 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: EDPRAC 603, 604

EDPRAC 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: EDPRAC 605
Restriction: EDPRAC 603, 604

EDPRAC 607 30 Points
EDPRAC 607A 15 Points
EDPRAC 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 EDPRAC 607 A and B, or EDPRAC 607

EDPRAC 608 30 Points
EDPRAC 608A 15 Points
EDPRAC 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: EDPRAC 603, 604
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 such 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.
Prerequisite: EDPRAC 621, EDCURRIC 630–635
Restriction: ACE 912.722

Postgraduate 700 Level Courses

EDPRAC 701 60 Points
EDPRAC 701A 30 Points
EDPRAC 701B 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 EDUC 774, 787, EDPRAC 751, EDPROFST 750, 756, 757, 758
To complete this course students must enrol in EDPRAC 701 A and B, or EDPRAC 701

EDPRAC 702 30 Points
Investigating Practice in Educational Settings
Adopts an inquiry-based approach to develop professional knowledge, skills, and dispositions for effective teaching. Investigates what it means to practise effectively in complex educational contexts and examines the alignment between current practice and the enabling cultural, social, and political parameters of an educational setting. Requires demonstration of effective pedagogical practice.
Prerequisite: EDPRAC 605

EDPRAC 751 30 Points
Special Topic
EDPRAC 752 30 Points
Special Topic

Education Practice Māori

Stage 1
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 Taiāo 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 Paetoe Mātauranga
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
Faiakaga 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
Hāpai Äkonga
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, MĀORI 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 Whārikī’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
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: 15 points from EDUC 118, 140 and 15 points from EDUC 119, 141
EDPROFST 204 15 Points
Te Whāriki for Diverse Learners
Explores diversity in the New Zealand context and its implications for teaching and learning, Considers strategies to address identified underachievement. 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? How 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 diversity influence learning?
Restriction: 15 points from EDUC 118, 140 and 15 points from EDUC 119, 141
EDPROFST 205 15 Points
Te Whāriki for Diverse Learners
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. 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? How 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 diversity influence learning?
Restriction: 15 points from EDUC 118, 140 and 15 points from EDUC 119, 141
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. Theories, evidence informed practices, and 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: EDRAC 306 or EDRACM 302

Restriction: EDFPROST 301

EDPROST 316 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.

Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

Restriction: ACE 930.701, EDFPROST 362

EDPROST 317 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 experience provided to enhance teaching through science and engaging infants, toddlers and young children in effective learning in a variety of environments.

Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

Restriction: ACE B05.05, EDFPROST 221

EDPROST 318 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.

Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

Restriction: ACE 920.703

EDPROST 319 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.

Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

Restriction: ACE B06.23, 903.703A, EDFPROST 223, 371

EDPROST 320 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

EDPROST 324 Advanced Group Skills

An opportunity for advanced facilitation of groups using colour, music, story and graphics, and the
processes of teambuilding, 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 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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
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.
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation
Restriction: ACE 923.702
EDPROFST 349  
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. 
Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation  
Restriction: ACE 920.704, EDUC 318

EDPROFST 350  
Assessment for Learning  
Understandings 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 353  
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  
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  
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  
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  
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  
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: 225 points passed in the BEd(Tchg) Primary Specialisation  
Restriction: ACE 923.703
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
TESSOL: 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
TESSOL: 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
TESSOL: 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
TESSOL: 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

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
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<tr>
<th>Course Code</th>
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<tr>
<td>EDPROFST 382A</td>
<td>15 Points</td>
<td><strong>Literacy Theories and Research</strong>&lt;br&gt;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.&lt;br&gt;<strong>Restriction:</strong> ACE 500.702</td>
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<td>EDPROFST 382B</td>
<td>15 Points</td>
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<td>EDPROFST 383A</td>
<td>15 Points</td>
<td><strong>Reading Recovery</strong>&lt;br&gt;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.&lt;br&gt;<strong>Corequisite:</strong> EDPROFST 382, 383 A and B</td>
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<td>EDPROFST 383B</td>
<td>15 Points</td>
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<td>EDPROFST 384A</td>
<td>15 Points</td>
<td><strong>Issues in Literacy Difficulties</strong>&lt;br&gt;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.&lt;br&gt;<strong>Corequisite:</strong> EDPROFST 382</td>
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<td>EDPROFST 384B</td>
<td>15 Points</td>
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<td>EDPROFST 385A</td>
<td>15 Points</td>
<td><strong>Developmental Psychology</strong>&lt;br&gt;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.&lt;br&gt;<strong>Restriction:</strong> ACE 500.701</td>
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<td>EDPROFST 385B</td>
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<td>EDPROFST 386</td>
<td>15 Points</td>
<td><strong>Strategies for survival and success are examined.</strong>&lt;br&gt;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?&lt;br&gt;<strong>Prerequisite:</strong> 225 points passed in the BEd(Tchg) Primary Specialisation</td>
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<td>EDPROFST 392</td>
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<td>EDPROFST 394</td>
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**Diploma Courses**

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<th>Course Code</th>
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<tr>
<td>EDPROFST 601</td>
<td>10 Points</td>
<td><strong>Te Ao Māori</strong>&lt;br&gt;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?&lt;br&gt;<strong>Restriction:</strong> EDPROF 601, 603</td>
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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?

Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

**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

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**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 820.891, 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 Issues in Literacy Teaching and Learning 30 Points

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 Language Analysis for Teachers 30 Points

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 Children's Literature in Education 30 Points

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 Language and Popular Media 30 Points

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 Deafness: Culture and Community 15 Points

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 Māori Medium Education 30 Points

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, whakaaaro ako, and notions of pedagogy in the wider education system.

Restriction: ACE 802.801

EDPROFST 711 Māori Language Revitalisation 30 Points

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 AoDC Professional Practice One 15 Points

A supervised practicum which examines the role of AoDCs in practice when working alongside families/whānau 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 AoDC Professional Practice Two 15 Points

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 e-Learning in Practice 30 Points

A critical analysis of contemporary theory and applied research in educational technology.

Restriction: ACE 804.801

EDPROFST 715 Information Literacy and Learning 30 Points

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 Early Years Pedagogy 30 Points

Critically examines pedagogy in the early years. How do theory and research inform pedagogy that enables effective learning in the early years? What is the relationship between pedagogy and effective teaching in the early years? What sort 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 international and national philosophical and pedagogical practices of music education through the development of personal research skills to enhance effective teaching and learning practices.
Restriction: ACE 822.883

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 635, 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: EDPROF 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  
**Couple Counselling**  
An advanced examination of counselling principles as applied to stresses arising within couple relationships.  
*Restriction: EDPROF 742*

EDPROFST 743  
**Family Counselling**  
An advanced examination of counselling principles as applied to stresses arising within family relationships.  
*Restriction: EDPROF 743*

EDPROFST 744  
**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.  
*Restriction: EDPROF 745*

EDPROFST 745  
**Group Counselling**  
A critical examination of group dimensions in counselling activities.  
*Restriction: EDPROF 745*

EDPROFST 746A  
**EDPROFST 746B**  
**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  
**EDPROFST 747B**  
**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  
**Cultural Issues in Counselling**  
A critical examination of cultural dimensions present in counselling activities.  
*Restriction: EDPROF 744, EDPROFST 787*

EDPROFST 749  
**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  
**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  
**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; home-school 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**

EDPROFST 755  
**EDPROFST 755A**  
**EDPROFST 755B**  
**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*  
To complete this course students must enrol in EDPROFST 755 A and B, or EDPROFST 755

EDPROFST 756  
**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; home-school 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 840.801*

EDPROFST 757  
**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 758  
**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; home-school 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 759  
**Special Topic**

EDPROFST 760  
**Undertaking Research for School Improvement**  
Students will learn how to design research that contributes to the understanding and improvement of educational practice. They will develop an understanding of practitioner based research methods and produce a detailed research proposal that includes a clearly defined, justified research design and methodology aimed at studying a specific educational problem.  
*Restriction: EDPROF 772*  
To complete this course students must enrol in 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: EDPROF 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 827.801*  
*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 830.806*  
EDPROFST 761 30 Points  
**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 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: EDPROF 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**  
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.  
*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
For further information please refer to the note on page 356.

Course Prescriptions

EDPROFST 777
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 779
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
EDPROFST 780A 15 Points
EDPROFST 780B 15 Points
Special Topic
Restriction: ACE 500.801
To complete this course students must enrol in EDPROFST 780 A and B, or EDPROFST 780

EDPROFST 781
EDPROFST 781A 15 Points
EDPROFST 781B 15 Points
Special Topic
Restriction: ACE 500.802
To complete this course students must enrol in EDPROFST 781 A and B, or EDPROFST 781

EDPROFST 782
EDPROFST 782A 15 Points
EDPROFST 782B 15 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
EDPROFST 783A 15 Points
EDPROFST 783B 15 Points
Special Topic
Restriction: ACE 830.804
To complete this course students must enrol in EDPROFST 783 A and B, or EDPROFST 783

EDPROFST 784
EDPROFST 784A 15 Points
EDPROFST 784B 15 Points
Special Study
Restriction: ACE 830.804
To complete this course students must enrol in EDPROFST 784 A and B, or EDPROFST 784

EDPROFST 785
Special Study
Restriction: EDPROF 773

EDPROFST 786
30 Points
EDPROFST 786A
15 Points
EDPROFST 786B
15 Points
Special Topic
To complete this course students must enrol in EDPROFST 786 A and B, or EDPROFST 786

EDPROFST 787
15 Points
Special Topic

EDPROFST 788
15 Points
Special Topic
Prerequisite: EDUC 774
Restriction: EDUC 768

EDPROFST 790
30 Points
EDPROFST 790A
15 Points
EDPROFST 790B
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
EDPROFS 798A 45 Points  
EDPROFS 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:** EDPROFS 738, 757  
**Restriction:** EDPROFS 758, 772  
To complete this course students must enrol in EDPROFS 798 A and B  

<table>
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<tr>
<th>Named Doctoral Courses</th>
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| EDPROFS 844C 60 Points | EDPROFS 844D 60 Points  
**Research Portfolio**  
To complete this course students must enrol in EDPROFS 844 C and D  
| EDPROFS 897 120 Points |  
**Thesis**  
|  |

<table>
<thead>
<tr>
<th>Education Professional Studies Māori</th>
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<tbody>
<tr>
<td><strong>Stage I</strong></td>
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</table>
| 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?  
**Prerequisite:** ACE 902.511  
**Restriction:**  |
|  |
| **Stage II** |  |
| EDPROFM 205 15 Points | Te Whakatairanga Paetae 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.  
**Prerequisite:** EDPROFM 738, 757  
**Restriction:** ACE 903.601, 903.701, EDUC 224, 225, 230, 231, EDUCM 230  
| EDPROFM 220 15 Points | Special Topic  
|  |
| **Stage III** |  |
| EDPROFM 309 15 Points | Te Pae Tawhiti kia Tata  
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 15 Points | Māori Student Achievement  
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?  
**Prerequisite:** 225 points passed in the BEd(Tchg) Primary Specialisation |  
| EDPROFM 311 15 Points | Te Reo Māori me ngā Tikanga for Learning and Teaching  
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?  
**Prerequisite:** 225 points passed in the BEd(Tchg) Primary Specialisation |  
| EDPROFM 313 15 Points | Te Pouako Ngaio  
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:** EDPRAC 201 or 202 or EDPRACM 201  
**Corequisite:** EDPRAC 305, or 306, or EDPRACM 302  
**Restriction:** EDPROFM 301 |  
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### Postgraduate 700 Level Courses

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<tr>
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<tbody>
<tr>
<td>EDSPEC 322A</td>
<td>Early Intervention Practice 1</td>
<td>7.5</td>
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<tr>
<td>EDSPEC 322B</td>
<td>Language and Behaviour Interventions</td>
<td>7.5</td>
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<tr>
<td>EDSPEC 320</td>
<td>Foundations of Deaf Education</td>
<td>15</td>
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<tr>
<td>EDSPEC 319</td>
<td>The Ear: Anatomy, Audiology, Technology</td>
<td>15</td>
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<tr>
<td>EDSPEC 318</td>
<td>Sign Language and Deaf Culture</td>
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### Education Professional Studies Pasifika

#### Stage I

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#### Stage II

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<tr>
<td>EDSPEC 234</td>
<td>Working for Families</td>
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#### Stage III

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<tbody>
<tr>
<td>EDSPEC 301</td>
<td>Approaches to Disability</td>
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<tr>
<td>EDSPEC 310</td>
<td>Early Intervention</td>
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### Education Special

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<tbody>
<tr>
<td>EDSPEC 311</td>
<td>Early Development and Families</td>
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<tr>
<td>EDSPEC 312</td>
<td>Language and Behaviour Interventions</td>
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<tr>
<td>EDSPEC 313</td>
<td>Early Intervention Practice 1</td>
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<tr>
<td>EDSPEC 314</td>
<td>Early Intervention Practice 2</td>
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<td>EDSPEC 321</td>
<td>The Ear: Anatomy, Audiology, Technology</td>
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<td>EDSPEC 322A</td>
<td>Sign Language and Deaf Culture</td>
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<td>EDSPEC 322B</td>
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For further information please refer to the note on page 356.
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 15 Points

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 15 Points

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 15 Points

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
EDSPEC 342B 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.
**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 15 Points**

**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 15 Points**

**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 15 Points**

**Assessment, Planning and Coordination**

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 15 Points**

**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

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**Stage III**

**HUMSERV 301 15 Points**

**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

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**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

**Postgraduate 700 Level Courses**

**EDSPEC 345A 7.5 Points**

**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 390 15 Points**

**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

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**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 EDSPC 345 A and B

**EDSPEC 390 15 Points**

**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

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**EDSPEC 391 15 Points**

**Special Topic**

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**EDSPEC 392 15 Points**

**Special Topic**

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**EDSPEC 393 15 Points**

**Special Topic**

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**Postgraduate 700 Level Courses**

**EDSPEC 700 30 Points**

**Special Topic**

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**Course Prescriptions**

For further information please refer to the note on page 356.
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
Prerequisite: Any 30 points passed at Stage II from the BHumServ Schedule

Professional Counselling

Postgraduate 700 Level Courses

PROFCOUN 701 15 Points
PROFCOUN 701A 7.5 Points
PROFCOUN 701B 7.5 Points

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 15 Points
Special Topic

PROFCOUN 703 15 Points
Special Study

PROFCOUN 704 15 Points
Special Topic

PROFCOUN 797A 60 Points
PROFCOUN 797B 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: EDPROST 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.

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.

PROFSUPV 703 15 Points
Workplace Learning and Reflective Practice
A critical exploration 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.

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
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.

PROFSUPV 706
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.

PROFSUPV 707
Supervision Follo
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, 701

PROFSUPV 708
Special Topic

PROFSUPV 709
Special Topic

PROFSUPV 710
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.

Stage I

SOCWORK 111
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
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
Culture and Diversity
An introductory exploration of notions of culture and diversity that critically examines impacts on individuals, whānau 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
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
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
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
Bicultural Social Work Practice
An introduction to the 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 310 15 Points
Special Topic

SOCWORK 311 15 Points
Social Work Process and Practice
Students are required to integrate a defined range of approaches to practice comprising work with individuals, families and small groups. Knowledge, skills, values and ethics associated with direct practice will be extended. Students will apply the social work process of reflection and use of self in preparation for becoming a mindfully reflexive practitioner.

Prerequisite: SOCWORK 214
Restriction: ACE 990.603

SOCWORK 312 15 Points
Applied Social Research
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 211
Restriction: ACE 990.605

SOCWORK 315 15 Points
Organisations and Management
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

SOCWORK 316 45 Points
SOCWORK 316A 22.5 Points
SOCWORK 316B 22.5 Points
Professional Practice Portfolio
This course requires students to demonstrate through portfolio compilation and verbal presentation their competency and professional identity, applicable to their current field of social activity. A critical evaluation of practice approach through discussion of favoured models of practice, application of these to practice situations, values, skills, political perspective and commitment to accountability.

To complete this course students must enrol in SOCWORK 316 A and B, or SOCWORK 316

SOCWORK 317 30 Points
Supervised Field Practice and Professional Development 1
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 213, 214
Restriction: ACE 990.501

SOCWORK 351 15 Points
Working with Pasifika Communities
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.

SOCWORK 353 15 Points
Counselling in Social Practice
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

SOCWORK 356 15 Points
Community Development
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, 991.608

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, 317
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, 317

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, 317
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, 317
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
SOCWORK 718A 15 Points
SOCWORK 718B 15 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.
To complete this course students must enrol in SOCWORK 718 A and B, or SOCWORK 718

SOCWORK 719 30 Points
Special Study
SOCWORK 721A  15 Points  
SOCWORK 721B  15 Points  
**Theories and Skills in Social Work Practice**  
An in-depth examination of theoretical perspectives, skills and approaches in social work practice related to interpersonal work with individuals, families and groups living through challenging situations. Content will include a critical engagement with contemporary literature and the examination of evidence-informed interventions and critically reflective strategies that help guide professional practice in collaborative and safe environments.  
Corequisite: SOCWORK 725  
To complete this course students must enrol in SOCWORK 721A and B

SOCWORK 722  30 Points  
**Developing Social Work Professional Identity**  
Examines contemporary and historical social work cultural identity, language and discourse as a global profession. Socialisation to the profession and its values is explored through a defined range of practice fields, premised on a human rights and social justice framework. Systemic models of practice are reviewed. Inter-professional practice, professional ethics, anti-oppressive and bicultural practice and registration are analysed in the New Zealand setting.  
Corequisite: SOCWORK 723

SOCWORK 723  15 Points  
**Social Work in the New Zealand Context**  
Examines the history, policy, law, social patterns, trends and issues that contribute to the working environment for bicultural social work practice in Aotearoa New Zealand. Content will encourage an understanding of the organisational, statutory and community context of social services, professional practice and the reflective social worker operating in settings that can be examined, challenged and changed.  
Corequisite: SOCWORK 722

SOCWORK 724  15 Points  
**Applied Social Work Research Methods**  
Examines the professional and ethical mandate for research which aims to enhance the growth of all forms of knowledge that inform effective social work practice. Students are introduced, as research consumers and practitioners, to the principles, theories, ethics and approaches that inform social research as applied in social work contexts.  
Corequisite: SOCWORK 725

SOCWORK 725  30 Points  
**Supervised Field Placement I**  
A first 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. A significant part of this course includes a period of a minimum of 50 days of supervised agency-based practical experience for which the student will be prepared through developing individual learning goals.  
Prerequisite: SOCWORK 721, 722  
Corequisite: SOCWORK 724

SOCWORK 734A  15 Points  
SOCWORK 734B  15 Points  
**Professional Social Work Research in Practice**  
Following the logic of social work practice and evidence-informed interventions, students will examine relevant social work research literature and common approaches. They will critically apply ethical research and practice principles to problem definition, literature review, research strategies, proposals and design, and evaluation of evidence, culminating in a robust evidence-based approach to practice.  
Prerequisite: SOCWORK 721–725  
To complete this course students must enrol in SOCWORK 734 A and B

SOCWORK 735  30 Points  
**Supervised Field Placement II**  
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. Includes a minimum of 70 days supervised agency-based practical experience, building on the knowledge and skills gained in the first practicum and concurrent coursework.  
Prerequisite: SOCWORK 721–725

SOCWORK 739  15 Points  
**Integration Portfolio**  
An integrative summary with critical reflection on student development as a social work practitioner. The portfolio demonstrates an understanding of the student’s professional and skills development within the context of their academic programme and practice learning.  
Prerequisite: SOCWORK 721–725

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  
SOCWORK 757A  15 Points  
SOCWORK 757B  15 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.  
To complete this course students must enrol in SOCWORK 757 A and B, or SOCWORK 757

SOCWORK 758  30 Points  
**Special Topic**

SOCWORK 759  15 Points  
**Special Topic**

SOCWORK 796A  60 Points  
SOCWORK 796B  60 Points  
**Thesis**  
To complete this course students must enrol in SOCWORK 796 A and B
SOCWORK 797A  45 Points
SOCWORK 797B  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.
Restriction: ACE 991.604

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.
Prerequisite: SOCWORK 311
Restriction: ACE 992.703

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.

SOCCHFAM 382  15 Points
Special Topic

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.
Restriction: SOCCHFAM 431

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.

SOCCHFAM 735  15 Points
Special Topic

SOCCHFAM 736  15 Points
Special Topic

Social Work Health Practice

Stage II

SOCHLTH 231  15 Points
Health Social Work Practice
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

SOCHLTH 313  15 Points
Mental Health in Social Practice
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 knowledge 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

SOCHLTH 334  15 Points
Effective Social Work in Health and Disability Services
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.

SOCHLTH 381  15 Points
Special Topic
Stage IV

SOCHLTH 432 15 Points
Working with Grief and Loss
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.

SOCHLTH 481 15 Points
Special Topic

Postgraduate 700 Level Courses

SOCHLTH 732 15 Points
Working with Grief and Loss
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

SOCHLTH 751 15 Points
Interpersonal and Family Violence
An in-depth examination of theory and practice issues associated with interpersonal violence, including definitions, prevalence, consequences and risk and protective factors. Explores violence prevention and intervention activities at the individual, family, organisational, community and societal levels. The emphasis is on New Zealand responses to family violence, but links are made to the global situation.

Restriction: SOCWORK 751

SOCHLTH 753 15 Points
Health Social Work: Identity and Theory
A critical examination of contemporary literature, research and cutting edge strategies in health social work. Changes in the meaning of health and the impact on identity and practice will be explored with reference to professional borders and boundaries and interprofessional collaboration.

Restriction: POPLPRAC 755

SOCHLTH 754 15 Points
Health Social Work: Leadership and Professional Development
A critical examination of essential aspects of leadership relevant to health social work, drawing from contemporary approaches to organisational behaviour. Essential skills for organisational excellence, including quality and auditing, project design and management, change management and leadership of professional development are explored.

SOCHLTH 756 30 Points
Special Topic

SOCHLTH 757 30 Points
Special Study

Social Work Youth Practice

Stage II

SOCYOUTH 233 15 Points
Working with Young People
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

SOCYOUTH 333 15 Points
Working with Challenging Behaviours
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.

SOCYOUTH 433 15 Points
Youth Justice Issues and Strategies
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.

SOCYOUTH 483 15 Points
Special Topic

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 435.501

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 274

BIOMENG 241 15 Points
Instrumentation and Design
An introduction to engineering instrumentation related to the measurement of biological signals. Topics include: Fundamentals of measurement systems (electric circuits, basic electronics, frequency domain signal analysis and transient analysis, measurement systems). This course will cover the design methodology of instrumentation systems and include an instrumentation design project.
Prerequisite: ELECTENG 101
Restriction: BIOMENG 253

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

BIOMENG 341 15 Points
Bioinstrumentation and Design
Sensors and actuators (temperature, position, force, pressure, flow, bioelectric, optical sensors and instruments). Signals, systems and controls (s-domain signal notation, transfer functions, frequency response functions, block diagrams, the Laplace transform, first and second order systems, characterisation methods, fundamentals of control). Bioinstrumentation design methodology. Biomedical instrumentation design project.
Restriction: ENGSCI 372, 373

Postgraduate 700 Level Courses

BIOMENG 791 15 Points
Special Topic
Prerequisite: Departmental approval required

BIOMENG 792 15 Points
Special Topic
Prerequisite: Departmental approval required

BIOMENG 793 15 Points
Special Topic
Prerequisite: Departmental approval required

For further information please refer to the note on page 356.
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 313 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
Heterogeneous reactions and catalysis, diffusion and reaction in porous catalysts, effects of external mass transfer resistance, fixed and fluidised bed reactors, gas-liquid reactors. Reactor engineering for biological and electrochemical systems.

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 and adhesives.

CHEMMAT 331  15 Points
Process Design 2

Postgraduate 700 Level Courses

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, process simulation and control 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 aluminum electrolysis; heat and mass balance; components of the cell voltage; anode effect and its mitigation, resistance and voltage tracking; cell magnetics 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 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. Drying and heat transfer. Plastics part and mould design, moulding simulation software. IML, co-moulding and advanced moulding techniques. Fabrication and lifecycle considerations.

CHEMMAT 743 15 Points
Selected Topics in Plastics Processing
Modular course covering specialised topics and applications including thermosetting elastomers, powder coating, reaction injection moulding and liquid moulding of siloxanes and urethanes. Reactive compounding of alloys, sintering. specialised processes including thermoforming, coil coating, cast film and rotational moulding.

CHEMMAT 750A 15 Points
CHEMMAT 750B 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, 432
To complete this course students must enrol in CHEMMAT 750 A and B

CHEMMAT 751A 15 Points
CHEMMAT 751B 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, 442
To complete this course students must enrol in CHEMMAT 751 A and B

CHEMMAT 752 15 Points
Process Dynamics and Control
Introduction to process instrumentation, modeling and simulation, first, second and higher order systems, transport delay, interactive elements, open-loop and negative feedback systems, transient response analysis, 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, 412

CHEMMAT 753 15 Points
Non-metallic Materials
Polymers – structure and physical properties, influence of structure and temperature on mechanical properties. Engineering polymers and design. Biological materials – structural and hierarchical relationships, structural proteins, natural fibres. Biological tissues as integrated multicomponent systems. Growth, adaptation and remodelling. Ceramics – bonding, structure, mechanical and thermal properties, high performance ceramics, glasses and composites, processing techniques. Case studies and application of polymers, ceramic and biomaterials. Restriction: CHEMMAT 422

CHEMMAT 754 15 Points
Materials Engineering
Advanced aspects of mechanical behaviour, primarily application 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. Restriction: CHEMMAT 423

CHEMMAT 755 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. Restriction: CHEMMAT 424

CHEMMAT 756 15 Points
Food Process Engineering
Application of engineering principles to food processing. Study of main food processing operations: heating and thermal processing, cooling, freezing and thawing, evaporation, dehydration, the use of membranes and packaging. Innovative thermal and non-thermal food processes, and most fundamental areas of engineering relevant for food processing such as heat and mass transfer, are covered. Process impact on food safety, quality and preservation is also discussed. Restriction: CHEMMAT 463

CHEMMAT 757 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. Restriction: CHEMMAT 361, 464

CHEMMAT 787
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. To complete this course students must enrol in CHEMMAT 788 A and B

CHEMMAT 789
30 Points
Project Z
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

CHEMMAT 796A
60 Points
CHEMMAT 796B
60 Points
ME Thesis (Chemical and Materials)
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 CHEMMAT 796 A and B

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: ENVENG 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
Hydraulic Engineering

CIVIL 331
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 332
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 360
10 Points
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 surfacings.

CIVIL 361 10 Points
Transportation Engineering 2

Postgraduate 700 Level Courses

CIVIL 701 15 Points
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 15 Points
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 15 Points
Project Management 1
Planning, organisation and control of engineering projects.

CIVIL 704 15 Points
Project Management 2
Contract administration, negotiation and dispute resolution for engineering project managers. Prerequisite: CIVIL 703 or equivalent

CIVIL 705A 15 Points
CIVIL 705B 15 Points
Research Project
Restriction: CIVIL 408
To complete this course students must enrol in CIVIL 705 A and B

CIVIL 706 15 Points
Special Topic
Restriction: CIVIL 406

CIVIL 707 15 Points
Construction Logistics Engineering
Develops students’ understanding of logistics issues facing construction engineering supply chains; 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 15 Points
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 15 Points
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 15 Points
Advanced Structural Dynamics

CIVIL 711 15 Points
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 15 Points
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 713 15 Points
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. Restriction: CIVIL 411
CIVIL 714 15 Points
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 15 Points
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.

CIVIL 716 15 Points
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 15 Points
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 750 or equivalent

CIVIL 718 15 Points
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 713 or equivalent

CIVIL 719 15 Points
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 416

CIVIL 720 15 Points
Earthquake Engineering

CIVIL 721 15 Points
Foundation Engineering
Restriction: CIVIL 323, 421

CIVIL 722 15 Points
Slope Engineering
Restriction: ENVENG 324, CIVIL 422

CIVIL 723 15 Points
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.

CIVIL 724 15 Points
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 15 Points
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 726 15 Points
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.
Restriction: CIVIL 404

CIVIL 730 15 Points
Fluid Mechanics Seminar
Special topics selected from fluid dynamics, water resources engineering, statistics and numerical methods.

CIVIL 731 15 Points
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 15 Points
Coastal Engineering 2
Prerequisite: CIVIL 431 or 733 or equivalent
CIVIL 733  15 Points
Coastal Engineering 1
Coastal, port and ocean engineering. Theories governing waves, tides and currents. Design of structures subject to a marine environment.

CIVIL 734  15 Points
River Engineering
Scales; flows; fluvial processes; mixing; ecohyadraulics.

CIVIL 740  15 Points
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 741  15 Points
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 750  15 Points
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 751  15 Points
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  15 Points
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  15 Points
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  15 Points
Advanced Mechanics of Materials
Advanced treatment of topics relating to the mechanics and properties of materials, components and systems used in civil engineering.

CIVIL 758  15 Points
Transportation Planning

CIVIL 759  15 Points
Highway and Transportation Design

CIVIL 760  15 Points
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.

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.

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.

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.

CIVIL 764  15 Points
Highway 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.

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.

CIVIL 766 15 Points
Road Asset Management
Selected topics from: road asset management concepts, levels and functions; data requirements; evaluation of functional and structural performance; intervention criteria; deterioration modelling; economic evaluation; lifecycle analysis; prioritisation and optimisation; risk management; performance management; pavement management systems; procurement models for network management.
Prerequisite: CIVIL 461, or 661, or 759 or equivalent

CIVIL 767 15 Points
Pavement Analysis and Design
Selected topics from: pavement design philosophy; stresses, strains and deflections in pavements; pavement material properties and characterisation; traffic loading and volume; pavement failure mechanisms; structural and functional assessment of pavements; empirical and mechanistic pavement design methods; pavement overlay design; asphalt mix design.
Prerequisite: CIVIL 461, or 661, or 759 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 759 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 coordination. 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

CIVIL 772 15 Points
Public Transport: Planning and Operation
Introduction and framework; PT data collection; frequency and headway determination; alternative timetables; vehicle scheduling; short-turn scheduling; 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.

CIVIL 777A 15 Points
Project in Transportation
A student is required to submit a report on a topic in transportation assigned by the Head of Department.

CIVIL 777B 30 Points
To complete this course students must enrol in CIVIL 777 A and B

CIVIL 780 15 Points
Advanced Water Resources
Selected topics from hydrology and water resources engineering.

CIVIL 782 15 Points
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: ENVENG 333 or equivalent
Restriction: CIVIL 480, 482

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.
To complete this course students must enrol in CIVIL 788 A and B

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 790 15 Points
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, 490

CIVIL 791 15 Points
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 409

CIVIL 792 15 Points
Discrete-event Simulation in Construction
Discrete-event simulation modelling for planning and design construction operations and management of the construction supply chain. Applications to real construction problems.

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: ENGG 131 or ENGS 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 SOFTENG 251, and COMPSYS 201

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 charts; synthesis from ASM charts, digital computation; verification; design flow. Design of a simple processor. FPGAs as prototyping technology.
Prerequisite: COMPSYS 201

Postgraduate 700 Level Courses

COMPSYS 700A 15 Points
COMPSYS 700B 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 Restriction: COMPSYS 401
To complete this course students must enrol in COMPSYS 700 A and B
COMPSYS 701 Advanced Digital Systems Design
15 Points
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
15 Points
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 726 or ELECTENG 707

COMPSYS 704 Advanced Embedded Systems
15 Points
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, 723, 724 or ELECTENG 423

COMPSYS 705 Formal Methods for Engineers
15 Points
Prerequisite: COMPSYS 302 and COMPSYS 305 or ELECTENG 304

COMPSYS 706 Speech and Language Processing
15 Points
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 or 733

COMPSYS 707 Advanced Microcomputer Architecture
15 Points
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
15 Points
Advanced courses on topics to be determined each year by the Head of Department.

COMPSYS 711 Studies in Computer Systems Engineering 2
15 Points
Advanced courses on topics to be determined each year by the Head of Department.

COMPSYS 712 Studies in Computer Systems Engineering 3
15 Points
Advanced courses on topics to be determined each year by the Head of Department.

COMPSYS 713 Studies in Computer Systems Engineering 4
15 Points
Advanced courses on topics to be determined each year by the Head of Department.

COMPSYS 714 Studies in Computer Systems Engineering 5
15 Points
Advanced courses on topics to be determined each year by the Head of Department.

COMPSYS 715 Studies in Computer Systems Engineering 6
15 Points
Advanced courses on topics to be determined each year by the Head of Department.

COMPSYS 721 Special Topics 1
15 Points
An advanced course on topics to be determined each year by the Head of Department.

COMPSYS 722 Special Topics 2
15 Points
An advanced course on topics to be determined each year by the Head of Department.

COMPSYS 723 Embedded Systems Design
15 Points
Prerequisite: 15 points from COMPSYS 303, ELECTENG 304
Restriction: COMPSYS 402, 403

COMPSYS 724 Real-Time Systems
15 Points
Prerequisite: 15 points from COMPSYS 303, ELECTENG 304
Restriction: COMPSYS 402, 404

COMPSYS 725 Computer Networks and Distributed Applications
15 Points
Prerequisite: COMPSYS 201 or ELECTENG 205, and COMPSYS 202 or ELECTENG 203
Restriction: COMPSYS 405

COMPSYS 726 Robotics and Intelligent Systems
15 Points
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
Restriction: COMPSYS 406
COMPSYS 787
Project X
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

COMPSYS 788A
COMPSYS 788B
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 COMPSYS 788 A and B

COMPSYS 789
Project Z
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

COMPSYS 796A
COMPSYS 796B
ME Thesis (Computer Systems)
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 COMPSYS 796 A and B

Electrical and Electronic Engineering

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.
Restriction: ELECTENG 202, 204, 208, 210

Stage II

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 205 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

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 COMPSYS 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
### 2012 Calendar

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### Course Prescriptions

- **ELECTENG 310**
  - An introduction to the design process as applied to various electrical and electronic engineering systems. Students are introduced to modelling, simulation and analogue and digital electronic hardware design.
  - **Prerequisite:** ELECTENG 422 or 722

- **ELECTENG 311**
  - 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

### Postgraduate 700 Level Courses

- **ELECTENG 700A**
  - Research Project
  - **Prerequisite:** ELECTENG 303, 305, ELECTENG 301 or 310 and 311
  - **Restriction:** ELECTENG 401
  - **To complete this course students must enrol in ELECTENG 700 A and B

- **ELECTENG 701**
  - Wireless Communication
  - **Prerequisite:** ELECTENG 421 or 721

- **ELECTENG 702**
  - 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**
  - 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 or 731

- **ELECTENG 704**
  - 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 or 722

- **ELECTENG 705**
  - 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 or 734

- **ELECTENG 706**
  - Digital Signal Processing
  - **Prerequisite:** ELECTENG 413 or 733

- **ELECTENG 707**
  - Image Processing and Computer Vision
  - **Prerequisite:** ELECTENG 413 or 733

- **ELECTENG 711**
  - Studies in Electrical and Electronic Engineering 1
  - Advanced course on topics to be determined each year by the Head of Department.

- **ELECTENG 712**
  - Studies in Electrical and Electronic Engineering 2
  - Advanced course on topics to be determined each year by the Head of Department.

- **ELECTENG 713**
  - Studies in Electrical and Electronic Engineering 3
  - Advanced course on topics to be determined each year by the Head of Department.

- **ELECTENG 714**
  - Studies in Electrical and Electronic Engineering 4
  - Advanced course on topics to be determined each year by the Head of Department.

- **ELECTENG 715**
  - Studies in Electrical and Electronic Engineering 5
  - Advanced course on topics to be determined each year by the Head of Department.

- **ELECTENG 716**
  - Studies in Electrical and Electronic Engineering 6
  - Advanced course on topics to be determined each year by the Head of Department.

- **ELECTENG 720**
  - Microwave Engineering
  - **Prerequisite:** ELECTENG 421 or 721

- **ELECTENG 721**
  - Radio Systems
  - Transmission lines and waveguides, impedance

*For further information please refer to the note on page 356.*

Prerequisite: ELECTENG 302 or 306 or 307
Restriction: ELECTENG 421

ELECTENG 722 15 Points
Control Systems
Prerequisite: ELECTENG 303
Restriction: ELECTENG 422

ELECTENG 724 15 Points
Special Topics 2
An advanced course on topics to be determined each year by the Head of Department.
Restriction: ELECTENG 424

ELECTENG 726 15 Points
Digital Communications
Prerequisite: ELECTENG 303, 732
Restriction: ELECTENG 426

ELECTENG 728 15 Points
Sensor Networks
Prerequisite: ELECTENG 305 or COMPSYS 305 or MECHENG 370
Restriction: ELECTENG 428

ELECTENG 731 15 Points
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
Restriction: ELECTENG 411

ELECTENG 732 15 Points
Communication Systems
Prerequisite: ELECTENG 303
Restriction: ELECTENG 412

ELECTENG 733 15 Points
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
Restriction: ELECTENG 413

ELECTENG 734 15 Points
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
Restriction: ELECTENG 414

ELECTENG 735 15 Points
Special Topics 1
An advanced course on topics to be determined each year by the Head of Department.

ELECTENG 736 15 Points
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
Restriction: ELECTENG 416

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
ELECTENG 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 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 Technology


ENERGY 722
15 Points

ENERGY 785A
15 Points

ENERGY 785B
30 Points

Research Project
Supervised research project addressing a topic relevant to the technical, economic, environmental, regulatory or business aspects of energy.

To complete this course students must enrol in ENERGY 785 A and B

ENERGY 786A
30 Points

ENERGY 786B
15 Points

Research Project
Supervised research project addressing a topic relevant to the technical, economic, environmental, regulatory or business aspects of energy.

Restriction: ENERGY 785

To complete this course students must enrol in ENERGY 786 A and B

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, physical properties of rocks and self-potential (SP), magnetics, thermal methods, gravity, seismic methods, electrical methods, magneto-tellurics (MT).

GEOTHERM 609
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, flow measurements, steam-field operation and maintenance, subsidence, waste heat rejection, heat exchangers, geothermal well-test analysis, stimulation, pipeline design, feasibility study, reservoir modelling theory, TOUGH2, reservoir modelling process, case study (data and conceptual model, natural state modelling), Wairakei model.

GEOTHERM 689
15 Points

Geothermal Project
Based on a study using field, lab or theoretical methods, students are required to submit a report on some aspect of geothermal exploration, development or exploitation.

Engineering General

Stage I

ENNGEN 100G
15 Points

Technological Choices for the New Millennium
A consideration of technological choices to support informed decision making in the use of technology in modern society. The course will be themed around important questions such as: Will water be the new oil? Is nuclear power the only practical solution to our energy demands? Nanotechnology – how small can or should we go? Are cell phones safe?

ENNGEN 115
15 Points

Introduction to Engineering Design
The aim of the course is to develop an appreciation of design as a key aspect of professional engineering. Course elements: sketching and interpretation of engineering drawings; preparation of drawings using computer-aided design (CAD) software; design projects, some of which will require teamwork and cover design-build-test activities; an introduction to the engineering design process.

ENNGEN 121
15 Points

Engineering Mechanics
An introduction to planar mechanics including: free body diagrams, planar equilibrium of rigid bodies, friction, distributed forces, internal forces, shear force and bending moment diagrams, kinematics and kinetics of particles, work and energy, relative motion, kinematics and kinetics of rigid bodies.

Restriction: CIVIL 210, MECHENG 222

ENNGEN 131
15 Points

Introduction to Engineering Computation and Software Development
Introduction to problem solving in engineering through the use of the software package MATLAB, and the high level programming language C.

Restriction: ENGSCI 233, 331

ENNGEN 140
15 Points

Engineering Biology and Chemistry
Introduction to chemical and biological systems. The application of engineering analysis and design
techniques to facilitate understanding the multiscale structure, function and interactions of such systems. The use of case studies to illustrate systems approaches to chemistry and biology.

**ENGGEN 150**  
**Advanced Mechanics and Mathematical Modelling**  
15 Points  
An accelerated course replacing ENGGEN 121 and ENGSCI 111 for well-prepared and conjoint students. Topics include: Free body diagrams, equilibrium of rigid bodies, internal forces, shear force and bending moment diagrams, work and energy, motion of particles and rigid bodies. Introduction to mathematical modelling. Differentiation and integration. Numerical integration. Differential equations. Vector and matrix algebra. Introduction to probability.  
*Restriction: ENGGEN 121, ENGSCI 111*

**ENGGEN 199**  
**English Language Competency**  
0 Points  
To complete this course students must attain a level of competency in the English language as determined by the Faculty of Engineering.

**Stage II**

**ENGGEN 204**  
**Technical Communication for Engineers**  
15 Points  
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.  
*Prerequisite: ENGGEN 199*

**ENGGEN 299**  
**Workshop Practice**  
0 Points

**Stage III**

**ENGGEN 303**  
**Management for Engineers**  
15 Points  
An introduction to modern theory and practice of management, including project, quality and financial management appropriate to the engineering profession.  
*Prerequisite: ENGGEN 104 or 199  
Restriction: ENGGEN 302*

**Stage IV**

**ENGGEN 403**  
**Professional and Sustainability Issues**  
15 Points  
Issues of particular relevance to the engineering profession including those relating to the law, ethics, culture and sustainability.  
*Restriction: ENGGEN 402*

**ENGGEN 499**  
**Practical Work**  
0 Points

**Diploma Courses**

**ENGGEN 601**  
**Case Studies in Engineering 1**  
15 Points  
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.

**ENGGEN 602**  
**Case Studies in Engineering 2**  
15 Points  
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.

**ENGGEN 622**  
**Advanced Topics in Engineering 1**  
15 Points  
Courses on topics determined each year by the Associate Dean Postgraduate in the Faculty of Engineering.

**ENGGEN 623**  
**Advanced Topics in Engineering 2**  
15 Points  
Courses on topics determined each year by the Associate Dean Postgraduate in the Faculty of Engineering.

**Postgraduate 700 Level Courses**

**ENGGEN 701**  
**Professional Project**  
15 Points  
A comprehensive investigation, analysis and reporting of a complex engineering design, development or professional engineering problem. Problem synthesis, solution specification, development and reporting are approved by the Head of Department of Mechanical Engineering.  
*Prerequisite: Departmental approval required  
Restriction: ENGGEN 401, 405, 410, 705*

**ENGGEN 705**  
**Advanced Innovation and New Product Development**  
15 Points  
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: ENGGEN 302 or 303  
Restriction: ENGGEN 401, 405, 410, 701, MGMT 305*

**ENGGEN 765A**  
**Medical Devices Technology**  
15 Points  
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.

**ENGGEN 765B**  
**Medical Devices Practice**  
15 Points  
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.

ENGGEN 791A 30 Points
ENGGEN 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 ENGGEN 791 A and B

ENGGEN 793A 30 Points
ENGGEN 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 ENGGEN 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 III

ENGSCI 305 15 Points
Special Topic

ENGSCI 306 15 Points
Special Topic

ENGSCI 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.

Prerequisite: ENGSCI 211
Restriction: ENGSCI 312, 313, 314

ENGSCI 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 un constrained and constrained models, linear programming and nonlinear optimisation.

Prerequisite: ENGSCI 211
Restriction: ENGSCI 331, 312, 314

ENGSCI 314
Mathematical Modelling 3ES
15 Points

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. Explanatory 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 233

ENGSCI 331
Computational Techniques 2
15 Points

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 333
Corequisite: ENGSCI 311 or 313 or 314

ENGSCI 343
Fundamentals of Continuum Mechanics
15 Points


Prerequisite: BIOMENG 221 or ENGSCI 263
Restriction: ENGSCI 341, 342

ENGSCI 355
Applied Modelling in Simulation and Optimisation
15 Points

Use of optimisation modelling languages and simulation software, with an emphasis on practical problem solving and laboratory-based learning.

Prerequisite: 15 points from ENGSCI 255, STATS 255
Restriction: OPSRES 385, 392

ENGSCI 363
Modelling and Design 2
15 Points

Applications of elasticity and fluid dynamics theory to engineering problems including design and analysis of mechanical assemblies. Group projects to formulate design proposals, including costsings 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

ENGSCI 391
Optimisation in Operations Research
15 Points

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, ENGSCI 131, ENGSCI 131, MATHS 162, STATS 220
Restriction: STATS 391

Postgraduate 700 Level Courses

ENGSCI 700A
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.

Restriction: ENGSCI 400

To complete this course students must enrol in ENGSCI 700 A and B

ENGSCI 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

ENGSCI 705
15 Points

Special Topic

ENGSCI 706
15 Points

Special Topic

ENGSCI 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 expressions, theory of waves, special functions, non-linear 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

ENGSCI 712
15 Points

Computational Algorithms for Signal Processing
Advanced topics in mathematical modelling and computational techniques, including topics on singular value decomposition, Principle Component Analysis and Independent Component Analysis, eigenproblems, 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

ENGSCI 721
15 Points

Advanced Numerical Methods
An advanced course on finite elements, boundary elements and finite differences.

Prerequisite: Departmental approval required

ENGSCI 740
15 Points

Advanced Continuum Mechanics 1
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

ENGSCI 741
Advanced Continuum Mechanics 2
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

ENGSCI 742
Studies in Continuum Mechanics
15 Points
An advanced course in continuum mechanics covering topics in the mechanics of solids and fluids and other continua.
Prerequisite: Departmental approval required

ENGSCI 745
Petroleum Engineering
15 Points
Interdisciplinary introduction to topics in geology, geophysics, reservoir engineering, drilling and production engineering relevant to the production of oil and gas. Mathematical models of multiphase fluid flow in porous media. Reservoir engineering tools for analysis and forecasting of reservoir performance. Unconventional petroleum resources.
Prerequisite: ENGSCI 311, 313 or 314

ENGSCI 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, linear elasticity and non-linear mechanics.
Prerequisite: ENGSCI 311 or 312 or 313 or 314.
Restriction: ENGSCI 450, 451, 471

ENGSCI 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

ENGSCI 761
Integer, Non-linear and Multi-objective Optimisation
15 Points
Prerequisite: 15 points from ENGSCI 391, STATS 391
Restriction: ENGSCI 450, 451, 460

ENGSCI 762
Scheduling and Optimisation in Decision Making
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 performance measurement.
Prerequisite: 15 points from ENGSCI 391, STATS 391
Restriction: ENGSCI 463

ENGSCI 763
Research Topics in Operations Research 2
15 Points
Advanced Simulation and Stochastic Modelling
Prerequisite: 15 points from ENGSCI 391, STATS 391
Corequisite: ENGSCI 760
Restriction: ENGSCI 461, 464

ENGSCI 765
Studies in Operations Research 1
15 Points
An advanced course in recent developments in operations research and its applications.
Prerequisite: Departmental approval required

ENGSCI 766
Studies in Operations Research 2
15 Points
An advanced course in recent developments in operations research and its applications.
Prerequisite: Departmental approval required

ENGSCI 768
Research Topics in Operations Research 1
15 Points
Research Topics in Operations Research 2
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 761
Restriction: ENGSCI 791, 792

ENGSCI 769
Whole Organ Modelling
15 Points
Prerequisite: PHYSIOL 210 or MEDSCI 205, ENGSCI 371 or BIOMENG 321
Restriction: ENGSCI 472

ENGSCI 770
Project X
15 Points
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

ENGSCI 777
Project Y
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 ENGSCI 788 A and B
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGSCI 789</td>
<td>Project Z</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>A student is required to submit a report on a</td>
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<td></td>
<td>topic assigned by the appropriate Head of</td>
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<td>Department.</td>
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<tr>
<td>ENENG 796A</td>
<td>Engineering Environmental Engineering 1</td>
<td>60</td>
</tr>
<tr>
<td>ENENG 796B</td>
<td>Environmental Engineering Design</td>
<td>60</td>
</tr>
<tr>
<td>ME Thesis</td>
<td>A student is required to submit a thesis on a</td>
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<td>topic assigned by the appropriate Head of</td>
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<td>To complete this course students must enrol in</td>
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<td>ENGSCI 796 A and B.</td>
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</tbody>
</table>

### Environmental Engineering

#### Stage II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENENG 244</td>
<td>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.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Restriction: RESOURCE 244, ENENG 243</td>
<td></td>
</tr>
</tbody>
</table>

#### Stage III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENENG 333</td>
<td>Hydrologic processes, analysis of rainfall-runoff relationships. Statistical analysis of hydrological data. Groundwater movement.</td>
<td>10</td>
</tr>
<tr>
<td>ENENG 341</td>
<td>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.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Restriction: RESOURCE 341</td>
<td></td>
</tr>
<tr>
<td>ENENG 342</td>
<td>The application of design practice in environmental engineering with a number of design projects. Elements of water and wastewater engineering. Landfill design and air pollution control.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Restriction: RESOURCE 342, ENENG 405</td>
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</tr>
<tr>
<td>ENENG 343</td>
<td>Industrial waste sources, impacts, characteristics and management measures; environmental impact assessment; design of sampling and methods of risk assessment; cost-benefit analysis.</td>
<td>10</td>
</tr>
</tbody>
</table>

### Postgraduate 700 Level Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENENG 701</td>
<td>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: ENENG 244 and 333</td>
<td>15</td>
</tr>
<tr>
<td>ENENG 702</td>
<td>Engineering Decision Making in Australasia</td>
<td>15</td>
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<td></td>
<td>Practical application of assessment tools for understanding complex problems. A Māori model decision making framework is applied to an integrated analysis of environmental, cultural, social and economic well-being, the four sustainability pillars identified in New Zealand legislation.</td>
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</tr>
<tr>
<td>ENENG 703</td>
<td>Studies in Environmental Engineering 3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Advanced course on topics to be determined each year by the Head of Department.</td>
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</tr>
<tr>
<td>ENENG 704</td>
<td>Sustainable Resource Management</td>
<td>15</td>
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<td></td>
<td>Wide-ranging review of the issues and techniques required for the sustainable management of resources. Restriction: ENENG 404</td>
<td></td>
</tr>
<tr>
<td>ENENG 705</td>
<td>Special Topic in Environmental Engineering 1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>A course on a topic in environmental engineering to be determined each year by the Head of Department. Restriction: ENENG 402</td>
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<tr>
<td>ENENG 706</td>
<td>Special Topic in Environmental Engineering 2</td>
<td>15</td>
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<tr>
<td></td>
<td>A course on a topic in environmental engineering to be determined each year by the Head of Department. Restriction: ENENG 403</td>
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<tr>
<td>ENENG 707</td>
<td>Special Topic in Environmental Engineering 3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>A topic in environmental engineering to be determined each year by the Head of Department.</td>
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<tr>
<td>ENENG 719</td>
<td>Design Project</td>
<td>15</td>
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<td>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: ENENG 419</td>
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<tr>
<td>ENENG 740</td>
<td>Water and Wastewater Engineering</td>
<td>15</td>
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<tr>
<td></td>
<td>Chemistry and microbiology of water and wastewater treatment, flow models and reactors. Unit operations and process analysis and design. Treatment plant design and operation. Nutrient removal processes. Effluent and residues disposal. Restriction: ENENG 441</td>
<td></td>
</tr>
<tr>
<td>ENENG 741</td>
<td>Hazardous Substance Management</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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</tr>
<tr>
<td>ENENG 743</td>
<td>Integrated Solid Waste Management</td>
<td>15</td>
</tr>
</tbody>
</table>
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.

**ENVE 787**  
Project X  
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

**ENVE 788A**  
**ENVE 788B**  
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 ENVE 788A and B*

**ENVE 789**  
Project Z  
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

**ENVE 796A**  
**ENVE 796B**  
ME Thesis (Environmental)  
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 ENVE 796A and B*

**Mechanical Engineering**

**Stage II**

**MECHENG 211**  
Thermofluids  
The fundamentals of fluid mechanics, thermodynamics and heat transfer with practical applications to engineering devices and systems.

**MECHENG 222**  
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**  
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**  
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 Engineering Design 2M 15 Points
Prerequisite: ENGGEN 115 or (ENGGEN 110 and 111)
Restriction: MECHENG 232, 233

MECHENG 242 Mechanics of Materials 1 15 Points

MECHENG 270 Software Design 15 Points
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.

MECHENG 311 Thermal Engineering 15 Points

MECHENG 312 Sensors and Actuators 15 Points
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 429

MECHENG 313 Real Time Software Design 15 Points
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 Control Systems 15 Points
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 (eg, pole placement, lead-lag compensation, PID). Applications in MATLAB/Simulink and with physical systems.

MECHENG 325 Machine and Structural Dynamics 15 Points
Restriction: MECHENG 324

MECHENG 334 Engineering Design 3M 15 Points
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 (eg, 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 Mechanics of Materials 2 15 Points
Restriction: MECHENG 341

MECHENG 344 Mechanical Wood Processing 15 Points
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 Wood Physics and Mechanics 15 Points
Restriction: MECHENG 343

MECHENG 352 Manufacturing Systems 15 Points
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 Analog Circuit Design 15 Points
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 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 705 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
Restriction: MECHENG 405

MECHENG 706 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.
Restriction: MECHENG 406

MECHENG 707 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 708 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 709 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
Restriction: MECHENG 409

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.

Restriction: MECHENG 425  

MECHENG 729  
**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.  

Restriction: MECHENG 431  

MECHENG 741  
**Advanced Mechanics of Materials**  

Restriction: MECHENG 431  

MECHENG 742  
**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.  

Restriction: MECHENG 441  

MECHENG 743  
**Composite Materials**  

Restriction: MECHENG 444  

MECHENG 744  
**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  
Restriction: MECHENG 444  

MECHENG 745  
**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  
Restriction: MECHENG 445  

MECHENG 746  
**Management for Wood Products Manufacturing**  
Restriction: MECHENG 446  

MECHENG 747  
**Manufacturing and Industrial Processes**  
Theory of plasticity: material characterisation; process analyses: extrusion, wiredrawing, 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: thermosts and thermoplastics, profile extrusion, sheet extrusion; blown-film extrusion, filament extrusion, blow moulding.  
Restriction: MECHENG 342, 447  

MECHENG 751  
**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.  

Restriction: MECHENG 451  

MECHENG 752  
**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  
Restriction: MECHENG 451  

MECHENG 753  
**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 758  
**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  
**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 engineering management in consultation with the programme coordinator.  
Students must be enrolled in the MEMgt programme.  

MECHENG 760  
**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
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 762A 15 Points
MECHENG 762B 15 Points
Mechatronics Research 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, 462
To complete this course students must enrol in MECHENG 762 A and B

MECHENG 763A 15 Points
MECHENG 763B 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.
Restriction: MECHENG 461
To complete this course students must enrol in MECHENG 763 A and B

MECHENG 771 15 Points
Aerodynamics and Hydrodynamics
Sail aerodynamics, thin aerofoil and lifting line theories. Hydrodynamic forces and moments. Velocity prediction programmes. Experimental methods in wind tunnel and towing tank testing.
Restriction: MECHENG 412

MECHENG 772 15 Points
Materials and Yacht Structures
Steel, aluminium and composite materials, stress analysis, finite element methods, slamming loads.
Restriction: MECHENG 441

MECHENG 773 15 Points
Small Craft Design and Manufacturing

MECHENG 774 15 Points
Small Craft Naval Architecture
Hydrostatics and stability, sea keeping, manoeuvring, multi-degree of freedom systems, coupled motions, strip theory. Resistance components and scaling laws. Propulsion methods, propeller design, advanced marine vehicles including hydrofoils and jet propulsion.

MECHENG 775A 15 Points
MECHENG 775B 30 Points
Yacht Engineering Project
Each student is required to complete an individual project and submit a report on a topic assigned by the appropriate Head of Department. This is a piece of research carried out under the guidance of a supervisor.
Restriction: MECHENG 776
To complete this course students must enrol in MECHENG 775 A and B

MECHENG 776A 30 Points
MECHENG 776B 15 Points
Yacht Engineering Project
Each student is required to complete an individual project and submit a report on a topic assigned by the appropriate Head of Department. This is a piece of research carried out under the guidance of a supervisor.
Restriction: MECHENG 775
To complete this course students must enrol in MECHENG 776 A and B

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.

MECHENG 789 30 Points
Project Z
A student is required to submit a report on a topic assigned by the appropriate Head of Department.

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: ENGEN 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.
Prerequisite: 15 points from SOFTENG 350, COMPSYS 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**
Prerequisite: 15 points from COMPSCI 201, SOFTENG 252 and 15 points from SOFTENG 206; 211, 250, 251, 254, 325

**SOFTENG 370** 15 Points
**Operating Systems**
Prerequisite: COMPSCI 201 or SOFTENG 252, 250

**Postgraduate 700 Level Courses**

**SOFTENG 700A** 15 Points
**SOFTENG 700B** 15 Points
**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.
Prerequisite: SOFTENG 306
Restriction: SOFTENG 401
To complete this course students must enrol in SOFTENG 700 A and B

**SOFTENG 701** 15 Points
**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.

**SOFTENG 702** 15 Points
**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.

**SOFTENG 710** 15 Points
**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

**SOFTENG 711** 15 Points
**Studies in Software Engineering 2**
Advanced courses on topics to be determined each year by the Head of Department.
Prerequisite: Permission of the Head of Department

**SOFTENG 750** 15 Points
**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
Restriction: SOFTENG 450

**SOFTENG 751** 15 Points
**High Performance Computing**
Project-based hands-on high performance computing and programming. Memory architecture and networks of parallel computing systems. Multicores, hardware acceleration devices such as graphics cards and FPGAs. Shared memory and data parallel programming. Object Oriented and low level parallel programming. Parallelisation process: subtask decomposition, dependence analysis and scheduling.
Prerequisite: SOFTENG 306 or COMPSCI 302 or MECHENG 313 or 30 points at Stage III in Computer Science
Restriction: SOFTENG 461
SOFTENG 752 15 points
Formal Specification and Design
Formal specification, design, and (automatic) analysis of software systems. Use of Z, Alloy, OCL, and CSP notations. Comparison of approaches, emphasising their practical application.
Prerequisite: SOFTENG 306
Restriction: SOFTENG 462

SOFTENG 761 15 Points
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 762 15 Points
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

SOFTENG 787 15 Points
Project X
A student is required to submit a report on a topic assigned by the Head of Department.

SOFTENG 788A 15 Points
SOFTENG 788B 15 Points
Project Y
A student is required to submit a report on a topic assigned by the Head of Department.
To complete this course students must enrol in SOFTENG 788 A and B

SOFTENG 789 30 Points
Project Z
A student is required to submit a report on a topic assigned by the Head of Department.

SOFTENG 796A 60 Points
SOFTENG 796B 60 Points
ME Thesis (Software Engineering)
A student is required to submit a thesis on a topic assigned by the Head of Department.
To complete this course students must enrol in SOFTENG 796 A and B

Faculty of Law

Stage I

LAW 121G 15 Points
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 15 Points
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 15 Points
LAW 201B 15 Points
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 15 Points
LAW 221B 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 221 A and B

LAW 231A 15 Points
LAW 231B 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  
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 251B 2.14 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 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 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 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 778 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 794A 45 Points  
LAW 794B 45 Points  
Research Portfolio 1  
Supervised research comprising a portfolio of research work within an area of specialisation culminating in a linking paper that together creates a coherent body of scholarly work.  
To complete this course students must enrol in LAW 794 A and B

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

LAW 798A 60 Points
LAW 798B 60 Points

Research Portfolio 2
Supervised research comprising a portfolio of research work within an area of specialisation culminating in a linking paper that together creates a coherent body of scholarly work.

To complete this course students must enrol in LAW 798 A and B

Law Commercial

Stage IV

LAWCOMM 401 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
Restriction: LAW 415

LAWCOMM 402 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
Restriction: LAW 417

LAWCOMM 403 20 Points
Tax Law
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
Restriction: LAW 429

LAWCOMM 404 20 Points
Intellectual Property
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
Restriction: LAW 432

LAWCOMM 405 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 restitutioinary 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 201, 211, 231, 241, 306
Restriction: LAW 366, 451, LAWHONS 726

LAWCOMM 406 20 Points
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
Restriction: LAW 476

LAWCOMM 407 20 Points
Conflict of Laws
An introduction to private international law (ie, 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 201, 211, 231, 241
Restriction: LAW 420, 477

LAWCOMM 408 20 Points
Special Topic

LAWCOMM 409 20 Points
Special Topic

LAWCOMM 420 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 or LAWCOMM 403
Restriction: LAW 409, COMLAW 311

LAWCOMM 421 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
Restriction: LAW 414

LAWCOMM 422 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. 

Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 419

LAWCOMM 423 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
Restriction: LAW 422

LAWCOMM 424 15 Points
Insurance Law
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
Restriction: LAW 431

LAWCOMM 425 15 Points
International Trade
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
Restriction: LAW 436

LAWCOMM 426 15 Points
Law and Information Technology
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
Restriction: LAW 438

LAWCOMM 427 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 201, 211, 231, 241, 301
Restriction: LAW 454

LAWCOMM 428 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
Restriction: LAW 459

LAWCOMM 429 15 Points
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
Restriction: LAW 484

LAWCOMM 430 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 or LAWCOMM 402
Restriction: LAW 490

LAWCOMM 431 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 201, 211, 231, 241 or COMLAW 201
Restriction: LAW 487, 492, COMLAW 308

LAWCOMM 432 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 201, 211, 231, 241
Corequisite: LAW 417 or LAWCOMM 402
Restriction: LAW 493

LAWCOMM 433 15 Points
Advanced Intellectual Property Law
Studies in selected topics in intellectual property law including international developments and comparative aspects. 

Prerequisite: LAW 201, 211, 231, 241
Corequisite: LAW 432 or LAWCOMM 404

LAWCOMM 434 15 Points
Special Topic

LAWCOMM 435 15 Points
Special Topic

LAWCOMM 436 15 Points
Special Topic

LAWCOMM 437 15 Points
Special Topic

LAWCOMM 438 15 Points
Agency and Partnership
A study of the law of principal and agent, including the legal relationships between: (i) principals and third parties as created or altered by agents; (ii) agents and
third parties; and (iii) principal and agent inter se. An introduction to the principles of partnership.

**Prerequisite:** LAW 201, 211, 231, 241

**Restriction:** LAW 411

**LAWCOMM 439**

**15 Points**

**Company Finance**

Selected problems in company finance law including: issues relating to the formation of contracts with companies for the raising of equity and debt capital, issues relating to choice of method in the raising of capital, aspects of secured debt capital, and an introductory analysis of the Securities Act 1978.

**Prerequisite:** LAW 201, 211, 231, 241, 417 or LAWCOMM 402

**Restriction:** LAW 416

**LAWCOMM 440**

**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

**Restriction:** LAW 401

**LAWCOMM 441**

**10 Points**

**Creditors' Remedies**

Examination of the diverse and seemingly unrelated areas of the law as they concern the rights of unsecured judgement creditors.

**Prerequisite:** LAW 201, 211, 231, 241

**Restriction:** LAW 461

**LAWCOMM 442**

**10 Points**

**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, 471

**LAWCOMM 443**

**10 Points**

**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 201, 211, 231, 241

**Restriction:** LAW 475

**LAWCOMM 444**

**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 or LAWCOMM 402

**Restriction:** LAW 487, 490

**LAWCOMM 445**

**10 Points**

**Special Topic**

**LAWCOMM 446**

**10 Points**

**Special Topic**

**LAWCOMM 447**

**10 Points**

**Consumer Law**

Study of the protection of consumers in sales and credit transactions including the examination of existing legislation (e.g. Consumer Guarantees Act, Fair Trading Act, Credit Contracts Act) and proposals for reform.

**Prerequisite:** LAW 201, 211, 231, 241

**Restriction:** LAW 464

**LAWCOMM 448**

**10 Points**

**Mergers and Acquisitions**

The law relating to business and corporate acquisitions and corporate mergers, takeovers and amalgamations. Topics may include: public and private regulation; shareholders’ rights; directors’ rights and duties; competition law rules.

**Prerequisite:** LAW 201, 211, 231, 241, 417 or LAWCOMM 402

**Restriction:** LAW 465

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**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.

**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.

**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.

**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.

**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.

**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.
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.

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.

LAWCOMM 717  30 Points
Law of Agency
An advanced study of the principles of agency law, and selected applications thereof.

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.

LAWCOMM 720  30 Points
Law of Insurance Contracts
The principles and operation of the law relating to insurance.

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.

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.

LAWCOMM 726  30 Points
Restitution in Commercial Contexts
Advanced problems focusing on situations and available remedies where benefits have been wrongfully or unfairly acquired.

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
Comparative Free Trade Agreements
The relationship between the multilateral and bilateral trade agreements; the dynamics and models promoted by the US, EU and South-South agreements; the web of existing and prospective agreements involving the New Zealand government; and the particular issues and challenges relating to the trans-Pacific Partnership Agreement.

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.

LAWCOMM 754  30 Points
Copyright Law
Detailed study of the law of copyright.

LAWCOMM 755  30 Points
Corporate Finance
Detailed study of the law relating to corporate finance.

LAWCOMM 758  30 Points
Franchising Law
A study of the law relating to franchising.

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.
LAWCOMM 760 30 Points
Patents and Allied Rights
A detailed study of the law of patents and allied rights.

LAWCOMM 762 30 Points
Regulation of International Trade
A study of the legal framework for the regulation of international trade.

LAWCOMM 763 30 Points
Sports Law
A detailed study of legal issues relating to sport.

LAWCOMM 767 15 Points
Special Topic

LAWCOMM 768 15 Points
Special Topic

LAWCOMM 769 15 Points
Special Topic

Law Environmental

Stage IV

LAWENVIR 401 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.  
Prerequisite: LAW 201, 211, 231, 241  
Restriction: LAW 349, 450, 457, LAWENVIR 422, LAWHONS 709

LAWENVIR 402 20 Points
Special Topic

LAWENVIR 403 20 Points
Special Topic

LAWENVIR 420 15 Points
International Environmental Law
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.  
Prerequisite: LAW 201, 211, 231, 241  
Restriction: LAW 433

LAWENVIR 421 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  
Restriction: LAW 446

LAWENVIR 422 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, 457, LAWENVIR 401

LAWENVIR 423 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  
Restriction: LAW 491

LAWENVIR 424 15 Points
Special Topic

LAWENVIR 425 15 Points
Special Topic

LAWENVIR 426 15 Points
Special Topic

LAWENVIR 427 15 Points
Special Topic

LAWENVIR 430 10 Points
Special Topic

LAWENVIR 431 10 Points
Special Topic

Postgraduate 700 Level Courses

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.

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 oil and gas), alternative energy resources, forestry and fisheries resources.  
Restriction: LAWENVIR 712, 714
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<td>Biotechnology and the Law</td>
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<td>Water Law</td>
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<td>Corporate Environmental Governance</td>
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**Law General**

**Stage IV**

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<td>Community Law Internship</td>
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<td>LAWGENRL 406</td>
<td>Advocacy</td>
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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 201, 211, 231, 241, 301, 306  
Corequisite: LAW 425 or LAWGENRL 401  
Restriction: LAW 347, 410, LAWHONS 707
is directed to remedies in aid of judgment and (excluding constructive trusts). Particular attention orders granted in the court’s equitable jurisdiction. Examination of the more important remedies and Equitable Remedies.

LAWGENRL 427
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 481

LAWGENRL 428
South Pacific Legal Studies
Legal study of Pacific Island states located in the regions of Micronesia, Melanesia and Polynesia. Distinctive features of law arising in Pacific states, including: sources of law; relationships between custom and law; corruption and anti-corruption measures; democracy and governance; constitutional crises and constitutional futures; environmental and trade issues; regional issues; human rights issues.

Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 486

LAWGENRL 429
Law of Family Property
Advanced study of the law of property in family contexts, including trusts, succession, and matrimonial property.

Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 445

LAWGENRL 430
Advanced Family Law
Advanced problems in selected areas of family law.

Prerequisite: LAW 426 or LAWGENRL 402
Restriction: LAW 407

LAWGENRL 431
Comparative Law
Relationship of the common law system to other contemporary legal systems of the world with particular reference to the development of civil law on the continent of Europe, the study of indigenous and religious legal systems, and the international comparison of individual legal problems such as gender issues, environmental issues and human rights.

Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 418

LAWGENRL 432
Healthcare Law
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
Restriction: LAW 427

LAWGENRL 433
Special Topic

LAWGENRL 434
Special Topic

LAWGENRL 435
Special Topic

LAWGENRL 436
Special Topic

LAWGENRL 437
Remedies
Advanced study of civil remedies for breach of civil obligations including those arising both at common law and under statute, discretionary relief in equity
and under statutes, and the assessment of damages and compensation.

Prerequisite: LAW 201, 211, 231, 241, 306

Restriction: LAW 449

LAWGENRL 440
Youth Justice
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.

Prerequisite: LAW 201, 211, 231, 241

Restriction: LAW 439

LAWGENRL 441
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.

Prerequisite: LAW 201, 211, 231, 241

Corequisite: LAW 121 or 121G

Restriction: LAW 455

LAWGENRL 442
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

Restriction: LAW 462

LAWGENRL 443
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.

Prerequisite: LAW 201, 211, 231, 241

Restriction: LAW 472, 777, LAWPUBL 702

LAWGENRL 444
Contemporary Issues in Land Law
Study of selected contemporary issues in real property. Topics may include: legal theory of real property; the constitution and takings of private property; state regulation of private property; the law of public recreational access; particularly to the waterfront; indigenous challenges to Crown ownership and governance of land, including the beds of water bodies and national parks; the aims of the Torrens system and proposals for reform of the Land Transfer Act 1952, in particular relating to land covenants, fraud and exceptions to indefeasibility.

Prerequisite: LAW 201, 211, 231, 241, 301

LAWGENRL 445
Special Topic

LAWGENRL 446
Special Topic

LAWGENRL 447
Community Law Project
Participation in and report on an approved project involving at least 75 hours with an approved organisation in a community context, and evaluation of the issues arising therefrom.

Prerequisite: LAW 201, 211, 231, 241

Restriction: LAWGENRL 405

LAWGENRL 448
Selected Topics in Health Care Law
A selection of topics designed to consolidate and advance understanding of the theory and practice of health care law. The topics covered will vary according to current legal developments, but are likely to include: the law relating to human research and experimentation; legal and ethical issues in abortion, human reproduction, and assisted reproductive technologies; organ and tissue donation; the sterilisation of mentally incompetent; the regulation of health professions, medical manslaughter and the disciplinary process; legal issues arising in human genetics, stem cell research, human reproductive cloning. An opportunity for an in-depth examination of relevant, current legal developments relating to health professional practice and patients' rights.

Prerequisite: LAW 201, 211, 231, 241

Restriction: LAW 468

Postgraduate 700 Level Courses

LAWGENRL 702
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
Special Topic

LAWGENRL 712
Therapeutic Jurisprudence
The role of the law as a therapeutic agent. The impact of the law on emotional life and psychological wellbeing. Investigation of different areas of the practice of law that may be susceptible to a therapeutic jurisprudence analysis, including drug treatment and mental health courts.

LAWGENRL 713
Special Topic

LAWGENRL 714
Special Topic

LAWGENRL 715
Special Topic

LAWGENRL 716
Special Topic

LAWGENRL 717
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### Course Prescriptions

#### Law Honours

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**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*

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**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*

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**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*

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**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*

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**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*

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**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*

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**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 733 A and B*

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**Law of Agency**

A study of the principles of agency law and selected applications thereof.  
*Restriction: LAW 384*  
*To complete this course students must enrol in LAWHONS 734 A and B*

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**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*

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**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*

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**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*  
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**Law of Agency**

A study of the principles of agency law and selected applications thereof.  
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**Topics in International Law**

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*Corequisite: LAW 435*  
*To complete this course students must enrol in LAWHONS 736 A and B*

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**Law of Agency**

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<td>LAWHONS 736B</td>
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**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*

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**Law of Agency**

A study of the principles of agency law and selected applications thereof.  
*Restriction: LAW 384*  
*To complete this course students must enrol in LAWHONS 734 A and B*

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**Topics in International Law**

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*Corequisite: LAW 435*  
*To complete this course students must enrol in LAWHONS 736 A and B*

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**Law of Agency**

A study of the principles of agency law and selected applications thereof.  
*Restriction: LAW 384*  
*To complete this course students must enrol in LAWHONS 734 A and B*

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</table>
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

Stage IV

LAWPUBL 401 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 201, 211, 231, 241
Restriction: LAW 402, 440, LAWPUBL 426

LAWPUBL 402 20 Points
International Law
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
Restriction: LAW 435

LAWPUBL 403 20 Points
Special Topic

LAWPUBL 404 20 Points
Special Topic

LAWPUBL 420 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, 211, 231, 241
Corequisite: LAW 425 or LAWGENRL 401
Restriction: LAW 406

LAWPUBL 421 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 or LAWPUBL 402
Restriction: LAW 408

LAWPUBL 422 15 Points
Contemporary Tiriti/Treaty Issues
Contemporary legal issues arising under Te Tiriti o Waitangi.
Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 421

LAWPUBL 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, 423, LAWHONS 723

LAWPUBL 424 15 Points
Immigration and Refugee Law
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
Restriction: LAW 428

LAWPUBL 425 15 Points
Employment Law
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 201, 211, 231, 241
Restriction: LAW 430

LAWPUBL 426 15 Points
Judicial Review
A study of the general principles of judicial review of administrative action, and remedies available for breach of those principles.
Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 402, 440, LAWPUBL 401
LAWPUBL 427 15 Points
Māori Land Law
Prerequisite: LAW 201, 211, 231, 241
Corequisite: LAW 301
Restriction: LAW 359, 444, LAWHONS 719

LAWPUBL 428 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 201, 211, 231, 241
Restriction: LAW 342, 452, LAWHONS 702

LAWPUBL 429 15 Points
Law and Policy
An introduction to different theoretical perspectives on the role of the State and the policy-making process; the policy-making process and the techniques for analysing policy; the process, substance and effects of key policy changes since 1984.
Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 480

LAWPUBL 430 15 Points
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
Restriction: LAW 482

LAWPUBL 431 15 Points
Advanced Public Law
Advanced studies in selected areas of Public Law.
Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 483

LAWPUBL 432 15 Points
International Economic Regulation
The growing array of trade and investment, or economic integration, agreements at the multilateral, regional and bilateral levels. Core concepts, theories, institutions and rules from the perspective of public international law, as well as the realpolitik of trade negotiations.
Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 485

LAWPUBL 433 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
Restriction: LAW 488

LAWPUBL 434 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 or LAWPUBL 402
Restriction: LAW 489

LAWPUBL 435 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
Restriction: LAW 494

LAWPUBL 436 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.
Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 496

LAWPUBL 437 15 Points
Iwi Corporate Governance
An examination of the common structures employed by iwi, why those structures are chosen and the legal and practical issues that arise as a result. Aspects of the law related to trusts, limited partnerships, charities and Māori Authorities, and how they may be interwoven within one overarching structure.
Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 497

LAWPUBL 438 15 Points
European Public Law
An introduction to the unique organisational structure of the European Union and to its fundamental principles. Topics include: the fundamental structure of the EU; how EU law is made and by whom; the role of the European Courts, and the relationship between EU and national law; and selected areas of EU substantive law, such as the free movement of persons and goods.
Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 498

LAWPUBL 439 15 Points
The Geopolitics of International Law
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
Restriction: LAW 495

LAWPUBL 440 15 Points
The Politics of Intellectual Property
A study of the new regimes of trade that are expanding...
the privatisation of more areas of human life and the
drive to develop new IPRs that recognise more areas
of human effort, in the context of neoliberal economics
and informational capitalism.

Prerequisite: LAW 201, 211, 231, 241
Corequisite: LAW 432 or LAWPUBL 404

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<tr>
<td>LAWPUBL 445</td>
<td>European Union Law</td>
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The law related to the European Union and its
institutional, economic and social structure as well
as the general economic and political implications of
the present status of the European Union.

Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 424

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<td>Public Authority Liability</td>
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<td>LAWPUBL 451</td>
<td>Counterterrorism Law and Policy</td>
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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
Restriction: LAW 467

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<td>LAWPUBL 452</td>
<td>Law of Armed Conflict</td>
<td>10</td>
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<tr>
<td>LAWPUBL 453</td>
<td>Privacy Law</td>
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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
Restriction: LAW 474, 483

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<tr>
<td>LAWPUBL 454</td>
<td>International Disputes Settlement</td>
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Topics are likely to include: the international law
obligation to settle disputes peacefully; legal and
political mechanisms for settling international
disputes; the establishment and functions of the
International Court of Justice; global dispute
settlement bodies; dispute settlement system of the
World Trade Organization, the Permanent Court of
Arbitration, and the International Tribunal for the Law
of the Sea; regional tribunals; international criminal
courts and tribunals; mixed investor-state dispute
settlement.

Prerequisite: LAW 201, 211, 231, 241
Corequisite: LAW 435 or LAWPUBL 402

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<td>LAWPUBL 455</td>
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<td>LAWPUBL 456</td>
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<tr>
<td>LAWPUBL 457</td>
<td>Advanced Employment Law</td>
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Advanced study of both collective and individual
aspects of employment law, including comparative
treatment of good faith in collective bargaining and
ILO conventions. Comparative treatment of tenure in
employment, the 'contingent' workforce and transfer
of undertakings.

Prerequisite: LAW 201, 211, 231, 241
Restriction: LAW 463
and wife, parent and child, and family relationships generally.

**LAWPUBL 713** 30 Points  
**International Family Law**  
Study of the principles and practice of Family Law that transcend national boundaries.

**LAWPUBL 714** 30 Points  
**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** 30 Points  
**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.

**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.

**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.

**LAWPUBL 726** 30 Points  
**Public International Law**  
The principles of international law and their application to municipal law.

**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.

**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  
**Crown and State Liability**  

**LAWPUBL 757** 30 Points  
**Special Topic**

**LAWPUBL 758** 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 audiology in adults and children. Topics studied 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.

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 and adults 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 reverberation time; the nature of acoustic impedance; the nature of filters and amplifiers, acoustics of speech, calibration.

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.

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
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 healthcare 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.

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<td>CLINED 709</td>
<td>Advanced Studies in Evaluation</td>
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<td>Supervised research on an evaluation topic approved by the Head of the Centre for Medical and Health Sciences Education.</td>
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<td>CLINED 710</td>
<td>Special Studies</td>
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<td>CLINED 711</td>
<td>E-learning and Clinical Education</td>
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<td>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.</td>
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<td>CLINED 712</td>
<td>Curriculum and Course Design</td>
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<td>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.</td>
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<tr>
<td>CLINED 713</td>
<td>Clinical Supervision</td>
<td>15</td>
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<td>Students will explore theories of workplace learning and models of supervision of students and trainees in the clinical workplace, understand the different roles of clinical supervisors, and develop knowledge and skills to improve the effectiveness of clinical supervision in their own context.</td>
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<tr>
<td>CLINED 714</td>
<td>Research Methods in Clinical Education</td>
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<td>Theories of qualitative and quantitative research methodologies, particularly applied in clinical education, will be explored. Upon completion of the course students will be equipped with the knowledge and skills to understand, evaluate and conduct educational research, particularly within the health and medical professions disciplines and clinical contexts.</td>
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<tr>
<td>CLINED 715</td>
<td>Clinical Teaching</td>
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<td>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.</td>
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<td>Restriction: CLINED 701, NURSING 709</td>
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<td>CLINED 716</td>
<td>Assessing Clinical Performance</td>
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<td>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.</td>
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<td>CLINED 717</td>
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<td>CLINED 718</td>
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<td>CLINED 790</td>
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<td>CLINED 793A</td>
<td>Research Portfolio</td>
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<td>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.</td>
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<td>CLINED 796A</td>
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<td>Prerequisites: POPLHLTH 701 or equivalent</td>
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<td>CLINED 797A</td>
<td>Research Portfolio</td>
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<tr>
<th>Course Code</th>
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<tr>
<td>HLTHINFO 722</td>
<td>Special Topic</td>
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<td>HLTHINFO 723</td>
<td>Health Knowledge Management</td>
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<td>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.</td>
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<td>Restriction: POPLHLTH 723</td>
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<td>HLTHINFO 724</td>
<td>Special Topic</td>
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<tr>
<td>HLTHINFO 728</td>
<td>Principles of Health Informatics</td>
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<td>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.</td>
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<td>Restriction: POPLHLTH 728</td>
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<tr>
<td>HLTHINFO 730</td>
<td>Healthcare Decision Support Systems</td>
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<td>Familiarises students with the main developments</td>
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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 healthcare 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 15 Points
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 15 Points
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 719 15 Points
Health Psychology Assessment
Extends content knowledge in health psychology through the development of skills in the assessment and evaluation of constructs commonly used in health psychological research and practice. Includes consideration of general issues in psychometric theory and the specific assessment issues commonly confronting widely-used health psychological research designs, as well as detailed coverage of specific content areas including illness cognitions, health-related psychophysiology, emotions, and health outcomes. Restriction: PSYCH 701, 747

HLTHPSYC 720 15 Points
Health Psychology Interventions
Reviews the underpinning theory base for approaches commonly used in health psychology interventions such as CBT, and applies these approaches to examples from the field of health psychology. Individual and group/community treatment targets will be considered, including common difficulties that impact on disease occurrence or management, and the psychological consequences of disease. Restriction: PSYCH 701, 748

HLTHPSYC 72A 15 Points
HLTHPSYC 72B 15 Points
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 etc.
To complete this course students must enrol in HLTHPSYC 742 A and B

HLTHPSYC 743 15 Points
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 15 Points
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  45 Points
HLTHPSYC 745B  45 Points

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  15 Points

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  15 Points

Special Topic in Health Psychology

HLTHPSYC 796A  60 Points
HLTHPSYC 796B  60 Points

MSC Thesis in Health Psychology

To complete this course students must enrol in HLTHPSYC 796 A and B

Health Sciences

Diploma Courses

HLTHSCI 600  15 Points
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  60 Points
HLTHSCI 790A  30 Points
HLTHSCI 790B  30 Points

Dissertation
Restriction: HLTHSCI 792

To complete this course students must enrol in HLTHSCI 790 A and B, or HLTHSCI 790

HLTHSCI 793A  45 Points
HLTHSCI 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 HLTHSCI 793 A and B

HLTHSCI 796A  60 Points
HLTHSCI 796B  60 Points

Thesis
To complete this course students must enrol in HLTHSCI 796 A and B

HLTHSCI 797A  60 Points
HLTHSCI 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 HLTHSCI 797 A and B

Māori Health

Foundation Courses

MĀORIHTH 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.

MĀORIHTH 11H  15 Points
Introduction to Physical Sciences for Health
Covers the basic physico-chemical principles and concepts relevant to an understanding of biological systems.

MĀORIHTH 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.

MĀORIHTH 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.

MĀORIHTH 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.

MĀORIHTH 15H
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.

MĀORIHTH 16H
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.

MĀORIHTH 18H
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.

MĀORIHTH 19H
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.

MĀORIHTH 20H
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

MĀORIHTH 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: POPHLTH 210 Restriction: POPHLTH 201

MĀORIHTH 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.

MĀORIHTH 702
15 Points
Māori Models of Health Practice
Māori models of assessment, treatment, healing and health. Students will carry out assessments with Māori clients, whanau, 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.

MĀORIHTH 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.

MĀORIHTH 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.

MĀORIHTH 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.

MĀORIHTH 706
15 Points
Māori Health: Policies and Outcomes
Examines current policies for Māori health and Māori responses to them.

MĀORIHTH 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 be able 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.

MĀORIHTH 707A
15 Points
Special Studies

MĀORIHTH 708
15 Points
Special Topic: Research and Māori Health

MĀORIHTH 709
15 Points
Special Topic

MĀORIHTH 710
15 Points
Dissertation
Restriction: MPHEALTH 792
To complete this course students must enrol in MĀORIHTH 792 A and B, or MĀORIHTH 792
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
MEDSCI 142 15 Points  
**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  
Restriction: OPTOM 241, PHARMACY 203  

MEDSCI 203 15 Points  
**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 15 Points  
**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.

**MEDSCI 205**  
**The Physiology of Human Organ Systems**  
15 Points  
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  
**Restriction:** PHARMACY 205

**MEDSCI 206**  
**Introduction to Neuroscience**  
15 Points  
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**  
15 Points  
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**  
15 Points  
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**  
15 Points  
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, anticancer and antiviral drugs.  
**Prerequisite:** MEDSCI 204 and 15 points from MEDSCI 205, 206, BIOSCI 203, PHARMACY 205

**MEDSCI 304**  
**Molecular Pharmacology**  
15 Points  
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**  
15 Points  
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, PHARMACY 205

**MEDSCI 306**  
**Principles of Toxicology**  
15 Points  
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**  
**Neuroscience: Neuropharmacology**  
15 Points  
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 309**  
**Biophysics of Nerve and Muscle**  
15 Points  
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:** MEDSCI 205, 206, or for BE(Hons) 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 BE(Hons) Schedule

**MEDSCI 311**  
**Cardiovascular Biology**  
15 Points  
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 systems of pathogenic organisms. Applied immunology including biotechnology, infection, autoimmunity, tumour immunology, transplantation and immunodeficiency.
Prerequisite: MEDSCI 202 or BIOSCI 201

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

MEDSCI 316 15 Points
Sensory Neuroscience: From Molecules to Disease
The physiology of nervous sensory systems in health and disease with an emphasis on clinical relevance and current advances in research. The course will provide in-depth coverage of mechanisms involved in each system at a broad systemic level, down to the molecular level. Topics include vision, hearing, balance, olfaction, taste, touch and pain.
Prerequisite: MEDSCI 206
Restriction: MEDSCI 308, 310

MEDSCI 317 15 Points
Integrative Neuroscience: From Fetus to Adult
The development and function of the central nervous system in health and disease. Topics include development of the CNS, functional imaging of the human brain, synaptic function in health and disease, development and pathophysiology of motor systems, perinatal and adult brain ischemia, stroke, and sleep related disorders. The topics are covered at an advanced level with emphasis on current advances in the fields.
Prerequisite: MEDSCI 206
Restriction: MEDSCI 308, 310

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  Developmental Genetics  15 Points
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  Infection, Immunity and Disease  15 Points
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  Genetic Disease  15 Points
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  Activities of Microbes in Disease  15 Points
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  Advanced Immunology and Immunotherapy  15 Points
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  Nutrition in Health and Disease  15 Points
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  Nutrition Mechanisms  15 Points
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  Clinical Nutrition  15 Points
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  Critical Evaluation of Nutritional Therapies  15 Points
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 nutriceuticals 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 15 Points
Pharmacology of Anaesthetics and Analgesics
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 15 Points
Pharmacometrics
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 15 Points
Biomedical Research Techniques
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 15 Points
Advanced Toxicology
Focuses on classes of drugs associated with idiosyncratic adverse reactions and studies to define their metabolic basis and assessment of toxic risk.

MEDSCI 722 15 Points
Clinical Pharmacology
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 15 Points
Cancer Pharmacology
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 15 Points
Experimental Design
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 15 Points
Advanced Neuroscience: Neurophysiology
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 15 Points
Perinatal Physiology and Medicine
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: placentation 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.

MEDSCI 731 15 Points
Advanced Reproductive Biology
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 the recent advances in understanding of disease at a molecular level and how they translate to become a clinical disorder. Prerequisite: 15 points from BIOSCI 351, 353, 356, MEDSCI 312, 313

MEDSCI 732 15 Points
Advanced Reproductive Biology
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 potential clinical treatment strategies. Prerequisite: MEDSCI 312, 313, BIOSCI 351, 353, 356

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**

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*

**Named Doctoral Courses**

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*

**Medicine**

**Postgraduate 700 Level Courses**

MEDICINE 703 15 Points  
**Special Studies 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 toxicology, rehabilitation, health surveillance, occupational hygiene, risk management, occupational psychological medicine, occupational epidemiology, statistics and research practice in occupational medicine.  
*Restriction: MEDICINE 601*

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**
Suffering illness in a hospital setting. Older persons’ community, together with the nursing care of children as a healthy event in the life of a family, care in the women’s and child health. The focus is on childbirth and an understanding of concepts related to family, child and family health nursing.

**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**
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. Prequisite: 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 advancing nursing knowledge and skills within a specialist clinical area. Students work with an academic and clinical adviser to develop an individual learning contract.

**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 healthcare of children, throughout childhood and adolescence, including health promotion and maintenance of the well child and family.

**NURSING 719 15 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.
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 healthcare 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 healthcare 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. Prerequisite: NURSING 773 or equivalent, and practising in an advanced nursing role.

NURSING 744 30 Points
Specialty Nursing Practicum
Extends nurses in their clinical skill and practice knowledge within a specific scope of practice and develops their clinical decision making through a range of guided learning experiences. Corequisite: NURSING 730

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

NURSING 748 30 Points
Specialty 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. Restriction: PSYCHIAT 753
To complete this course students must enrol in NURSING 753 A and B, or NURSING 753
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.
Restriction: PSYCHIAT 754

NURSING 756 30 Points
NURSING 756A 15 Points
NURSING 756B 15 Points
Specialty 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.
Prerequisite: NURSING 753
To complete this course students must enrol in NURSING 756 A and B, or NURSING 756

NURSING 758 15 Points
Advancing Clinical Expertise in Nursing
Guides the ongoing development of clinical expertise with a focus on critical thinking processes and evaluation of relevant literature to improve patient health outcomes.

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
The Principles of Medication Management
Focuses on principles of medication management to improve and extend the knowledge and skills of registered nurses in nursing practice, with the aim of ensuring that medications are used appropriately, providing the intended benefits and minimising possible harm. It includes expanded knowledge of the role of medications in the treatment of common illnesses, common drug interactions and partnering with patients and families to obtain concordance with the treatment plan.

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 healthcare component in mental health nursing. Students will explore mental health nursing roles within primary healthcare, and the interface between primary and secondary services, and will develop an understanding of the impact of mental healthcare provided by primary healthcare 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 healthcare, advocacy, evidence based practice.

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
Develops knowledge, practice and skills within the scope of a beginning registered nurse; enhances client assessment, planning and delivery of client-centred care within a specific healthcare 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 healthcare nurses working in diverse settings to put population health into practice through primary healthcare. 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 focusing 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.

Restriction: NURSING 767

NURSING 779 30 Points
Special Studies

NURSING 780 15 Points
Special Topic

NURSING 781 30 Points
Special Topic

NURSING 790A 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 NURSING 790 A and B

NURSING 795 60 Points

NURSING 795A 30 Points
Thesis

NURSING 795B 30 Points
Dissertation
Restriction: NURSING 792
To complete this course students must enrol in NURSING 795 A and B, or NURSING 795

NURSING 796A 60 Points

NURSING 796B 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 NURSING 796 A 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 in the Community
Common problems of pregnancy for primary care. Includes pregnancy care in the community, obstetric emergencies, common disorders in pregnancy, birth matters, the immediate postpartum period, the newborn.

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, tonometry, 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 Studies 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

PAEDS 722 15 Points
Youth Health Practicum
Aims to give clinicians the opportunity to extend their professional youth health skills and expertise through a supervised self-directed learning practicum in youth health. Prerequisite: PAEDS 712, 719, 720, POPHLTH 732
Pharmacology

Postgraduate 700 Level Courses

PHARMCOL 788 45 Points
PHARMCOL 788A 22.5 Points
PHARMCOL 788B 22.5 Points
BSc(Hons) Dissertation
Restriction: PHARMCOL 789
To complete this course students must enrol in PHARMCOL 788 A and B, or PHARMCOL 788

PHARMCOL 796A 60 Points
PHARMCOL 796B 60 Points
MSc Thesis in Pharmacology
To complete this course students must enrol in PHARMCOL 796 A and B

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 healthcare 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
Prerequisite: PHARMACY 201, 205, 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, 205, 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
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 herbs, homeopathies 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
15 Points

Endocrine Pharmacotherapy
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
15 Points

Gastrointestinal/Rheumatology Pharmacotherapy
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
15 Points

Pharmacotherapy of Infections
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
15 Points

Pharmacotherapy in Psychiatry
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
15 Points

Pharmacotherapy in Dermatology
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
15 Points

Pharmacotherapy in Oncology
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 15 Points
Evidence-based Pharmacy Practice
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 15 Points
Pharmacotherapy in the Elderly
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 includes a critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for elderly patients.

PHARMACY 742 15 Points
Paediatric Pharmacotherapy
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 15 Points
Nutrition for Pharmacists
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 30 Points
Special Topic
Prerequisite: Completed the requirements for PGCertPharmPrac

PHARMACY 745 30 Points
Special Topic
Prerequisite: Completed the requirements for PGCertPharmPrac

PHARMACY 750 30 Points
Pharmaceutical Formulation
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 30 Points
Pharmaceutical Techniques
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 15 Points
Pharmaceutical Quality Assurance
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 15 Points
Regulatory Affairs
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, pharmaco-economic data and the role of health professionals.

PHARMACY 754 15 Points
Pharmaceutical Science Research Proposal
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
Dissertation
To complete this course students must enrol in PHARMACY 792 A and B.

PHARMACY 792A 30 Points

PHARMACY 792B 30 Points

PHARMACY 796A 60 Points

PHARMACY 796B 30 Points

For further information please refer to the note on page 356.

Course Prescriptions
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 healthcare. 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 788 A 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 796 A and B

Population Health

Stage I
POPRLHTH 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 healthcare providers.

POPRLHTH 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.

POPRLHTH 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.

POPRLHTH 104G 15 Points
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.

POPRLHTH 111 15 Points
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
POPRLHTH 202 15 Points
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.

POPRLHTH 203 15 Points
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.

POPRLHTH 204 15 Points
Health Care Ethics
An introduction to healthcare and medical ethics. A theoretical foundation of ethics in addition to the practical ethical issues relevant to healthcare professionals.

POPRLHTH 206 15 Points
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 15 Points
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.
Prerequisite: POPLHLTH 102

POPLHLTH 208 15 Points
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.
Prerequisite: POPLHLTH 102

POPLHLTH 210 15 Points
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.
Prerequisite: POPLHLTH 102
Restriction: POPLHLTH 201

POPLHLTH 211 15 Points
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 15 Points
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 15 Points
Special Topic

POPLHLTH 214 15 Points
Special Topic

Stage III

POPLHLTH 301 15 Points
Health Systems 2
Prerequisite: POPLHLTH 101 and 15 points from STATS 101, 102, 108

POPLHLTH 302 15 Points
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.
Prerequisite: POPLHLTH 202

POPLHLTH 303 15 Points
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.
Prerequisite: POPLHLTH 101, 202

POPLHLTH 304 15 Points
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 health impacts 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

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

**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 healthcare may more effectively inform and be informed by public health programmes.

**Prerequisite:** 15 points from POPLHLTH 201, 210

**POPLHLTH 315**

15 Points

**Special Topic**

**Postgraduate 700 Level Courses**

**POPLHLTH 701**

15 Points

**Research Methods in Health**

A comprehensive overview, focusing particularly on the primary healthcare 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**

15 Points

**Statistics in Health Science 2**

Develops and builds on elementary statistical methods and prepares the student for advanced epidemiological and statistical analysis.

**Prerequisite:** POPLHLTH 706

**POPLHLTH 708**

15 Points

**Epidemiology**

An introduction to epidemiological study design, measures of effect, screening, basic statistics for epidemiology and critical appraisal.

**POPLHLTH 709**

15 Points

**Evidence for Best Practice**

Evidence based practice uses epidemiological data derived from valid and clinically relevant research. This includes the accuracy of diagnostic tests, the power of prognostic markers and the efficacy and safety of therapeutic, rehabilitative or preventive interventions. This evidence is integrated with relevant contextual evidence such as patient and practitioner values, social, cultural and economic considerations to inform best practice.

**POPLHLTH 711**

15 Points

**Systematic Reviews and Meta-analysis**

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**

15 Points

**Clinical Trial Design, Analysis and Management**

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**

15 Points

**Global Public Health**

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 15 Points
Health and Society
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 healthcare provision.

POPLHLTH 718 15 Points
Health and Public Policy
A discussion of policy studies frameworks, and how these can be used to analyse policy issues and processes relevant to health and healthcare.

POPLHLTH 719 15 Points
Health Economics
Fundamental economic concepts and their application to healthcare. Provides students with some analytical skills with which to address issues and problems in the funding and organisation of health services.

POPLHLTH 720 15 Points
Cost Effectiveness Evaluation
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 15 Points
Health Management
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 15 Points
Health Care Organisation
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 15 Points
Quality in Health Care
Quality healthcare is examined with an emphasis on strategies that enable individuals, teams, and services within healthcare organisations to implement and sustain performance improvement. Allows students to explore the quality principles to an area of their own choice.

POPLHLTH 725 15 Points
Environmental Health
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 15 Points
Health Protection
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 15 Points
Information and Strategic Health Management
Examines the potential for information from all sources to enhance management and impact on strategy in the health sector and healthcare organisations.

POPLHLTH 731 15 Points
Child Health
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**  
**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.

**15 Points**

**POPLHLTH 739**  
**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.

**15 Points**

**POPLHLTH 746**  
**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, privacy, 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.

**15 Points**

**POPLHLTH 747**  
**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.

**15 Points**

**POPLHLTH 748**  
**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.

**15 Points**

**POPLHLTH 750**  
**Research Project in Population Health**  

**15 Points**

**POPLHLTH 751**  
**Special Studies**  

**15 Points**

**POPLHLTH 752**  
**Case Studies in Global Health**  
Provides the opportunity to develop critical awareness and practical engagement with a public health issue or issues facing people in the Asia Pacific region. The public health issues facing the region are broad and complex and require a region-specific response. Students will develop an understanding of the issues, the range of possible responses and how to usefully apply skills, knowledge and practice for the improving health for people in the region.

**15 Points**

**POPLHLTH 753**  
**Tobacco Control: Principles and Practices**  
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.

**15 Points**

**POPLHLTH 754**  
**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.

**15 Points**

**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**  
**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 healthcare, healthcare 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.

**15 Points**

**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*

**15 Points**

**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.

**15 Points**

**POPLHLTH 759**  
**Clinical Leadership in Residential Care**  
Examines clinical leadership in residential care, including an in-depth exploration of models that support client centred and directed care, and the enhancement of clinical practice and client wellbeing utilising models of care and the role of advocacy. The course provides a broad framework for developing an understanding of clinical leadership in this environment and is directed at all health professionals providing services in the residential care sector.

**15 Points**

**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** 15 Points
Special Topic

**POPLHLTH 762** 15 Points
Special Topic

**POPLHLTH 763** 15 Points
Human Vaccinology
Provides an examination of vaccination as applied to humans and its application in the health sector. Includes consideration of immunology, vaccine form and function and vaccine design; through to vaccine development and manufacture, vaccine safety, immunisation controversies, policy and schedule. A core theme throughout the course will be communication of vaccine science including risk communication to different audiences including health professionals and the community.

**POPLHLTH 764** 15 Points
Special Topic

**POPLHLTH 766** 15 Points
Special Topic

**POPLHLTH 790** 60 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
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.

**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.

**POPLHLTH 796A** 60 Points
Thesis
Restriction: COMHLTH 796
To complete this course students must enrol in POPLHLTH 796 A and B

**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** 15 Points
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** 15 Points
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 707** 15 Points
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** 15 Points
**POPLPRAC 708B** 15 Points
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.

**POPLPRAC 709** 15 Points
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 healthcare settings, hospitals, workplaces, and educational institutions.
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.

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.

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

Supervised experience for students in a Pacific-specific health environment. A course of study relevant to the area of placement will be provided.

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.

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

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.

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.

Advanced study in an appropriate area of palliative care that is of special interest to the student as approved by the Head of School.

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.

Advanced concepts of the management of symptoms in a variety of palliative care situations.

An examination of specific palliative care issues related to the care of children, adolescents, and their families.

The basic biology, demographics, social policy, sociology, psychology and economics of ageing.

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.

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.

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.

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.

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**  
**Urgent Primary Medical Care**  
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**  
**Urgent Primary Surgical Care**  
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**  
**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.  
**Prequisite:** POPLPRAC 737, 738

**POPLPRAC 742**  
**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**  
**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**  
**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**  
**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**  
**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**  
**POPLPRAC 747A**  
**POPLPRAC 747B**  
**Practical Sports Medicine**  
Practical sports medicine skills including injury management, along with the duties of team health professionals, and drugs in sport.  
**Prequisite:** POPLHLTH 701, POPLPRAC 743, 744, 745, 746  
To complete this course students must enrol in POPLPRAC 747 A and B, or POPLPRAC 747

**POPLPRAC 753**  
**Special Studies**

**POPLPRAC 754**  
**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**  
**Special Topic**

**POPLPRAC 756**  
**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**  
**Special Topic**

**POPLPRAC 760**  
**Special Topic**

**POPLPRAC 761**  
**Special Topic**

**POPLPRAC 762**  
**Special Topic**

**POPLPRAC 763A**  
**POPLPRAC 763B**  
**Urgent Primary Orthopaedic and Plastic Care**  
Combines theoretical knowledge with clinical practice. Covers primary care urgent and emergency orthopaedic and plastic surgical conditions including spinal, limb and pelvic fractures, bites and stings, burns and wound care. Practical skills relevant to acute injuries including X-ray assessment, fracture and dislocation reduction, plastering bones, local anaesthesia and suturing wounds.  
**Restriction:** POPLPRAC 737, 738, 741  
To complete this course students must enrol in POPLPRAC 763 A and B

**POPLPRAC 764**  
**Special Topic**


**Postgraduate 700 Level Courses**

**PSYCHIAT 713**  
Special Topic in Mental Health  
15 Points

**PSYCHIAT 740**  
Child and Adolescent Psychopathology  
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.  
15 Points

**PSYCHIAT 741**  
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  
15 Points

**PSYCHIAT 746**  
Research Topic in Forensic Psychiatry  
A detailed research study of key issues in forensic psychiatry.  
15 Points

**PSYCHIAT 747**  
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.  
15 Points

**PSYCHIAT 760**  
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.  
15 Points

**PSYCHIAT 761**  
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.  
15 Points

**PSYCHIAT 762**  
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  
15 Points

**PSYCHIAT 766**  
Special Topic  
15 Points

**PSYCHIAT 767**  
15 Points

**PSYCHIAT 768**  
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  
15 Points

**PSYCHIAT 770**  
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  
15 Points

**PSYCHIAT 771**  
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  
15 Points

**PSYCHIAT 772**  
Special Topic: Infant Mental Health, Early Environments and Nurturing Relationships  
15 Points

**PSYCHIAT 773**  
Special Topic: Infant Mental Health, Classification of Psychopathology and Effective Treatment  
15 Points

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**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.

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**Applied Geology**

For the list of courses please refer to the Bachelor of Science (Honours), Master of Science and Postgraduate...
MSc Thesis Proposal

BIOINF 761 15 Points

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 15 Points

Essential Biology: From Genomes to Organisms
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 15 Points
Plants, Microbes and Society
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 15 Points
Comparative Animal Biology
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 15 Points
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.

BIOSCI 106 15 Points
Foundations of Biochemistry
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 15 Points
Biology for Biomedical Science: Cellular Processes and Development
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.

Stage II

BIOSCI 201 15 Points
Cellular and Molecular Biology
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, MEDI SCI 142, and 15 points from CHEM 110, 120, 150

BIOSCI 202 15 Points
Genetics
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 DNA replication and recombination.

Prerequisite: 30 points from Stage I Biological Sciences including BIOSCI 101

BIOSCI 203 15 Points
Biochemistry
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 15 Points
Principles of Microbiology
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 15 Points
Plant, Cell and Environment
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 15 Points
Principles of Ecology
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 15 Points
Adaptive Design
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 15 Points

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 ecology.

Prerequisite: BIOSCI 101, 103

BIOSCI 209 15 Points

Biometry

An introduction to statistical methods for biological and environmental scientists. Students will learn how to carry out various statistical analyses using computer packages, as well as how to interpret and communicate the results. The topics covered include: experimental design and sampling, regression and analysis of variance models, analysing frequencies and counts, and basic multivariate techniques commonly used in biology.

Prerequisite: 15 points in either STATS 101 or 108 and 30 points from Biological Sciences, Environmental Sciences or Geography

Restriction: STATS 207, 208, 210

BIOSCI 210 15 Points

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 15 Points

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 15 Points

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 15 Points

Evolution of Genes, Populations and Species

Advanced concepts in evolutionary biology and their application to current research in molecular evolution, population genetics, phylogenetics and organismal evolution. Examples from animals, plants and microbes, as well as topical issues, including speciation, adaptation, co-evolution, sexual selection, conservation, biogeography, genomics, biotechnology and human disease.

Recommended preparation: Prior or concurrent enrolment in BIOSCI 202

Prerequisite: BIOSCI 210

BIOSCI 323 15 Points

Plant Diversity

An introduction to plant systematics, plant reproductive strategies, and the evolution of plants from 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 15 Points

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 15 Points
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 15 Points
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 signaling, controlled flowering, structures and biosynthesis of plant cell walls and horticultural biotechnology.
Prerequisite: BIOSCI 201 or 202 or 205

BIOSCI 347 15 Points
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 15 Points
Food and Industrial 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: BIOSCI 106 and 15 points from BIOSCI 204, MOLMED 201, MEDSCI 202
Restriction: BIOSCI 352

BIOSCI 349 15 Points
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 15 Points
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 15 Points
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 353 15 Points
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 15 Points
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
Physiological and biochemical processes enable ecological physiology and recruitment. Including topics on fertilisation, larval development, 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 understanding of BIOSCI 337 or equivalent is assumed.

BIOSCI 728 15 Points
Neuroethology
The experimental study of the neural basis of behaviour, including current topics in sensory systems (e.g., 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.

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.

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.

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.

**BIOSCI 734 Terrestrial Plant Ecology**  
15 Points  
Plants form the autotrophic basis of terrestrial food chains and their distribution, diversity and abundance is a critical determinant of ecosystem functioning. Topics covered include both plant population ecology – including population growth and structure, seed and seedling dynamics, and life history strategies – and community ecology – including vegetation structure, dynamics, and species interactions. Methods to survey, analyse, and model plant populations and communities will also be discussed. A sound understanding of BIOSCI 396 or equivalent is assumed.

**BIOSCI 735 Advanced Behavioural Ecology**  
15 Points  
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.

**BIOSCI 736 Microbial Genomics and Metabolism**  
15 Points  
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 High Resolution Imaging of Biological Molecules**  
15 Points  
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 Advanced Biological Data Analysis**  
15 Points  
Design and analysis of experiments for both field and bench scientists. Methods for the analysis of designed experiments, including analysis of variance with fixed, random and mixed effects; also, regression analysis and analysis of covariance. Methods for the analysis of multivariate datasets such as 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 Dialogues in Biology**  
15 Points  
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 Applied Microbiology and Biotechnology**  
15 Points  

**BIOSCI 747 Biosecurity and Invasion Biology**  
15 Points  
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 Weed and Pest Management**  
15 Points  
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 Advanced Plant Pathology**  
15 Points  
Addresses selected topics in plant pathology. Modern research on issues relating to biosecurity, 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.

**BIOSCI 750 Applied Microbiology and Biotechnology**  
15 Points  

**BIOSCI 751 Advanced Plant Pathology**  
15 Points  
Addresses selected topics in plant pathology. Modern research on issues relating to biosecurity, 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.

**BIOSCI 752 Plant Genomics and Biotechnology**  
15 Points  
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 Synthesis of Plant Products and Foods**  
15 Points  
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.

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.

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.

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.

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
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
BIOSCI 796B 60 Points
MSc Thesis in Biological Sciences
To complete this course students must enrol in BIOSCI 796 A and B

Biomedical Science

Students wishing to access course descriptions for undergraduate courses in the BSc (Biomedical Science) should search for these under their individual subjects, ie BIOSCI, CHEM, PHYSICS, MEDSCI, POPLHLTH.

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 and Conservation

Postgraduate 700 Level Courses

BIOSEC 796A 60 Points
BIOSEC 796B 60 Points
Thesis in Biosecurity and Conservation
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.
BTech 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 451 45 Points
BTECH 451A 15 Points
BTECH 451B 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 451 A and B, or BTECH 451

BTECH 471A 15 Points
BTECH 471B 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 471 A and B

BTECH 491A 15 Points
BTECH 491B 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 491 A and B

Cardiac 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.

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.

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.

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 School of Chemical Sciences 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.

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.
An understanding of basic maths at the level covered in MATHS 102 will be assumed.

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.

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.

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. No formal prerequisite, but knowledge of organic chemistry and basic laboratory practice at the level covered in CHEM 110 will be assumed.

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.

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.

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 210 or 220 will be assumed.

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

CHEM 330 15 Points
Contemporary Organic Chemistry
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

For further information please refer to the note on page 356.
CHEM 340  15 Points
Advanced Analytical Chemistry
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 appropriate material at the level covered in CHEM 240 will be assumed.

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 School of Chemical Sciences Undergraduate Handbook.
No formal prerequisite, but knowledge of appropriate aspects of Stage II Chemistry will be assumed.
To complete this course students must enrol in CHEM 350 A and B, or CHEM 350

CHEM 370  15 Points
Environmental Chemistry
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 appropriate material at the level covered in CHEM 270 will be assumed.

CHEM 380  15 Points
Materials Chemistry
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 appropriate material at the level covered in CHEM 210 will be assumed.

CHEM 390  15 Points
Medicinal Chemistry
No formal prerequisite, but knowledge of appropriate material at the level covered in CHEM 210 will be assumed.

CHEM 392  15 Points
Issues in Drug Design and Development
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.

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)
Restriction: CHEM 790
To complete this course students must enrol in CHEM 691 A and B, or CHEM 691

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 and of basic calculus will be assumed.

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 inorganometallic chemistry, and main group element multiple bonding.
No formal prerequisite, but knowledge of inorganic chemistry at the level covered in CHEM 320 will be assumed.

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 will be assumed.

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
Biomolecular Chemistry
15 Points

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
Current Topics in Analytical Chemistry
15 Points

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 instrumentation, and a study of current trends in analytical research. No formal prerequisite, but knowledge of analytical chemistry at the level covered in CHEM 340 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.

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 will be assumed.

CHEM 793
60 Points

CHEM 793A
30 Points

CHEM 793B
30 Points

BSc(Hons) Dissertation in Chemistry
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.

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.

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
15 Points

Mastering Cyberspace: An 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
COMPSCI 215  
Computer Systems 2  
15 Points  
Interacting with the operating system via a command line interface and use of a scripting language. Hardware support necessary to implement a secure multi-user 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  
Algorithms and Data Structures  
15 Points  
Prerequisite: COMPSCI 101, 105, and 15 points from MATHS 108, 150, 153

COMPSCI 225  
Discrete Structures in Mathematics and Computer Science  
15 Points  
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  
Software Construction  
15 Points  
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 multitreading. In addition, students will learn established techniques to ensure that their software satisfies quality criteria.  
Prerequisite: COMPSCI 101, 105

COMPSCI 280  
Enterprise Software Development  
15 Points  
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  
Computer Organisation  
15 Points  
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, COMPSYS 304

COMPSCI 335  
Distributed Objects, Services, and Programming  
15 Points  
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  
Operating Systems  
15 Points  
Prerequisite: COMPSCI 215, 230  
Restriction: SOFTENG 370

COMPSCI 345  
Human-computer Interaction  
15 Points  
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  
Mathematical Foundations of Computer Science  
15 Points  
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
Model: 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

Postgraduate 700 Level Courses
COMPSCI 701 15 Points
Advanced Topic in Computer Science 1
Prerequisite: Departmental approval

COMPSCI 702 15 Points
Advanced Topic in Computer Science 2
Prerequisite: Departmental approval

COMPSCI 703 15 Points
Advanced Topic in Computer Science 3
Prerequisite: Departmental approval

COMPSCI 704 15 Points
Advanced Topic in Computer Science 4
Prerequisite: Departmental approval

COMPSCI 705 15 Points
Advanced Topics in Human Computer Interaction
Human aspects of computer systems, relevant to commercial solution development and computer science research. Sample topics: support of pen-based interaction on a range of devices such as digital whiteboards, tablet PCs and PDAs; technical infrastructure for pen-based interaction; trends with domain specific user interface design, such as interfaces for enterprise systems.

Recommended preparation: COMPSCI 345 or SOFTENG 350

Prerequisite: Departmental approval
Restriction: SOFTENG 702

COMPSCI 706 15 Points
Advanced Topic in Computer Science 6
Prerequisite: Departmental approval

COMPSCI 707 15 Points
Advanced Topic in Computer Science 7
Prerequisite: Departmental approval

For further information please refer to the note on page 356.
COMPSCI 709 15 Points
Advanced Topic in Computer Science 8
Prerequisite: Departmental approval

COMPSCI 710 15 Points
Advanced Topic in Computer Science 10
Prerequisite: Departmental approval

COMPSCI 711 15 Points
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 15 Points
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: Departmental approval

COMPSCI 720 15 Points
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 15 Points
System Security
Recommended preparation: 30 points from COMPSCI 313, 314, 320, 335, 340, 351, 702, 734, 742
Prerequisite: Departmental approval

COMPSCI 732 15 Points
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 15 Points
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 15 Points
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 15 Points
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 751 15 Points
Advanced Topics in Database Systems
Database principles. Relational model, relational algebra, relational calculus, 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. Research frontiers in database systems.
Recommended preparation: COMPSCI 220, 225
Prerequisite: Departmental approval
Restriction: COMPSCI 351, SOFTENG 351

COMPSCI 760 15 Points
Datamining 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 761 15 Points
Advanced Topics in 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. Research frontiers in artificial intelligence.
Recommended preparation: COMPSCI 220, 225
Prerequisite: Departmental approval
Restriction: COMPSCI 365, 366, 367
COMPSCI 767 15 Points
Intelligent Software Agents
An introduction to the design, implementation and use of intelligent software agents (eg. knoobs, 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 771 15 Points
Advanced Topics in Computer Graphics and Image Processing
Recommended preparation: COMPSCI 210, 230
Prerequisite: Departmental approval
Restriction: COMPSCI 372, 373, 375

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: Departmental approval

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.
### Stage III

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>ENVSCI 301</td>
<td>Environmental Effects and Management</td>
<td>15 Points</td>
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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.

**Prerequisite:** ENVSCI 201 or equivalent

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<tr>
<td>ENVSCI 310</td>
<td>Modelling Environmental Systems</td>
<td>15 Points</td>
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An introduction to how models are used in the study and management of environmental impacts in a range of natural environments (eg, 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.

**Prerequisite:** GEOG 250 or BIOSCI 209, or equivalent

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<tr>
<td>ENVSCI 311</td>
<td>Ecological Restoration and Management</td>
<td>15 Points</td>
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</table>

The application of ecological principles to restoration. Principles of ecosystem and landscape management, project management, and the integration of ecosystem services into productive landscapes. Policy and planning for mainland and island restoration; evaluation of pest and weed impacts and priorities for control as well as cultural, social and economic considerations.

**Prerequisites:** GEOG 101 or ENVSCI 101 or BIOSCI 104, or equivalent

**Restriction:** BIOSCI 393

### Postgraduate 700 Level Courses

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ENVSCI 701</td>
<td>Research Practice in Earth, Environmental and Geographical Sciences</td>
<td>15 Points</td>
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Students will consider multiple ways of knowing and understanding research in a broader context and in relation to disciplinary specific examples. Students will be challenged to critically analyse ways of understanding and thinking and use this knowledge to: assemble and represent information, perform analyses and predict outcomes, validate or critique the process, and communicate or question findings.

**Restriction:** BIOSCI 393

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<tbody>
<tr>
<td>ENVSCI 702</td>
<td>Special Topic in Environmental Science</td>
<td>15 Points</td>
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A course of study prescribed by the Head of the School, in the absence of an appropriate formal course being available.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENVSCI 703</td>
<td>Research Topics in Environmental Science</td>
<td>15 Points</td>
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</table>

A course of study prescribed by the Head of the School, in the absence of an appropriate formal course being available.

**Prerequisite:** Approval of the Programme Coordinator

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ENVSCI 704</td>
<td>Modelling of Environmental and Social Systems</td>
<td>15 Points</td>
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The following themes are emphasised: (i) building
and using models to investigate environmental and social problems, (ii) understanding the utility of modelling in various disciplines, and (iii) appreciating how dynamic phenomena can be represented and analysed computationally. The course provides an understanding of modelling concepts, approaches and applications, and methods for determining the suitability of a particular modelling approach for a given task.

No formal requirement, but an understanding of the material in BIOSCI 209, ENVSCI 310, GEOG 250, MATHS 108 and STATS 101 will be assumed.

ENVSCI 711 15 Points
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).

No formal prerequisite but an understanding equivalent to BIOSCI 350 is assumed.

ENVSCI 733 15 Points
Biodiversity Management and Conservation
The management of species, ecosystems and conservation areas, including potential synergies and conflicts between different uses. Biosecurity 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.

No formal prerequisite but an understanding equivalent to BIOSCI 394 is assumed.

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, biotophysical 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.

Prerequisite: ENVSCI 311 or other Stage III course in ecology or equivalent

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.

No formal prerequisite but a knowledge of ecology equivalent to BIOSCI 394 or BIOSCI 396 and data analysis equivalent to GEOG 250 or BIOSCI 209 is assumed.

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

FOODSCSI 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 the maintenance of the nutritive value, safety of the food product and appeal to the consumer.  
Recommended preparation: FOODSCI 301, BIOSCI 204, CHEMMAT 211  
Prerequisite: FOODSCI 201

FOODSCI 303 15 Points  
Sensory Science  
Human perception and preference of food products. Design of experiments, statistical methodologies and applications in industry and research. Sampling of foods is undertaken in this course.  
Prerequisite: STATS 101 and FOODSCI 201  
Corequisite: FOODSCI 301 or Permission of the Programme Director/Course Coordinator

Diploma Courses

FOODSCI 610 15 Points  
Special Topic

FOODSCI 691 30 Points  
FOODSCI 691A 15 Points  
FOODSCI 691B 15 Points  
PG Diploma Dissertation (Food Science)  
Restriction: FOODSCI 705  
To complete this course students must enrol in FOODSCI 691 A and B, or FOODSCI 691

Postgraduate 700 Level Courses

FOODSCI 703 15 Points  
Food Processing  
Preservation of food by standard methods including freezing, dehydration and thermal processing. New developments in food preservation. Unit operations, mass and energy balance, and heat transfer are covered. Chemical and physical changes food undergoes during processing.  
Prerequisite: Permission of Programme Director

FOODSCI 704 15 Points  
Food Biotechnology  
Bioprocess engineering fundamentals, fermentation processes, fermenter design and operation, bioseparations, food biotechnology.  
Prerequisite: Permission of Programme Director

FOODSCI 705 15 Points  
Project in Food Science  
Prerequisite: Permission of Programme Director  
Restriction: FOODSCI 691

FOODSCI 706 15 Points  
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

FOODSCI 707 15 Points  
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

FOODSCI 708 15 Points  
Advanced Food Science  
Prerequisite: Permission of Programme Director

FOODSCI 709 15 Points  
FOODSCI 709A 7.5 Points  
FOODSCI 709B 7.5 Points  
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

FOODSCI 710 15 Points  
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  
FOODSCI 788A 30 Points  
FOODSCI 788B 30 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

FOODSCI 796A 60 Points
FOODSCI 796B 60 Points
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 15 Points
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 15 Points
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 15 Points
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 15 Points
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 30 Points
FORENSIC 707A 15 Points
FORENSIC 707B 15 Points
Project in Forensic Science
A research essay on an aspect of forensic science.
Prerequisite: Permission of Programme Director
Restriction: FORENSIC 705
To complete this course students must enrol in FORENSIC 707 A and B, or FORENSIC 707

FORENSIC 796A 60 Points
FORENSIC 796B 60 Points
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.

Geography

Foundation Courses

GEOG 91F 15 Points
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 15 Points
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

Stage I

GEOG 101 15 Points
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**

15 Points

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**

15 Points

**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, testing 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**

15 Points

**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

**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*

**Stage II**

Note: Students majoring in Geography should note the regulations for the Geography major; in particular, they must complete GEOG 250.

**GEOG 201**

**Processes in the Natural Environment**

15 Points

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.

*Prerequisite: GEOG 101 or equivalent*

*Restriction: GEOG 251*

**GEOG 202**

**Geography of Social and Economic Change**

15 Points

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**

**Environmental Processes and Management**

15 Points

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**

**Field Studies in Environment and Community**

15 Points

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**

**Introduction to GIS and Spatial Thinking**

15 Points

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 applications of GIS for analysis and display of spatial data, focusing on non-programmable solutions.

*Restriction: GEOG 208, 318*

**GEOG 250**

**Geographical Research in Practice**

15 Points

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.

**Stage III**

Note: Students majoring in Geography should note the regulations for the Geography Major; in particular, they must complete one of GEOG 315, 330.

**GEOG 302**

**Regions, Industries and Enterprises**

15 Points

Examines economic, social and political processes underpinning recent transformations in the global economy. Debates concerning the transition from Fordism to post-Fordism and flexible accumulation are examined in conjunction with an analysis of the
role of firms, industries, nation-states and supranational organisations in changing the character of regions.

**GEOG 305 15 Points**
*Population, Health and Society*
A survey of major themes in population, health and social geography. An examination of the dynamics of population complements analyses of health and healthcare, the education sector, the welfare state, and the changing character of urban places.

**GEOG 307 15 Points**
*Urban Geography*
Analysis of key processes shaping socio-cultural geographies of contemporary cities. Using international and local examples, issues such as the economy of cities, the culture of cities, home and housing, segregation and polarisation, the imaging of cities and sustainability are explored.

**GEOG 312 15 Points**
*Geographies of Pacific Development*
Examines development processes and issues in the countries of the Pacific. Themes will include development theory, colonialism, environment, population, economic systems, migration, gender, ethnicity and identity, geopolitics and international linkages, and development strategies.

**GEOG 313 15 Points**
*Advanced Analytical Methods in Geography*
An introduction to multivariate statistical methods and their application to model building and systems analysis.

**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.

**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 325 15 Points**
*Special Topic: The Human Dimension of Disasters*
An overview of the human dimension of disasters which covers crucial concepts and theories, vulnerability and the causes of disasters, disaster risk reduction and management, post-disaster recovery and transversal issues such as culture and gender. The discussions draw on examples and case studies from throughout the world with a particular focus on the most vulnerable and marginalised areas and communities.

**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.
### Postgraduate 700 Level Courses

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<tr>
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<td>GEOG 739</td>
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<td>GEOG 745</td>
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<td>GEOG 746</td>
<td>Dynamic Coasts</td>
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### 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 332: Climate and Environment
  - An exploration of the nature of atmospheric processes that affect our climatic environment with a focus on applications and contemporary issues.
  - Prerequisite: GEOG 201 or equivalent

- GEOG 333: Special Topic: Field-focused Research in Earth System Science
  - Prerequisite: Permission of School Director
  - Restriction: GEOG 204, 315, 330

- GEOG 334: 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.
  - Prerequisite: At least 60 points completed at Stage II including GEOG 201 or equivalent

- GEOG 351: 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.
  - Prerequisite: GEOG 201 or equivalent

- GEOG 352: 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: Emerging Economic Spaces
    - An exploration of the nature of atmospheric processes that affect our climatic environment with a focus on applications and contemporary issues.
    - Prerequisite: GEOG 201 or equivalent

- GEOG 712: 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. No formal prerequisite, but an understanding of material in Stage III courses in human geography will be assumed.

- GEOG 714: 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.
  - No formal prerequisite, but an understanding of material in Stage III courses in human geography will be assumed.

- GEOG 715: 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 725, 726

- GEOG 717: Contemporary Issues in Human Geography
  - A critical review of selected issues and debates in contemporary human geography.

- GEOG 732: 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: 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: Research Topics in Geography
  - Directed research on an approved topic or topics.
  - Prerequisite: Approval of the Programme Coordinator

- GEOG 745: 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).
  - No formal prerequisite but final year undergraduate experience in a related field required.

- GEOG 746: 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 hydrodynamics; surfzone circulation; fluid-sediment interactions and larger scale morphodynamics. Using sandy beach systems as the starting point, the dynamics of other coastal settings (e.g., gravel beaches, estuaries, coral reefs) are considered to examine approaches to model coastal behaviour.  

No formal prerequisite but an understanding equivalent to GEOG 351 will be assumed.

**GEOG 749**  
**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.  

No formal prerequisite but an understanding equivalent to GEOG 332 will be assumed.

**GEOG 759**  
**Research Topics in Geography**  
Directed research on an approved topic or topics.  
Prerequisite: Approval of the Programme Coordinator

**GEOG 760**  
**Special Topic in Geography**

**GEOG 771**  
**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.  

No formal prerequisite but an understanding equivalent to GEOG 318 will be assumed.

**GEOG 772**  
**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.  

No formal prerequisite but an understanding equivalent to GEOG 317 will be assumed.

**GEOG 773**  
**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 of emerging and future trends in this fast-changing field.

**GEOG 779**  
**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.  

No formal prerequisite but 15 points from GEOG 317–319 or equivalent will be assumed.

**GEOG 799**  
**Honours Dissertation in Geography**  
To complete this course students must enrol in GEOG 789 A and B, or GEOG 789

**GEOG 799A**  
30 Points

**GEOG 799B**  
15 Points

**Masters Thesis in Geography**  
To complete this course students must enrol in GEOG 796 A and B

**Geology**

**Stage I**

**GEOLOGY 103**  
**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**  
**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**  
**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**  
**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
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

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 Paleooecology
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, plus an understanding equivalent to GEOLOGY 202 will be assumed

GEOLOGY 304 15 Points
Magmas, Metamorphism and Volcanism
Magmatic 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

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 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

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.

GEOLOGY 721 15 Points
Past Life and Ancient Environments
Paleontological 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.
No formal prerequisite, but knowledge of sedimentology and sedimentary processes at the level covered in GEOLOGY 202 or GEOG 201 will be assumed.

GEOLOGY 771 15 Points
Analysis Techniques in Engineering Geology
Application of analysis techniques routinely used in engineering geology. Topics covered in this course include slope stability, rock fall assessment, landslide runout, groundwater seepage, and stresses around underground openings. Attendance is required to two half-day fieldtrips.
Prerequisite: GEOLOGY 372 or equivalent

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

GEOLOGY 796A 60 Points

GEOLOGY 796B 60 Points
MSc Thesis in Geology
To complete this course students must enrol in GEOLOGY 796 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, 220 or 231, and 15 points in Geology) or (GEOL 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
Marine Science

Stage II

MARINE 202 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 multidisciplinary examples.

No formal prerequisite, although an understanding of Stage I level science is assumed.

Stage III

MARINE 302 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.

Postgraduate 700 Level Courses

MARINE 701 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 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**

**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: ENV/SCI 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

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**Mathematics**

**Foundation Courses**

**MATHS 91F**

**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**

**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**

**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**

**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.

*Prerequisite: MATHS 93F*

*Restriction: MATHS 94W*

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**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 (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 not be taken with, or after, any other Mathematics course except MATHS 190/190G. MATHS 101/101G is not available to students who have 12 credits or more in Mathematics at NCEA Level 3 or those who have passed Cambridge Mathematics A with an E or better, or Cambridge Mathematics AS with a B or better, or those 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 that model real life. Prepares students for further study in Mathematics.

*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 not be taken with or after any other Mathematics course at Stage I or above, except MATHS 101/101G or MATHS 190/190G*

**MATHS 108**
15 Points

**General Mathematics 1**
A general entry to Mathematics for commerce and the social sciences, following Year 13 Mathematics. MATHS 108 covers selected topics in algebra and calculus and their applications, including: 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.

*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 Statistics and Modelling including standard 90644 Solving Equations. Alternative prerequisites include a D or better in CIE A2 Mathematics or a C or better in CIE AS Mathematics, or 3 out of 7 in IB Mathematics.*

*Restriction: ENG/SCI 111, MATHS 153, 208, 250, PHYSICS 111. 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. It gives an introduction to the use of careful mathematical language and reasoning in the context of calculus of functions of a single variable and of linear algebra in finite dimensional spaces. Recommended preparation for MATHS 250.

*Prerequisite: B– in MATHS 108, or A– in MATHS 102, or
at least 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 153, ENGSCI 111, PHYSICS 111

MATHS 153  
15 Points

Accelerated Mathematics
A version of MATHS 150 for high achieving Year 13 students.

Enrolment requires permission from Department

Restriction: MATHS 108, 150, ENGSCI 111, PHYSICS 111

MATHS 162  
15 Points

Modelling and Computation
In this introduction to mathematical modelling and scientific computing, students will learn how to formulate mathematical models and how to solve them using numerical and other methods. A core course for students who wish to advance in Applied Mathematics.

Corequisite: One of MATHS 108, 150, 153, ENGGEN 150

MATHS 190  
15 Points

MATHS 190G  
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, 150, 153

Restriction: MATHS 208 cannot be taken, concurrently with, or after MATHS 250, 253 or PHYSICS 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 in MATHS 108, or a B+ in MATHS 208

Restriction: PHYSICS 112

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 250, PHYSICS 112 or an A 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 250, PHYSICS 112, or an A 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: MATHS 208 or ENGSCI 211 or a concurrent enrolment in MATHS 250

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. 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)
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, 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 330 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 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. Recommended preparation: MATHS 340 and 361 
Prerequisite: MATHS 260 and 253, or PHYSICS 211

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

MATHS 381 15 Points
Special Topic in Mathematics 1

MATHS 382 15 Points

MATHS 382A 7.5 Points

MATHS 382B 7.5 Points

MATHS 383 15 Points
Special Topic in Mathematics 3

MATHS 384 15 Points
Special Topic in Mathematics 4
Each of these courses deals with some special topic(s) of contemporary interest in pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

MATHS 386 15 Points

MATHS 386A 7.5 Points

MATHS 386B 7.5 Points

MATHS 387 15 Points
Special Topic in Applied Mathematics 2
Each of these courses deals with some special topic(s) of contemporary interest in pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

MATHS 388 15 Points
Special Topic in Applied Mathematics 3
Each of these courses deals with some special topic(s) of contemporary interest in pure mathematics. Not all 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.

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 calculators. Identification of afforances, 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
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<thead>
<tr>
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<tr>
<td>MATHS 711</td>
<td>30</td>
<td>Special Topics in Mathematics Education 5</td>
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<tr>
<td>MATHS 711A</td>
<td>15</td>
<td></td>
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<tr>
<td>MATHS 711B</td>
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</table>

To complete this course students must enrol in MATHS 711 A and B, or MATHS 711

**MATHS 712**
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**
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**
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**
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**
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**
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**
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**
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**
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**
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**
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**
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**
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.
**Strongly recommended:** MATHS 333
**Prerequisite:** MATHS 332 or 353

**MATHS 761**
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 non-linear 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 Mathematics or Applied Mathematics
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 II

OPTOM 215 15 Points
Optics of the Eye
Restriction: OPTOM 110

OPTOM 262 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.
Restriction: OPTOM 161

OPTOM 265 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, 165

OPTOM 272A 15 Points
OPTOM 272B 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, 171
To complete this course students must enrol in OPTOM 272 A and B

OPTOM 292A 7.5 Points
OPTOM 292B 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
Restriction: OPTOM 191
To complete this course students must enrol in OPTOM 292 A and B

Stage III

OPTOM 313A 22.5 Points
OPTOM 313B 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: OPTOM 211, 212
To complete this course students must enrol in OPTOM 313 A and B

OPTOM 345A 7.5 Points
OPTOM 345B 7.5 Points
Principles of Ocular Pharmacology
Prerequisite: OPTOM 272
Restriction: OPTOM 245
To complete this course students must enrol in OPTOM 345 A and B
<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>OPTOM 353A</td>
<td>Ocular Pathology</td>
<td>7.5</td>
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<tr>
<td>OPTOM 353B</td>
<td>Pathophysiology of the eye. Histopathology of eye disease. Pathology of orbit, lacrimal system, conjunctiva, cornea, uvea, lens and retina. Developmental anomalies of the eye. Restriction: OPTOM 251 To complete this course students must enrol in OPTOM 353 A and B</td>
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<tr>
<td>OPTOM 356</td>
<td>Applied Optics – Dispensing</td>
<td>15</td>
</tr>
<tr>
<td>OPTOM 375</td>
<td>Visual Science 2</td>
<td>15</td>
</tr>
<tr>
<td>OPTOM 392A</td>
<td>Issues in Optometry 2 Prerequisite: Permission of Head of Department To complete this course students must enrol in OPTOM 392 A and B</td>
<td>7.5</td>
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<tr>
<td>OPTOM 415A</td>
<td>Clinical Optometry The routine optometric examination, diagnosis and management of disorders of the visual system, case analysis, myopia control, visual ergonomics, elements of illumination engineering, vision screening, visual standards. Principles of industrial safety. Ocular and vision problems in the elderly. Low vision, electronic, optical and non optical low vision appliances. Examination and treatment of patients in the Optometry Clinic under supervision. Restriction: OPTOM 312 To complete this course students must enrol in OPTOM 415 A and B</td>
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</tr>
<tr>
<td>OPTOM 430A</td>
<td>Contact Lens Practice Examination procedures for contact lens practice. Principles of contact lens fitting. Optics of contact lenses. Complications of contact lenses. Materials used in contact lens manufacture. Designs of contact lenses. Scleral lens impressions. Recent advances in contact lenses. Practical sessions in contact lens fitting, verification techniques and patient care. Restriction: OPTOM 330 To complete this course students must enrol in OPTOM 430 A and B</td>
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<tr>
<td>OPTOM 450A</td>
<td>Diseases of the Eye and Visual System: Diagnosis and Management Signs, symptoms and diagnosis of diseases of the eye, ocular adnexa and visual system, including neurological dysfunction and signs of systemic disease. Management 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, 352, 355 To complete this course students must enrol in OPTOM 450 A and B</td>
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<tr>
<td>OPTOM 472A</td>
<td>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 debated 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. Restriction: OPTOM 372 To complete this course students must enrol in OPTOM 472 A and B</td>
<td>7.5</td>
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<tr>
<td>OPTOM 492A</td>
<td>Issues in Optometry 3 Prerequisite: Permission of Head of Department Restriction: OPTOM 391 To complete this course students must enrol in OPTOM 492 A and B</td>
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</tr>
<tr>
<td>OPTOM 510A</td>
<td>Advanced Clinical Optometry 1 Clinical work with responsibility, under supervision, for patients. Restriction: OPTOM 410 To complete this course students must enrol in OPTOM 510 A and B</td>
<td>15</td>
</tr>
</tbody>
</table>
OPTOM 520A 15 Points
OPTOM 520B 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.
Restriction: OPTOM 420
To complete this course students must enrol in OPTOM 520 A and B

OPTOM 560A 15 Points
OPTOM 560B 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.
Restriction: OPTOM 462
To complete this course students must enrol in OPTOM 560 A and B

OPTOM 570A 15 Points
OPTOM 570B 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: Enrolment in Part IV of the Optometry Programme
Restriction: OPTOM 470, 475, 480
To complete this course students must enrol in OPTOM 570 A and B

OPTOM 592A 7.5 Points
OPTOM 592B 7.5 Points
Issues 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 from Head of Department
Restriction: OPTOM 491
To complete this course students must enrol in OPTOM 592 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

OPTOM 757A 15 Points
OPTOM 757B 15 Points
Selected Topics 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 761A 15 Points
OPTOM 761B 15 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 786A 60 Points
OPTOM 786B 60 Points
MSc Thesis in Optometry
To complete this course students must enrol in OPTOM 786 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.
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.

\textit{Restriction: PHYSICS 92W}

\textbf{Stage I}

\textbf{PHYSICS 102} \hspace{1cm} 15 Points  
\textit{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.

\textit{Restriction: Cannot be taken either with or after any of PHYSICS 120–160}

\textbf{PHYSICS 107} \hspace{1cm} 15 Points

\textbf{PHYSICS 107G} \hspace{1cm} 15 Points

\textit{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.

\textbf{PHYSICS 108} \hspace{1cm} 15 Points

\textbf{PHYSICS 108G} \hspace{1cm} 15 Points

\textit{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.

\textbf{PHYSICS 120} \hspace{1cm} 15 Points

\textit{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.

\textit{Restriction: PHYSICS 160}

\textbf{PHYSICS 130} \hspace{1cm} 15 Points

\textit{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.

\textit{Restriction: CHEMMAT 121}

\textbf{PHYSICS 140} \hspace{1cm} 15 Points

\textit{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.

\textit{Restriction: PHYSICS 219, 243}

\textbf{PHYSICS 150} \hspace{1cm} 15 Points

\textit{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.

\textbf{PHYSICS 160} \hspace{1cm} 15 Points

\textit{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.

\textit{Restriction: PHYSICS 120}

\textbf{Stage II}

\textit{Note: For the purposes of recommended preparation for Stage II Physics courses: 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.}

\textbf{PHYSICS 211} \hspace{1cm} 15 Points

\textit{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.

\textit{No formal prerequisite, but an understanding of the material in MATHS 208 or 250 will be assumed.}

\textit{Restriction: MATHS 253, ENGSCI 211}

\textbf{PHYSICS 213} \hspace{1cm} 15 Points

\textit{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.

\textit{No formal prerequisite, but an understanding of Stage I level Physics and Mathematics will be assumed.}

\textbf{PHYSICS 231} \hspace{1cm} 15 Points

\textit{Classical Physics}

Classical mechanics including rotating reference frames. The properties of materials including elasticity and fluids. Forced and coupled oscillations. Travelling and standing waves on a string. An introduction to
the laws of thermodynamics and their application to
the properties of materials.
No formal prerequisite, but an understanding of the
material in MATHS 208 or 250 and PHYSICS 120 will
be assumed.
Restriction: PHYSICS 230

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 150 will
be assumed.
Restriction: PHYSICS 242

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.
No formal prerequisite, but an understanding of the
material in MATHS 208 or 250, PHYSICS 120 and 150
will be assumed.
Restriction: PHYSICS 250

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.
Restriction: PHYSICS 260

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

Stage III
Note: Where MATHS 253 is specified as a prerequisite for
a Stage III Physics course, MATHS 260 is recommended
preparation.

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 one of PHYSICS 211, MATHS
253, ENGSCI 211 and either PHYSICS 231 or PHYSICS
220 and 230

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 one of PHYSICS 220, 261 and
one of PHYSICS 211, MATHS 253, ENGSCI 211

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: One of PHYSICS 211, MATHS 253, ENGSCI
211, and either PHYSICS 261 or PHYSICS 220 and
260. 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 240 and one of PHYSICS 211,
MATHS 253, ENGSCI 211. 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 one of PHYSICS 250, 251 and
one of PHYSICS 211, MATHS 253, ENGSCI 211

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: one of PHYSICS 250, 251 and one of PHYSICS
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 220–261

PHYSICS 391 15 Points
Experimental Physics 2
Experimental work as for PHYSICS 390.
Prerequisite: At least one of PHYSICS 220–261

Diploma Courses

PHYSICS 625 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 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 691
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 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 Schrödinger 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 mode-locked lasers, frequency stabilised lasers, non-linear optics and interferometry.

PHYSICS 727 15 Points
Optoelectronics and Communications
Optical data storage systems, 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 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
MSC Thesis in Physics

To complete this course students must enrol in PHYSICS
796 A and B

Diploma Courses

POLYMER 692A 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 702 15 Points
Synthetic Resin Technology

POLYMER 711 15 Points
Interfacial Science and Coatings Technology

POLYMER 796A 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.
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

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

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

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

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

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

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

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 a final examination. 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 range of 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

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 15 Points
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 15 Points
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 15 Points
Special Topic

PSYCH 322 15 Points
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 15 Points
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 15 Points
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

Diploma Courses

PSYCH 651A 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 651A and B

PSYCH 651B 30 Points
Graduate Diploma Dissertation in Psychology
To complete this course students must enrol in PSYCH 650A and B

PSYCH 691A 15 Points
PG Diploma Dissertation in Psychology
To complete this course students must enrol in PSYCH 691A and B
Course Prescriptions 2012 Calendar

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 neuropsychology, 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
PSYCH 713B 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 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.

PSYCH 715 15 Points
Psychology and Sustainability
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 contemporary 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.

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.

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 723
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.

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 723  15 Points
Mental Health Problems: Aetiology and Assessment
Provides an overview of common mental health problems in childhood and adulthood and the methods that clinical psychologists use to assess these. Examines theories of causation and risk factors for a number of mental health problems. Also introduces and critiques diagnostic tools and psychometric instruments used in assessment.

PSYCH 724  15 Points
Special Topic

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 726  15 Points
Special Topic

PSYCH 727  15 Points
Special Topic

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.

PSYCH 737  15 Points
Work Analysis and Design
Reviews concepts, methods, applications and current research in work analysis and design, in the multidisciplinary field of industrial, work and organisational psychology.

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.

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
Students will be encouraged to adopt a scientist-practitioner perspective, through class discussions and assignments.

PSYCH 761 15 Points
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 (e.g., job satisfaction, motivation, leadership). Students will be encouraged to adopt a scientist-practitioner perspective, through class discussions and assignments.

PSYCH 762 15 Points
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 and Corequisite: PSYCH 737

PSYCH 763A 22.5 Points
PSYCH 763B 22.5 Points
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 30 Points
PSYCH 771B 30 Points
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 30 Points
PSYCH 772B 30 Points
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 60 Points
PSYCH 773B 60 Points
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 routine 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 778A 22.5 Points
PSYCH 778B 22.5 Points

Honours Dissertation in Psychology
Restriction: PSYCH 789
To complete this course students must enrol in PSYCH 788 A and B

PSYCH 796A 60 Points
PSYCH 796B 60 Points

Masters Thesis in Psychology
Restriction: 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 30 Points
SCIENT 794B 60 Points
Thesis
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 794 A and B

Stage I

SCIGEN 101 15 Points
SCIGEN 101G 15 Points
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 701 15 Points
Dysphagia for Speech Language Therapists
Assessment, analysis and intervention for children and adults with dysphagia. This is a fully online course for qualified Speech-language Therapists.
Restriction: SPCHSCI 721

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.  
*Restriction: SPCHSCI 701*

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 733 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 734 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 15 Points  
**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 741*

SPCHSCI 743 15 Points  
**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 15 Points  
**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 15 Points  
**Speech Language Therapy Project**  
Research project relating to diagnosis and treatment of adult or paediatric communication disorders or dysphagia.

SPCHSCI 746 15 Points  
**Voice and Fluency**  
*Restriction: SPCHSCI 731*

SPCHSCI 751 15 Points  
**Special Topic**

SPCHSCI 752 15 Points  
**Research Project**

SPCHSCI 753 15 Points  
**Special Topic**

SPCHSCI 754 15 Points  
**Special Topic**

SPCHSCI 796A 60 Points  
**MSc Thesis in Speech Science**  
*To complete this course students must enrol in SPCHSCI 796 B*

SPCHSCI 796B 60 Points  
**Special Topic**

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**Sport and Exercise Science**

**Stage I**

SPORTSCI 100G 15 Points  
**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 15 Points  
**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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>SPORTSCI 103</td>
<td>Human Anatomy</td>
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<tr>
<td></td>
<td>The study of the gross anatomical organisation of</td>
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<td></td>
<td>the neural, muscular and skeletal systems, with</td>
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<td>particular reference to the neck, limbs, back</td>
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<td>and abdominal wall. Practical work includes</td>
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<td>gross anatomy laboratories and CD-Rom study.</td>
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<td>SPORTSCI 105</td>
<td>Exercise Prescription</td>
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<td>An introduction to the risks and benefits of</td>
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<td>exercise, exercise policy and safety, physical</td>
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<td>fitness testing, guidelines for exercise test</td>
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<td>administration, principles of exercise</td>
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<td>prescription, cardiorespiratory and neuromuscular</td>
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<td>Stage II</td>
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<tr>
<td>SPORTSCI 201</td>
<td>Sport and Exercise Physiology 1</td>
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<td></td>
<td>The biology and physiology of skeletal muscle,</td>
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<td>including its metabolism, energetics, activation</td>
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<td>and control. Training and assessment of</td>
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<td>neuromuscular strength, power and endurance.</td>
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<td>Physiological measurement of short-term power</td>
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<td></td>
<td>and aerobic metabolism. Prerequisite: SPORTSCI 103</td>
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<td>SPORTSCI 202</td>
<td>Principles of Tissue Adaptation</td>
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<td>Principles of adaptation in nerve, muscle, bone</td>
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<td>and other tissue that occur with increased use,</td>
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<td>disuse, or misuse including sports and exercise</td>
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<td>injuries. Coverage includes examples relevant to</td>
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<td>the maintenance of healthy tissues and the</td>
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<td>recovery and rehabilitation of tissue following</td>
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<td>injury or disease. Prerequisite: SPORTSCI 103</td>
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<td>SPORTSCI 203</td>
<td>Introductory Biomechanics</td>
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<tr>
<td></td>
<td>Mechanical analysis of human movement, using</td>
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<td>qualitative, quantitative and predictive</td>
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<td>techniques. The focus is on sports</td>
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<td>techniques, musculoskeletal stress and</td>
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<td>locomotion. Prerequisite: SPORTSCI 103</td>
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<td>SPORTSCI 204</td>
<td>Psychology of Physical Activity</td>
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<td>An introduction to the study of psychology as it</td>
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<td>relates to sport, exercise, health and</td>
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<td>rehabilitation. Prerequisite: 15 points from PSYCH</td>
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<td>108, 109, 128, 129</td>
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<td>SPORTSCI 206</td>
<td>Exercise Nutrition</td>
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<td>A cross-disciplinary focus on nutrition,</td>
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<td>examining nutritional enhancement of</td>
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<td>sports performance, diet and physiological</td>
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<td>function, eating disorders, energy balance,</td>
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<td>body composition and the role of diet in</td>
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<td>growth and exercise. Prerequisite: 15 points</td>
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<td>from BIOSCI 107, MEDSCI 142</td>
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<td>Stage III</td>
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<tr>
<td>SPORTSCI 301</td>
<td>Sport and Exercise Physiology 2</td>
<td>15</td>
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<td></td>
<td>Cardiopulmonary, endocrine and immune systems</td>
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<td>and their responses and adaptations to</td>
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<td>exercise and training. Physiological aspects of</td>
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<td>exercise and adaptation under different</td>
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<td>environmental conditions. Training and</td>
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<td>evaluation of anaerobic and aerobic power and</td>
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<td></td>
<td>endurance. Prerequisite: SPORTSCI 201</td>
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<tr>
<td>SPORTSCI 302</td>
<td>Sport and Exercise Physiology for Special</td>
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<td></td>
<td>Populations</td>
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<td>Examination of the role of exercise for</td>
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<td>special populations. Physiological responses</td>
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<td>and adaptations to exercise and training, and</td>
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<td>exercise and training recommendations for</td>
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<td>selected medical and athletic populations.</td>
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<td>Evaluation of cardiovascular, pulmonary,</td>
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<td>metabolic and neuromuscular function. Prerequisite:</td>
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<td>SPORTSCI 301</td>
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<tr>
<td>SPORTSCI 303</td>
<td>Advanced Biomechanics</td>
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<tr>
<td></td>
<td>Advanced quantitative techniques in biomechanics</td>
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<td></td>
<td>used to study human movement including</td>
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<td></td>
<td>mathematical modeling and signal processing. An</td>
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<td></td>
<td>application area such as occupational</td>
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<td></td>
<td>ergonomics or clinical gait analysis will be</td>
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<tr>
<td></td>
<td>used to demonstrate the biomechanical</td>
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<tr>
<td></td>
<td>techniques. Prerequisite: SPORTSCI 203</td>
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<tr>
<td>SPORTSCI 304</td>
<td>Sport Psychology</td>
<td>15</td>
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<tr>
<td></td>
<td>Examination of psychological factors affecting</td>
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<td></td>
<td>behaviour and performance in exercise and sport.</td>
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<td></td>
<td>The individual performer is the major consideration,</td>
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<td></td>
<td>but group influences on individual performance</td>
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<td></td>
<td>are also considered. Prerequisite: SPORTSCI 204,</td>
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<td></td>
<td>or 45 points at Stage II in Psychology with at</td>
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<td>least a B– average grade</td>
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<tr>
<td>SPORTSCI 305</td>
<td>Movement Neuroscience</td>
<td>15</td>
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<tr>
<td></td>
<td>Examines brain and spinal cord organisation and</td>
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<td>function related to movement, and the</td>
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<td></td>
<td>neurological mechanisms involved in the planning,</td>
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<td></td>
<td>execution and control of movement in health and</td>
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<td></td>
<td>disease. Introduces the concept of neural</td>
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<td>plasticity as it relates to motor skill</td>
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<td>learning and recovery after injury in both</td>
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<td>healthy and neurologically impaired populations.</td>
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<td></td>
<td>Prerequisite: SPORTSCI 201</td>
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<tr>
<td>SPORTSCI 306</td>
<td>Technique Assessment in Movement Analysis</td>
<td>15</td>
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<tr>
<td></td>
<td>An overview of current biomechanics methodology</td>
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<td></td>
<td>for assessing various human movements, including</td>
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<td></td>
<td>sport and ergonomics. Emphasis is on image</td>
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<td></td>
<td>analysis, force measurement techniques and</td>
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<td></td>
<td>electromyography. A technique assessment project</td>
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<td></td>
<td>is completed. Prerequisite: SPORTSCI 303</td>
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<tr>
<td>SPORTSCI 309</td>
<td>Practicum in Sport and Exercise Science</td>
<td>15</td>
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<tr>
<td></td>
<td>This practicum provides an opportunity to combine</td>
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<td></td>
<td>theoretical knowledge with practical skills in</td>
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<td></td>
<td>exercise rehabilitation, physical/cognitive</td>
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<td></td>
<td>ergonomics, or sport science settings. Prerequisite:</td>
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<td>Permission of Head of Department, and three of</td>
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<td></td>
<td>SPORTSCI 201, 202, 203, 204 To complete this</td>
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<td></td>
<td>course students must enrol in SPORTSCI 309 A and</td>
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<td>B, or SPORTSCI 309</td>
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<tr>
<td>Diploma Courses</td>
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<tr>
<td>SPORTSCI 690A</td>
<td></td>
<td>15</td>
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<tr>
<td>SPORTSCI 690B</td>
<td></td>
<td>15</td>
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<tr>
<td>Graduate Diploma Dissertation (Sport and Exercise Science)</td>
<td>To complete this course students must enrol in SPORTSCI 690 A and B</td>
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</table>
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**
**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**
**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**
**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. 

**SPORTSCI 707**
**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 714**
**Special Topics in Sport and Exercise Science**
Prerequisite: Permission of Head of Department

**SPORTSCI 715**
**Exercise Rehabilitation**
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 717**
**Exercise Testing and Prescription**
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 718**
**Research Project in Exercise Rehabilitation**
To complete this course students must enrol in SPORTSCI 791 A and B

**SPORTSCI 719**
**PG Diploma Dissertation (Cardiac Rehabilitation)**
To complete this course students must enrol in SPORTSCI 692 A and B

**SPORTSCI 720**
**MSc Thesis in Cardiac Rehabilitation**
To complete this course students must enrol in SPORTSCI 798 A and B

**SPORTSCI 721**
**BSc(Hons) Dissertation in Sport and Exercise Science**
Prerequisite: Permission of Head of Department

**SPORTSCI 722**
**MSc Thesis in Exercise Rehabilitation**
To complete this course students must enrol in SPORTSCI 797 A and B

**SPORTSCI 723**
**MSc Thesis in Sport and Exercise Science**
To complete this course students must enrol in SPORTSCI 796 A and B

**SPORTSCI 724**
**PG Diploma Dissertation (Sport and Exercise Science)**
To complete this course students must enrol in SPORTSCI 691 A and B

**SPORTSCI 725**
**BSc(Hons) Dissertation in Sport and Exercise Science**
To complete this course students must enrol in SPORTSCI 788 A and B

**SPORTSCI 726**
**Research Project in Exercise Rehabilitation**
To complete this course students must enrol in SPORTSCI 791 A and B

**SPORTSCI 727**
**MSc Thesis in Cardiac Rehabilitation**
To complete this course students must enrol in SPORTSCI 798 A and B

**SPORTSCI 728**
**MSc Thesis in Exercise Rehabilitation**
To complete this course students must enrol in SPORTSCI 797 A and B

**SPORTSCI 729**
**MSc Thesis in Sport and Exercise Science**
To complete this course students must enrol in SPORTSCI 796 A and B

For further information please refer to the note on page 356.
Statistics

Stage I

STATS 101 15 Points

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, BIOSCI 209

STATS 108 15 Points

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 15 Points

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 15 Points

Statistics

Prerequisite: 15 points at Stage I in Statistics or Computer Science

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.

Restriction: MATHS 108 or equivalent

Stage II

STATS 201 15 Points

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, BIOSCI 209

STATS 207 15 Points

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, BIOSCI 209

STATS 208 15 Points

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, BIOSCI 209

STATS 210 15 Points

Statistical Theory

Probability, discrete and continuous distributions, likelihood and estimation, hypothesis testing. This course is a prerequisite for the BSc(Hons) and masters degree in statistics.

Corequisite: MATHS 208, 250 or equivalent

STATS 220 15 Points

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 15 Points

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 Statistics or Mathematics

Restriction: ENGSCI 255

Stage III

STATS 301 15 Points

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, BIOSCI 209
STATS 302  
**Applied Multivariate Analysis**  
15 Points  
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, BIOSCI 209

STATS 310  
**Introduction to Statistical Inference**  
15 Points  
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**  
15 Points  
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: 15 points from STATS 201, 207, 208, 220, BIOSCI 209

STATS 325  
**Stochastic Processes**  
15 Points  
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**  
15 Points  
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, BIOSCI 209

STATS 330  
**Statistical Modelling**  
15 Points  
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, BIOSCI 209

STATS 331  
**Introduction to Bayesian Statistics**  
15 Points  
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, BIOSCI 209

STATS 340  
**Design and Analysis of Surveys and Experiments**  
15 Points  
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, BIOSCI 209

STATS 370  
**Financial Mathematics**  
15 Points  
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 at Stage II in Statistics or BIOSCI 209: 15 points at Stage II in Mathematics

STATS 380  
**Statistical Computing**  
15 Points  
Statistical programming using the R computing environment. Data structures, numerical computing and graphics.  
Prerequisite: 15 points from STATS 201, 207, 208, 220, BIOSCI 209

STATS 390  
**Topics in Statistics**  
15 Points  
Postgraduate 700 Level Courses

STATS 701  
**Special Topic in Statistics 1**  
15 Points

STATS 702  
**Special Topic in Statistics 2**  
15 Points

STATS 705  
**Topics in Official Statistics**  
15 Points  
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 707  
**Topics in Statistical Education**  
15 Points  
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  
**Probability Theory**  
15 Points  
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  
**Stochastic Processes**  
15 Points  
Prerequisite: STATS 320 or 325

STATS 721  
**Special Topic in Applied Probability**  
15 Points

STATS 722  
**Financial Mathematics**  
15 Points

For further information please refer to the note on page 356.
STT 723
Stochastic Methods in Finance
15 Points
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: STT 210

STT 724
Operations Research
15 Points
Continuous-time Markov processes; optimisation for jump Markov processes; Markov decision processes; queueing theory and stochastic networks. Prerequisite: 15 points from STT 320, 325, 720 with at least B+.

STT 725
Topics in Operations Research
15 Points
Stationary processes, modelling and estimation in the time domain, forecasting and spectral analysis.

STT 726
Time Series
15 Points
Statistical models of brand choice, applications of General Linear Models in marketing, conjoint analysis, advertising media models and marketing response models.

STT 727
Special Topic in Time Series
15 Points
Statistical methods in marketing, applications of General Linear Models in marketing, conjoint analysis, advertising media models and marketing response models.

STT 730
Statistical Inference
15 Points
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: STT 310

STT 731
Bayesian Inference
15 Points
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: STT 210

STT 732
Topics in Statistical Inference
15 Points
Discriminant Function Analysis).

STT 740
Sample Surveys
15 Points
A selection of topics from multivariate analysis, including: advanced methods of data display (eg. Correspondence and Canonical Ordination Analysis, Biplots, and PREFMAP) and an introduction to classification methods (eg. various types of Discriminant Function Analysis). Prerequisite: STTS 302

STT 741
Special Topic in Sampling
15 Points
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 779  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 780  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 781  30 Points
STATS 781A  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
STATS 790A  15 Points
STATS 790B  15 Points
Masters Dissertation 1
Restriction: STATS 796
To complete this course students must enrol in STATS 790 A and B, or STATS 790

STATS 798  45 Points
STATS 798A  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
Introduction to Wine Science
An introduction to grape growing and wine. Topics covered include history of wine, geography and terroir, grape growing, winemaking technology, microbiology, sensory evaluation, and health considerations of wine. A special emphasis on grape growing and winemaking in New Zealand.
Prerequisite: Any 120 points passed

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.
General Education

Accounting

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; 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

Anthropology

Stage I

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

Architectural History, Theory and Criticism

Stage I

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
Art History

Stage I

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, and 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 Studies

Stage I

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.

Biological Sciences

Stage I

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

Stage I

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

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.

Chemistry

Stage I

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

Stage I

CHINESE 100G 15 Points
Beginning Modern Chinese 1
Designed to provide basic written and spoken skills in modern standard Chinese (Mandarin, Putonghua) for beginners.
May not be taken if a more advanced language acquisition course in this subject has previously been passed
Classical Studies

Stage I

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.

Commercial Law

Stage I

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.

Comparative Literature

Stage I

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.

Computer Science

Stage I

COMPSCI 111G 15 Points
Mastering Cyberspace: An 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.

Cook Islands Maori

Stage I

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 Studies

Stage I

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 101G not available for BDanceSt)

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)

Disability Studies

Stage I

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.

Economics

Stage I

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
Education

Stage I

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 (e.g., through sexuality education) and informally (e.g., through the media) in a diversity of social sites. Schools are examined as one significant site where students are offered sexual meanings. The historical derivation and current context of contemporary education about sexuality along with its social effects are investigated.
Restriction: ACE 535.507

Environmental Science

Stage I

ENVS 101G 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.

European Studies

Stage I

EURO 100G 15 Points
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.

Film, Television and Media Studies

Stage I

FTVMS 110G 15 Points
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.

Stage II

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

Fine Arts

Stage II

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

French

Stage I

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

General Education

Stage I

GENED 101G 15 Points
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.

Geography

Stage I

GEOG 103G 15 Points
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 15 Points
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 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

Geology

Stage II

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

German

Stage I

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

History

Stage I

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.

International Business

Stage I

INTBUS 151G 15 Points
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

Stage I

ITALIAN 106G 15 Points
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

Stage I

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.

Korean

Stage I

KOREAN 110G 15 Points
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

Stage I

LAW 121G 15 Points
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.

Linguistics

Stage I

LINGUIST 101G 15 Points
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.

Māori Studies

Stage I

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 130G 15 Points
Te Ao Māori: The Māori World
An introduction to Māori analyses of topics that are often discussed and sometimes controversial, and that continue to shape contemporary life in New Zealand. Topics include aspects of world view, philosophy and social organisation; the Declaration of Independence, the Treaty of Waitangi and European immigration; and contemporary issues including Treaty claims, ownership of the foreshore and seabed and constitutional issues.

Marketing

Stage I

MKTG 151G 15 Points
Essential Marketing
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.

Mathematics

Stage I

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 (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 not be taken with, or after, any other Mathematics course except MATHS 190/190G. MATHS 101/101G is not available to students who have 12 credits or more in Mathematics at NCEA Level 3 or those who have passed Cambridge Mathematics A with an E or better, or Cambridge Mathematics AS with a B or better, or those who have passed International Baccalaureate Mathematics, or equivalent.
MATHS 190G
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.

Medical Science

Stage I

MEDSCI 100G
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
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.

Music

Stage I

MUS 144G
Turning-points in Western Music
A study of significant people, major discoveries and inventions, and key factors (artistic, intellectual, social, technical) that were important agents of change in Western music. No previous knowledge of music is assumed.
Restriction: MUSIC 144, 144G

MUS 149G
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.
Restriction: MUSIC 149, 149G

Pharmacy

Stage I

PHARMACY 111G
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.

Philosophy

Stage I

PHIL 105G
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.

Physics

Stage I

PHYSICS 107G
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 108G
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.

Planning

Stage I

PLANNING 100G
Creative Communities: An Introduction to Planning
The evolution of modern planning as an intellectual and professional movement.

Political Studies

Stage I

POLITICS 107G
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.
Population Health

**Stage I**

**POPLHLTH 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**  
15 Points  
**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.

Property

**Stage I**

**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

Psychology

**Stage I**

**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

Russian

**Stage I**

**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.

Samoan

**Stage I**

**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.

Science General

**Stage I**

**SCIGEN 101G**  
15 Points  
**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.

Sociology

**Stage I**

**SOCIOL 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

**Stage II**

**SOCIOL 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

Spanish

**Stage I**

**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.

**Sport and Exercise Science**

**Stage I**

**SPORTSCI 100G** 15 Points

*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.

**Statistics**

**Stage I**

**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**

**Stage I**

**THEOLOGY 101G** 15 Points

*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 106G** 15 Points

*Islam and the Contemporary World*

Since the religion of Islam has become a very significant aspect of contemporary global and local societies, this course seeks to introduce students to an understanding of key aspects of Islam and an analysis of its significant contribution to New Zealand society as well as to societies and cultures across the world.

**Tongan**

**Stage I**

**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*

**Youth Work**

**Stage I**

**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.
Acts of Parliament and University Statutes

**Acts of Parliament**

- 724 Education Act 1989
- 724 The University of Auckland Act 1961

**University Statutes**

- 725 The Disciplinary Statute 1998
- 728 Membership of Associations of Students Referenda and Elections of Student Representatives on Council Statute 2008
- 735 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.
(3) The University shall be a body corporate with perpetual succession and a common seal, and may hold real and personal property, and sue and be sued, and do and suffer all that bodies corporate may do and suffer.
(4) The University established under this Act is hereby declared to be the same institution as the institution of that name existing immediately before the commencement of this Act under The University of Auckland Act 1954 (as amended by The University of Auckland Amendment Act 1957), which institution was originally established under the name of the Auckland University College under the Auckland University College Act 1882.

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 on such conditions 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 Observance 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) wilfully 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) wilfully 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) wilfully impede the activities of the University, whether in teaching, research or otherwise.
   (iv) wilfully obstruct any Authorised Person in the due performance of the functions or duties of that Authorised Person.
   (v) wilfully create any nuisance in or on University Premises.
   (vi) wilfully 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.
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.

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.

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.

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.
‘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 fulfill 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, 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  
dcontain 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
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 .................................................................
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
Court of Convocation Statute 2007

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
representatives

10. Every appeal shall be heard and determined by the Council or a Committee appointed by the Council and the Returning Officer shall amend the Register in such manner as the Council or the Committee when deciding the appeal directs.

11. The Returning Officer, having sighted such evidence as the Returning Officer may reasonably require, shall:
   (a) remove from the Register the name of a person who has died or has ceased to be entitled to be enrolled;
   (b) amend the name of any person appearing on the Register which has changed by marriage, deed poll or other lawful reason; and
   (c) amend the contact address or addresses of a Member appearing on the Register being satisfied that the address or those addresses have changed.

12. The Returning Officer may, from time to time, communicate with Members seeking details of current contact addresses or to advise of changes to voting procedures.

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):

The University of Auckland

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.

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 roll 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 ........................................................................

and ........................................................................

(print full names)

being duly qualified voters, hereby nominate

........................................................................

(print full names)

for election to the Court by the Court of Convocation for The University of Auckland.

Dated ....day of .................20....

Signatures of Nominators

(being Members whose names are on the Roll)

As nominee I consent to this nomination and declare that:
   (a) either [strike out the option which does not apply]
       I am enrolled as a member of the Court of Convocation:
       or
       I 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, e.g. 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.

---

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

740  National Scholarships (Universities New Zealand) 2011
740  The University of Auckland Scholarships 2011
752  The University of Auckland Prizes 2010
## SCHOLARSHIPS AND PRIZES

### National Scholarships (Universities New Zealand) 2011

<table>
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<tr>
<th>Scholarship</th>
<th>Recipient(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge Commonwealth Trust Prince of Wales' Scholarship</td>
<td>Ipshita Mandal</td>
</tr>
<tr>
<td>Claude McCarthy Fellowship</td>
<td>Matthew Barrett</td>
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<tr>
<td>Commonwealth Scholarship to United Kingdom – PhD</td>
<td>Anand Segar</td>
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<tr>
<td>Frank Knox Memorial Fellowship</td>
<td>Jennifer Devlin</td>
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<tr>
<td>Kiwi Music Scholarship</td>
<td>Jenny Thomas</td>
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<tr>
<td>KiwiRail Group Undergraduate Scholarship</td>
<td>Mele Atiola</td>
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<tr>
<td>New Zealand Law Foundation Ethel Benjamin Scholarship for Women</td>
<td>Anna Crowe</td>
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<td>Charlotte Leslie</td>
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<tr>
<td>Patricia Pratt Scholarship in Musical Performance</td>
<td>Amalia Hall</td>
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<tr>
<td>Rhodes Scholarship</td>
<td>Richard Higgins</td>
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<tr>
<td>Road Safety Trust Research Scholarship</td>
<td>Rabia Zafar</td>
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<tr>
<td>Seafarers Union Scholarship</td>
<td>Luke Redman</td>
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<tr>
<td>Sullivan Scholarship</td>
<td>Michael Ryoo</td>
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<tr>
<td>William Georgetti Scholarship</td>
<td>Kailin Lee</td>
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<tr>
<td>Woolf Fisher Scholarships</td>
<td>Doron Hickey</td>
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</table>

### The University of Auckland Scholarships 2011

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<thead>
<tr>
<th>Scholarship</th>
<th>Recipient(s)</th>
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<tbody>
<tr>
<td>A G Davis Scholarship in Law</td>
<td>Benedict Tompkins</td>
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<tr>
<td>Alexander Dorrington Scholarship</td>
<td>Hin Li</td>
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<td>Anne Bellam Scholarship</td>
<td>Marlena Devoe</td>
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<td>Nicholas Hall</td>
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<td>Sheng-Pu Huang</td>
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<td>Lorelle McNaughton</td>
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<td>Darren Pati</td>
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<td>Amber Rainey</td>
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<td>Jessica Rodda</td>
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<td>Jenny Thomas</td>
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<td>Hsin Wen Tsao</td>
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<tr>
<td>Anne Bellam Scholarship (2010 winner)</td>
<td>Christine Kim</td>
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<tr>
<td>Anne Reid Memorial Trust Scholarship</td>
<td>Richard Frater</td>
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<td>Sean Grattan</td>
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<td>John-Paul Muir</td>
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<tr>
<td>Anthony Jennings Memorial Scholarship</td>
<td>Imogen Morris</td>
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<tr>
<td>ASB Bank Scholarships in Information Technology</td>
<td>Wen Ng</td>
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<tr>
<td>Asian Development Bank Japan Scholarship Programme</td>
<td>Margueritte Bihasa</td>
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<td>Lilibeth Gallego</td>
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<td>Nita Khanal</td>
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<td>Auckland Centennial Music Festival Scholarship</td>
<td>So Kim</td>
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<td></td>
<td>Tianyi Lu</td>
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<tr>
<td>Auckland University Engineers Association Scholarships</td>
<td>Nyssa Brewer</td>
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<td>Iain Dunning</td>
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<td>Marnie Fornusek</td>
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<td>Ankit Pandey</td>
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<td>Nikini Puhulwelle Gamage</td>
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<td>Amelia White</td>
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<td>Jay Wightman</td>
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<tr>
<td>AUEA Ardmore Fund Undergraduate Scholarships</td>
<td>Chantelle Bailey</td>
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<td>Ming Cheuk</td>
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<td>Wei-Lin Fan</td>
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<td>Samuel Palliser</td>
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<tr>
<td>AUEA Braithwaite-Thompson Graduate Research Scholarship</td>
<td>Vee Cheong</td>
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<tr>
<td></td>
<td>Zhenmin Li</td>
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<tr>
<td>Barry Spicer and Owen G Glenn PhD Scholarships</td>
<td>Angela Cruz</td>
</tr>
<tr>
<td>Beqa and Rotary Club of Auckland Scholarship</td>
<td>Niancen Miao</td>
</tr>
<tr>
<td>BECA and Rotary Club of Auckland Scholarship (2010 winner)</td>
<td>Pia Abercromby</td>
</tr>
</tbody>
</table>
Beca Part II Engineering Scholarships
Sara Bailey
Alice Bates
Hannah Sheahan
Victoria Shrimpton
Mengbin Ye

Beca Part IV Engineering Scholarships
Michelle Brock
Sarah Milsom
Sarah Mitchell

Beca Part IV Engineering Scholarships (2010 winners)
Sheena Garg
Matthew Lawrence
Ivan Ravitch

Bill McAra Scholarship in Political Studies
Jonathan King

Bishop Music Scholarships (Junior)
Nelson Lam

Blair Hargrave Colliers International Scholarship
Andrew Weipers

Brookfields Lawyers Scholarship
Benedict Tompkins

Brookfields Lawyers Scholarship (2010 winner)
Lewis Mills

BuildIT PhD Scholarship
Simon Hermann

Casement Aickin Memorial Bursary
Rebeccah Jongkind

Charlotte Emily Lubeck Scholarship
Weerehennedige Fernando

Charmian J. O’Connor Scholarship in Chemistry
Rebecca Lawson
Jane Leung

Ciba Vision Excellence Beyond Optometry Scholarship
Erna Takazawa

Computer Science Bursaries for Māori and Pacific Students (2010 winners)
Frederick Blucher
Kisina Finau
Richard Hopkins
Maletino Leota
Jay Narayan
Zane Rahui

Constance Herbert Memorial Music Scholarship
Jin Bae

David R Mummery Memorial Scholarship in Law (2010 winners)
Philip Arnold
Sanja Nenadic

Denise Gerard Scholarships
Zenobie Cornille
Tanya Hackney
Ye Kim
Kerryann Romero

Andre Sampson
Paula Schaalhausen
Deborah Stenzel
Shinae Suh
Rosealee Wells
Susan Wells
Fiona Wilson
Sarah Yates

Department of Philosophy Masters Scholarships
Thomas McGuire

Deutsche Bank Financial Markets and Investment Banking Scholarship
Meili Han

Donor Recognition Awards (Rail and Marine Transport Union Inc)
Keegan Lopez

Doug Smaill Goldman Sachs JBWere Honours Scholarship
Christopher Bunning

Douglas Goodfellow Scholarship in Engineering
Daniel Quach

Douglas Goodfellow Scholarship in Engineering (2010 winner)
Suwan Meng

Dow AgroSciences Bursary in Chemical and Materials Engineering
Emily She

Dr Newton Wickham CBE Elective Scholarship in Pacific Health (2010 winner)
Charlotte Chen

Duffus Lubecki Scholarship
Luke Sutherland-Stacey

Dulcie Bowman Memorial Scholarship
Alexandra Bayfield
Megan Teh

Edna Waddell Undergraduate Scholarships for Women in Technology and Engineering
Carey Lintott

Edward Connelly – Faculty of Engineering Entry Level Undergraduate Scholarships
Meredith Dale
Amy Garrett
Harriet Ingham
Matthew Pearce

Elam Art Scholarship
Deborah Stenzel

Electricity Engineers’ Association Scholarship
Yuhui Chen
Jonathon Patten

Elizabeth Mary Phillips Scholarships
Phoebe Watt

Energy and Fuels Research Unit (EFRU) Scholarships
Yu Chen
Energy Education Trust Doctoral Scholarships
Alexander Strehz
Gulnara Zhabelova

Energy Education Trust Undergraduate and Honours Scholarships
Sara Bailey
Robert Hoye
Amit Pandey
Yuen Ho Wong

Ernst and Young Scholarship in Accounting
Mia Prkusic

Evan Gibb Hudson Scholarship in Engineering
Zeus Engineer

Evelyn M Harrison Scholarship
Che-Kai Chang

Faculty of Arts Entry Level Undergraduate Scholarships
Sylvie Admore
Jack Davies
Faber Edwards
Silvia Martino
Charlotte Moss
Alison Officer
Linda Sullivan
Katrina Whittleston
Yuqing Zhang
Ruth Ziegler

Faculty of Arts Entry Level Undergraduate Scholarships (2010 winners)
Nicholas Blayney
Natalie Braid
Thomas Corbett
Florence Crick-Friesen
Annie Jones
Arizona-Rose King
Aria Newfield
Stacey Salu

Faculty of Arts Masters Thesis Scholarships
Jacqueline Aust
Jessica Bates
Alexandra Bayfield
Theresa Clews
Kristen Liesch
Janet McAllister
Daniel Parker
Amy Stewart
Victoria Wynne-Jones

Faculty of Arts Masters Thesis Scholarships (2010 winners)
Anna Cushen
Louis Gerdelan
Georgina Langdon-Pole
Elizabeth Phoon
Daniel Satele
Nicola Spicer
Rachel Stiff
Jessica Tearney-Pearce
Willem Van Gent
Claudia Vianello

Faculty of Arts Masters/Honours Scholarship
Kane Ditchfield
Taylor Gray
Sarah Greer
Karen Lavie
Alison Preston
Anna Robinson
Chantelle Saville
Sarah Thompson
Yuxuan Xie

Faculty of Arts Ngati Whatua O Orakei Undergraduate Scholarship
Shannon Leaf
Kahu-rangi Watene

Faculty of Business and Economics Entry Level Undergraduate Scholarships
Michael Bracefield
Thomas Brash
Stefan Katz
Jonathan Mayo
Samantha Paterson-Hawes
Brett Sceats

Faculty of Engineering Doctoral Scholarships
Balamurali Bahuleyan Nair Thulasi Kumari
Alexander Blakeley
Steven Dirven

Faculty of Engineering Doctoral Tuition Fees Bursaries
Amur Al Manji

Faculty of Medical and Health Sciences Alumni Scholarship
Tusipepa Togagae

Faculty of Medical and Health Sciences MD Fees Bursary
Natasha Heather

Faculty of Medical and Health Sciences Nursing Research Fees Bursaries
Kirsten Harrison
Katie Holloway
Michael Keane
Kim Ward

Faculty of Science Alumni Masters Scholarships
Morag Hunter
Jesse Hart

Faculty of Science Doctoral Award
Alan Cheung
Seong Nam

Faculty of Science Doctoral Award (2010 winners)
Simon Aiken
Joshua Guilbert
Megan Selby

Faculty of Science Entry Level Undergraduate Scholarships
Asher Cook
Anna Smith
Faculty of Science Masters Awards
Laura Arnold
Chloe Barker
Lin Bi
Alessandra Bisquera
Evan Blumgart
Natalia Bogle
Nee Bong
Cassandra Bowman
Christoph Brodhnik
Victoria Burney
Rosemary Chakiath
Petra Chappell
Lelei Chen
Fiona Crichton
Brooklyn Davis
Danica D’Costa
Saskia De Vilder
Sandeepr Deo
Elin Engstrom
Laura Fogg
Ashleigh Fox
Lloyd Franks
Anna Fris
Shi Fu
Yang Gao
Mandana Ghodratipour
Paulina Giraldo Perez
Stuart Grange
Zorica Gruneska
Gabriel Hartmann
Tingyu Huang
Yu-Wei Huang
Morag Hunter
Kate James
Jae Jang
Cathryn Jordan
Richard Key
Meena Kumari
Andrew Latham
Wendy Lau
Lichen Ma
Shu Ma
Ashwin Mathur
Michael Mawdsley
Federico Mendez Sanchez
Lakshini Mendis
Divesh Kumar Mistry
Maria Navarro
Paul Nolan
Simon Opit
Ankita Patel
Nicole Paterson
Hayden Paul
Sarah Peters
Hannah Read
Julia Robertson
Natallia Samorow
Ashleigh Saunders
Jordan Searle
Philip Stevens
Theresa Stotesbury
Fletcher Sunde
Carissa Sutherland
Toni Sy
Marc Tadaki

Florence Thame
Dean Thompson
Bryce Van Dyk
Philip Vlaskovsky
Jennifer Waite
Sarah Wigley
Eletra Williams
Sandra Wilson
Sirui Yang
Qian Zhang

Faculty of Science Tuakana Awards for Māori and Pacific Island Students
Aamina Ali
Jennifer Green
Angelica Jones
Brogan McGreal
Fraser McKay
Nishaal Prasad
Llani-James Rainey

Faculty of Science Undergraduate Scholarship
Shuen Ching
Chrislyn Jeyaprakash
Ji Park
Victor Yim

Flying Officer Alfred P Fogerty Memorial Scholarship (2010 winner)
Jeremy Ward

Foveran Scholarships
Debra Anstis
Vaitusi Nofoaiga

Frances Barkley Scholarship
Deena Vincent-Tapara

Fraser Thomas Scholarship
Jarra Parsonson

Frederick Ost Scholarship in Architecture
Owen Huang

Freemasons Postgraduate Scholarship
Jesse Ashton

Geology Centennial Award
Saskia De Vilder
Angela Perks

George Mason Scholarships in Marine Science
Rhian Moyle

George Turner Wilson Music Trust Scholarship – Senior Award
Jo-Shih Cheng

GHD Achievement Scholarship
Thushita Wisumperuma

Goodman Scholarship
Ashley Bai

Grace Kay Awards
Kahukura Bennett
Emma Clarkson
Evangeline Riddiford Graham
Aroha Herewini
Lisa Mulgrew
Nicola Owen
Angela Poon
Harriet Rogers  
Anastasia Sherry  
Vanessa Ward  
Michelle Yang  

Grace Phillips Memorial Bursary (2010 winner)  
Paul Hume  

H C Russell Memorial Postgraduate Scholarship  
Tzu-Ying Yu  

H R Rodwell Scholarship in Economics (2010 winner)  
Karla Gardiner  

Haines Planning Scholarship  
Susannah Goble  

Harmos Horton Lusk Scholarship in Commercial Law  
Xin Li  

HEB Construction Scholarship  
Sam Granger  

Henrietta and Lola Anne Tunbridge Scholarship  
Heidi Brickell  
Amelia Hitchcock  
Toby Raine  

Hollinrake Memorial Scholarship (2010 winner)  
Paul Tarling  

HOPE Foundation Scholarships in Ageing Research  
Sally Prebble  
Ankita Umapathy  

Jean Hamlin Memorial Scholarship  
Yu Zheng  

Jean Heywood Postgraduate Scholarships  
Sean Curry  
Tingyu Huang  

Jean Heywood Scholarship  
Eva Laurenson  

John Baros Scholarship in Music  
Jo-Shih Cheng  

John Hamel MacGregor Awards in Medical Science  
Min-ah Ha  
Keerthi Kumar  

Kathleen Mary Reardon Memorial Music Scholarship  
Taunoa Filimoehala  
Grace Francis  
Christian Peni Pati  

Kathleen Mary Reardon Travelling Scholarship in Music  
Darija Andjelic-Andzakovic  
Bradley Christensen  

Kelly Undergraduate Scholarships  
Briar Evans  
Christina Miller  

Kendrick Smithyman Scholarship in Poetry  
Ross Brighton  

Kiwiplan Scholarship  
Haoyang Feng  

Lee Foundation Grants  
Roslyn Cheong  
Agnes Chin  
Jia Lim  
Angeline Loh  
Hsuen Siew  
Chester Tai  
Wei Teng  
David Toh  
Joshua Wong  

Les and Sonia Andrews Scholarship  
Chae Kim  

Linguistics Master of Arts Research Scholarship  
Brett Chapman  

Mainzeal Property and Construction Scholarship in Civil Construction Management  
Thomas Heywood  

Marie D’Albini Scholarship  
Isabella Moore  
Thomas Woodfield  

Martyn Finlay Memorial Scholarship  
Brittany Amos  

Martyn Finlay Memorial Scholarship (2010 winner)  
Olga Ostrovsky  

Marylyn Eve Mayo Endowment Scholarship  
Rachael Bailie  

Marylyn Eve Mayo Endowment Scholarship (2010 winner)  
Daria Sutherland  

Materials Accelerator Scholarships  
David Framil Carpeno  
Pongphat Sittisart  

Maurice and Phyllis Paykel Trust Research Scholarship in Health Sciences  
Rikus Botha  
Morag Hunter  

Maxwell Walker Memorial Scholarships  
Sophie Patrick  

Medieval and Early Modern European Studies Scholarship  
Paula Martin  

Mervin Walter Stoddart Scholarship in Electrical and Electronic Engineering (2010 winner)  
Terrence Ibasco  

Michael Joseph Savage Memorial Scholarship  
Rachel Grimwood  

Milmeq Scholarship  
Felix Mann  

MSA Charitable Trust PhD Scholarship (2010 winner)  
Manuel Oyson
Murray Scholarship in Civil and Environmental Engineering
  Ming Chan
  Kaiwaan Tata

Murray Scholarship in Civil and Environmental Engineering (2010 winner)
  Sarah Neill

Murray Scholarship in Mechanical Engineering
  David Versalko

Myra and Eric McCormick Scholarship in History
  Genevieve de Pont

Natasha Divich Memorial Award
  Angela Perks

New Zealand Association of Optometrists Undergraduate Awards (2010 winners)
  Jacob Benefield
  Tatiana Cook
  Yitian Gao
  Ayah Hadi
  Dan Lu
  Swati
  Erna Takazawa

New Zealand Institute of Chartered Accountants BCom(Hons) Scholarship
  Matthew Davis

New Zealand Medical Women's Association Elective Scholarship (2010 winner)
  Kate Duggan

New Zealand Steel Engineering Scholarship (2010 winners)
  Claire Burnett
  Daniel Fitzpatrick
  Samuel Lucas

NZOVRF Summer Scholarship
  Linyue Xue

NZSTI Scholarships
  Amy Gulvin

Onehunga High Business School Undergraduate Scholarships
  Hannah French

Pears-Britten Scholarship in Singing
  Lachlan Craig

Penny Peng Wang Scholarship
  Min Tang

Peter North Scholarship
  Steven Yeung

Peter John Butler Memorial Awards
  Jane Neilson

Phyllis Paykel Memorial Scholarship in Medicine
  Dasha Nelidova

Phyllis Paykel Memorial Scholarship in Medicine (2010 winner)
  Alistair Papali'i-Curtin

Prime Ministers Sports Scholarships
  Sam Bullock

Professor John Asher Graduate Scholarship in German
  Hanne Nielsen

Professor Terry Sturm Scholarship in New Zealand and Australian Literature
  Campbell Birch

Professor Terry Sturm Scholarship in New Zealand and Australian Literature (2010 winner)
  Anna Cushen

R J Mowatt Memorial Scholarship in Geology
  Tamzin Linnell

R N Brothers Memorial Award
  Saskia De Vilder

Rakon Engineering Scholarship
  Lauren Anderson

Reardon Postgraduate/Honours Scholarship in Music
  Thomas Pierard

Resolve Group Engineering Scholarship (2010 winner)
  Chantelle Bailey

RILEY Geotechnical/Water Resource Scholarship
  Jason Lim
  Stella Torvelainen

Rive Memorial Scholarship (2010 winner)
  Alexander Taylor

Robert Horton Engineering Scholarship (2010 winner)
  Michael Klingenberg

Sagar Scholarship for String Players
  Sheu-Harn Lin

Senior Scholarships
  Accounting
    Matthew Davis
  Ancient History
    Cameron Sitters
  Anthropology
    'Ilaisa-Futa-Helu 'Ofamo'oni
  Applied Mathematics
    Martin Rennie
  Architectural Studies
    Shiqi Lin
    Mitchell Round
    Jordon Saunders
  Art History
    Jane Ruck
  Asian Studies
    Konrad Ruf
  Biological Sciences
    Esther Dale
    Renee Johansen
  Biomedical Engineering
    Rebecca Pullon
  Biotechnology
    Ipshita Mandal
Chemical and Materials Engineering
Geran Zhang

Chemistry
Peter Bevan
Janine Watson

Chinese
Phillip Fong

Civil Engineering
Sylvie Myers

Classical Studies
Benjamin Cain

Commercial Law
Cameron Fraser

Computer Science
Joshua Bax

Computer Systems Engineering
Chanyeol Yoo

Early Childhood Education
Rebecca Hopkins
Guida Lawrence
Diana Philippe

Economics
Rory Bunker

Electrical and Electronic Engineering
Chuan Lee

Engineering Science
Iain Dunning
Christopher Vogel

English
Dazhao Zhang

Environmental Science
Nava Fedaeff

Finance
Yiu Chan

Fine Arts
Xin Cheng
Matthew Coldicutt
Shinae Suh

Food Science
Lacey Thompson-Jackson

French
Sarah Kraft

Geography
Hayley Sparks

Geology
Alicia Newton

German
Peter Akers

History
Octavia Calder-Dawe

Huarahi Māori
Maureen Ogilvy

Human Services
Kristine Emmanuel

Information Management
Joanne North

Information Systems
Hemal Patel

International Business
Christie Mcgrath

Italian
Christopher Gudgin

Korean
Jason Seto

Language Teaching
Matthew Rhodes

Latin
Lauren Davison

Law
Paul Culliford
Max Harris
Christopher Jenkins
Janine Smith

Linguistics
Rouan Van Ryn

Logic and Computation
Egor Ianovski

Management
Mark Hobbs

Māori Studies
Jennifer Bull

Marine Science
Tracey Turner

Marketing
Samantha Vickery

Mathematics
Sarah Schoen

Mechanical Engineering
Damien Rogers

Mechatronics Engineering
Ben Xu

Medicine and Surgery
Catherine Askew
Samantha Heron
Lara Kimble
Anasuya Vishvanath

Music
Lorelle McNaughton
Hsin Wen Tsao

Nursing
Alexandra Fyfe
Julie Garnett
Stephanie Sequeira
Ellen Waymouth

Operations Management
Martin Perkins

Optometry
Alexander Petty

Pacific Studies
Janet Ikimotu

Pasifika
Vateatea Siitia

Performing Arts
Jennifer Slater

Pharmacology
Antonia Restall
Pharmacy
Jay-Anna Brewster
Lyna Pen
Harjinder Singh
Sachin Thakur

Philosophy
Paul Tarling

Physical Education
Daniel Riggs
Allistair Williamson

Physics
Jae Jang

Physiology
Hazel Serrao-Brown

Planning
David Badham
Cameron Wallace

Political Studies
Johan Ordish

Population Health
Alice Coleman
Sean Gerlach
Charissa Joy
Shannon Spaulding

Primary Education
Jennifer Bassett
Deirdre Carraher
Sara Croft
Georgina Crook
Rochelle Dixon
Kerry Leaf
Tara Thompson
Kim Timmins
Christine Warner

Property
Samuel Mathews

Psychology
Nicola Chadwick
Tamsyn Newell

Social Work
Emma Fogarty

Sociology
Claire Walters

Software Engineering
Sidney Tsang

Spanish
Julia Niall

Sport and Exercise Science
Hamish McIntosh

Statistics
Erin Keach
Marcella Lau

Theology
Anna Duynhoven

Visual Arts
Laura Robertson

Women’s Studies
Stephanie Mccoll

Shirley Barker Calderwood Memorial Scholarship (2010 winner)
Martin Boulanger

Siemens Audiology Scholarship
Barclay Winter

Simpson Grierson Law Scholarship
Daniel Kelly
Anna Lang

Sir Alexander Johnstone Scholarship in Law
Benedict Tompkins

Sir Robert Jones Scholarship in Philosophy (2010 winners)
Evangeline Riddiford Graham
Tina Stolze

SKM Civil Engineering Scholarship
Lara Bussen
Chelsea Evans
Antony Peek
Philip Johnson
Kerry King
UnHee Minett
Lauren Stuckey

SKM Scholarship
Rachel Arthur
Michael Klingenberg
Thomas McCarty
Elliott Powell

Society of Petroleum Engineers (SPE) Scholarship
Emily She
Tarou Shiota
Amanda Slater

Southern Photonics Undergraduate Scholarships (2010 winner)
Jingyang Luo

Spring Scholarship for String Players
Thomas Pierard

Staples Rodway Auckland Law Scholarship (2010 winner)
Christopher Jenkins

Staples Rodway Auckland Taxation Scholarship
Polina Belykh

Stella Baron Awards
Samantha Heron
Kirsty MacFarlane
Christmas Seu

Steve and Susan West Visiting Scholarship in United States History
Kathryn Batchelor

Steve and Susan West Visiting Scholarship in United States History (2010 winner)
Rebecca Weeks

Steve Britton Scholarship
Rerekura Teaurere

T R Johnston Scholarship (2010 winner)
Jiannan Li
The Balmoral Asset Management Scholarship
Jing Huang

The Brick Family Scholarship
Ella Aspell

The Hiway Stabilizers Undergraduate Scholarship in Pavement Engineering
Russell Brandon

The Hiway Stabilizers Undergraduate Scholarship in Pavement Engineering (2010 winner)
Melissa Melrose

The University of Auckland Alumni Scholarships
Prosenjit Bhowmic
Alexandra Blair
Jackie Chun
Alana Cole
Jessica Coughlan
Michael Do
Paipai Fulututusi
Yun Gao
Hetel Harkisan
Lydia Hob-Sharpe
Kirsten Hurley
Jonathon Morton
Dominique Newby
Hammond Pearce
Amy Simpson
Avjit Singh
Ashleigh Young

The University of Auckland Alumni Scholarships

The University of Auckland Doctoral Scholarship

The University of Auckland Chancellor's Awards for Top Māori and Pacific Scholars

The University of Auckland Doctoral Scholarship

Nicholas Vemoa
Deena Vincent-Tapara
Hinerangi Wiri
Liam Wooding
Joseph Xulue

The University of Auckland Doctoral Scholarship
Jonathan Albright
Esam Alzqhoul
Jade Antoine
Areej Asad
Mostafa Babaeianjelodar
Thiranja Babarenda Gamage
Gregory Bass
Laila Behmeleit
Mirko Benischke
Alexander Bennett
Courtney Breen
Sarah Bristow
James Burford
Vanessa Cameron-Lewis
Pengxing Cao
Ellen Carter
Matthew Cutfield
Ronald Chan
Liang Chen
Xingjiang Chen
Chul Chung
Catriona Clemens-Seely
Etuate Cocker
Lisa Darragh
James Diprose
Duncan Eason
Svetlana Feigin
Thomas Finlayson
Ian Fookes
Jeremy Gabe
Paul Geertsema
Timothy Giffney
Lucy Goodman
Carol Greene
Desney Greybe
Marco Grix
Duneeshya Gunasekara
Benjamen Gussen
Paul Hadwin
Eleanor Hamlyn
Takaaki Hiratsuka
Richard Hosking
Tracy Howe
Jonathan Hubert
Paul Hume
Anaise Irvine
Md Islam
Mostafa Jelodar
Casey Jowers
Rashika Karunasinghe
Sarbjot Kaur
Irena Keckes
Javed Khan
Brenna Knaebe
Sarah Knight
Yvette Lamb
William Lee
Danhui Li
Minglan Li

The University of Auckland Alumni Scholarships

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The University of Auckland Alumni Scholarships
Katharina Limbach
Ching Yu Lin
Grigorij Ljubownikow
Michael Lockyer
Jennifer Long
Kien Ly
Casey Mace
Kyla Mackenzie
Katherine McCormick
Selena McMillan
Fahimeh Mehrabi
Leila Mirza
Catherine Mitchell
Alexandra Mowday
Ganesh Nagendra
Vanisha Narsey
Hassan Nashid
Helen Nathan
Marra Neilson
Wee Neo
Kate Newby
Sally Nicholas
Fii-Tuulia Nikula
Elizabeth Ogden
Carlos Olivaes Rodriguez
Joshua Olorunkiya
Yusuf Onundi
Pannilaje Perera
Antony Phillips
Lisa Pilkington
Danial Qadir
Soroush Rashidi
Baljit Riar
Glen Robertson
Samantha Rodrigues
Sophia Rodrigues
Marcia Russell
Leslie Sanderson
Julia Schuster
Megan Selby
Rebecca Sharp
Chung-Chen Soong
Jane Stephen
Luke Storie
Lisa Strover
Jenny Stuemer
Jennifer Tatebe
Hedieh Tavazo
Geoffrey Thompson
Mary Thompson
Petr Tomek
Yu Ki Eric Tong
Gemma Tricklebank
Sidney Tsang
Clare Turner
Kimberley Twigden
Ankita Umaphany
David Waite
Stefan Wender
Michelle Williams
Rhys Williams
Rachel Williamson
Eva Winnebeck
Su Wen Wong
Chieh-Hsi Wu

matthew wynyard
Xudong Yao
Andrew Yee
Rosica Yugova
Yongbin Zhao
Qiang Zhu

The University of Auckland Doctoral Supplement
Scholarships
Marsilea Booth
Daniel Spiegel

The University of Auckland Faculty of Engineering
Masters Scholarships
Jin Ro
Yida Zou

The University of Auckland Fulbright Scholarship
Amanda Wood

The University of Auckland Fulbright Scholarship
(2010 winner)
Kyle Meyer

The University of Auckland Health Research
Doctoral Scholarships
Jerry Gao
Francis Hunter
Kevin Lee

The University of Auckland Jubilee Awards (Non-
School Leavers)
Wayiz Ali
Jordan Bartlett
Treena Brand
Bob De Soto
Benjamin Duxfield
Hiang Guov
Blake Ihimaera
Kayla Imrie
Toni Makea
Kelly Wieczorek

The University of Auckland Jubilee Awards
(School Leavers)
Jilly Alexander
Elliot Ashton-Stretch
Roxan Bader
Song Bae
Neil Blake
Isabelle Brunton
Maria Cala
Donna Chan
Pranav Chandnani
Guangyu Chen
Si Chen
Joel Clarke
Elaine De Guzman
Antonina Emelio
Jessee Fia’aiili
Bernadette Fok
Tegwen Fry
Joshua Galvin-Cairns
Maryana Garcia
Katherine Graaf
Yida Guo
Daniel Hopkins
Yuyun Huang
Austin Ibarra  
Da Eun Jeong  
Jae Jeong  
Song In Jung  
Rory Juranovich  
Jun-Hu Kang  
Caroline Kasmar  
Grace Kennedy  
Danny Kwok  
Jasmine Lam  
Marcus Lau  
Chloe Leat  
Michele Lee  
Seung Young-Min Lee  
Ho Leung  
Michelle Lin  
Alicia Lineham  
Yu Y Ly  
Daniel Madley  
Sean Mahendran  
Pauline Manu’atu  
Subin Mathew  
Caitlin McIlhagga  
Emerald McPhee  
Mathew Milina  
Sonya Morrogh  
Monthon Nakxri  
Su Min Nam  
Candice Naude  
Neha Neha  
Lisa Ng  
Halyna Nguyen  
Israel Nguyen  
Joel Nguyen  
Devyn Ormsby  
Eden Ott  
Te Rangimarie Parker  
Risha Patel  
Hamish Perry-Macleod  
William Quach  
Banureka Ravindaran  
Kurt Reed  
Taryn Sabine-Shaw  
Behshtah Safdari  
Marina Samountry  
Praseur Samreth  
Kayla Seaton  
Anna Serrano  
Riley Smith  
Jung Yoon Song  
Shumeng Sun  
Pallavi Talwar  
Benjamin Taylor  
Yuen Tong  
Alda Van  
Paanooja Vaseeharan  
Rachel Wei  
Logan Williams  
Sophie Wills  
Jan Wong  
Jennifer Wong  
Nathan Wright  
Yuanye Xu  
David Yan

Humaa Yaqoob  
David Yee  
Sneha Yelle  
Wing Yiu  
Miao Yu  
Tae Yu  
Dylan Zecchin  
Hao Zi

The University of Auckland Māori and Pacific Graduate Scholarships
Chelsea Bublitz  
Adam Craigie  
Natalie Faitala  
Andrew Faleatua  
Sharon Haswell  
Miriam Karalus  
Samantha Lafai'ai'i  
Nanako McIntosh Uchida  
Deborah Mitchell  
Whetu'u Nathan  
'Ila'isa-Futa-Helu 'Ofamo'oni  
Lisa Smith  
Georgina Watson  
Nicole Winsor  
Penisoni Wolfganm  
Elizabeth Wooton

The University of Auckland Masters/Honours/PGDip Scholarship
Campbell Birch  
Hannah Blackwood  
Rory Bunker  
Octavia Calder-Dawe  
Beatrice Clarke  
Sean Curry  
Esther Dale  
Margot Darragh  
Matthew Davis  
Lauren Davison  
Martien Duis  
Nava Fedaef  
James Fletcher  
Cameron Fraser  
Daniel Fuhr-Snethlage  
Yuen Fung  
Hadyn Godfrey  
Shu Ho  
Cortinna Howland  
Jennifer Huang  
Renee Johansen  
Jesse Kershaw  
Keerthi Kumar  
Jennifer Long  
Tianyi Lu  
Kiely McFarlane  
Benjamin Meadows  
Nicholas Mitchell  
Rebecca Nicholson  
Sotaro Ochiai  
Jimmy Oh  
Moana O'Sullivan  
Katinka Proudfoot  
Martin Rennie  
Nicole Rockliphe  
Reilly Smethurst
Ben Stevenson
Alexander Taylor
Alida van Klink
Claire Walters
Janine Watson
Harriet Wild
Julie Williams
Michelle Willis
Pun Yau

The University of Auckland Partnership Appeal
Awards
Klaudia Alsweiler
Sophie Bannan
Janice Beaumont
Michael Beaven
Alija Bennett
Dawn Booth
Fleur Bracey
Danica D’Costa
Jane Fasavalu
Marian Hassan
Yihua Hong
Sheikh Ishrat
Blumika Kaushal
Kyeong Kim
Priyanka Kumar
Michael Lay
Sonia Lilly
Maria Munoz Granados
Raveen Nanayakkara
Tina Parsamand
Nishaal Prasad
Maria Ratumabuca
Paula Schaafhausen
Ali Seyfoddin
Rebekah Silver
Min Tang
Jane Vergel De Dios
Sarah Yates
Yang Yu

The University of Auckland Scholarships
Meghan Ashford
Stephen Bell
Elizabeth Bolton
Jane Canning
Enakshi Chakravorty
Hamish Chan
Zhan Ye Chen
Jai Choi
Charlotte Clouston
Owen Connors
Emma Coutts
Amy Dendale
Alexander Donaldson
Oscar Dowson
Dirk Driessen
Laura Eaton
Brodie Elliott
James Fisk
Selwyn Fraser
Joel Gibson
Steven Greenblatt
Stephen Greig
James Henry
Anna Hickey

Samuel Hogg
Megan Jamieson
Visakham Joseph
Jeannie Kang
Adrian Katz
Alex Kendall
Alistair Kendrick
Elia Kim
Alice King
Arahia Kirikiri
Young Eun Koo
Sarah Lily
Carey Lintott
Amelia MacDonald
Stephen Mackereth
Briar Mannering
Dillon Manuirirangi
Jeremy Mathan
Kate McCaw
Edward McKnight
Ming-Yi Mei
Matthew Milner
Katherine Mowbray
Paige Muggeridge
Jesse Offner
Kiboom Park
Jordan Pearse
Harriet Peel
Hai Viet Pham
Marcus Playle
Ruby Porter
Savannah Post
Amarjit Rataul
Peter Raymond
Cassandra Rea
Florence Reynolds
Callum Rose
Matthew Russell
Annie Scott
Taehwan Shin
Nalini Singh
Matthew Slijp
Maxwell Smith
Ellie Stevens
Stefan Sunde
Peng Seng Tan
Campbell Taylor
Hannah Thompson
Peter Ting
Sibylle Van Hove
Aditya Vasudevan
Himanshu Wadhwa
Aaron Weston
Augusta Wills
Mabel Wong
Yuen Ho Wong
Grace Wright
George Wroe
Cindy Xia
Lujia Xu
Pak-Lun Yuen

The University of Auckland Senior Health Research
Scholarships
Deborah Bean
The University of Auckland Prizes 2010

3M Littmann Prize
Mirjam Van Den Boom

A L Titchener Prize
Geran Zhang

Alcon Prize in Optometry
Tatiana Cook

Alice Bush Memorial Prize
Chinthaka Samaranayake

Arthur Sewell Prize in English
Andrew Clark

Aseptic Dispensing Prize
Edwin Lim

Nishaal Prasad
Elisabeth Thomas

Tuakana Scholarships for Māori and Pacific Students (2010 winners)
Carrie Bryers
Keith Hopkins
Lorelle McNaughton
'Ilaisa-Futa-Helu 'Ofamo'oni

University of Auckland Study Abroad Scholarship Languages and Literatures
Angela Chan
Macaulay Curtis
Shijia Kok
Sophie Mazzone-Olissoff
Alice Munn
Katie Redwood
Jonathan Sampson
Adam Thompson
Alistair Young

Vicki St John Postgraduate Scholarship for Māori Students
Chelsea Bublitz

Westpac Institutional Bank Scholarship (2010 winner)
Samuel Picot

Wilhelm Penseler Scholarship in Music
Tianyi Lu

Winifred Gimblett Scholarship
Yvette Lamb

Winifred Stiles Viola Scholarship
Rachel Grimwood

Woolf Fisher Lead Teacher Masters Scholarship
Kim Henry
Patricia Holster
Janet Rogers
Rochelle Teller

Zachary Gravatt Memorial Scholarship
Toby Verryt

The University of Auckland Prizes 2012

The University of Auckland Universitas 21 Doctoral Student Mobility Scholarships
Miriam Bissett
Emma Blomkamp
Gregory Rublee
Hei Shuck

The University of Auckland Universitas 21 Doctoral Student Mobility Scholarships (2010 winners)
Jia Gan
Kirby-Jane Hallum
Jie Han

The William Chick Masters Scholarship in Architecture
Aliaa Abed Ali
Owen Huang

Tinnitus Research Scholarship
Giriraj Shekhawat

Todd Mataga AUEA Award
Thomas Fox
Niancen Miao

Todd Mataga AUEA Award (2010 winners)
Sheena Garg
Geran Zhang

Toi Uru Roa: The Paul Kelly Māori Undergraduate Scholarships
Jarrod Griffin
Jesse Pene

Toi Uru Roa: The Paul Kelly Māori Undergraduate Scholarships (2010 winner)
Korey Te Hira

Tonkin and Taylor Scholarship
Alice Monk

Town Planning Silver Jubilee Scholarship
Emma Fergusson

Traffic Design Group Scholarship
Nicholas Etherton

Transnational Pacific Health Masters Scholarship
Rochelle Newport

Tuakana Scholarships for Māori and Pacific Students
Kahukura Bennett
Jacqueline Fuimaono
Emanuel Holloway
Nicole Panoho

University of Auckland Study Abroad Scholarship Languages and Literatures
Angela Chan
Macaulay Curtis
Shijia Kok
Sophie Mazzone-Olissoff
Alice Munn
Katie Redwood
Jonathan Sampson
Adam Thompson
Alistair Young

Vicki St John Postgraduate Scholarship for Māori Students
Chelsea Bublitz

Westpac Institutional Bank Scholarship (2010 winner)
Samuel Picot

Wilhelm Penseler Scholarship in Music
Tianyi Lu

Winifred Gimblett Scholarship
Yvette Lamb

Winifred Stiles Viola Scholarship
Rachel Grimwood

Woolf Fisher Lead Teacher Masters Scholarship
Kim Henry
Patricia Holster
Janet Rogers
Rochelle Teller

Zachary Gravatt Memorial Scholarship
Toby Verryt
Asian History Award  
Konrad Ruf

Auckland Brick Manufacturers Prize  
Daniyal Farhani  
Claudia Weber

Auckland Classical Association Prize (Greek)  
Devarshi Bhattacharyya

Auckland Classical Association Prize (Latin)  
Devarshi Bhattacharyya

Auckland Goethe Society Prize in Medieval German Studies  
Paul Tarling

Auckland Low Impact Design Student Competition Prize  
Jordan Curtis  
Sakti Gounder  
Minyi Guo  
Joshua Hodson  
Jens Hvas  
Sebastian Ichim  
Seok Kim  
Jun Lee  
Young Lee  
Christopher McCarrthy  
Yanina Silva  
Harold Xue

Auckland Pushkin Society Prize in the Russian Language  
Louisa Herd

Brenda Dawson Award  
Victoria Stiebel

Butland Prize  
Susan Reader

Butland Prize  
Wai Wong

Calvin Ring Prize for Clinical Ophthalmology  
Kate Duggan

Carl and Alberta Rosenfeldt Prize in Chamber Music  
So Kim  
Chun-Huei Lee  
Lorelle McNaughton  
Hsin Wen Tsao

Carrick Robertson Prize in Surgery  
Rebecca Shine

Cecil M Segedin Prize in Engineering Science  
Christopher Vogel

Chisholm Memorial Prize  
Lloyd Thomas

Christine Roigard Memorial Prize  
Rose Deutschle

CIMA Prize in Management Accounting  
Aaron Wilson

CIMA Prize in Management Accounting (2009 winner)  
Firoza Shaikh

Collins Prize in Mathematics  
Pengxing Cao  
Helen Broome  
Keith Ruddell

Concrete Prize (Engineering)  
Sarah Neill

Dean's Senior Prize Master of Management (2009 winner)  
Kiri Dell

Dean's Senior Prize Postgraduate Diploma in Business (2009 winners)  
Pamela Baines  
Waiana Collier  
Kristina Herriman  
Monique Knill  
Oliver Pomfrett  
Brigitta Wassenaar

Deloitte Touche Tohmatsu Prize in Advanced Financial Accounting (2009 winners)  
Jenny Cho  
Purita Mok

Dennis Brown Prize for Experimental Physics  
Sean Curry

Desmond Lewis Memorial Prize in International Law  
Lily Nunweek

Dorothy Gronwall Memorial Prize in Clinical Neuropsychology  
Vivien Feng

Douglas Mews Composition Prize  
Celeste Oram

Douglas Robb Prize  
Doron Hickey

Dr R G McElroy Prize in Administrative Law  
Hamish McQueen  
Bree Huntley

Drake Prize  
Jeremy Reid

Eric Hector Goodfellow Memorial Prize  
Ruth Bollen

F A de la Mare Memorial Prize  
Max Harris

F E R Noble Memorial Prize  
Jing Huang

Fertility Associates Prize in Health Psychology  
Anna Fogarty

Flora Smith Prize in Pathology  
Kate Duggan

Flora Smith Prize in Pathology (2009 winner)  
Rebekah Lamb

Fowlds Memorial Prize – Creative Arts and Industries  
Owen Huang
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<tr>
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<td>Lauren Tooker</td>
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<td>Fowlds Memorial Prize – Law</td>
<td>Vernon Tava</td>
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<td>Gary Davies Memorial Prize</td>
<td>Kellie Arthur, Max Harris</td>
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<td>Gaze Burt Prize for Master of Commercial Law</td>
<td>Claire Luxton, Jessica Pludthura</td>
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<td>Wenjing Sun</td>
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<td>Wade Southgate</td>
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<td>Greg Everard Memorial Prize for Mooting</td>
<td>Max Harris</td>
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<tr>
<td>Harrison and Grierson Prize for Technological Advances in the Water Industry</td>
<td>Lydia Bolam</td>
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<tr>
<td>Hawkins Construction Limited Construction Management Prize</td>
<td>Natalia Palamo</td>
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<tr>
<td>Hawkins Watts Ltd Prize in Food Product Development</td>
<td>Lacey Thompson-Jackson, Nancy Young</td>
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<tr>
<td>IET Prize (Computer Systems Engineering)</td>
<td>Phillip Cao</td>
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<tr>
<td>IET Prize (Electrical and Electronic)</td>
<td>Russel Burgess, Yuhui Chen</td>
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<td>IET Prize (Information Technology)</td>
<td>Shelley Lowe</td>
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<td>IET Prize (Mechanical)</td>
<td>Luke De Schot</td>
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<tr>
<td>IET Prize (Mechatronics)</td>
<td>Bryn Edwards</td>
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<tr>
<td>IET Prize (Software Engineering)</td>
<td>Carlo Bueno</td>
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<tr>
<td>Integrated Pharmacy Studies Prize</td>
<td>Jay-Anna Brewster</td>
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<tr>
<td>IRHACE Undergraduate Prize</td>
<td>Avanish Meher</td>
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<td>J D K North Prize in Clinical Medicine</td>
<td>Kate Rapson</td>
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<td>J S Werry Prize in Psychiatry</td>
<td>Chester Holt-Quick, Natalie Van Swet</td>
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<td>Janetta McStay Prize for Pianists</td>
<td>Junjue Zeng</td>
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<td>John Asher Prize in German Literature (Stage II)</td>
<td>Celeste Oram</td>
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<td>Michael Randal</td>
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<td>Adam Buckland, Blair Lindsay</td>
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<td>Kingsley Mortimer Memorial Prize</td>
<td>Rebecca Johansen</td>
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<td>KPMG Prize in Auditing (2009 winners)</td>
<td>Jenny Cho, Madhura Karnik</td>
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<td>L H Briggs Memorial Prize</td>
<td>Tanja Kjallman</td>
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<td>Law and Ethics Prize</td>
<td>Tonya Clark</td>
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<td>Les and Sonia Andrews Woodwind Prize</td>
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<td>Lesley Allison Memorial Prize</td>
<td>Hin Li</td>
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<td>Leukaemia and Blood Foundation Prize in Molecular Medicine</td>
<td>Michael Webb</td>
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<td>Llewelyn Jones Prize in Music for Piano</td>
<td>Han Cho, Flavio Villani</td>
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<td>Main Art Award</td>
<td>Bronwyn Crickett</td>
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<tr>
<td>Mathematics Education Technology Prize</td>
<td>Catherine Lin</td>
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<tr>
<td>Monier Prize</td>
<td>Frances Lowe</td>
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<tr>
<td>Montgomery Memorial Prize</td>
<td>Keith Ruddell</td>
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<tr>
<td>New Zealand Aluminium Smelters Masters Prize in Engineering</td>
<td>Xiaozhou Cui</td>
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<tr>
<td>New Zealand Aluminium Smelters Undergraduate Prizes in Engineering</td>
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<tr>
<td>New Zealand Automobile Association Prize in Transportation Engineering</td>
<td>Mehedi Chowdhury</td>
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<tr>
<td>New Zealand Institute of Chemistry Prize (Auckland Branch)</td>
<td>Kenny Lau</td>
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<td>New Zealand Steel Prize (Mechanical)</td>
<td>Gwendolyn Lemon</td>
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New Zealand Stock Exchange Prize
Laura Leece

Novartis Prize in Applied Pharmacology and Therapeutics
Chinthaka Samaranayake

NZACS Prize
Kathleen Ryan
Jessica Johns

NZIOB Mechanical Engineering Prize
Christopher Kist Peck

Olympus Photography Prize
Priya Patel

Opus International Consultants’ Transportation Planning Prizes
Rory Smeaton
Cameron Wallace

Pattle Delamore Partners’ Prize in Environmental Engineering
Mathew Chiaroni

Peg Wood Award
Yitian Gao

Pharmaceutical Society of New Zealand Prize
Jay-Anna Brewster

Philip Sidney Arden Memorial Prize
Benjamin Cain

Philip Graham Crabbe Memorial Prize
Samantha Rodrigues

Potter Interior Systems Ltd Prize in Architecture (BAS Part III)
Yun Sung

Potter Interior Systems Ltd Prize in Architecture (MArch Prof Part I)
Andrea Lawrence

Pre-Clinical Prize in Medical Humanities
Shaochen Liu

ProCare Annual Prize in General Practice
Brendon Ah Wong
Moana Taylor

Professional Pharmacy Studies Prize
Jay-Anna Brewster

Professional, Clinical and Communications Skills Prize
Lara Kimble

Property Institute of New Zealand Student of the Year Award
Samuel Mathews

R S Components Prize (Electrical and Electronic)
Edward Peek

R S Components Prize (Mechanical)
Joshua McGee

RANZCOG Women’s Health Award
Kalpa Jayanatha

Raymond Harry Hawkins Prize in Undergraduate Optometry Research
Victoria Lun

Richards Prize in Primary Health Care
Archana Selvakumar

Rod McKay Memorial Prize
James Laurensen

Roland Marley Prizes in German Literature
Anika Lloyd-Smith

Rosemary Grice Memorial Prize
Yoshiko Teraoka

Royal Institution of Chartered Surveyors (RICS) Prize
Kah Tan

Royal New Zealand College of General Practitioners Prize
Susan Reader

Royal New Zealand College of General Practitioners 4th Year General Practice Prize
Laurel Jones

Royal New Zealand College of General Practitioners 5th Year General Practice Prize
Tom Wang

S R de la Mare Memorial Prize
Kate Duggan

Sagar Geophysics Prize (2009 winner)
Joseph Corbett

Scion Timber Design Studio Award
Ray Lee
Shiqi Lin
Ran Xu

Scott Ellery Medal
Shinae Suh

Seiichi Waki Prize in Physics (2009 winner)
Simon Whalen

Squire Speedy Prize in Property
Timothy Brown

Statistics New Zealand Prize
David Banks

The Hiway Stabilizers Prize in Pavement Engineering
Michael Tidbury

The New Zealand Society on Large Dams (NZSOLD) Prize
James Russell

The Rotary Club of Auckland Prize for the Most Distinguished Medical Graduate of the Year
Kylie-Ellen Edwards

Thomson Reuters Prize in Criminal Law
Jing Wang

Thomson Reuters Prize in Torts and Contract
Hamish Beckett
Simon Collier
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<td>Julie Zou</td>
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<td><strong>Tony Cotton Memorial Prize (Graduate)</strong></td>
<td>Alanna Sullivan-Vaughan</td>
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<tr>
<td><strong>Tony Cotton Memorial Prize (Undergraduate)</strong></td>
<td>Maria Hughes</td>
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<tr>
<td><strong>Traffic Design Group Prize in Traffic Engineering</strong></td>
<td>Timoti Hopkins</td>
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<tr>
<td><strong>Vernon Brown Memorial Award</strong></td>
<td>Frances Cooper</td>
</tr>
<tr>
<td><strong>Vice-Chancellor’s Prize for Best Doctoral Thesis</strong></td>
<td>Isuru Jayasinghe, Cherie Lacey, Benjamin O’Brien, Cedric Simon, Marjorie van Roon</td>
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<tr>
<td><strong>W D Wilson Prize (2009 winner)</strong></td>
<td>Elisapeta Heta</td>
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<tr>
<td><strong>W E Henley Prize in Clinical Medicine</strong></td>
<td>Clare Russell</td>
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<tr>
<td><strong>W K Lacey Prize in Ancient History</strong></td>
<td>Robi Penney</td>
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<tr>
<td><strong>W K S Christiansen Prize</strong></td>
<td>Julian King-Turner</td>
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<td><strong>William Jebson Memorial Award</strong></td>
<td>Joshua McGee</td>
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<tr>
<td><strong>Yvonne Sogno Prize in Finance</strong></td>
<td>Rory Bunker</td>
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<tr>
<td><strong>Yvonne Sogno Prize in Finance (2009 winners)</strong></td>
<td>Dhananjay Garg, Louisa Viall</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:
• University-managed Halls of Residence
• University-managed self-catered apartments and flats
• Assistance in finding private accommodation in privately-managed student residences, flats or homestays via Accommodation Solutions.

The University of Auckland residences have been independently quality-assured by Qualmark. They have also been peer assessed and accredited by the New Zealand Association of Tertiary Education Accommodation Professionals.

Halls of Residence
Four of the five Halls of Residence (Grafton Hall, International House, O’Rorke Hall and University Hall) are fully-catered while Huia Residence offers self-catered facilities and optional meal plans. Located conveniently 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. Membership of the University Recreation Centre is included in residents’ accommodation fees.

Self-catered Flats
Number Fourteen Whitaker Place Flats and Parnell Student Village accommodate more mature students in partially furnished four to six bedroom apartments. Accommodation at the Park Road Student Flats in furnished single or double bedsit apartments with bathrooms en suite and sharing a communal kitchen is suitable for postgraduate students. The semi-furnished apartments at The Royal are suited to students with pre-school children. The fees include the cost of utilities such as electricity.

Private Accommodation in Privately-owned Student Accommodation, Flats or Homestays
If a student prefers not to stay or cannot find a place in a University-managed residence, Accommodation Solutions can assist with information about private accommodation options. There are self-catered privately-owned student accommodation providers near the City Campus that offer a variety of accommodation facilities and room types. In a homestay, a student lives with a family in a separate room, with meals and laundry service provided.

When living in a private flat, students are responsible for payment of their utilities and will have to provide their own furniture. Students are advised to take note of the Residential Tenancies Act and to find information on the Tenancy Services website.

Accommodation Services have not inspected and do not in any way guarantee the quality or availability of private accommodation.

Applications
Applications for University-managed accommodation are made online at www.accommodation.auckland.ac.nz 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 Agreements are sent out soon thereafter. Later applications are considered after the first round of offers if vacancies exist. A signed Residential Agreement 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.

Academic and Visitors’ Accommodation
Academic visitors can stay at the fully furnished apartments of Old Government House and The Lodge for period of a month 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 Solutions
Old Choral Hall, Alfred Street
Phone: +64 9 373 7599 ext 81179
Email: accom@auckland.ac.nz
Open: Monday to Friday 8.30am–5pm
Web: www.accommodation.auckland.ac.nz
Centre for Academic Development: Tā te Ākonga (Student Learning)

The Centre for Academic Development: Tā te Ākonga (Student Learning) caters for the learning needs of all students. It facilitates successful transitions to university, and to postgraduate studies and research. Through research-informed teaching and a commitment to equity it enhances academic capabilities and potential, and foster autonomous learning.

The Academic Pathways Programme (APP) provides opportunities for undergraduates, in particular first year students, to develop as effective learners throughout their time at university. APP supports the development of a wide range of skills including academic writing, time-management, maths and statistics, reading and note-taking, critical thinking, referencing, and test and exam skills.

Transition into Postgraduate Studies (TiPS) is a programme for students who are undertaking postgraduate coursework, from final year undergraduates, bachelor’s honours, to graduate diplomas and masters by coursework.

The Research Development programme is primarily designed for research masters’ and doctoral students who are thesis writers. As well as providing tailored doctoral level workshops in the Doctoral Skills Programme, this programme also offers workshops and seminars open to research students at all levels.

Te Fale Pouāwhina provides academic support for Māori and Pasifika students from undergraduates to postgraduates through the Tuakana workshops, drop-in sessions and individual tuition.

Tā te Ākonga (Student Learning) works collaboratively with the English Language Self-Access Centre (ELSAC), providing workshops for students who have English as an additional language on a wide range of topics including sentence/paragraph writing, grammar, writing style and oral presentations. This includes English as an Additional Language (EAL) support for doctoral students.

In addition, specialist tutors in the Learning Disabilities programme 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 for Academic Development: Tā te Ākonga (Student Learning) is located on Level 3 of the Kate Edger Information Commons Building, Room 320, 11 Symonds Street. It also has branches in Building 730, Rooms 294 and 295 at the Tāmaki Innovation Campus; Room N321 at the Epsom Campus; and at the Tai Tokerau Campus. Visit the Centre for Academic Development: Tā te Ākonga (Student Learning) website at www.sl.auckland.ac.nz for details.

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-altenrd@auckland.ac.nz
Infant and Toddler centre for children from 3 months to 3 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 8.30am–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
Grafton Campus

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

Park Avenue Early Childhood Centre
28 Park Avenue, phone: +64 9 373 7599 ext 86729
Email: ecc-parkave@auckland.ac.nz
Caters for children from 2½ to 5 years of age.
Open: Monday to Friday 7.45am–5.15pm

Epsom Campus

Epsom Campus Early Childhood Centre
Gate 8, Kohia Terrace, Building O, phone +64 9 623 8867
Email: ecc-epsomave@auckland.ac.nz
Caters for children from 3 months to 5 years of age.
Open: Monday to Friday 7.30am–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

Tāmaki Campus

Just Kidz Early Childhood Centre
75 Merton Road, St Johns, phone: +64 9 521 3040
Email: info@justkids.co.nz
This is a privately managed centre available for children of staff and students.
Caters for children from 3 months to 5 years of age.
Open: Monday to Friday 7am–6pm

Summer School

Each year one centre is open to cater for children of parents attending Summer School. Early enrolments are necessary.

More information on enrolment and fees can be found at www.auckland.ac.nz/oua/cs-students-who-are-parents
Phone Early Childhood Education Administrator on +64 9 373 7599 ext 85894

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, and two hours 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 the School of Chemical Sciences 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 of 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.
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 Research Integrity, Strategic Development, Funding Processes, Finance, and Electronic Research Management units, 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 university-sponsored research funds within the University. All policies relating to research are to be found in the University’s policy register. The Research Office provides advice on the University’s research policies and procedures. 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 tenth floor of 49 Symonds Street.
Phone: +64 9 373 7599 ext 87956
Open: Monday to Friday 8.30am–5pm

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 Student 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

Sport and 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
- Squash court
- State-of-the-art Climbing Wall
- Spin Studio
- Stretching and Core Training space
- Women’s weights room
- Watt Bike Lab.

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, karate, and outdoor extreme. 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 volleyball. 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 83942 or +64 21 469 367

Adjacent to the Campus are two sports centres:
• Scarbro Tennis Centre, which offers discounted rates to University staff and students to use the outdoor tennis facilities. Phone: +64 9 528 9782
• Auckland Netball Centre. Phone: +64 9 570 0030 ext 203.

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, issuing Muslim prayer space and bike shed access cards.

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 Friday 8.30am–5pm (and some evenings). Counselling is also available at Epsom Campus Monday to Thursday 8.30am–5pm, and Friday 9am–2.30pm; Grafton Campus Tuesday and Thursday 8.30am–5pm; and at Tāmaki Innovation Campus on Wednesday 8.30am–5pm.

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.

Careers Services is located in The ClockTower on the City Campus. Phone +64 9 373 7599 ext 88727.

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 at the City, Grafton, Tāmaki and Epsom campuses. These include medical and nursing clinics; specialised advice for sexual health, depression and anxiety, men’s and women’s health; immunisation, travel clinics, and lifestyle clinics providing advice on healthy eating and smoking cessation. The City Campus health centre offers specialist services such as dermatology and minor surgery.

City Campus: Level 3, Student Commons Building, 2 Alfred Street.
Phone: +64 9 923 7681 or +64 9 373 7599 ext 87681
The University Library (including Information Commons Services)

The University of Auckland Library, with 13 subject-specific libraries as well as the Kate Edger Information Commons, a bindery and an off-campus storage facility, is the most extensive tertiary library system in New Zealand.

The largest library, the General Library, serves the staff and students of the Faculties of Arts, Science and Business and Economics, as well as housing Special Collections and central infrastructural services for the Library system; it is located on the corner of Princes and Alfred Streets with the Kate Edger Information Commons across the road on the corner of Alfred Street and Symonds Street.

Other specialist libraries, three of which include information commons facilities, are Architecture and Planning, Audiovisual, Business Information Centre, Davis Law, Engineering, Fine Arts, and Music and Dance on the City Campus; a small reference library at the Leigh Marine Laboratory; Philson Medical and Health Sciences (which includes the Grafton Information Commons) on the Grafton Campus; Tamaki Library and Information Commons on the Tamaki Campus; and the Sylvia Ashton-Warner Education Library (including the Epsom Information Commons) on the Epsom Campus with a branch at Tai Tokerau Campus.

The Library's website (http://www.library.auckland.ac.nz) provides access 24 hours a day, 7 days a week to collections and services. Hours of opening for all facilities are available as are details of the services offered in the four information commons facilities which include the student IC Help Desk service.

Across the libraries and information commons facilities there are over 4,500 study spaces, 1,150 of which include workstations. Laptops for loan are also provided at each campus.

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 Politechnics 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 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 Parent Space Coordinator 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 9 309 0789 ext 202, 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.org.nz
If your concerns are not dealt with satisfactorily there are more formal processes available and these options can also be discussed with you.
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 from low socio-economic backgrounds, 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 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 equity outcomes.

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. The Pro Vice-Chancellor (Equity), Pro Vice-Chancellor (Māori) and their offices work collaboratively to achieve equitable outcomes for Māori staff and students. 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.

Web: www.eo.auckland.ac.nz

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 3 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.

3.2 The University shall also retain ownership of any physical object or tangible material embodying or incorporating its intellectual property rights.

3.3 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

772 Officers of the University
772 The Council of the University
772 The Senate of the University
773 Deans
774 Tāmaki Innovation Campus
774 Honorary Graduates
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775 The University of Auckland Distinguished Alumni Awards
775 Professores Emeriti

University Staff

777 Faculty of Arts
784 Faculty of Business and Economics
787 Faculty of Creative Arts and Industries
789 Faculty of Education
792 Faculty of Engineering
796 Faculty of Law
796 Faculty of Medical and Health Sciences
819 Faculty of Science
829 Auckland Bioengineering Institute
830 Liggins Institute
831 Academic Services
831 Auckland UniServices Limited
831 Campus Life
831 Centre for Academic Development
832 Centre for Continuing Education
832 Communications
832 Equity Office
832 External Relations and Development
832 Financial Services
833 Foundation Studies Programmes
833 Human Resources
833 International Office
833 IT Services
833 Office of the Chief Information Officer
833 Organisational Performance
834 Property Services
834 School of Graduate Studies
834 Schools Partnership Office
834 Student Information and Marketing Services
834 University Library
834 Office of the Vice-Chancellor
UNIVERSITY PERSONNEL

The Senate of the University

Chairman: The Vice-Chancellor
Deputy Vice-Chancellor (Academic)
Deputy Vice-Chancellor (Research)
Deputy Vice-Chancellor (Strategic Engagement)
Pro Vice-Chancellor (Equity)
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

Andrew Eberhard (Term ends 31.1.14)
Alexandra Sims (Term ends 31.1.14)

Faculty of Creative Arts and Industries

Nicholas Rowe (Term ends 31.1.13)

Faculty of Education

Helen Dixon (Term ends 31.1.14)
Fiona Ell (Term ends 31.1.14)

Faculty of Engineering

Gerard Rowe (Term ends 31.1.14)

Faculty of Law

Caroline Foster (Term ends 31.1.13)

Faculty of Medical and Health Sciences

Maurice Curtis (Term ends 31.1.14)
Bruce Russell (Term ends 31.1.14)

Faculty of Science

Margaret Goldstone (Term ends 31.1.14)
Cather Simpson (Term ends 31.1.13)

Sub-professorial Staff at Large

Matthew Goddard (Term ends 31.1.13)
Susan Laurensen (Term ends 31.1.13)
James Oleson (Term ends 31.1.14)
Peter Smith (Term ends 31.1.14)

... (Term ends 31.1.13)

... (Term ends 31.1.14)

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.
Deputy Dean
Raymond K. Miller, BA McM., MA PhD DipEd
Associate Dean (Academic)
... Associate Dean (Students)
Deborah Montgomerie, PhD Duke, MA
Associate Dean (Postgraduate)
Jian Yang, BA Luoyang, MA Henan, MA PhD ANU
Associate Dean (Equity)
Margaret Henley, MA DipBrC DipTchg
Associate Dean (International)
Bernadette Luciano, MA Stan., PhD Col.
Associate Dean (PBRF)
... Assistant Dean (Postgraduate)
... Assistant Dean (Students)
... Assistant Dean (School Liaison)
Mark Amsler, BA Johns Hopkins, PhD Ohio State

Faculty of Business and Economics
Dean
Gregory Whittred, BCom(Hons) Qld, MEc Syd., PhD NSW
Deputy Dean
Jilnaught Wong, MCom PhD CA, FCPA
Associate Dean (Academic Programmes and International)
Susan S. Laurenson, MCom, MA
Associate Dean (Postgraduate)
Norman Wong, MCom PhD, CA
Associate Dean (Research)
Peter F. Boxall, PhD Monash, MCom, FHRINZ
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)
Peter Shand, LLM Lond., LLB PhD
Associate Dean (Equity and Diversity)
Elizabeth Aitken Rose, BA Well., MTP, MNZPI
Associate Dean (Postgraduate)
Nicholas Rowe, PhD Kent
Associate Dean (Research)
Dory Reeves, BAI(Hons) Durl., MA PhD Sheff., RTPI

Faculty of Education
Dean
Graeme Aitken, MA EdD DipTchg
Associate Dean (Academic Programmes)
Helen Dixon, BEd Waik., MEAdmin 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 Amituanai-Toloa, MEd PhD DipTchg
Associate Dean (PBRF)
Stephen May, BAI(Hons) Well., MEd Massey, PhD Brist., DipTchg CCE, BA, MRSNZ
Associate Dean (Postgraduate)
Gillian Ward, ScEdD Curtin, BSc MEAdmin DipTchg
Associate Dean (Research)
Judith M. Parr, BSc(Hons) PhD ANU, MA DipTchg
Assistant Dean (Research)
Helen Hedges, BAI(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
Associate Dean Postgraduate (Research)
Pradeep K. Bansal, MSc Rooy, 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 (Teaching and Learning)
Gerard B. Rowe, ME PhD, MIEEE MIET MIPENZ

Faculty of Law
Dean
Andrew Stockley, BA LLB Well., BAI(Hons) Cant., PhD Camb., MA DPhil Oxf.
Associate Dean (Academic)
Rosemary Tobin, DipEd Massey, BA LLB(Hons) MJur PhD
Associate Dean (Administration)
Stephen F. Penk, MA PGDA Otago, BA LLB(Hons) LLM
Associate Dean (International)
David P. Grinlinton, BA Massey, LLM W.Aust., LLB(Hons)
Associate Dean (Māori)
Khylee E. Quince, BA LLB(Hons) LLM

Associate Dean (Postgraduate)
Peter G. Watts, LLB(Hons) Cant., LLM Camb.

Associate Dean (Research)
Jane Kelsey, LLB(Hons) Well., BCL Oxf., MPhil

Faculty of Medical and Health Sciences

Acting Dean
Ian R. Reid, BSc, MBChB MD, FRACP FRSNZ FRCP

Deputy Dean
Ian R. Reid, BSc, MBChB MD, FRACP FRSNZ FRCP

Tumuaki, Deputy Dean (Māori)
M. J. Papaarangi Reid, DipComH Otago, BSc MBChB DipObst, FNZCPHM

Associate Dean (Education)
Mark Barrow, MSc EdD DipTchg

Associate Dean (Equity)
Nicolette Sheridan, DipOHP Otago, MPH PhD DipTchg, RN

Associate Dean (Medical Programme)
Warwick Bagg, MBChB Wittw., 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 (International)
William (Bill) D. Barton, MPhil Massey, MSc PhD DipTchg

Associate Dean (Tāmaki)
Winston D. J. Byblow, MSc PhD S.Fraser, BHK Windsor

School of Graduate Studies

Dean
Caroline Daley, BA(Hons) PhD Well.

Deputy Dean
Corinne A. Locke, BSc PhD Liv., FGS

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 Bhattacharryya, ME Calc., PhD Jad., FRSNZ, Dist.FIPENZ

Faculty of Medical and Health Sciences

Head, School of Population Health
Alistair Woodward, MMedSci Nott., MBBS PhD Adel., FNZCPHM

Faculty of Science

Associate Dean (Tāmaki)
Winston D. J. Byblow, MSc PhD S.Fraser, BHK Windsor

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 2001
The Rt Hon. Helen Elizabeth Clark LLD 2010
Sir Graeme Davies DEng 2002
The Rt Hon. Dame Sian Elias LLD 1999
Richard Henry Lindo Ferguson LLD 1986
David Fulton Fowlds 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
Osmond 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 Kirton 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 1999
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 LLD 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
Dame Dorothy Gertrude Winstone LLD 1983
Honorary Fellows

Associate Judge David Abbott 2011
John Gordon St Clair Buchanan 2008
William John Falconer 2011
Dame Jennifer Barbara Gibbs 1995
Gaewyn Elizabeth Griffiths 2001
Sir John Ingram 2011
Bridget Mary Liddell 2008
John Richard Delahunt Matthews 2006
Peter Francis Menzies 2005
Sir Tipene O’Regan 2011
Alison Paterson 2011
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
The Hon. Justice David Baragwanath 2006
Judge Andrew Becroft 2010
Emeritus Professor Bruce Biggs 2001
Emeritus Professor Judith Binney 2007
The Rt. Hon. Sir Peter Blanchard 2011
Dr Alan Bollard 1998
Philippa Boyens 2006
Dr Greg Brick 2011
Dr Penelope Brooks 1998
The 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
Tony Falkenstein 2011
The Rt. Hon. Dame Sian Elias 2001
Cyril Firth 1998
Jeanette Fitzsimons 2011
Hugh Fletcher 1996
Raoul Franklin 2004
Emeritus Professor Sidney [Ben] Gascoigne 2002
Maurice Gee 1998
Dr Hilton Glavish 2005
The Hon. Justice Susan Glazebrook 2005
The Hon. Justice Lowell Goddard 2008
The Rt. Hon. Sir Douglas Graham 2009
John Hagen 2003
Bruce Harland 2000
Dr Ruth Harley 2002
Michael Jones 1997
John La Roche 1999
Chris Liddell 2003
Elsie Locke 1996

The Hon. Tuilaepa 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
The Rt. Rev. John Paterson 2004
Brian Peace 2001
Dr Jennifer Plane Te Paa 2010
The Hon. Justice Judith Potter 1997
The Hon. Mike Rann 2011
Trevor Richards 1996
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
Lynnette Stewart 2008
Dr Andrew Thomson 2006
Dr Nguyen van Thanh 2010
Dr James Watson 2001
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/Young Alumna of the Year
John Chen 2008
Mahé Drysdale 2007
Toa Fraser 2009
Dr Claire French 2011
Dr Jessic Jacobsen 2010
Dr David Skilling 2006

Professores Emeriti

Peter Bartlett, BArch NZ, PhD, RIBA, FNZIA, FRSA
(Architecture) (Retired 1993)

Robert Beaghehole, MBChB MD Otago, MSc Lond.,
DSc Otago, FRSNZ, FRACP, FAFPHM, MRCP
(School of Population Health) (Retired 2007)

A. Richard Bellamy, CNZM, BSc NZ, MSc PhD,
FRSNZ (Science) (Retired 2008)

Peter L. Bergquist, MSc PhD NZ, DSc, FRSNZ
(Biological Sciences) (Retired 1994)

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)

Graham A. Bowmaker, BSc PhD Syd., FRSNZ,
FNZIC, FRACI, CChem, FRSC (Chemistry)
(Retired 2009)

R. G. Bowman, BA Pomona, MS San Diego State,
PhD Stan., CPA Calif., (Accounting and
Finance) (Retired 2008)

John C. Butcher, MSc NZ, PhD DSc Syd., FRSNZ,
CMath, FIMA (Mathematics) (Retired 1999)
Faculty Executive Manager/Executive Assistant to Dean
Glenis Heinemann

RESEARCH UNITS, CENTRES AND INSTITUTES
The Europe Institute
Director
David Mayes, MA Oxf., PhD Brist.

Medieval and Early Modern European Studies, The Centre for (MEDEMS)
Director
T. M. Adams, BA Minn., MA Texas, PhD Johns Hopkins
Coordinator
Lindsay Diggelmann, MA PhD
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

The New Zealand Centre for Latin American Studies
Director
Walescka Pino-Ojeda, MA PhD Wash. (Seattle)

Ngā Pae o te Māramatanga (The National Institute of Research Excellence for Māori 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., FNZAH FRSNZ

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

ANTHROPOLOGY
Head of Department
Simon Holdaway, MA Otago, PhD Penn.
Departmental Coordinator
Suzanne L. Powell, BA(Hons) Derby

Professors of Archaeology
1999 Simon Holdaway, MA Otago, PhD Penn.
1993 Thegn N. Ladedoged, BA UCSB, MA PhD Hawai'i
1991 Peter J. Sheppard, BA Wat., MA PhD Tor.

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

Emeritus Professor of Archaeology
Geoffrey J. Irwin, PhD ANU, MA, FNZAH FRSNZ FSA

Associate Professors in Archaeology
1973 Harry R. Allen, ONZM, BA(Hons) Syd., PhD ANU, FSA
1996 Melinda S. Allen, BA Ariz., MA Hawaii, PhD Wash.

Associate Professor in Biological Anthropology
1998 Judith H. Littleton, BA(Hons) Syd., MA PhD ANU

Associate Professor in Ethnomusicology
1993 Gregory D. Booth, BMusEd Temple, MMus PhD Kent State

Associate Professor in Social Anthropology
1993 Juliet K. Park, MA PhD Otago

Senior Lecturer in Biological Anthropology
2000 Bruce Floyd, MA San Francisco State, PhD Oregon

Senior Lecturer in Ethnomusicology
2000 Kirsten Zemke, MA PhD

Senior Lecturers in Social Anthropology
2002 Mark Busse, MA Chic., PhD Calif.
1995 Christine Dureau, MA Monash, PhD Macq.
2003 Susanna Trnka, BA Berk., PhD Prim.

Senior Lecturer in Anthropology and Women’s Studies
1998 Phyllis Herda, BA Ariz., PhD ANU, MA

Lecturers in Biological Anthropology
2010 Nicholas Malone, BA Colorado, PhD Oregon
2011 Siobhan M. Mattison, BA(Hons) Cornell, MA PhD Wash.

Lecturer in Ethnomusicology
2011 Sun Hee Koo, MA NYU, PhD Hawai'i

Senior Research Fellow Conservation
1986 Dilyss A. Johns, MA, ICCROM, CCI, NZCCM

Research Fellows
2007 Matthew Campbell, MA Otago, PhD Syd.
2008 Anne Chambers, MA PhD Berk.
2008 Keith Chambers, MA PhD Berk.
2002 Louise Furey, MA DSc
2002 Claudia Gross, MA Berlin, PhD Manc.
2000 Joan Metge, MA NZ, PhD Lond.
2006 Caroline Phillips, MA PhD DipAD High Wycombe
2009 Mere Roberts, ONZM, BSc Cant., MSc PhD
2004 Judith H. Robins, MSc Dal.
2011 Douglas Sutton, MA PhD Otago

Honorary Professorial Research Fellow
Judith W. Huntsman, MA Brown, PhD Bryn Mawr

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.
Emeritus Professor of Applied Language Studies
Alan Kirkness, BA NZ, DPhil Oxf., MA

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 Aston
2003 Rob Batstone, MA Oxf., PhD Lond., DipTEO, PGCE Manc.
2004 Rosemary Erlam, MA PhD DipTchq
2004 Tan Bee Tin, MA Lond., PhD Chichester
2000 Rosemary Wette, DipTchq DipSLT Massey, MA PhD

Lecturers in Applied Language Studies
2009 Christine Biebricher, MA Newcastle(UK), DrPhil PH Ludwigsburg
2011 Shaofeng Li, MA Hebei Teachers, PhD Michigan State

Senior Tutors in Applied Language Studies
2007 Nell Matheson, MAT SIT, BA
2007 Lizzy Roe, MSc Edin.
1999 Martin White, MEDTESOL Temple, PGDipTESOL Sheff.Hallam

Tutors in Applied Language Studies
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

Honorary Research Fellows
Catherine Elder, MA PhD Melb.
James Feist, MA PhD
Liliya Gorelova, MA Novosibirsk, PhD Moscow Inst.
Bronwen Innes, MA Well., PhD
Marilyn Lewis, Lic.es Lettres Besançon, MA Melb., DipTchq

ART HISTORY

Head of Department
Caroline Vercoe, MA PhD

Departmental Coordinator
Jane Percival, BA Otago, DipTchq(ECE) Massey

Professor
1998 Elizabeth A. Rankin, BA(Hons) PhD HDipLib Witw.

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.
2011 Ian Wedde, MA

Honorary Research Fellows
Donald J. D. Bassett, PhD Edin., MA, DipNZLS
Francis Pound, MFA PhD
Alan Wright, MA Edin.

ASIAN STUDIES, School of

Head of School
Hilary Chung, MA Camb., MA PhD Durh.

Departmental Coordinator
Anna Ma, BA GDip Auck.UT

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 UPS, PhD Hawaii
1989 Inshil Choe Yoon, MA Seoul National, PhD

Lecturer
1993 Tomoko Shimoda, BA 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 Laoaing, MA

CLASSICS AND ANCIENT HISTORY

Head of Department
Peter J. Sheppard, BA Wat., MA PhD Tor.
Departmental Coordinator
Josanne Blyth

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
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
Kenneth E. Jackson, BA(Hons) PhD Kent

Departmental Coordinator
Cornelia Bluefeld, BSc(Hons) Oldenburg

Associate Professor
1972 Kenneth E. Jackson, BA(Hons) PhD Kent

Senior Lecturer
2004 Yvonne J. Underhill-Sem, MA Hawaii, PhD Waik.

Lecturer
2009 Anke Schwittay, MA York(Can.), PhD UC Berk.

Honorary Research Fellows
Ershad Ali, MSc Dhaka, MSc Melb., PhD Massey
Paul Braund, BA(Hons) Birm., MA RCA
Catherine Conn, BSc(Hons) Bath, MCommH Liv.,
PhD Leeds, DipBA Henley
Tazul Islam, BA(Hons) MA Dhaka, PhD
Rebecca Miller, BA(Hons) Tor., MEd Qu., PhD
Piyadasa Ratnayake, MSc Tokyo, PhD Ryukoku
Univ., Kyoto
Carmel Williams, MA PhD

ENGLISH

Head of Department
Joanne C. Wilkes, BA(Hons) Syd., DPhil Oxf.

Departmental Coordinator
Laureen Boucher, MA Wittv.

University Distinguished Professor
1980 Brian D. Boyd, MA Cant., PhD Tor., FNZAH FRSNZ

Professors
2006 Tom Bishop, BA(Hons) Melb., PhD Yale

Emeritus Professors
Wystan Curnow, CNZM, BA NZ, PhD Penn., MA
Stephanie J. Hollis, BA Adel., PhD ANU
Macdonald Jackson, BLitt Oxf., MA NZ, FNZAH FRSNZ
Michael Neill, MA Otago, PhD Camb., FNZAH FRSNZ
D. I. B. Smith, MA NZ, DPhil Oxf.
Christian Karlson Stead, ONZ, CBE, MA NZ, PhD,
HonLitD Brist., LittD, FRSL

Albert Wendt, CNZOM, MA Well., Hon.Doct.
Bourgogne

Associate Professors
1991 Murray Edmond, BA PhD
2006 Lisa Samuels, BA N.Carolina, MA PhD Virginia
1987 Joanne C. Wilkes, BA(Hons) Syd., DPhil Oxf.

Senior Lecturers
1991 Mark Amsler, BA Johns Hopkins, PhD Ohio State
1994 Claudia Marquis, BA C’dia., MA McM., PhD
1991 Jan Cronin, BA(Hons) Trinity(Oubh.), PhD Leeds
1994 Rose Lovell-Smith, BPhil Oxf., MA Penn.,
Cant., PhD Well.
1994 Eluned Summers-Bremner, BA Walk., MA Otago, PhD Cant.
2003 Stephen Turner, PhD Cornell, MA
2005 Selina Tusitala Marsh, MA PhD
2011 Ian Wedde, MA

Lecturers
2010 Rina Kim, MA UCD, PhD Warw.
2011 Emily Perkins, DipPerformingArts NZ Drama
Sch., MCW

Senior Tutors
2007 Nina Nola, MA PhD
1991 Elizabeth Wilson, MA
1993 Stephanie Wyatt, MA DipTchg

Honorary Research Fellows
Margaret Edgcumbe, MA
Riemike Ensing, MA
Kenneth Larsen, PhIL Rome, MA PhD Camb.
Aorewa McLeod, BA BPhil Oxf., MA Well.
Peter Simpson, MA Cant., PhD Tor.
Annika Sylen, MA PhD Lund.
Michael J. Wright, MA Oxf., PhD NE

EUROPEAN LANGUAGES AND LITERATURES, School of

Head of School
Christine R. Arkinstall, MA Oviedo, BA PhD

Departmental Coordinator
Sabine Hillebrandt, GradDip Auck.UT

Comparative Literature

Associate Professor
2011 Susan Ingram, BA Bishop’s, MA McM., PhD Alta.

Coordinator
Susan Ingram, BA Bishop’s, MA McM., PhD Alta.

European Studies

Professor in European Studies
2012 Jean-Jacques Courtine, MA Grenoble III, PhD Paris X-Nanterre

French

Head of Department
D. Walker, DU Paris VIII, MA PhD

Professor
1994 Raylene Ramsay, MA Otago, DU Pattiers,
DipLing Camb., FNZAH FRSNZ
Associate Professor
2001 T. M. Adams, BA Minn., MA Texas, PhD Johns Hopkins

Senior Lecturers
2005 Trudy Agar, MA Waik., PhD/DNR Auck./Paris
2002 D. Walker, DU Parts VIII, MA PhD

Lecturer
2004 Kevin Mendousse, DEUG LCE MSE DEA DNR Sorbonne

Honorary Tutors/Lectrices/Lecteurs
Ysé Cardaliague, Licence Sorbonne
Vincent Roussseau, Licence Sorbonne

Honorary Research Fellow
J. Grant, MA NZ, PhD Tor., LLB Dip’EtSup Paris, 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 Iowa, MA PhD Bryn Mawr

Senior Lecturer in German
2005 Stephan Resch, MA PhD

DAAD Lecturer in German
2009 Yannick Müllender, MA Liege, DrPhil FU Berlin

Honorary Research Fellows
James Braun, MA PhD
Hannah Brodsky-Pevzner, DipPhil Latvian State
Ian K. Lilly, MA Cant., Monash, PhD Wash.
Kathryn Smits, MA NZ, DrPhil Freiburg
Hans-Peter Stoffel, DrPhil Zürich
Livia K. Wittman, DPhil Budapest

Italian
Head of Department
Daniela Cavallaro, Laurea Rome, DipFilHIs Salamanca, MA Ohio, PhD Northwestern

Associate Professor
1994 Bernadette Luciano, MA Stan., PhD Col.

Senior Lecturers
1997 Daniela Cavallaro, Laurea Rome, DipFilHIs Salamanca, MA Ohio, PhD Northwestern
1993 Franco C. A. Manai, Laurea Pisa, PhD Brown

Senior Tutor
1993 Gabriella Brussino, MA

Latin American Studies Programme
Programme Coordinator
Walescka Pino-Ojeda, MA PhD Wash. (Seattle)

Spanish
Head of Department
José Colmeiro, MA SUNY, PhD UC Berk.

Prince of Asturias Professor
2010 José Colmeiro, MA SUNY, PhD UC Berk.

Professor
1987 Christine R. Arkinstall, MA Oviedo, BA PhD

Associate Professor
1997 Roberto J. Gonzalez-Casanovas, MA MTS PhD Harv.

Senior Lecturers
1994 Kathryn Lehman, BA Ill., PhD Pitt.
2009 Carlos Eduardo Piñeros, MA PhD Ohio State
1996 Walescka Pino-Ojeda, MA PhD Wash. (Seattle)
1994 Wendy-Llyn Zaza, MA PhD

Tutor in Spanish and European Studies
Gwyn Fox, MA PhD

Translation Studies
Director
Frank Austermühl, MA DrPhil Heidelberg

Associate Professor
2005 Frank Austermühl, MA DrPhil Heidelberg

Lecturer
2007 Vanessa Enríquez Raído, MA Madrid, PhD Barcelona

Professional Teaching Fellow
2010 Sau Wen Kung, PhD Newcastle(UK), MProfStuds

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.

Professors
1993 Annie Goldson, ONZM, BSc Otago, MA NYU, DipJ Cant., PhD
1999 Nick Perry, BScSoc Lond., BA Strath., FNZAH FRSNZ
2012 Katherine Sender, BA(Hons) Sus., MA PhD Mass. (Amherst)

Emeritus Professor
Roger Horrocks, MNZM, BA NZ, MA PhD

Associate Professors
1992 Laurence Simmons, MA PhD Well.

Senior Lecturers
2008 Sue Abel, DipTchg ACE, MA PhD
2008 Vanessa Alexander, BA Otago, GradDip MEd., MA
2012 Neal Curtis, BA(Hons) E.Lond., MA Nott., PhD Nott. Trent
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
Lecturers
2010 Allan Cameron, BA(Hons) MA Otago, PhD Melb.
2012 Valentina Cardo, BSc(Hons) MA Oxf, Brookes, PhD E. Anglia

Senior Tutors
2001 Brenda Allen, BA(Hons) PhD Cant.
1995 Margaret Henley, MA Dip Br. Dip Tchg

HISTORY
Head of Department
Jonathan Scott, BA(Hons) Well., PhD Camb.

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.

Emeritus Professors
Raewyn Dalziel, ONZM, BA(Hons) PhD Well.
M. P. K. Sorrenson, MA NZ, DPhil Oxf.
Russell Stone, ONZM, MA NZ, PhD

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
2007 Lindsay Diggelmann, BA(Hons) PhD Well.
2003 Jennifer Frost, BA(Hons) Cal., MA PhD Wisconsin-Madison
1994 Deborah Montgomery, PhD Duke, MA
2002 Ellen Nakamura, BA(Hons) ANU, MEd Tokyo Gakugei U., PhD ANU
1997 Kim Phillips, BA(Hons) Melb., DPhil York(UK)
1999 Paul Taillon, BA Northwestern, PhD Wis.
1999 Joseph Zizek, BSc BA Alta., MA CPhil PhD Berk.

Lecturers
2006 Aroha Harris, MPhil Massey, PhD
2012 Frances Steel, BA(Hons) Otago, PhD ANU

MAORI STUDIES
Head of Department
Margaret S. Mutu, BSc, MPhil, PhD

Departmental Coordinator
Rangimarie Rāwiri

University Distinguished Professor
1973 Anne Salmon, DBE, CBE, PhD Penn., MA, FRANZ FNZAH FBA

Professor
1988 Margaret S. Mutu, BSc, MPhil, PhD

Associate Professor

Senior Lecturers
2008 Sue Abel, Dip Tchg ACE, MA PhD
2003 Hone Sadler, MMM Te Wananga-o-Raukawa

Lecturers
2008 Lisa Chant, BA(Hons)
2007 Arapera Ngaha, MA PhD

Senior Tutors
1999 Dante Bonica
2005 Ngapo Wehi, Hon. Doct Massey
2009 Kaia Williams, QSO, MEd

PACIFIC STUDIES, Centre for

Director
Walter Fraser, BA S.Pac., DipCom

Centre Coordinator
Viola Laban

Senior Lecturers, Pacific Studies
2000 Melenaite Taumoefolau, BA GCEd S.Pac., MA Wales, PhD

Senior Lecturer, Tongan Language
1995 Vavao Fetui, MA DipTESL Well.

Research Fellow
2011 Jemaima Tiata, MA PhD DPH

Honorary Research Professor
Richard M. Moyle, LTCL, MA PhD

PHILOSOPHY
Head of Department
Tim Dare, PhD Alta., BA LLB MJur

Departmental Coordinator
Maria Rillo-Stol, BA Colorado

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
2012 Timothy P. Mulgan, BA(Hons) Otago, DPhil Oxf.
1969 Robert Nola, BSc NZ, PhD ANU, MA MSc, FNZAH FRSNZ

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 Qld, PhD St And., Dip. Div. Qld
1974 Frederick W. Kroon, MA PhD Prin., MA
1994 Christopher J. Martin, MA Sus., PhD Prin.
1995 Robert L. Wicks, BA Michigan State, MA PhD Wis.

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.
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.)

Emeritus Professors
Barry S. Gustafson, ONZM, MA NZ, DipEd Massey, DipSovStud Glas., PhD
R. Andrew Sharp, ONZM, BA NZ, MA Cant., PhD Camb.

Associate Professors
1972 J. Stephen Hoadley, BSc Purdue, MA Calif., State, PhD Calif.
1984 Raymond K. Miller, BA MCM., MA PhD DipEd
1992 Martin Wilkinson, MA DPhil Oxf.

Senior Lecturers
1979 Joseph B. Atkinson, MA Cant., PhD Yale
2006 Jennifer Curtin, MA Waik., PhD ANU
2002 Geoffrey Kemp, MA MPhil PhD Camb.
2006 Anita Lacey, BA(Hons) PhD Monash
2006 Jennifer Lees-Marshment, BA PhD Keele, MA Manc.
2009 Maria Rublee, BS Evangel, MPhil PhD George Wash
2004 Katherine Smits, BA(Hons) BJur W.Aust., MPhil Camb., PhD Cornell
1999 Jian Yang, BA Luoyang, MA Henan, MA PhD ANU

Lecturer

Honorary Research Fellows
Graham W. A. Bush, QSO, MA NZ, PhD Brist., DipEd

SOCILOGY

Head of Department
Alan France, BSc PhD Sheff.

Departmental Administrator
Yogita Nand, DipMgt S.Pac.
Faculty of Business and Economics

Dean
Gregory Whittred, BCom(Hons) Qld, MEC Syd., PhD NSW, FCA FCPA

Deputy Dean
Jilnaught Wong, MCom PhD CA, FCPA

Associate Dean (Academic Programmes and International)
Susan S. Laurenson, MCom, MA

Associate Dean (Postgraduate)
Norman Wong, MCom PhD, CA

Associate Dean (Research)
Peter F. Boxall, PhD Monash, MCom, FHRINZ

Associate Dean (Māori and Pacific Development)
Manuka A. Henare, BA PhD Wellington

Director of First Year Studies
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

RESEARCH UNITS, CENTRES AND INSTITUTES

New Zealand Asia Institute
Director
Hugh Whittaker, BA Int. Christian U., Tokyo, PhD Imperial College

Fellow and Emeritus Professor
Peter Nicholas Tarling, MNZM, MA PhD LittD Camb., HonLittD, FRAS FRHistS

Research Fellow and Programme Officer
2002 Xin Chen, MA Peking, PhD Hawaii

Director, China Studies Centre
Jian Yang, BA Luoyang, MA Henan, MA PhD ANU

Director, Japan Studies Centre
Hugh Whittaker, BA Int. Christian U., Tokyo, PhD Imperial College

Director, Korea Studies Centre
Richard T. Phillips, MA PhD Camb.

Director, Southeast Asian Studies
Natasha Hamilton-Hart, BA(Hons) Otago, MA PhD Cornell

ACCOUNTING AND FINANCE

Head of Department
David Hay, BCom Otago, MCM Lincoln(NZ), PhD, FCA

Departmental Manager
Herena Newall, GradDipBus(Admin)

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
1975 David M. Emanuel, MCom PhD, FCA

Research Professors of Accounting
1999 Dan Dhaliwal, MA MA PhD Ariz. 2006 W. Robert Knechel, BS Delaware, PhD N.Carolina
2007 Philip Shane, BS Ill., PhD Oregon, CPA Ill.

Professors of Finance
2008 Henk Berkman, MCom PhD Rotterdam 2010 Dimitri Margaritis, MA PhD SUNY (Buffalo)
2010 David Mayes, MA Ox., PhD Brist.

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
2008 Charle de Villiers, MBA PhD Pret., CA, CPA
2008 Julie Harrison, MCom MTaxS PhD, CA
2009 Charlene Lee, MS Nat. Chong, PhD Nat. Taiwan
2009 John Lee, MCom PhD Wash.
2009 Nick Nguyen, BSc HCMC, BCom(Hons) PhD Massey
2008 Philip O’Connor, BMS Waik., MBA Wis., PhD Maryland
1996 Robert L. Wilton, BCom NSW, MCom, ACA

Lecturers
2000 Chris Akroyd, MCom NSW, MCom Kobe, PhD, CPA
2001 Angela Liew, BSc MCom PGDipCom, CPA

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. Davey, 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, BAcc(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
Christopher Nicoll, LLB(Hons)

Departmental Manager
Janet D’Souza, BA Bom., PGDipBusAdmin

Professors of Commercial Law
Professor of Taxation Law and Policy
2008 Craig Elliffe, BCom LLB(Hons) Otago, LLM Camb.

Professor of Corporate Governance
2008 John Farrar, LLB(Hons) LLM LLd Lnd., PhD Brist.

Adjunct Professor
2011 Mai Chen, LLB(Hons) Otago, LLM Harv.

Associate Professors
1996 Owen J. Morgan, BEdStud Qld., BA LLB(Hons) MJur DipTchg SJD Melb.
1999 Christopher Noonan, LLB PhD
2000 Alexandra Sims, LLB Otago, MComLaw
2011 Peter Vial, Miur comp Bonn, BA BCom LLB

Senior Lecturers
2010 Robert Batty, BA LLM
1991 Gehan Gunasekara, BA LLB Well., LLM
2010 Chye-Ching Huang, LLM Columbia, BCom
2011 Rebecca Hirsch, LLM

Professional Teaching Fellow
2011 Barnard Hutchinson, BCom LLB(Hons) MTaxS

Senior Tutors
1995 Philip Cook, BA LLB MPhil
2003 Leigh Miller BA LLM MPhil
2002 Christopher Spells, BSc(Econ) MA Lond., MTaxS
2010 Annette J. Lazonby, BHSc MCom

Lecturer
2011 Rebecca Hirsch, LLM

Head of Department
Basil M. H. Sharp, BAgCom Cant., MS PhD Wis., DipAgr DipVFM Lincoln(NZ)

Deputy Head of Department
Matthew J. Ryan, BA BCA(Hons) Well., MA PhD Yale

Departmental Manager
Trish Marsters, GradDipBus

Alumnus Distinguished Professor
1992 Peter C. B. Phillips, HonMA Yale, PhD Lond., MA

Energy Education Trust Professor of Energy and Resource Economics
1990 Basil M. H. Sharp, BAgCom Cant., MS PhD Wis., DipAgr DipVFM Lincoln(NZ)

Professor of Experimental Economics
2003 Ananish Chaudhuri, BSc(Hons) Calc., MA J. Nehru U., MA PhD Rutgers

Professor of Macroeconomics
2011 Prasanna Gai, B Econ(Hons) ANU, MPhil DPhil Oxf.

Professors
1992 Tim Hazeldine, MA Cant., Otago, PhD Warw.
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 W’gong.
1997 John Hillas, BA BEcon(Hons) Qld., PhD Stan.
1984 Sholeh A. Maani, BSc MS PhD Ill.
2002 Matthew J. Ryan, BA BCA(Hons) Well., MA PhD Yale
1979 Robert D. J. Scollay, MA Camb., BCom PhD
1981 Susan M. St John, QSO, BSc MA PhD
2002 Rhema Vaithianathan, MCom PhD

Senior Lecturers
1993 Debasis Bandyopadhyay, BSc(Hons) Calc., MA Flor., PhD Minn.
1999 Kathrin M. Boardman, BSc MCom Cant.
2010 Zhijun Chen, MA PhD Wuhan, PhD Toulouse
2009 Bilgehan Karabay, BA Marmara, MA PhD Virginia
1986 Alan J. Rogers, AM PhD Prin., MA
2004 Erwann Sbai, BSc(Hons) Marne-la-Vallee, MEcon PhD Toulouse
2010 Jennifer L. Steele, BCom Br.Col., MS PhD Texas-Austin

Lecturers
2008 El-hadj M. Bah, BS Mohammad V, MSE MS PhD Arizona State
2011 Daryna Grechyna, BA Dnipropetrowsk, MA Kyiv-Mohyla Acad., MA PhD Universidad Autonoma de Barcelona
2010 Taesuk Lee, MA Seoul, MA PhD Rochester
2005 Stephen J. Poletti, MSc ANU, PhD Newcastle(UK), BSc(Hons) MCom PhD
2009 Ping Yu, BA MS Peking, MS PhD Wisconsin-Madison

Head of Department
Michael D. M. Anstis, BA
2009 Gamini Jayasuriya, BA Ceyl., MSocSc Birm.

Assistant Director, Graduate School of Enterprise
James Scott, BScEng Natal, MBA Cardiff

Director of Academic Programmes
Peter Withers, MA Cant.

Associate Director, Graduate School of Enterprise
James Scott, BScEng Natal, MBA Cardiff

Director of Executive Development
Darren L. Levy, DipBus Auck.UT

Matthew Abel Professor of Macroeconomics
2012 Robert MacCulloch, BSc MCom MPhil DPhil Ox.

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 M. L. Olsen, MS PhD Stan., BSc(Hons)
Professors
1989 Michael D. Myers, MA PhD

Emeritus Professor
Justo A. Diaz, BSc Ott., PhD UC Berk.

Adjunct Professor
1991 Brent Gallupe, BMath Wat., MBA Tor., PhD Minn., ISP, CMA, FLMI

Associate Professors
2001 Tiru Arthanari, MStat PhD DipOR I.Stat.I.
2010 Cecil E. H. Chua, BE(Hons)
2001 Koro Tawa, MCom
1998 Gabrielle Peko, MCom
1999 Amitha Peiris, BSc(Hons)
2002 Sarah Henderson, BSc BCom(Hons) PhD Warsaw
1995 Donald Sheridan, BA MEd
1996 David M. Sundaram, BE PGDipIE Madr., PhD.
2010 Arvind K. Tripathi, BE Ald., MTech IIT Kanpur, PhD Conn.

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, DiplInfoSys Massey, MCom PhD
2002 Sarah Henderson, BSc BCom(Hons) PhD
2002 Anson Kin Tat Li, MCom PhD
1999 Lecht Oliver, MBA MPhil 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

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 Employee Education Trust Professor of Leadership
2006 Brad Jackson, MA Br.Col., PhD Lond.

Professor, Foundation Chair in Entrepreneurship

Professor, Innovation Research
2005 Kenneth Husted, MSc PhD Copenhagen Bus. Sch.

Professors
2003 Siah Hwee Ang, BBA(Hons), PhD NU Singapore
1987 Peter F. Boxall, PhD Monash, MCom. FHRINZ
2006 Hugh Whittaker, BA Int. Christian U., Tokyo, PhD Imperial College

Emeritus Professor
John S. Deeks, MA Camb., DipPM LSE

Adjunct Professor
2010 Lester Levy, MBBCch Wittl., MBA

Associate Professors
2011 Natasha Hamilton-Hart, BA(Hons) Otago, MA PhD Cornell
1996 Manuka A. Henare, BA PhD Well.
1992 Darl G. Kolb, MA Colorado, PhD Cornell

Senior Lecturers
1994 Maureen Benson-Rea, BA(Hons) Lanc., MBA Brun., PhD
2000 Brigid J. Carroll, MBA Fordham, MA PhD
1999 Liliana Erakovic, MSc Zagreb, PhD
1996 Ross A. McDonald, BSc Stir., PhD Nebraska
2007 Barbara Pletcher, MBS PhD DiplTchg Massey
1999 Deborah M. Shepherd, BA Otago, MA PhD
1998 Christine Stringer, MSc Brigham Young, PhD
2000 Rachel M. Wolfframm, MCom PhD
2000 Christine R. Woods, MA PhD

Lecturers
2010 Thomas M. Bohne, MPhil PhD Camb.
1992 Brent Burmester, MCom LLB PhD
2007 Carla Houkaumau, BA(Hons) PhD
2010 Ann Hutchison, BA(Hons) Durl. PhD
2011 Zaidah Mustaffe, MSc Putra (Malaysia), PhD
2006 Peter Smith, MBA
2011 Chellie Spiller, MA Well., PhD
2008 Peter Zamborsky, MA Comenius, MSc LSE, PhD Brandeis

Senior Tutors
2008 Kim Ashton, BBS MMgt Massey
2001 Joseph M. Beer, MCom
2002 Lisa Callagher, MCom

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.
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
1999 Denise Conroy, MSc PhD
2001 Karen Fernandez, BCom Melb., MBA Pittsburg State, PhD Kansas
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)
Peter Shand, LLM Lond., LLB PhD

Associate Dean (Equity and Diversity)
Elizabeth Aitken Rose, BA Well., MTP, MNZPI

Associate Dean (Postgraduate)
Nicholas Rowe, PhD Kent

Associate Dean (Research)
Dory Reeves, BA(Hons) Durh., MA PhD Sheff., RTPI

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
Catherine Hollis, BBus DipBusAdmin Manukau.IT

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
1994 R. J. Michael Gunder, MA
Br.Col., PhD,
FNZPI, MCIP MPIA
2006 Uwe Rieger, Dipl.-Ing Arch TU-Berlin, NZIA
1981 Sarah Treadwell, BArch PhD, NZIA

Senior Lecturers
1997 Elizabeth Aitken Rose, BA Well., MTP, MNZPI
1987 Patricia M. Austin, BSc Sus., BPhil
Newcastle(UK)
2004 Deidre Brown, MArch PhD
2010 Hugh Byrd, BA(Hons) DipArch Birm., PhD,
NZIA, RIBA
1995 John B. Chapman, BE(Hons) DipEd, MIPENZ,
CPEng
1974 George Dodd, BSc Reading, MSc PhD DipAud
Ston., FNZAcS
2006 Julia Gatley, MArch Well., PhD Melb.
2006 Kai Gu, BArch Zhengzhou, MArch South
China Univ. Technol., PhD Wat.
1994 Bruce Hucker, BD Otago, PhD Princeton
Theological Seminary, MA
1981 Ross Jenner, 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 Well., LLM Tulane
1995 Marjorie van Roon, MSc PhD, MRSNZ
MEIANZ

Lecturers
2008 Lee Beattie, MSc Lond., BPlan BSc
DipEnvMgt, MNZPI
2006 Michael J. Davis, MArch AA Lond.,
BArch(Hons). ANZIA
2010 Lena Henry, BPlan(Hons)
2010 Derek R. Kawiti, BArch(Hons) MArch AA Lond.
2007 Paola M. Leardini, MArch PhD Politecnico Milano
2009 Dermott McMeel, BSc BArch PhD Edin.
2010 Jeremy Treadwell, BA MArch
2008 Kathy Waghorn, BFA BArch(Hons)

Senior Tutors
1998 Judy Cockeram, MArch
2002 Emilia Kabzamalova, DipArch Sofia, MPlanPrac
2007 Paola M. Leardini, MArch PhD Politecnico Milano
2009 Dermott McMeel, BSc BArch PhD Edin.
2010 Jeremy Treadwell, BA MArch
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, PhD Auck.UT, BA MCPA
2008 Alyss Longley, BA MPhEd Otago, PhD Vic. (Aust.), 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
2004 Jon Bywater, BA(Hons) Cant.
2002 Lisa Crowley, MFA
2008 Gavin Hipkins, MFA Br.Col., BFA
2008 Simon Ingram, MA PGDip W.Syed., BFA DocFA
2003 Sean Kerr, MFA
2002 p.mule, MFA DipTchg
1994 Peter Shand, LLM Lond., LLB PhD
2002 Allan Smith, BFA MA DipTchg

Lecturers
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

MUSIC
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.

Emeritus Professor
Heath Lees, BMus MA Glas., PhD, FTCL(Music)

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, LRSM, LTCL, DipTchg
2007 W. Dean Sutcliffe, MPhil PhD Camb., BMus MA

Senior Lecturers
2009 Allan Badley, MMus PhD
2009 Davinia Caddy, MA PhD Camb., PGDipLATHE Oxf., LGSM Guildhall, FHEA
1995 Eve K. de Castro-Robinson, DMus, ATCL
2006 John William Coulier, BMus(Hons) Cant., PhD Qld.
2005 Rae de Lisle, BA, LRSM, LTCL, FIRMT
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
2009 Kevin D. Field, LTCL PGDipMus
2006 Olivier Holland, Diplom-Musiker FH Essen
2007 Leonie Holmes, MMus DMus, LTCL
2009 Roger W. Manins, BMus(Hons)技术 MMus Well., MA DesL Paris-Sorbonne
2003 Ron Samsom, BMus St FX, MMus McG.
2010 Dean Sky-Lucas, BMus Newcastle(NSW)

Senior Tutor
2006 Robert Wiremu, BMus Well., DipMus

Honorary Associate Professor
G. Warren J. Drake, BA NZ, PhD Ill., MA

Honorary Senior Lecturers
Fiona E. C. McAlpine, MA Well., DesL Paris-Sorbonne
David Nalden, BA NZ, 1er Prix (Violin) 1er Prix (Musique de Chambre) Brussels
Faculty of Education

Dean
Graeme Aitken, MA EdD DipTchg

Executive Manager to the Dean
Marcie Ferens, BMus. LTCL Lond., DipTchg ACE

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 Amituanai-Toloa, MEd PhD DipTchg

Associate Dean (PBRF)
Stephen May, BA(Hons) Well., MEd PhD ANU, MA DipTchg

Associate Dean (Postgraduate)
Gillian Ward, ScEdD Curtin, BSc MEdAdmin
DipTchg

Associate Dean (Research)
Judith M. Parr, 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 Waik., DipMan Henley,
HDipTchg DipEd DipEHC ACE, MA

Academic Director Te Kura Akoranga O Te Tai Tokerau
(Northland Campus)
Heather Peters, MA DipTchg

Director Professional Learning and Development
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

Director
Linda Bendikson, MEd Waik.

Woolf Fisher Research Centre
Director
Stuart S. McNaughton, ONZM, 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
...

Deputy Head of School
Trevor Thwaites, DipTchg ACE, BMus MEd PhD

School Manager
Gita Prasad, BA MBA

Professors
1976 Stuart S. McNaughton, ONZM, MA PhD
1991 Judith M. Parr, BSc(Hons) PhD ANU, MA
DipTchg

Principal and Senior Lecturers
2006 Meaola Amituanai-Toloa, MEd PhD DipTchg
1996 Elizabeth Anderson, BA Cant., MEd
DipEd(End. ECE) DipEd Massey
1997 Christine Boocock, DipEd Massey, DipTchg
PNTC, MA
2008 Martin East, BA(Hons), MA PGCE Lond., PhD
&2003 Marineke Goodwin, AdvDipTchg
DipTESSOL ACE, MEd
1998 Susan Gray, MA Well., BA PhD DipELT DipTchg
1999 Nola Harvey, BA GDipLangLit Waik.,
DipTchg NSTT, DipTchg(ECE) ACE, TEFL
Trin. Coll. Lond., LTCL
1997 Robert Hoeberigs, DipTchg ACE, BFA
PGDipEd
&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
1987 John McCaffery, BA(Hons), DipTESOL Well.,
DipTchg HDipTchg WCE
2003 Wayne Mills, ONZM, MEd Waik., DipTchg
Massey
1991 Adrienne Sansom, MA PhD N. Carolina
Greensboro, DipDanceDramaEd HDipTchg
ACE. DipKTchg AKC
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 Villers, DipEd DipTchg Waik., MEd
COUNSELLING, HUMAN SERVICES AND SOCIAL WORK

Head of School
Phil Harington, MSocSc Waik.

School Manager
Rani Krishnan, BCom(Hons) Bom.

Associate Professors
2008 Christa Fouché, BA(SocSc) MA(SocSc), DLitt et Phil S.Jf., MANZASW

Principal and Senior Lecturers
1990 Margaret N. Agee, MA PhD DipGuid DipTchg, MNZAC
2003 Allen Bartley, BA(Hons) PhD Massey
2003 Kim Elliott, MA EdD, JP
1996 Debbie Espiner, HDipTchg DipEHC ACE, MA
1989 Phil Harington, MSocSc Waik.
1997 Kathy Martindale, BScSocSci ACE, MSocSc Waik., PhD Deakin

Lecturers
2009 Carole Adamson, MA Nott., PhD Massey
2011 Irene de Haan, MSW(Appplied) Massey, MA Edin., MANZASW
2010 Jay Wilson, BA Synd., MA PhD Auckland, DipSocWk Well., MANZASW
2002 Vaiolisi Passells, BSW(Hons) Massey, MA
2005 Michael Webster, BA MBS Massey, DipSocWk ACE, MANZASW
2011 Jan Wilson, BA Synd., MA PhD Auckland, PGDipGuid PGDipEd Monash, MNZAC

Professional Teaching Fellows
2010 Matt Rankine, MSW(Appplied) Massey, BA PGDipProfSup
2010 Andrew Thompson, MPhil Massey, GradDipChildMH Auck.UT, CS Cleveland Coll. Further Ed. (UK), MANZASW, PSNZ

Senior Tutors
2010 Cherie Appleton, MSW DipBusStudies Massey, DipSocWk DipT&D ACE, MANZASW
2009 Sabrina Zoutenberg, MEd

2004 Maree Jeurissen, BEd Waik., MA Auck.UT, DipTESSOL HDipTchg ACE
2003 Mei Kuiun Lai, MA PhD
2010 Constanza Tolosa, BA Universidad de los Andes, Colombia, MA SUNY, Stony Brook, EdD

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

CRITICAL STUDIES IN EDUCATION

Head of School
Airini, BA MEd Cant., MBA Massey, PhD Br.Col., DipTchg ACE

Deputy Heads of School
Kevin Moran, BA(Hons) Birn., MEd PhD Massey, PGCE Lough.
Carol Mutch, BA Cant., MA N.Lond., PhD Griff., DipTchg CTC
Peter O’Connor, DipTchg ACE, DipRSADrama RCA, PhD Griff., BA

Maxine Stephenson, MA PhD

School Manager
Paolo Macalincag, BA

Professors
2011 Roger Dale, BA(Hons) Leeds, PhD Brist., PGCE Lond.
2009 Stephen May, BA(Hons) Well., MEd Massey, PhD Brist., DipTchg CCE, BA, MRSNZ
2003 Robin Small, BSc MA Cant., PhD ANU
2009 Richard Tinning, BEd(PE) W.Aust., BEd La Trobe, PhD Ohio State, DipPE MEd Melb.

Associate Professors
2006 Louisa Allen, MA PhD Camb.
2011 Toni Bruce, BPhEd Otago, MSc PhD Ill.
1990 Eve J. Coxon, DipTchg Massey, MA PhD
2010 Ben Dyson, BEd Otago, MA Vic.(BC), PhD Ohio State, DipTchg DTC, DipPE Otago
2011 Barbara M. Grant, TTC Loreto Hall, MA PhD
2011 Nathalia Jaramilo, BA UCLA Riverside, EdM Harv., PhD UCLA
2011 Carol Mutch, BA Cant., MA N.Lond., PhD Griff., DipTchg CTC
2010 Peter O’Connor, DipTchg ACE, DipRSADrama RCA, PhD Griff., BA
1996 Elizabeth Rata, DipEd Massey, DipTchg ASTC, BA MEd PhD

Principal and Senior Lecturers
2001 Airini, BA MEd Cant., MBA Massey, PhD Br. Col., DipTchg ACE
1991 Vicki Carpenter, DipTchg WCE, BA MEd PhD
2007 Iris Duhn, BA(Hons) MA Cant., DipTchg Hamburg, PhD
1990 Maureen Legge, MEd PhD Deakin, DipPE Otago, DipEd Massey, DipTchg ASTC
1998 Lesley Lyons, MEd S.Aust., DipTchg H DipTchg DipEl ACE
2010 Diane Mara, BA(Hons) PhD Well., DipTchg ACE, DipTESL Well., BA MLitt
1995 Margaret McLean, PhD Deakin, AdvDipTchg DipEHC DipESVI ACE, MA
1974 Kevin Moran, BA(Hons) Birn., 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
2010 Richard Pringle, BPE Otago, MEd W.Aust., PhD Waik., DipTchg ACE
2002 Seluli Luama Sauni, PGDipEd ACE, MEd
2000 Margaret Sinkinson, BA Massey, MEd S.Aust., DipEHC HDipTchg ACE
2001 Alexis Siteine, BA Brigham Young [Hawaii], DipTchg ACE, MEd
1990 Wayne Smith, MEd Deakin, PhD Qld., DipPE
DipTchg ACE
2002 Maxine Stephenson, MA PhD
1998 Ros Sullivan, MEd S.Aust., DipTchg NSTC, BA
2004 Tanya Wendt Samu, DipTchg ACE, BA MEd
1997 Rod Wills, MA Massey, BSoSci
DipAppSocStud TCollDip ACE

Lecturers
2003 Margot Bowes, MPhil Qld., DipPE Otago, DipTchg ACE
2004 Manuurai Leauapepe, BEd PGDipEd Massey
DipTchg NZTert.Coll., PIECCADip ACE, MEd
2000 Graeme Severinsen, MEd Deakin, GradDipBus Massey, HDipTchg ACE
2004 Tapiu F’amahau Tipi, BEd Massey, DipTchg ACE, PGDipEd
2004 Vaovasamaina Meripa Toso, DipTchg ACE, BEd

Senior Tutor
2006 Claudia Rozas Gomez, MA DipArts DipTchg

Professional Teaching Fellows
2010 Rod Philpot, BA BEd Leth., MEd
PGDipEdMgmt
2008 Tara Remington, MSc SUNY

Senior Research Fellow
1989 Joce Jesson, DipHSc Otago, DipTchg ASTC, MA PhD DipGuid, FNZIE

Research Fellow
2010 Katie Fitzpatrick, BEd Cant., BSpLS(Hons)
PhD Waik., DipTchg CCE

Honorary Research Fellows
Roger A. Peddie, MA NZ, DipETSup Pottiers, PhD
DipTchg
Bruce Ross, MA Iowa, MSc Br.Col., PhD DipPE Otago, DipTchg CCE
William G. B. Smith, BA Car., MA Calg., PhD
Br.Col., DipArts Mt Royal Coll.

SCIENCE MATHEMATICS AND TECHNOLOGY
EDUCATION

Head of School
...

School Manager
Alison Richardson, BA Well., MMgt Massey

Professor
2008 Derek Hodson, BSc PhD Marc., MEd Wales,
FGCE Exe.

Associate Professor
1989 Bev France, MSc Surrey, PhD Waik., DipTchg

Principal and Senior Lecturers
2002 Sally Birdall, BA MEd GradDipI TED
DipTchg
1991 Denis Burchill, BA BSc DipTchg
2005 Gillian Frankcom, BA Open(UK), MEd
2002 Dawn Garbett, MSc Curtin, PhD Monash, BSc
DipTchg
1992 Peter Hughes, MSc DipTchg

2001 Alexis Siteine, BA Brigham Young [Hawaii], DipTchg ACE, MEd
1990 Wayne Smith, MEd Deakin, PhD Qld., DipPE
DipTchg ACE
2002 Maxine Stephenson, MA PhD
1998 Ros Sullivan, MEd S.Aust., DipTchg NSTC, BA
2004 Tanya Wendt Samu, DipTchg ACE, BA MEd
1997 Rod Wills, MA Massey, BSoSci
DipAppSocStud TCollDip ACE

Lecturers
2003 Margot Bowes, MPhil Qld., DipPE Otago, DipTchg ACE
2004 Manuurai Leauapepe, BEd PGDipEd Massey
DipTchg NZTert.Coll., PIECCADip ACE, MEd
2000 Graeme Severinsen, MEd Deakin, GradDipBus Massey, HDipTchg ACE
2004 Tapiu F’amahau Tipi, BEd Massey, DipTchg ACE, PGDipEd
2004 Vaovasamaina Meripa Toso, DipTchg ACE, BEd

Senior Tutor
2006 Claudia Rozas Gomez, MA DipArts DipTchg

Professional Teaching Fellows
2010 Rod Philpot, BA BEd Leth., MEd
PGDipEdMgmt
2008 Tara Remington, MSc SUNY

Senior Research Fellow
1989 Joce Jesson, DipHSc Otago, DipTchg ASTC, MA PhD DipGuid, FNZIE

Research Fellow
2010 Katie Fitzpatrick, BEd Cant., BSpLS(Hons)
PhD Waik., DipTchg CCE

Honorary Research Fellows
Roger A. Peddie, MA NZ, DipETSup Pottiers, PhD
DipTchg
Bruce Ross, MA Iowa, MSc Br.Col., PhD DipPE Otago, DipTchg CCE
William G. B. Smith, BA Car., MA Calg., PhD
Br.Col., DipArts Mt Royal Coll.

SCIENCE MATHEMATICS AND TECHNOLOGY
EDUCATION

Head of School
...

School Manager
Alison Richardson, BA Well., MMgt Massey

Professor
2008 Derek Hodson, BSc PhD Marc., MEd Wales,
FGCE Exe.

Associate Professor
1989 Bev France, MSc Surrey, PhD Waik., DipTchg

Principal and Senior Lecturers
2002 Sally Birdall, BA MEd GradDipI TED
DipTchg
1991 Denis Burchill, BA BSc 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(ECTE)
1999 Ann McGlashan, MAandD Auck.UT, DipTchg
ACE
1998 Gillian Ward, ScEdD Curtin, BSc MedAdmin
DipTchg
2001 Alastair Wells, MA Auck.UT, DipDeaf&SpecEd
DipTchg HDipTchg CCE, DipDes Newcastle Polytech.(UK)

Lecturers
2002 Sheree Lee, BEd(Tchg) PGDipEd DipTchg
2001 Pamela Pergor, MEd DipMathEd DipTchg

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
...

School Manager
Shelley Catlin, PGDipBus

Professors
1987 Alison Jones, BSc Massey, MPhil PhD
2005 Elizabeth McKinley, BSc Otago, MEd PhD
Waik., DipTchg CCE

Principal and Senior Lecturers
1997 Hēmi Dale, DipTchg ACE, BA MEd
PGDipArts
2000 Tauwehe Hemahema-Tāmāti, BEd DipTchg
ACE, PGDipInt&Trans Waik., MEd
2004 Peter J. Keegan, BA(Hons) Well., MPhil Waik.,
PhD Well.
1992 Colleen McMurphy, JP DipEd Massey,
DipTchg ACE, BA Med EdD
1989 Tony Trinick, HDipTchg NTTC, MA
DipMathsEd

Lecturers
2003 Te Kawehau Hoskins, MA PhD
2004 Te Rongopai Morehu, BA MEd
2010 Georgina Stewart, EdD

Senior Tutor
2009 Rachael Tūwhangai, 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
2012 CALENDAR

Professors
2011 Marilyn Cochran-Smith, BA Wooster, MEd Cleveland State, PhD Penn.
2011 Larry Ludlow, MA Calif. State, PhD Chic.

Associate Professor
1989 Mavis Haigh, PhD Waik., DipTchg ACE, BA BSc

Principal and Senior Lecturers
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
1986 Lexie Grudnoff, PhD
2010 Vivienne Mackisack, PGDipSM
2003 Debora Lee, MA
2002 Maree Davies, BA MEd PGDipEd DipTchg
2002 Brian N. Marsh, PGDipEd
2002 Ngaire Hoben, MEdAdmin MA EdD DipTchg
2002 Jeanne Sheehan, MEd Massey, TTC Ardmore TC
2002 Sue Sutherland, MEd Massey, DipTchg ACE, BA
1991 Ruth Williams, AdvDipTchg DipTchg DipEHC ACE, MA EdD

Lecturers
2002 Sandra Chandler, DipTchg ACE, BA GradDipEd
2006 Fiona Ell, DipTchg ACE, MA PhD
2003 Debora Lee, MA Otago, MMed S.Aust., HDipTchg DipEI ACE, DipKTU DKC

Professional Teaching Fellows
2001 Kelly Bigwood, DipTchg ACE, BCom
2006 Fiona Ell, DipTchg ACE, MA PhD
2003 Debora Lee, MA Otago, MMed S.Aust., HDipTchg DipEI ACE, DipKTU DKC
2002 Tessa Tupai, BEd(Tchg)(Hons) MEd

Senior Research Fellows
2010 Hazel Hagger, BA Leeds, MA DPhil Oxf.
2011 Lorrae Ward, MEdAdmin Massey, DipTchg ACE, BA PhD

TEACHING, LEARNING AND DEVELOPMENT

Head of School
...

School Manager
Kieran Pocklington

Professors
2010 Patricia Alexander, BA Bethel, MA James Madison, PhD Maryland
2010 Lorna Earl, BA BEd PhD W.Ont.
1976 Viviane M. J. Robinson, PhD Harv., MA
2008 Matthew Sanders, PhD Qld., MA DipEdPsych
1997 Helen S. Timperley, DipTchg PNTC, MA PhD, DipEdPsych

Associate Professors
2011 Gavin T. L. Brown, BEdTESL C’dia, MEd Massey, PhD
1998 Christine Rubie-Davies, BA MEd PhD DipTchg

Principal and Senior Lecturers
2002 Maree Davies, BA MEd PGDipEd DipTchg DipMathEd
2004 Sandy Farquhar, DipTchg(ECE) NSTC, MA PhD
2002 Lynda Garrett, BA Otago, Med Flin., DipTchg
1998 Jenny Harnett, MEd EdD Massey, DipTchg
1987 Eleanor Hawe, MEd DipTchg Waik., PhD
2003 Helen Hedges, BA(Hons) Well., MEd PhD Massey, DipTchg Well.
2002 Paul Heyward, DipTchg PGDipEd ACE, BA MEd
1994 Diti Hill, DipTchg ATC, DipTchg(ECE) (equiv.), MA
1996 John Hope, MA PhD DipEd
2000 Tony Hunt, MEd Massey, DipTchg ACE, DipEdTech Lond., BSc
2002 Louise J. Keown, MA PhD
1987 Frances Langdon, BA Massey, MEd MEdStud S.Aust., PhD Waik.
2005 Deidre Le Fevre, BEd Massey, PhD Mich., DipTchg PNTC, MEd
2009 Lyn McDonald, BEd MEdAdmin Massey, DipTchg
2003 Pamela Millward, DipInfoStud ACE, BEd MEdMgt EdD
2000 Heather O’Neill, BA MA PhD DipTchg
1994 Catherine Rawlinson, MA PhD DipTchg
1992 Jean Rockel, MEd Massey, DipEd(ECE End.) DipTchg(ECE)
1999 John Roden, AdvDipTchg ACE
2009 Claire Sinnema, BEd EdD MEdMgt DipTchg
2002 Joanne Walker, AdvDipTchg DipEOD ACE, MA DipEdPsych

Lecturers
2011 Pat Bullen, BSc Ill., BA(Hons) PhD
2003 Esther Fitzpatrick, BEd DipTchg Walk., PGDipTchg
2004 Annaline Flint, BA S.Af., HDE Cape Town, MEd PGDipEd
2002 Sue Spooner, MEd Massey, HDipTchg DipESVI ACE
2002 Melinda Webber, MEd DipTchg PGDipTchg

Senior Tutor
2002 Sheryll McIntosh, MEd DipTchg

Tutor
2009 Maria Cooper, DipTchg(ECE) PGDipEd ACE, BCom

Honorary Professor
John A. C. Hattie, ONZM, MA Lond., Honorary Professor

Faculty of Engineering

Dean
Michael C.R. Davies, BSc(Eng) Lond., AKC, MPhil PhD Camb., CEng, FICE FIPENZ FGS FRSEd

Associate Dean Postgraduate (Research)
Pradeep K. Bansal, MSc Roor., PhD IIT Delhi, FASHRAE FIRHACE, MIHR

Associate Dean Postgraduate (Tought)
Naresh Singhal, BTech IIT Bombay, MS Louisiana St., MA PhD Prin., MRSNZ
CHEMICAL AND MATERIALS ENGINEERING

Head of Department
Neil D. Broom, BE(Hons) Melb., PhD, FRSNZ, 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 Oxf., FRSNZ FIPENZ, MASM MAIME MTMS MMRS MACA

Departmental Manager
Cecilia Lourdes, MMgt GradDipBus

Professors
2011 Murat Balaban, BSc METU, PhD Wash.
1994 Neil D. Broom, BE(Hons) Melb., PhD, FRSNZ, MNZOA
1984 John J. J. Chen, BE PhD, CEng, CSci, FRSNZ FIChemE FIPENZ
1997 Mohammed M. Farid, BSc Baghdad, MSc PhD Wales, CEng, FIChemE
1968 W. George Ferguson, BSc BE NZ, PhD, CEng, CPEng, CSci. FIPENZ FIEAust FIMMM
1992 Wei Gao, BE Northeastern (China), ME BCRI (China), DPhil Oxf., FRSNZ FIPENZ, MASM MAIME MTMS MMRS MACA
2006 Brent Young, BE(Hons) PhD Cant., CEng, FIChemE

Emeritus Professor
Geoffrey G. Duffy, BSc ASTC NSW, PhD DEng, FRSNZ FIChemE, CEng

Associate Professors
1991 Margaret M. Hyland, BSc(Hons) Guelph, PhD W. Ont., CEng, FIChemE, MTMS MRSNZ
2010 Ashton Partridge, PhD La Trobe, BSc, MNZIC

Senior Lecturers
2009 Peng Cao, BEng PhD Qld., MRSNZ MIPENZ
2009 Michelle E. Dickinson, MEng Manc., PhD Rutgers
1993 Michael A. Hodgson, BE PhD
1998 Bryony J. James, BEng Bath, PhD, MRSNZ AIM
2005 Mark I. Jones, BEng(Hons) PhD Nott., PGCertAcadPrac
2010 Filipa Silva, BEng(Hons) PhD Catholic U. Portugal, MEng Florida
2010 Paul Stevenson, MA MEng PhD Camb.
2005 Ashvin Thambyah, BSc Marquette, MSc DIC Imperial College, PhD NU Sing.

Research Fellows
2009 Sam Behzadi, BE PhD
2007 Colin S. Doyle, BSc(Hons) NSW, PhD Stan., PGDipForensic
2007 Hongmei Liu, ME PhD Sichuan

2008 Wei Yu, BE Liaoning, MS PhD Qu.
2007 Balan Zhu, BE Tsinghua, ME PhD

Honorary Professors
Xiao Dong Chen, BE Tsinghua, PhD Cant., FRSNZ FIChemE, MAIChE, CEng
Peter A. Munro, BE PhD Lond., FRSNZ FIChemE, CEng
Mark Taylor, BE PhD, FIChemE, CEng

Honorary Research Fellows
Jiang Liang, BE Univ. Sci. Technol., Beijing, ME Tianjin, PhD
Steve Matthews, BE PhD

Distinguished Designer in Residence
2004 Robert Kirkpatrick, BE PhD UMIST, MIPENZ MAIChE

CIVIL AND ENVIRONMENTAL ENGINEERING

Head of Department
Pierre Quenneville, BE RMC, MEng Montr., PhD Qu., MASCE, PEng

Departmental Manager
Magdalene Woo

Deputy Head of Department (Academic)
Stephen E. Coleman, BE PhD, MIPENZ MIAHR

Deputy Head of Department (Research)
Jason M. Ingham, ME PhD Calif., MBA, MIPENZ MASCE

Professor of Civil Engineering
1980 Bruce W. Melville, BE PhD, FRSNZ Dist. 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.

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

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. DGB, EERI, NZSEE
2008 G. Charles Clifton, BE(Hons) ME Cant., PhD. FIPENZ NZSEE
1993 Stephen E. Coleman, BE PhD, MIPENZ MIAHR

*1972 Roger C. M. Dunn, BE NZ, BSc Well., MEngSc NSW, DipTP, FTTE FIPENZ
1995 Jason M. Ingham, ME PhD Calif., MBA, MIPENZ MASCE
2005 Asaad Y. Shamseldin, BSc Khartoum, MSc PhD N.U.L. Galway
1996  Naresh Singhal, BTech IIT Bombay, MS Louisiana St., MA PhD Frin. MRSNZ  
1996  Suzanne J. Wilkinson, BEng PhD Oxf.Brookes  
**Senior Lecturers**  
2008  Hossam Aboel-Naga, BSc Zagazig, MSc Cairo, PhD Asian Inst. Technol.  
2010  Seosamh B. Costello, BE NUI, MSc PhD Birm., CEng MIEI  
1999  Takis Elefseiniotis, BE National Technical Univ. Athens, MASc Tor., PhD Br.Col., PEng  
2004  Elizabeth A. Fassman, BSE  
2007  Theuns Henning, ME Pret., PhD, PREng  
1980  Thomas J. Larkin, BE PhD DipCounsTh  
2000  Philipa Malin, MS  
1996  Naresh Singhal, BTech  
2000  Te Kipa Kepa Brian Morgan, GradDipMgt MBA Deakin, BE PhD, CPEng, IntPE(NZ) FIPENZ  
1989  Hugh W. Morris, ME  
2003  Piotr Omenzetter, MSc Gdansk Univ. Technol., PhD Tokyo, NZSEE, MJSCE, PTMTS  
2007  Rolando Orense, MSc Philippines, DEng Tokyo, PEng, MASCE MJSC  
2004  Colin J. Nicholas, ME, FIPENZ, MICE  
2009  Liam Wotherspoon, BE(Hons) PhD  
2008  Hossam Aboel-Naga, BSc  
2010  Sherif Beskhyroun, BSc(Hons)  
2006  Heide Friedrich, Dipl.-Ing Berlin, PhD, MIAHR  
2006  Vicente Gonzalez, BE(Hons) MEng PhD Catholic U. Chile  
2007  Anthony Swann, BSc Lond., MSc DIC Imperial College, PhD Birm., MIAHR  
2006  Quincy T. M. Ma, BE(Hons) PhD  
2011  Gary Raftery, BE PhD NUI, CEng MIEI  
2007  Heide Friedrich, Dipl.-Ing Berlin, PhD, MIAHR  
2010  Vicente Gonzalez, BE(Hons) MEng PhD Catholic U. Chile  
2006  Quincy T. M. Ma, BE(Hons) PhD  
2011  Gary Raftery, BE PhD NUI, CEng MIEI  
2007  Anthony Swann, BSc Lond., MSc DIC Imperial College, PhD Birm., MIAHR  
2006  Vicente Gonzalez, BE(Hons) MEng PhD Catholic U. Chile  
2007  Anthony Swann, BSc Lond., MSc DIC Imperial College, PhD Birm., MIAHR  
**ECC Research Fellows in Earthquake Engineering**  
2010  Sherif Beskhyroun, BSc(Hons) Cairo, MSc Eindhoven UT, PhD Kitami IT  
2009  Liam Wotherspoon, BE(Hons) PhD  
2010  Jianlin Chen, BE MEngSci Tianjin, PhD City HK  
2008  Joergen Lauritzen Jensen, ME PhD Tech. Univ. Denmark  
**Honorary Professor**  
Peter Malin, MS Staten, 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, FRNZ FIPENZ  
**Professor of Telecommunications**  
1975  Allan G. Williamson, BE PhD, DEng, FIET FIPENZ, SMIEEE  
**Professor of Computer Systems**  
1994  Zoran Salecic, ME PhD Sarajevo, FRNZ, SMIEEE  
**Associate Professors**  
1992  Grant A. Covic, BE PhD, SMIEEE  
2000  Aiguo (Patrick) Hu, BE PhD, SMIEEE  
1995  Bruce MacDonald, BE PhD Cant., SMIEEE  
1996  Udaya Madawala, BE(Hons) S.Lanka, PhD, 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  
2004  Valery Vyatkin, PhD DSc Taganrog (Russia), DrEng Nagaoya Institute Technol., Japan, Dipl.Eng Taganrog  
**Senior Lecturers**  
2002  Waleed Abdulla, BSc Baghdad, MSc PhD Otago, MIEE MIET, APSIPA ISCA  
1990  Nitish Patel, BE  
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., CEngUK, MIET  
1985  Bernard J. Guillemin, NZCS, BE PhD, MIEEE  
2001  Dariusz Kacprzak, MSc Tech. U. Lublin, PhD Konazawa  
2004  Nirmal Nair, BE PhD, MIEEE MIET  
1995  Michael Neve, BE PhD, MIEEE MIET  
1990  Nittish Patel, BE M’lore., PhD  
2001  Partha S. Roop, BE Aruna, MTech IIT Kharagpur, PhD NSW  
1984  Gerard B. Rowe, ME PhD, MIEEE MIET MIPENZ  
2004  Oliver Sinnen, Dipl.-Ing Aachen, ME PhD IST Lisbon  
2002  Akshya Swain, MSc Samb., PhD Sheff., FIETE (India), MIEEE MIE (India), MISTE (India)  
2003  Catherine Watson, BE PhD Cant.  
**Lecturers**  
2011  Nasser Giacaman, BE PhD  
2011  Rashina Hoda, BSc Louisiana St., PhD Well.  
2000  Colin Coghill, BSc ME  
2002  Chris Smail, PhD Curtin, BA BSc(Hons) DiplTchg, MIEEE  
2001  Su Tang, ME UESTC
ENGINEERING SCIENCE

Head of Department
Matthias Ehrgott, MSc PhD Dr.habil Kaiserslautern

Deputy Heads of Department (Academic)
Rosalind A. Archer, MS PhD Stan., BE
Martyn Nash, BE PhD

Departmental Manager
Suryashobha Herle

Professors
2000 Matthias Ehrgott, MSc PhD Dr.habil Kaiserslautern
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, FRNZ

Professor of Theoretical and Applied Mechanics
...

Professor of Operations Research
1975 David M. Ryan, MSc Otago, PhD ANU, FRNZ FIPENZ INFORMS Fellow

Associate Professors
2002 Rosalind A. Archer, MS PhD Stan., BE
2004 Edmund J. Crampin, BSc(Hons) Lond., DPhil Oxf. [jointly with Auckland Bioengineering Institute]
2002 Martyn Nash, BE PhD
1993 Poul Nielsen, BSc BE PhD

Senior Lecturers
2000 Iain A. Anderson, ME PhD
2008 John E. Cater, BE PhD Monash
2008 Richard Clarke, MMath PhD Nott.
1999 Piaras A. Kelly, BSc UCD, DPhil Oxf.
1992 Andrew J. Mason, PhD Camb., BE
2001 Michael O’Sullivan, MS PhD Stan., BSc MPhil
2007 Andrew Taberner, MScTech(PhD) PhD Waik.
2002 Charles P. Unsworth, BSc(Hons) MSc PhD St And.
1998 Cameron G. Walker, BSc MA MOR PhD
2000 Golbon Zakeri, BSc Iowa, PhD Wisconsin-Madison

Lecturers
2009 David S. Long, BS Tennessee Tech., MS PhD Ill.
2009 Keri Moyle, PGDipLATEH Oxf., BE PhD
2009 Andrea Rath, BSc Dipl.-Math Darmstadt, PhD
2007 Vinod Suresh, BTech IIT Chennai, MS PhD Stan.

Senior Tutors
2008 Peter Bier, BSc Waik., ME
1991 James B. Greenslade, BSc(Hons) Cant., PGDipEd, PGCertAcadPrac, NZCE, REA, MIEEE

2005 Amy McLennan, BSc(Hons) GradDipTchg(Sec)

Honorary Associate Professor
Donald A. Nield, BD Otago, MA Camb., MSc NZ, PhD

MECHANICAL ENGINEERING

Head of Department
Gordon D. Mallinson, BSc(Hons) Well., PhD NSW, FIPENZ, Mem.IEEE

Deputy Head of Department (Academic)
Peter J. Richards, BSc Reading, PhD CNA, AMRAeS

Deputy Head of Department (Research)
Xun Xu, BE Shenyang Jianzhu, ME Dalian Univ. Technol., PhD UMIST

Departmental Manager
Edith Willson

Professors
1988 Pradeep K. Bansal, MSc Roor, PhD IIT Delhi, FASHRAE FIRHACE, MIIR
1980 Debesh Bhattacharyya, ME Calc., PhD Jad., FRSNZ, Dist.FIPENZ
1984 Richard G. J. Play, BE PhD Cant., CEng, FIMechE FRINA FIPENZ, MASME
2011 Brian Mace, MA DPhil Oxf., MIIAV
1982 Gordon D. Mallinson, BSc (Hons) Well., PhD NSW, FIPENZ, Mem.IEEE
2011 Peter Xu, ME Southeast (China), PhD BUAA, FIPENZ, SMIEEE
1996 Xun Xu, BE Shenyang Jianzhu, ME Dalian Univ. Technol., PhD UMIST

Associate Professors
1999 Simon Bickerton, PhD Delaware, BE
1988 Joseph Deans, BSc PhD Strath., CEng, FIMechE, FIPENZ
1994 Enrico Hämmerle, Dipl.-Ing FH Offenburg, Dipl.-Ing Bochum, Dr.-Ing Bremen
1977 Robert R. Raine, BSc PhD S’ton., MSAE MASME
1981 Peter J. Richards, BSc Reading, PhD CNA, AMRAeS
2003 Shane Xie, BE MSc PhD Huazhong, PhD Cant.

Senior Lecturers
2004 Kean C. Aw, CEI(UK), MSc Brun., PhD Sci.U.Malaysia, MIE MIEEE
2010 Raj Das, BE Jad., PhD Monash
2011 Claire Davies, BSc Qu., MSc Calg., PhD Wat.
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 Raj Das, BE Jad., PhD Monash
2011 Claire Davies, BSc Qu., MSc Calg., PhD Wat.
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 Raj Das, BE Jad., PhD Monash
2011 Claire Davies, BSc Qu., MSc Calg., PhD Wat.
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 Raj Das, BE Jad., PhD Monash
2011 Claire Davies, BSc Qu., MSc Calg., PhD Wat.
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 Raj Das, BE Jad., PhD Monash
2011 Claire Davies, BSc Qu., MSc Calg., PhD Wat.
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 Raj Das, BE Jad., PhD Monash
2011 Claire Davies, BSc Qu., MSc Calg., PhD Wat.
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 Raj Das, BE Jad., PhD Monash
2011 Claire Davies, BSc Qu., MSc Calg., PhD Wat.
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
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. Sci.
2004 Stuart Norris, PhD Sgdl., ME
2009 Anjaneeya Prasad Penneru, MEngSt PhD
2009 Sanjeev Rao, BE B'lore., ME PhD
2010 Arcot A. Somashekar, BE B'lore., ME PhD

Senior Research Associate
2006 Mark Batley, BE PhD (jointly with Centre for Advanced Composite Materials)

Visiting Professor
2004 Stoyko Fakirov, MS DSc Sofia, PhD Lomonossov State

Honorary Research Fellow
Shamil Galiyev, MSc Kazan, PhD Leningrad, DSc Kiev

Faculty of Law
Dean
Andrew Stockley, BA LLB Well., BA(Hons) Cant., PhD Camb., MA DPhil Oxf.
Deputy Dean
Joanna M. Manning, MCompL George Wash., BA LLB(Hons)
Associate Dean (Academic)
Rosemary Tobin, DipEd Massey, BA LLB(Hons) MJur PhD
Associate Dean (Administration)
Stephen F. Penk, MA PGDA Otago, BA LLB(Hons) LLM
Associate Dean (International)
David P. Grinlinton, BA Massey, LLM W.Aust., LLB(Hons)
Associate Dean (Maori)
Khylee E. Quince, BA LLB(Hons) LLM
Associate Dean (Postgraduate)
Peter G. Watts, LLB(Hons) Cant., LLM Camb.
Associate Dean (Research)
Jane Kelsey, LLB(Hons) Well., BCL Oxf., MPhil Camb., PhD
Faculty Registrar
Ada Marama, BA MBS PG dip Bus Admin Massey

Professors
2005 Jeff Berryman, LLM Dal., LLB(Hons), MJur
1988 Klaus Bosselmann, Drjur FU Berlin
1983 Warren J. Brookbanks, LLM
1994 Bruce V. Harris, LLB(Hons) Otago, LLM Harv.
1979 Jane Kelsey, LLB(Hons) Well., BCL Oxf., MPhil Camb., PhD
2011 Janet M. McLean, LLB(Hons) Well., LLM Michigan
2010 Ron Paterson, ONZM, BCL Oxf., LLB(Hons)
1987 Paul T. Risworthy, 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)
2003 Michael Littlewood, PhD HK, BA LLB(Hons)
1986 Joanna M. Manning, MCompL George Wash., BA LLB(Hons)
1995 Paul A. Myburgh, BA(Hons) BCL LLM Pret.
1992 Scott L. Optican, BA Calif., MPhil Camb., JD Harv.
1969 Ken A. Palmer, LLM Harv., Auck., SJD Virginia
2002 Elsabe Schoeman, BLC Pret., LLB LLB S.Af.
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., DiplLP 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 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)
1977 Stephen F. Penk, MA PGDA Otago, BA LLB(Hons) LLM
1997 Khylee E. Quince, BA LLB(Hons) LLM
2002 Paul Sumpter, LLM Lond., LLB MA
2004 Hanaa Wilberg, BA LLB(Hons) Otago, BCL MPhil Oxf.
1983 Gordon L. Williams, BCom LLM, ACA

Lecturers
2009 Katherine Sanders, BA LLB(Hons) LLM Yale
2007 Valmaine Toki, MBA Tas., BA LLB(Hons) LLM

Professional Teaching Fellow
1972 Bill Hodge, BA Harv., JD Stan.

Honorary Professor
David A. R. Williams, QC, LLB LLM Harv.

Faculty of Medical and Health Sciences
Acting Dean
Ian R. Reid, BSc MBChB MD, FRACP FRSNZ FRCP
Executive Assistant to the Dean
Salome Schlebusch
Deputy Dean
Ian R. Reid, BSc MBChB MD, FRACP FRSNZ 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, DipObst, FNZCPHM

Associate Dean (Education)
Mark Barrow, MSc EdD DipTchg

Associate Dean (Equity)
Nicolette Sheridan, DipOHP Otago, MSc, MBChB, DipObst, RN

Associate Dean (Postgraduate)
Ross McCormick, MBChB MSc PhD, FRNZCPM, FAcHAm

Associate Dean (Research)
Louise F. B. Nicholson, MSc PhD DipTchg

RESEARCH UNITS, CENTRES AND INSTITUTES

Centre for Brain Research
Director
Richard L. M. Faull, ONZM, BMedSc MBChB Otago, PhD DSc, FRZNZ

Deputy Director
P. Alan Barber, MBChB Otago, PhD Melb., FRACP

Associate Directors
Ian Kirk, BSc PhD Otago
Peter Thorne, CNZM, BSc DipSc Otago, PhD

Centre for Longitudinal Research
Director
Susan Morton, BSc(Hons) Well., PhD DipPHTM Lond., MBChB, FAFPHM

Associate Directors
Polly Attao-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 MHRc 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., BSc(Med) Auck.UT, ADN Waik. Polytch., OND(UK)

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 Department
Alistair A. Young, ME PhD

Administrator
Valerie McMurtry

Professors of Anatomy
1978 Richard L. M. Faull, ONZM, BMedSc MBChB Otago, PhD DSc, FRZNZ
1989 Louise F. B. Nicholson, MSc PhD DipTchg
1984 J. Martin Wild, MA Cant., PhD DSc

Head of Discipline, Radiology
Alistair A. Young, ME PhD

Emeritus Professors
John B. Carman, BMedSc MBChB NZ, DPhil Oxf.
Stuart W. Heap, MBBS Lord., FRACR FRCP

Associate Professor in Anatomy
1976 Mervyn J. Merriilees, BSc Otago, PhD Tor., DSc Otago

Associate Professor in Biomedical Imaging
1996 Alistair A. Young, ME PhD (jointly with Physiology)

Adjunct Associate Professors in Radiology
2011 Brett R. Cowan, BE MBChB
2011 Christopher J. Oocleshaw, MBChB

Associate Professors in Radiology
1999 Colleen J. Bergin, BSc MBChB, FRACPS
2007 Anthony Doyle, MBChB Otago, Amer B Cert Radiology, BSc, FRANZCP
2005 Andrew H. Holden, MBChB, FRANZCR

Senior Lecturers in Anatomy
1995 Saad Y. Al-Ali, MBChB Mosul, PhD Lond.
2007 Maurice Curtis, BSc Unitec, MSc PhD
2002 M. Fabiana Kubke, Lic Buenos Ares, MSc PhD Corin.

Lecturer in Anatomy
2009 Keryn Reilly, BSc Waik.

Lecturer in Cell and Molecular Imaging
2002 Susan McGlashan, BSc Leeds, PhD Lond.

Senior Tutor
2000 Peter Riordan, MSc Waik.

Tutor
2010 Angela Tsai, BSc(Hons)

Senior Research Fellow
2001 Henry J. Waldvogel, MSc PhD

Research Fellows
2008 Hector J. Monzo Gil, MSc PhD Brist.
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

Honorary Professor in Radiology
Rita Ann Teele, BA MD

Honorary Associate Professors
Brenda V. Dawson, BA Keele, MD Arizona. FASCP FCAP
Cynthia G. Jensen, AB(Hons) Brown, PhD Minn. 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, FRNSZ, FNZIC

Co-Directors
Bruce C. Baguley, ONZM, MSc PhD, FRNSZ
Mark J. McKeage, MBChB

Administrator
Mark Grant, BSc(Hons) Cardiff

Professors
1968 Bruce C. Baguley, ONZM, MSc PhD, FRNSZ
1972 William A. Denny, ONZM, MSc PhD DSc, FRNSZ FNZIC
1988 Lynnette R. Ferguson, QSO, DPhil Oxf., DSc. FNZIFST (jointly with Nutrition)
1980 William A. Denny, ONZM, MSc PhD DSc, FRSNZ

Associate Professors
1992 Michael P. Hay, BSc(Hons) PhD Cant.
1981 Brian D. Palmer, MSc DIC Lond., PhD
1980 Gordon W. Rewcastle, MSc PhD, FNZIC

Lecturer
2010 Karen Bishop, MSc PhD Kwazulu-Natal

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 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 Hebei Normal, PhD NanJiai
2001 Adam V. Patterson, BA(Hons) Oxf., PhD Oxf. Brookes
1992 Frederik Pruijn, MSc PhD VU Amsterdam
2001 Sujata S. Shelling, BPhEd BSc(Hons), PhD Otago
1994 Jeffrey B. Small, 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.
2009 Jingli Wang, MSc Fudan, PhD Stan.

Research Fellows
2007 Maria Rosaria Abbattista, PhD Bar
2005 Amir Ashoorzadeh, MSc PhD
2011 Marjan Askarian-Amiri, MSc PhD Otago
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.
2011 Sandy Chen, BSc(Hons) PhD
2011 Peter Choi, BSc(Hons) PhD
2008 Anna Giddens, MSc PhD
2011 Yongchuan Gu, MSc China Pharmaceutical, PhD
2006 Christopher P. Guise, BSc PhD Warw.
2009 Daniel Heinrich, MSc PhD Göttingen
2005 Jagdish K. Jaiswal, MPharm Jad., PhD All India IMS
2008 Stephen M. Jamieson, MSc PhD
2010 Jo Eun Kim, BSc(Hons) PhD Stan.
2010 Andrew Marshall, MSc PhD
2006 Christian K. Miller, BSc(Hons) Herts., PhD Bath
2009 Patrick O'Connor, BSc Massey, PhD ANU
2000 Ralph J. Stevenson, MSc PhD
2009 Amy Tong, BSc(Hons) PhD

Honorary Professors
Michael P. Findlay, MBChB MD Otago, FRACP
Peter Shepherd, BSc PhD Massey

Honorary Associate Professor
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

Honorary Clinical Senior Lecturer
Michael Jameson, MBChB PhD, FRACP FRCPEd

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 Otago
1988 Mike Dragunow, MSc PhD
1996 Matthew J. During, BSc MBChB DSc, FRACP FACP FAAS
1989 John Fraser, BSc(Hons), PhD, FRNSZ
1992 Fiona M. McQueen, MBChB Otago, MD, FRACP
2004 Peter Shepherd, BSc PhD Massey

Emeritus Professor of Experimental Pathology
John Gavin, BDS NZ, PhD DDS DSc HonDSc Otago, FRCPPath FRCPA FFOP

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 Cris Print, MBChB PhD
1995 Thomas K. Proft, MSc PhD Heidelberg
1995 Andrew N. Shelling, BPhil Ed BSc(Hons)
PhD Otago (jointly with Obstetrics and Gynaecology)
1988 Mark G. Thomas, MBChB MD DipObst, FRACP
1988 Lynnette R. Ferguson, QSO, DPhil

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 Helshy, BSc(Hons) Staff., PhD Liv.
2003 Maggie Kalem, MBChB Szczecin (Poland), PhD, FRCPA
2008 Stephen Ritchie, MBChB, FRACP
2001 Simon Swift, BSc(Hons) PhD Not.
2009 Laura Young, MBChB, FRACP FRCPA

Senior Research Fellows
2005 Christopher Hall, BTech(Hons) PhD
2009 Annette Lasham, BSc Lond., PhD Camb.
1995 Euphemia Leung, MSc Western Kentucky, PhD (jointly with Lancaster University)
1993 Kathleen G. Mounjoy, BSc Massey, PhD (jointly with Physiology)
1999 Shiva Reddy, MSc DipSc Otago, DipTchg ACE, PhD
2009 Siouxi Wiles, BSc(Hons) Edin., PhD Oxf.

Research Fellows
2011 Hiromitsu Araki, MSc Osaka, PhD Kyushu
2011 Jonathan Astin, BSc(Hons) Massey, PhD Brist.
2009 Cherrie Blenkiron, BSc Not., PhD Edin.
1999 Christina M. Buchanan, MSc Waik., PhD
2008 Emmanuelle Cognard, MSc ENSAR, PhD Nice
Sophia Antipolis, MANimBiol ENSAR/Rennes
2010 Silva Holtfreter, DipHUMANBio PhD Greifswald
2011 Daniel Hurley, MSc PhD
2010 Hyun-Sun Jin, MAppSci NSW, PhD Korea
2011 Siyelle Lach, MGenetics PhD Salzburg
2006 Ries Langley, MSc PhD
2009 Jacelyn Mei San Loh, BTech(Hons) PhD
1997 Alexandre I. Muravlev, BSc PhD Novosibirsk
2011 Richard Naylor, BSc(Hons) PhD Waru.
2006 Fiona J. Radcliff, BSc(Hons) Tas., PhD NSW
2009 Greg Smith, BA Massey, BSc Otago, MSc PhD

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 Cardiff, MRCPATH(Lond.)
Russell G. Snell, MSc Otago, PhD Cardiff (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., FCPath(UK)
Patrick Emmanuel, MBChB Otago, DipArts Massey
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 Charlton, BMedSci MBChB Otago, FRCPA FIAC
M. C. (Kitty) Croxonson, MBChB Otago, FRCPA
Richard Doocey, MBChB Otago, FRACP FRCPA
Michael Dray, MBChB Otago, FRCPA

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, MBChB MD Otago, FRACP

Senior Tutors
2006 Liam Wu, BMed Shanghai, MHSc PhD

Research Fellows
1999 Hannah Gibbons, BSc(Hons) W.England, PhD
2010 Natasha Grimsey, BCom BSc(Hons) PhD

2004 Scott Graham, BSc(Hons) Struth., PhD Aberd.
2011 Michelle Hunt, BBmedSc(Hons) Well., PhD Otago

2009 Yan Li, MSc Phd Otago
2001 Johnson Liu, MSc Xin, PhD Guangzhou
2008 Christof Maucksch, BPharm Regensburg, PhD Berlin
2011 Thomas In-Hyeup Park, BSc(Hons) PhD
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, MSc Cornell, MPhil PhD Yale

Honorary Clinical Associate Professor
Robin Brient, CBE, MBChB Otago, MD, FRACP

PHARMACOLOGY AND CLINICAL PHARMACOLOGY

Head of Department
Michelle Glass, BSc PhD

Administrator
Kavita Hussein

Professors
1988 Michael Dragunow, MSc PhD Otago
1993 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 Liv.
1997 Debbie Young, MSc Otago, PhD (jointly with Molecular Medicine and Pathology)

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 Natasha Grimsey, BCom BSc(Hons) PhD

2004 Scott Graham, BSc(Hons) Struth., PhD Aberd.
2011 Michelle Hunt, BBmedSc(Hons) Well., PhD Otago

2009 Yan Li, MSc Phd Otago
2001 Johnson Liu, MSc Xin, PhD Guangzhou
2008 Christof Maucksch, BPharm Regensburg, PhD Berlin
2011 Thomas In-Hyeup Park, BSc(Hons) PhD
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, MSc Cornell, MPhil PhD Yale

Honorary Clinical Associate Professor
Robin Brient, CBE, MBChB Otago, MD, FRACP

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
1997 Bruce Smail, BE BSc(Hons) Cant., DIC PhD Lond. (jointly with Auckland Bioengineering Institute)
1990 Peter Thorne, CNZM, BSc DipSc Otago, PhD (jointly with Audiology)

Associate Professors
1995 Ian LeGrice, BE MBChB PhD DipTP
1982 Denis Louiselle, MSc Alta., PhD Dal., DipPhEd Otago (jointly with Auckland Bioengineering Institute)
1996 Simon Malpas, BSc Well., PhD Otago
1998 Christian Soeller, DipPhys Goettingen, PhD
1996 Alistair A. Young, ME PhD (jointly with Anatomy with Radiology)

Senior Lecturers
1999 Carolyn J. Barret, BSc(Hons) Otago, PhD
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 Karm, BTech(Hons) PhD
2005 Raj Subramaniam, MSc Otago, PhD

Senior Research Fellow
2002 Sarah-Jane Guild, ME PhD

Research Fellows
2008 David Baddeley, MSc PhD Heidelberg
2010 Meagan Barclay, BSc(Hons) PhD
2006 David Crossman BSc(Hons) Otago, PhD
2011 Joanne Davidson, BSc(Hons) PhD
2011 Peter Freestone, BSc(Hons) PhD
2002 Sherly George, MSc PhD Calicut
2009 Johann Le Floch, MP UBO, PhD INSA Lyon
2008 Sam Mathai, MSc SP, PhD Calicut
2010 Charlotte Munro, BBiomedSc(Hons) PhD
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
Mhyora Fraser, BSc MPhil PhD

Honorary Lecturer
Bruce A. Scroggins, BAgrSc NZ, MAgr Cant., PhD Melb.

Honorary Clinical Lecturer
Michael Eade, MBChB MD, FRACP

SCHOOL OF MEDICINE

Head of School of Medicine
Alan F. Merry, ONZM, MBChB Z’bue, MRCS Eng., LRCP Lond., DipObst, FANZCA FFPMANZCA FRCA Hon.FFFLM

Operations Manager
Natasha Tinkler

AUCKLAND CLINICAL SCHOOL

Head of Auckland Clinical School
Anne Kolbe, MBBS Qld., FRACS FRCS(Hon) FCShk(Hon) FRCS(Ed)(Hon)

ANAESTHESIOLOGY

Head
Alan F. Merry, ONZM, MBChB Z’bue, MRCS Eng., LRCP Lond., DipObst, FANZCA FFPMANZCA FRCA Hon.FFFLM

Administrator
Debbie Beaumont

Professor
2002 Alan F. Merry, ONZM, MBChB Z’bue, MRCS Eng., LRCP Lond., DipObst, FANZCA FFPMANZCA FRCA Hon.FFFLM

Adjunct Professor
Brian Anderson, MBChB Otago, PhD DipObst, FANZCA, FCICM

Associate Professor
2005 Simon Mitchell, MBChB, PhD DipOccMed, FANZCA

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 Willcox, 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 Bradford, 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 FICM
Robert Gibbs, MDS Otago, FRACDS FICD
Kerry Gunn, MBChB Otago, DA Lond., FANZCA
B. P. Hodkinson, BSc MBBS Newcastle(UK), FRCA FANZCA
Lara Hopley MBCh Witt., DA Royal Coll. Anaesthetists, FCA(SA)
Cedric Hoskins, MBChB NZ, DA, FANZCA
Basil R. Hutchinson, MBChB NZ, FANZCA
Michal Kluger, MBChB Edin., DA Royal Coll., Anaesthetists, MD, FRCA FANZCA
Graham Knottenbelt, MBChB Witt., FRCA FANZCA FHEA
Cornelis Kruger, MBChB Pret., FANZCA
Charles McFarlan, BSc MBBS, DA, FANZCA
Anthony Newson, MBChB Otago, DA, FANZCA
Wai Leap Ng, MBChB, FANZCA
Christopher Nixon, MBChB Sheff., FRCA FANZCA
Neil Pollock, MBChB Otago, DipObst DipAnaes Lond., FRCA FANZCA
Darcy Price, BSc MBChB, FANZCA
Mark Reeves, MBBS Lond., PGCdipldiostat Melb., 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.Af., FCP(SA) FRACP
Yatin Young, MBBS Lond., FANZCA FRCA, MRCP(UK)

MEDICINE

Head of Department
John Kolbe, MBBS Qld, FRACP

Departmental Secretary
Virginia Hand, BA

Freemasons’ Professor of Geriatric Medicine
2006 Martin J. Connolly, MBBS MD Newcastle(UK), FRCP
Heart Foundation Chair of Heart Health
1996 Robert Doughty, MBBS MD, FRACP FRCP FCSANZ FESC

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 FRACP FRSNZ (jointly with Biological Sciences)
1984 Jillian Cornish, MSc PhD Calg.
1988 Anthony F. Cundy, MA MBChB MD Camb., FRCP(UK) FRACP FRSNZ
1995 Des F. Gorman, PhD Syd., BSc MBChB MD, FACOM FAFOM
1987 John Kolbe, MBBS Qld, FRACP
1996 Harold H. Rea, MBChB Edin., MD, FRACP, FRCP (jointly with South Auckland Clinical School)
1987 Ian R. Reid, BSc MBChB MD, FRACP FRSNZ FRCP

Emeritus Professors
D. Norman Sharpe, ONZM, MBChB MD Otago, DipABIM, DipABCVDis, FRACP FACC
Ian J. Simpson, MBChB Otago, MD, FRACP

Associate Professors
1996 Warwick Bagg, MBChB Witu., MD, FRACP
1994 Geoffrey D. Braatvedt, MBChB Cape Town, MD Brist., FRACP, MRCP(UK)
2005 Nicola Dalbeth, MBChB MD Otago, FRACP
1992 Alan G. Fraser, MBChB Otago, MD, FRACP
2001 Andrew F. Grey, MBChB MD, FRACP
1999 Peter Jones, BMEdSci MBChB PhD Sheff., FRACP, MRCP
2009 Helen L. Pilmore, MBChB MD Otago, FRACP
1994 Phillippa Poole, BSc MBChB, FRACP
1997 Sally D. Poppitt, BSc Newcastle(UK), PhD Aberdeen (jointly with School of Biological Sciences)

Associate Professor of Integrated Care
1999 T. Kenealy, MBChB DipObst Otago, PhD, FRNZCP (jointly with General Practice)

Senior Lecturers
2006 Matthew Dawes, BSc MBBS PhD Lond., MRCP
2006 Nigel Lever, BSc Well., MBChB Otago, FRACP
2007 Rinki Murphy, MBChB PhD Exe., FRACP
1995 E. Briar Peat, MSc Lond., DTM&H, RCP(UK), FGDipClinEd NSW, MBChB, FRACP (jointly with South Auckland Clinical School)
2008 Jennifer Pereira, MBChB MD, FRACP

Senior Lecturer in Applied Clinical Neuroscience
2008 Cathy Stinear, BSc PhD

Senior Lecturer in Geriatric Medicine
2009 Katherine Bloomfield, BSc(Hons) Well., MBChB

Senior Research Fellows
2003 Mark J. Bolland, MBChB PhD, FRACP
2009 Michal Boyd, MSc Arizona, MS ND Colorado, RN, NP
2009 Joanna B. Broad, BA MPH
1999 Dorit Naot, MSc Hebrew Univ. Jerusalem, PhD Weizmann Inst., Israel

Stroke Foundation Research Fellow
2010 Matthew Petoe, BE PhD Qld., BSc

Research Fellows
2010 Jizhong Bai, BSc Shanx., DipBioChem Wuhun, MSc PhD
2007 Jessica Costa, BS Salem, PhD Denver
1995 Gregory D. Gamble, MSc PhD
2009 Susannah O’Sullivan, MBChB PhD

Assistant Research Fellow
2007 Katrina Poppe, MSc

Honorary Professors
Edward J. Gane, MBChB MD Otago, FRACP
Jan M. Holdaway, BMedSci MBChB MD Otago, FRACP
Stephen MacMahon, BSc MA Cant., MPH Syd., PhD NSW, FACC
Peter N. Ruysgrok, BSc MBChB MD, FRACP FESC
Ralph A. H. Stewart, MBChB MD Otago, FRACP, FRCANZ FCSANZ
Harvey D. White, MBChB DSc Otago, FRACP FACC FESC FAHA, MRSNZ

Honorary Associate Professors
Janice Chesters, BA La Trobe, PhD Monash
John F. Collins, MBChB Otago, FRACP
Michael S. Croxson, BA Massey, MBChB Otago, FRACP
James S. Davidson, BSc Natal, MA Camb., MBChB PhD Cape Town, FCPath S.A., FRCPath(UK)
Paul L. Drury, MA MB BChir FRCP Lond., FRACP
Richard W. Frith, BSc MBChB, FRACP
Mark R. Lane, BSc MBChB, FRACP
John A.Ormiston, MBChB MD Otago, FRACP FRCP FRANZCR FCSANZ
Susan Parry, MBChB, FRACP
Warren M. Smith, MBChB Otago, FRACP
Barry J. Snow, MBChB, FRACP FRCPCan
Mark Webster, MBChB Otago, FRACP
Ernest W. Willoughby, MBChB Otago, FRACP
Margaret L. Wilsher, MBChB MD Otago, FRACP
Robert P. Young, BMedSci MBChB Otago, DPhil Oxon., FHKCP FRACP FRCP(UK)

Honorary Senior Lecturers
Naveed Ahmed, MBBS Blore., FRACP
Guy Armstrong, BSc, MBChB, FRACP
Kira Bacal, MD MPH Texas, FACEP
Eileen Bass, MBChB, FRACP
Peter S. Bergin, MBChB MD Otago, FRACP
Hilary P. Birch, MBChB Sheff., MRCP(UK), FRACP
Stephen Burmeister, MBChB, FRACP
Michael J. Butler, MBChB Otago, DipObst, FRCP FRACP FFFPM FANZCA
Alison Charleston, MBChB, FRACP
James Cleland, MBChB, FRACP
Stephen Child, MD, FRACP FRCPCan
Jonathan Christiansen, MBChB PhD, FRACP
Timothy I. Christmas, MBChB MD Otago, FRACP
Sanjeev Chunilal, MBChB, FRACP FRCPA
Michael Corkill, MBChB Otago, MBA Well., FRACP
Megan Cornere, MBChB PhD Lond., FRACP
H. Arthur Coverdale, MBChB Otago, FRACP
Richard G. Cutfield, MBChB, FRACP
Alan John Davis, MBChB Well., MRCP(UK), FRACP
Janak de Zoysa, MBChB, FRACP, MRCP(UK)
Colin C. Edwards, MBChB Witu., FCP(SA) FRACP
OBSTETRICS AND GYNAECOLOGY

Head of Department
Lesley M. E. McCowan, ONZM, BSc MBChB MD
DipObst, FRCOG FRANZCOG, CMFM

Personal Assistant to Head of Department
Chanél Layton-Scheepers, BProc Nelson Mandela Met.

Professors
1989 Cindy M. Farquhar, MNZM, MBChB MD
DipObst, FRANZCOG, CREI, MPH
1987 Lesley M. E. McCowan, ONZM, BSc MBChB
MD DipObst, FRCOG FRANZCOG, CMFM
1998 Peter R. Stone, MD
Brist., BSc MBChB
DipObst, DDU, FRANZCOG, FRCOG, CMFM

Associate Professors
1995 Larry Chamley, MSc PhD
1995 Andrew N. Shelling, BPhEd BSc(Hons) PhD
Otago (jointly with Molecular Medicine and
Pathology and the Auckland Cancer Society
Research Centre)
2011 Peter van de Weijer, MD PhD
Amsterdam

Senior Lecturers
2011 Lynsey Cree, BSc
Glas., MSc
Strath., PhD
Newcastle(UK)
2010 Katie Groom, MBBS
Lond., MRANZCOG
2011 Michelle Wise BSc
Otago, MBChB
2010 Ngaire Anderson, BSc PGDipOMG
Otago, MBChB
2005 Julie Brown, BSc(Hons) Liv.;J.Moores, PhD
Wols., RGN
2008 Qi Chen, MB Shanghai Second Med. U., PhD
TDMU
2009 Olivia Holland, MSc PhD
2003 Vanessa Jordan, BSc(Hons) PhD
2010 Deborah Prendergast, MSc PhD
2007 Marian Showell, BA MLIS MPH Syd., RGN

Research Fellows
2010 Ngaire Anderson, BSc PGDipOMG Otago, MBChB
2005 Julie Brown, BSc(Hons) Liv.;J.Moores, PhD
Wols., RGN
2008 Qi Chen, MB Shanghai Second Med. U., PhD
TDMU
2009 Olivia Holland, MSc PhD
2003 Vanessa Jordan, BSc(Hons) PhD
2010 Deborah Prendergast, MSc PhD
2007 Marian Showell, BA MLIS MPH Syd., RGN

HONORARY ASSOCIATE PROFESSOR
Jenny Westgate, DM Plgyn., MBChB DipObst,
MRCPG, FRANZCOG

HONORARY SENIOR LECTURERS
Deralie Flower, MBChB DipObstMedGyn,
FRANZCOG
Aleksandra Ivanceric, BMed MMedSc Belgrade,
DDU, FRANZCOG
Mairi J. S. 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
FCOG FRANZCOG

HONORARY CLINICAL ASSOCIATE PROFESSOR
Neil Johnson, MBBS BMedSci Newcastle(UK), DCH,
FRANZCOG, MRCPG MRCPG, CREI

HONORARY CLINICAL SENIOR LECTURERS
Tony Baird., ONZM, MBChB, DRCOG, FRDG,
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, DFFP,
FRANZCOG
Marian E. Carter, MBChB, MRCS, FRANZCOG
Tim Dawson, MBChB DipObst, FRANZCOG
Lois Eva, MBBS MB, MRCS
Wendy Hadden, MBChB, FRANZCR
Mahesh Harilall, MBChB, FRANZCOG
Valeria Ivanova, DipEndocrinology, FRANZCOG
Anne Lethaby, DipSocSci Massey, MA DipTchg
Barry Lowe, MBChB, MRCS, FRANZCOG
Paul M. Macpherson, MBChB Otago, MRNZCOG
Jenny McDougall, MBChB DipObst, FRANZCOG
Katherine McKenzie, MBChB, FRANZCOG
Stella R. Milson, MBChB Otago, FRACP
Jenny Mitchell, MAppSc Qld, UT
Christine Roke, MBChB DipObst
Daron Rowan, MBChB Otago, DipObst, FACD
Janet Rowan, MBChB Liv., DipObst, FRACP
Lynd Sadler, MPH Yale, MBChB, FRANZCOG
Martin Sowter, BSc MBChB MD Birm., FRCOG
FRANZCOG
Al Ling Tan, MBBS Adel., DipObst, FRANZCOG,
MRCS
Dianne Webster, PhD Lond., DipHSM Massey, MSc,
FHGSA
John R. Whittaker, MBChB Otago, FRANZCOG,
MRCS
Lucille Wilkinson, MBChB, FRACP
Vivien Lui-Peng Wong, AdvDipMedSc IMU (Malaysia),
MBChB DipObstGyn PGCertClinEd,
FRANZCOG

OPHTHALMOLOGY

Head
Charles N. J. McGhee, MBChB BSc Glas., PhD
Dund., FRCSGlas FRCOphth(UK) FRANZCOG
FRSA

Deputy Head
Trevor Sherwin, BSc PhD Kent

Department Secretary
Maree McNerney

The Maurice Paykel Foundation Professor of Ophthalmology
1999 Charles N. J. McGhee, MBChB BSc Glas.,
PhD Dund., FRCSGlas FRCOphth(UK) FRANZCOG
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,
FRANZCOG

Associate Professor
1998 Trevor Sherwin, BSc PhD Kent

Senior Lecturers
2011 Rasha Al-Taie, MBChB Sabbath, FRCSI
2009 Jennifer P. Craig, BSc(Hons) PhD
G.Caledonian, MCOptom, FAAO
2003 Susan E. Ormonde, MBChB
Brist., MD, FRCOphth(UK), FRANZCOG
2007 Dipika Patel, MA Camb., BMBCh Oxf.,
MRCPG(UK), PhD
2003 Andrea Vincent, MBChB, FRANZCOG
Maurice and Phyllis Paykel Research Fellows
2010 Isabella Cheung, MSc
2008 James McElvie, BSc(Hons) MBChB

Clinical Research Fellows
Shane Durkin, MBBS Adel., MMed Sysd.
Sacha Pierre Moore, MA Camb., MBChB Oxof., FRCPophth(UK)
Monika Pradhan, MBBS MS, FCPS Mumbai, MRCPophth(UK)
Heather Russell, MBChB Glas., FRCPophth(UK)
Kathleeya Stang-Veldhouse, MD Rush
Shanu Subbiah, MBChB Aberdl., MRCPophth(UK)

Honorary Associate Professor of Ophthalmology
Osmond B. Hadden, MBChB, FRANZCO

Honorary Clinical Associate Professors in Ophthalmology
Philip Polkinghorne, BSc MB Otago, MD, FRACS FRANZCO
Gerard Sutton, MBBS NSW, FRANZCO FRACS

Honorary Clinical Senior Lecturers
Nadeem Ahmed, MBBS Quaid-e-Azam, FRCPophth(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
Christina N. Grupcheva, MD Varna, DO Sofia, PhD
Peter Hadden, MBChB Otago, FRANZCO
Richard Hart, MBChB, FRANZCO
Sam Kain, MBChB, FRANZCO
Joanne Koppens, MBChB, FRANZCO
Tahira Malik, MBChB UMIST, FRCPophth(UK)
Penny McCallum, MBChB, FRANZCO
Derrell G. Meyer, MBChB, FRANZCO
Justin Mor, MBChB, FRANZCO
David Murdoch, MBChB Otago, FRANZCO
Neil L. Murray, MBChB, FRANZCO
Stephen Ng, MBChB Otago, FRANZCO
Yvonne Ng, MBChB, FRANZCO
David Pendergrast, MBChB, FRACS FRANZCO
Anmar Abdul Rahman, MBChB Baghelad, MOpht Otago, FRANZCO
Andrew Riley, MBChB, FRANZCO
Peter Ring, MBChB Otago, FRCS FRCPophth(UK) FRANZCO
Paul Rossier, MBChB, FRANZCO
Dianne Sharp, MBChB Otago, FRANZCO
Joanne Sims, MBChB, FRANZCO
Brian Sloan, MBChB, FRANZCO
David M. Squirrel, MBChB Sheff., MRCPophth(UK)
Sarah Welch, MBChB Otago, FRANZCO
David Worsley, MBChB, 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

Emeritus Professor
Robert B. Elliott, MBBS MD Adel., FRACP

Associate Professor
1993 Cameron C. Grant, MBChB Otago, PhD, FRACP FAAP

Senior Lecturers
2009 Jane Alsweller, MBChB PhD DipPaeds, FRACP
1997 Catherine A. Byrrnes, MBChB MD, FRACP
2001 Simon Denny, MBChB, FRACP
2002 Sharon Wong, MBChB DipPaeds

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
2011 Lynne Hutchison, DipHSci PGDipSci Otago, PhD

Honorary Professors
Wayne S. Cutfield, MBChB DCH Otago, MD, FRACP
Alistair Gunn, MBChB Otago, PhD, FRACP

Honorary Associate Professors
Frank Bloomfield, BSc MBChB Manc., PhD
MRCP(UK), FRACP (jointly with Obstetrics and Gynaecology and Liggins Institute)
Paul Hofman, MBChB, DipObst, FRACP, RNZCOG, FMGEMS(UK)

Honorary Clinical Senior Lecturers
Richard P. Aickin, BMEdSc MBChB DCH Otago, FRACP
Colin S. Barber, MBChB Otago, FRACS
Malcolm Battin, MBChB Liv., MD, FRCPCH
FRACP, MRCP (jointly with Obstetrics and Gynaecology)
Emma Best, DTM&H Lond., MRCPCH

Honorary Professors
Catherine Brenner, MBChB, FRACP
Phillipa M. Clark, BM DM DCH S’ton., FRACP, MRCP(Lond.), MRCPCH
Ruellyn Cockroft, MBChB MMed Pret., FRACP
Susie Cunningham, MBChB Otago, FRACP
Suzanne L. W. Davis, MBChB Otago, PhD
Helen M. Evans, BSc MBChB(Hons), MRCPCH

Honorary Clinical Senior Lecturers
Richard P. Aickin, BMEdSc MBChB DCH Otago, FRACP
Colin S. Barber, MBChB Otago, FRACS
Malcolm Battin, MBChB Liv., MD, FRCPCH
FRACP, MRCP (jointly with Obstetrics and Gynaecology)
Emma Best, DTM&H Lond., FRACP

Honorary Professor
Wayne S. Cutfield, MBChB DCH Otago, MD, FRACP
Alistair Gunn, MBChB Otago, PhD, FRACP

Honorary Associate Professors
Frank Bloomfield, BSc MBChB Manc., PhD
MRCP(UK), FRACP (jointly with Obstetrics and Gynaecology and Liggins Institute)
Paul Hofman, MBChB, DipObst, FRACP, RNZCOG, FMGEMS(UK)

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Richard P. Aickin, BMEdSc MBChB DCH Otago, FRACP
Colin S. Barber, MBChB Otago, FRACS
Malcolm Battin, MBChB Liv., MD, FRCPCH
FRACP, MRCP (jointly with Obstetrics and Gynaecology)
Emma Best, DTM&H Lond., MRCPCH

Honorary Professor
Wayne S. Cutfield, MBChB DCH Otago, MD, FRACP
Alistair Gunn, MBChB Otago, PhD, FRACP

Honorary Associate Professors
Frank Bloomfield, BSc MBChB Manc., PhD
MRCP(UK), FRACP (jointly with Obstetrics and Gynaecology and Liggins Institute)
Paul Hofman, MBChB, DipObst, FRACP, RNZCOG, FMGEMS(UK)
Werry Centre for Child and Adolescent Mental Health

**Director of Workforce Development**
Susan Treanor, MA, DipClinPsych, RP

**National Manager of Workforce Development**
Debbi Tohill

**SURGERY**

**Head of Department**
John A. Windsor, BSc *Otago*, MBChB MD DipObst, FRACS FACS

**Administrator**
Lois Blackwell

**Professors**
1995 Bryan R. Parry, MBChB MD *Otago*, DipObst, FRCSEd FRACS
1998 John A. Windsor, BSc *Otago*, MBChB MD, FRACS FACS

**Emeritus Professor**
Graham L. Hill, ONZM, MD, ChM, FRCS FRACS FACS

**Associate Professors**
1995 Ian Bissett, MBChB MD, FRACS
2002 Andrew Hill, MBChB MD, FRACS
2001 Rocco Paolo Pitto, MD *Catholic U. Rome*, PhD
1989 Lindsay Plank, DPhil *Waik.*
1997 Susan Stott, MBChB PhD *Calif.*, FRACS

**Senior Lecturers**
2009 Adam Bartlett, MBChB PhD, FRACS
2004 Kathleen Callaghan, DipAvMed *Otago*, MBChB MSc PhD DipOccMed, FAFOM
2008 Richard Douglas, MBChB MD, FRACP FRACS, MRCP(UK)
1993 R. Stuart Ferguson, MBChB *Otago*, FRACS
2011 Andrew MacCormick, MBChB, FRACS
2008 Mattias Soop, MD *Stockholm*, PhD

**Lecturers**
2011 Jevon Puckett, MBBS *Lond.*
2011 Otto Strauss, MBChB *Otago*
2010 Catherine Yang, MBChB

**Senior Research Fellow**
1997 Anthony Phillips, MBChB

**Research Fellows**
2009 Mandira Chakraborty, MBChB *Otago*
2008 Nathaniel Chang, MBChB *Edin.*
2010 Jen Jie Chu, MBChB *Otago*
2008 Arman Kahokehr, MBChB
2008 Wai Gin (Don) Lee, MBChB *Otago*
2010 Jennifer Liang, MBChB
2007 Ben Loveday, MBChB
2008 Greg O'Grady, MBChB
2008 Maxm Petrov, MD MPH *Nizhny Novgorod* *State Med. Acad* (Russia)
2011 Luke Phang, MBChB
2011 Ramesh Premkumar, MBBS *Newcastle(UK)*
2009 Satyanarayan Shanbhag, MBBS Mys., MRCS
2007 Lupe Taumoepeau, MBChB
2009 Andrew Wood, BA MBChOx. *Oxf.*
2010 Deborah Wright, MBChB *Birm.*

**Honorary Associate Professor**
Peter Gilling, MBChB *Otago*, FRACS

**Honorary Clinical Professors**
Erik Heineman, MD *Groningen*, PhD Rotterdam
Allan Kerr, MBChB, FRACS
John L. McColl, 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 Goody, CNZM, MBChB, FRACS
Theo Gregor, MBChB PhD *Witv.*, FRCS FRACS *Edin.*
Graham Hunt, MA PhD Massey, FRaE
Jonathan Koa, 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

**Honorary Clinical Senior Lecturers**
David Adams, MBChB, FRACS
Zahoor Ahmad, MD *Kashmir*, FRACS
Ali Aldameh, MBChB *Otago*
Jacqueline Allen, MBChB, FRACS
Tim M. Astley, MBChB *Otago*, FRACS
Richard Babor, MBChB, FRACS
Cameron Baguley, MBChB, FRACS
Craig Ball, MBChB, FRACS
Colin S. Barber, MBChB *Otago*, FRACS
Glenn Bartlett, MBChB, FRACS
James B. Bartley, MBChB, FRACS
Grant Beban, MBChB *Otago*, FRACS
Terri Bidwell, MBChB, FRACS
Hugh Blackley, MBChB, FRACS
Ari Bok, MBChB MMed., FCS FRACS
Michael Boland, MBChB, FRACS
Michael Booth, MBChB MBA, FRACS
Russell Bouchier, MBChB, FRACS
John B. Boulton, MBChB *Otago*, FRCS FRACS
Andrew Bowker, MBChB *Otago*, FRCSEd FRACS
Duncan Bowyer, MBBS *Lond.*, FRCS
Clayton Brown, MBChB, FRACS
Colin Brown, MBChB *Otago*, FRACS
Paul Brydon, MBChB *Otago*, FACEM
Andrew Campbell, MBChB DipObst, FRACS
Ian Campbell, MBChB, FRACS
Wai Chang, MBBS Gils., FRACS
Grant Christie, BSc MBChB, FRACS
Ian D. S. Civil, MBE, ED BSc MBChB, FRACS
Andrew Connolly, MBChB, FRACS
Isaac Cranshaw, MBChB, FRACS
Haemish Crawford, MBChB, FRACS
Neil Croucher, MBBS *Lond.*
John Cunningham, MBBS *Syd.*, FRACS
Tony Danesh-Clough, MBChB, FRACS
Claire Davies, MSc *Calg.*, PhD Wat.
Michael Davison, MBChB, FRACS
Tristan de Chalain, MSc *S.Af.*, FRCSCan FRACS
Gina de Cleene, MBChB *Otago*, FACEM
Angus Don, MBChB, FRACS
Owen Dorann, MBChB *Otago*, FACEM
E. Bren Dormann, MBChB *Otago*, FRACS
John Dunn, MBChB, FRACS
Adam El Gamel, BSc MBChB Cairo, FRCS FRCSEd, MRCP
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 Witt., PhD, FRCS FACS
Robert G. Gunn, MBChB, FRACS
Alastair Hadlow, MBChB, FRACS
James Hamill, MBChB, FRACS
Hisham Hammodat, MBChB, FRACS
Michael Hamlon, 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
Nicholas Kang, MBBS Syd., FRACS
Nand Kejriwal, MBBS Vellore IT, FRACS
Michael Klaassen, MBChB Otago, FRACS
Willem Landman, MBChB Pret., FRNZCGP FACbPM
Murray MacCormick, MBChB Otago, FRACS
Anna Mackey, BHSce MSc PhD
Murali Mahadevan, MBChB, FRACS
Richard Martin, MBChB Otago, FRACS
Jonathan Masters, MBChB Ox., FRACS
Jonathan Mathy, MD Ston.
Stuart McCowan, MBChB, FRACS
Russell McLroy, 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
Nichola Mills, MBChB DipPaeds, FRACS
Simon Mills, MBChB, FRACS
Robin Mitchell, MBChB Edin., FCEM FACEM, MRCP
Anubhav Mittal, MBChB PhD, FRACS
Anil Nair, MBBS M.Gandhi, FACEM
Michel Neef, MBChB, FRACS
Alex Ng, MBChB, FRACS
Richard O. Nicol, MBChB Otago, FRCSed FRACS
George Oosthuizen, MBChB LMCC FCS(SA)
Timothy Parke, MBChB Edin.
Rajan Patel, MBChB Glas., FRCS
Sharad Paul, MBBS Madras, FRNZCGP
Bruce Peat, MBChB MSc DTM&H Lond., FRACP
William Peters, MBChB MD
Garth Poole, MBChB, FRACS
Peter Poons, MBChB, FRACS
AlkisPsaltis, MBBS Adel.
Shaun Purkiss, MBBS, FRACS
Tharumenthiran (Indran) Ramanathan, MBBS Syd., FRACS
Helen Rawlinson, MBChB, FRACS
Richard Reid, MBChB Otago, FRACS
Michael L. Rice, MBBS Adel., FRACS
Peter A. Robertson, MBChB, FRACS
Michael Rodgers, MBChB, FRACS
Jeremy Rossaak, MBCh Witt., FRACS
Dean Schilten, MBChB, FRACS
Robert Sharp, MBChB, FRACS
Mazen Shasha, MBChB Msc Basrah
Subhaschandra Shetty, MBBS GMCH (India)
Shanley Shing Loo, MBChB, FRACS
Hamish Sillars, MBChB, FRACS
Donna Steele, MBChB, FACEM
Ian D. Stewart, BSc MBChB Otago, FRACS
Andrew Stokes, MBChB Otago, FRACS
Sherry Tagaloo, MBChB Otago
Fraser Taylor, MBChB Otago
David Theobald, MBBS Lond., FRCS FRACS FAMS
Lynn Theron, MBChB S.Af., FACEM FACAM
Barry Tietjens, MBChB, FRACS
John Tuckey, MBChB MMeds, FRACS
Bruce Twaddle, MBChB, FRACS
Peter Vanninnessang, MBBS, FRACS FRCS
Thodur Vasudevan, MBBS Madr., FRCS FRCSGlas
David Vernon, MBChB, FRACS
Kelly Vince, MD Queb., FRCS
Christopher Wainwright, BMBS Nott.
Stewart Walsh, MBChB, FRACS
Jonathan Wheeler, MBChB, FRACS
Julian White, MBChB Otago, FRACS
Brian Williams, BSc MBChB Otago, FRACS
Liam Wilson, MBChB Otago, FRACS
Mark Wright, MBChB, FRACS
Edward Yee, MBChB, FRACS

Honorary Clinical Lecturers
Anna Dare, MBChB
Michelle Locke, MBChB
Sachin Mathur, MBChB Otago, PhD
Jacob Munro, MBChB
Mike Nicolls, MBChB
Tarik Sammour, MBChB
Kevindit Sandhu, MBChB

Advanced Clinical Skills Centre

Director of Surgical Courses
Anne Kolbe, ONZM, MBBS Qld., FRACS FRCS(Hon) FCShR(Hon) FRCSEd(Hon)

Operational and Development Manager
Christine Halkett, BA Well.

Director of Surgical Courses
Michael Klaassen, MBChB Otago, FRACS

Surgical Skills Programme Manager
Janet Gardner, RGN DipMgt

SOUTH AUCKLAND CLINICAL SCHOOL

Head of South Auckland Clinical School
Andrew G. Hill, MBChB MD, FRACS FAC

Manager
Maria Vitax, BSc MPhil GradDipBus

ANAESTHESIOLOGY

Honorary Clinical Senior Lecturers
Alan McIntic, MBChB Glas., MRCP(UK), FANZCA FRCA
Graham Morton, BSc MBChB, FRCA, CCST
Francois Stapelberg, MBChB Free State, FANZCA
Anthony Williams, BMedSc MBChB Otago, FANZCA FFICANZCA FCICM
MEDICINE

Professor of Integrated Care and Medicine
1996 Harold H. Rea, MBChB Edin., MD, FRACP FRCP.

Associate Professor of Integrated Care
1999 Tim Kenealy, MBChB DipObst Otago, PhD, FRNZCP.

Senior Lecturer
1995 E. Briar Peat, MSc Lond., DTM&H, RCP(UK), PGDipClinEd NSW, MBChB, FRACP.

Honorary Clinical Associate Professors
John R. Baker, BSc MBChB Otago, FRCPA FRACP.
Hilary A. Blacklock, MBChB Otago, FRACP FRCPA.
Jeffrey Garrett, MBChB Otago, FRACP.
Peter Gow, MBChB BMedSci, FAFRM FRACP.

Honorary Clinical Senior Lecturers
Ajith Diassanayake, MBBS S.Lanka, MRCP, FRACP.
Michael Dray, MBChB Otago, FRCPA.

Honorary Clinical Lecturer
Helen Kenealy, MBChB, FRACP.

OBSTETRICS AND GYNAECOLOGY

Senior Lecturer
1996 Alec Ekeroma, MBBS PNG, MBA, DipObst, FRANZCOG, MRCOG.

Honorary Clinical Senior Lecturers
Keith Allenby, MBBS Lond., DRCOG, FRANZCOG, MRCOG.
David A. Ansell, BMedSci Bsc MBChB Otago, FRANZCOG FRCOG.
Lynsey Hayward, BSc MBChB, FRANZCOG, MRCOG.

Honorary Clinical Senior Lecturers in Neonatology
David Hou, MBChB DCH Otago, FRACP.
Michael P. Meyer, MBChB Rhodesia, DCH Otago, MD, MRCP.

Honorary Clinical Fellow
Theresa Fleming, BA DSW MHSc PGDipHSc.

PSYCHOLOGICAL MEDICINE

Honorary Clinical Senior Lecturers
Murthi Shashtri Anand, MBBS BOMB., MD Goa.
Simon Bainbridge, MBBS BMedSci Newcastle(UK), MRCPsych.

Honorary Clinical Lecturers
Olivera Djokovic, MD Belgrade. RANZP.
John Fernandez, MD Born.
Siale Foliaki, MBChB, FRANZCP.
Rajendra Pavagada, MBBS Mys., DPM MD B’lore.
Malcolm Stewart, BSc Well., PhD PGDipSci
PGDipClinPsych Otago

SURGERY

Associate Professors
2002 Andrew G. Hill, MBChB MD, FRACS FACS
2001 Rocco Paolo Pittro, MD Catholic U., Rome, PhD
Erlangen-Nuremberg, FRACS

Senior Lecturer
2011 Andrew D. MacCormick, MBChB, FRACS

Honorary Clinical Professor
Randall Morton, MBBS Adel., MSc Cape Town, FRACS

Surgery

Honorary Clinical Associate Professors
Matthew Clark, MBChB MD, FRACS
Wouter Ten Cate, MD

Honorary Clinical Reader
Garret Tregonning, MBChB, FRACS FRCS

Honorary Clinical Senior Lecturers
David Adams, MBChB, FRACS
Zahoor Ahmad, MD, FRACS
Richard Babor, MBChB, FRACS
James B. Bartley, MBChB, FRACS
Andrew Connolly, MBChB, FRACS
Murray A. Cox, BSc MBChB Otago, FRACS
Jonathan Mathy, MD Stou.
Garth Poole, MBChB, FRACS
Jonathan Wheeler, MBChB, FRACS

WAIKATO CLINICAL SCHOOL

Head of Waikato Clinical School
Ross Lawrenson, MBBS MD Lond., DipComH Otago,
DRCOG(UK) DHMSA(UK), FAFPHM FFPH FRCGP

Manager
Raewyn Wooderson

ANAESTHESIOLOGY

Professor
2001 James Sleigh, MBChB Cape Town,
DipAppStat Massey, MD, FANZCA FCIMC
FRCA

Research Fellow
2002 Logan Voss, BSc(Hons) Well., PhD

Honorary Clinical Senior Lecturers
John Barnard, MBChB. FANZCA
Cameroon Buchanan, MBChB Otago, DipObst, FANZCA
Hugh Douglas, MBChB, FANZCA
Robert Frengley, MBChB Otago, FANZCA FCICM
Mandy Perrin, MBChB Birm., FRCA
Frank van Haren, MD PhD Nijmegen, PGDipEcho Med., FCICM
Tom Watson, MBChB Cape Town, DipMgt(Health), FANZCA FFARCS

GENERAL PRACTICE AND PRIMARY HEALTHCARE

Professor
2006 Ross Lawrenson, MBBS MD Lond., DipComH Otago,
DRCOG(UK) DHMSA(UK), FAFPHM FFPH FRCGP

Director Clinical Teaching
Fraser Hodgson, MBChB DipObst, FRNZCGP

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 DipObst
DipChildHealth Otago, FRNZCGP
Bernard Conlon, MBChB BAO Belfast, FRNZCGP
Jennifer Dawson, MBBS Melb., FRNZCGP
Brendan Eade, MBChB, FRNZCGP, MRCP
Rawiri Keenan, MBChB Otago
Steven Lillis, MBChB DipSportsMed MGP Otago,
FRNZCGP
Maric Lockwood, MBChB, FRNZCGP
Max Neate, MBChB DRCOG Lond., FRNZCGP
Joseph Scott-Jones, BMBS Sheff., DipGeriatricMed
UK, DipObst DipSportsMed, FRNZCGP,
MRCP
Rachel Thomson, MBChB Otago, FRNZCGP,
MRCP(UK)
Raewyn Upsdell, MBChB, FRNZCGP
Preetha Varma, MBBS Calicut, FRCGP

MEDICINE

Associate Professors
1990 John V. Conaglen, MBChB MD Otago, FRACP
1999 Peter Jones, BMedSci MBChB PhD Sheff., FRACP, MRCP

Honorary Clinical Associate Professors
Amanda Oakley, MBChB, FRACP
Marius Rademaker, BM DM, FRCPed FRACP, MRCP

Honorary Clinical Senior Lecturers
Denise Aitken, MBChB, FRACP
Polly Atatoa-Carr, BSc Waik.. MSc MBChB MPH,
FAFPHM FNZCPHM
Anita Bell, BM BS Nott., FANZCPHM, MFPHM
Catherine Chang, MBChB, FRACP
Nicholas Crook, MBChB Aberd., MRCP(UK)
Gerard Devlin, MBChB, FRACP
Graeme Dickson, BSc MRCP(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 PhD, FRACP, MRCP(UK)
Noel C. Karalus, BSc MBChB, FRACP
Ian Kennedy, MBChB MD, FRACP
Christopher Lynch, MBChB MD Otago, FRACP
Kim McAnulty, MBChB, FRANZCR
Graham Mills, MBChB Otago, MTRopHlth Qld., MD,
FRACP
Jane Morgan, MBChB, MRCP(UK)
Richard North, MBChB, FRACP
Charles Richardson, MBChB MD Birm., MRCP
Derek K. Sage, MBCHB Wales, PGCertClinEd., FRCSEd FFAEM FRCP FPEEM FACEM, MRCP
Peter Sizeland, MBBS Melb., FRACP, MRCP(UK)
Anthony Smith, MBChB Otago, FRACP
Kamal Solanki, MBBS Bhopal, FRACP
Martin Stiles, MBChB, FRACP
Daniel Tartaglia, MD Univ. Med. Dentistry (NJ)
Paul Timmings, MBChB Otago, FRACP
Clyde Wade, MBChB Otago, FRACP
Louise Wolmarans, MBChB UOFS, FCP(SA)
Peter Wright, MBChB Otago, FRACP

Honorary Clinical Lecturer
Mazen Shasha MBChB MSc Basrah

NURSING

Senior Lecturer
2007 Jacqui 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, FRCOG FRANZCOG
Alastair J. Haslam, MBChB Otago, FRCOG FRANZCOG, MRCOG
Deryck Fillington, MBChB Cape Town, FRANZCOG
Didre Rohlandt, MBBS Stell., MBChB, FRANZCOG
Vedprakash P. Singh, MD MBBS Born., FRANZCOG, MRNZCOG
Ruth Swarbrick, MBBS Lond., FRANZCOG, MRCOG
Sarah Waymouth, MBChB, FRANZCOG

OPHTHALMOLOGY

Honorary Clinical Senior Lecturer
Stephen Ng, MBChB Otago, FRANZCOG

PAEDIATRICS: CHILD AND YOUTH HEALTH

Senior Lecturer in Paediatrics
2007 Anne Jaquiery, 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 Witu., FRACP
Fraser Maxwell, MBChB, DCH, FRACP
Hamish F. N. McCoy, MBChB, FRACP
Johan Morreau, MNZM, MBChB, FRACP
Megan Pybus, MBChB, FRACP
Phillip J. Weston, MBChB Otago, FRACP

Honorary Clinical Senior Lecturers in Neonatology
David Bourchier, MBChB, MRCP(UK), FRACP
Arun Kumar Nair, MBBS Osm.

PSYCHOLOGICAL MEDICINE

Professor
2004 Graham Mellops, MBChB Otago, DPM, MD Melb., FRANZCP, MRCPsych

Associate Professor
2006 David Menkes, BA UCSD, MD PhD Yale, FRANZCP

Honorary Clinical Associate Professor
Shiilesh Kumar, MBBS Calc., MPhil Lond., DPM Ranchi, DipCBT Lond., FRANZCP, MRCPsych

Honorary Clinical Senior Lecturers
Wayne de Beer, MBChB Witu., FRANZCP
Peter Dean, MBBS Lond., DRCOG MRCPsych
Roy Krawitz, MBChB Witu., FRANZCP
Jik Loy, MBBS Melb., FRANZCP
Kadhem Majeed, MBChB, FRANZCP, MRCPsych
Eleni Nikolau, MBChB Otago, FRANZCP
Jean-Bosco Ruzibiza, MD Kinshasa, MMed
Daniel Smith, MBChB Brst., MRCPsych MRCPG
John Strachan, MBChB Edin., FRANZCP,
MRCPsych
Rees Tang, MBChB Otago, FRANZCP

SURGERY

Honorary Associate Professor
Ian Campbell, MBChB, FRACS

Honorary Clinical Associate Professor
Theo Gregor, MBChB PhD Witu., FRCS FACS Edin.

Honorary Clinical Senior Lecturers
Grant Christy, MBChB Otago, FRACS
Adam El Gamel, BSc MBChB Cairo, FRCS FRCSEd, MRCP
Martyn Harvey, MBChB, FACEM
Askar Kukkady, MBBS MS M’lore, MCh Calicut,
FRCSEd FRACS (jointly with Surgery)
Richard Reid, MBChB Otago, FRACS
Udaya Samarakody, MS MBBS DCH Colombo,
FRACS FRCSEd
Neville Strick, MBChB Witu., FRACS
Thodur Vasudevan, MBBS Madr., FRACS, FRCSSglas
David Vernon, MBChB, FRACS

MEDICAL AND HEALTH SCIENCES EDUCATION,
CENTRE FOR

Head
Jennifer Weller, MD MBBS Adel., MClInEd NSW,
FRCA FANZCA

Deputy Head
Boaz Shulruf, DipTechg Zinman, BSc Open (Tel Aviv),
MPH Hebrew Univ., PhD

Administrator
Peggy Wang, MCom Syd., BCom

Associate Professor
2004 Jennifer Weller, MD MBBS Adel., MClInEd NSW,
FRCA FANZCA

Senior Lecturers
2009 Marcus Henning, MBus PhD Auck.UT,
DipTchg ACE, MA
2008 Boaz Shulruf, DipTechg Zinman, BSc Open(Tel Aviv),
MPH Hebrew Univ., PhD

Lecturer
*2009 Rain Lamdin, BSc MBChB PhD GradDipEd

Professional Teaching Fellow
*2011 Andrea Thompson, MSc Auck.UT, ACBD

Senior Research Fellow
2010 Craig Webster, MSc Cant., PhD
CLINICAL SKILLS CENTRE

Director
Andrew Wearn, MBChB MMedSc Birm., MRCGP(UK)

Lecturer
2004 Harsh Bhooptakar, GCCE NSW, MBChB MMedSc

Professional Teaching Fellow
2010 Miriam Nakatsuji, MBChB, MRNZCGP

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 NURSING

Head of School
Judy Kilpatrick, CNZM, BA, FCNA(NZ), RN

Services Manager
Alison Gray

Professors
2009 Merryn Gott, MA Oxf., PhD Sheff.
2000 Matthew Parsons, BSc(Hons) MSc PhD Lond., RN

Associate Professors
1993 Robyn Dixon, MA PhD, RN
2003 Mary Finlayson, BSociSci(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 MSc PhD, RN

Senior Lecturers
2009 Joanne Agnew, MNurs PGDipHSc, RN
2008 Terryann Clark, MPH PhD Minn. State, RN
2001 Helen Hamer, MN Massey, RN
2001 Michelle Honey, BA SSc MPhil Massey, PhD, RN
2009 Stephen Jacobs, BA PhD DipTchg
2007 Jacqui Kidd, MN Otago Polytech., PhD, RN
2002 Anecita Gigl Lim, BScN Bohol (Philippines), DipSocSci Massey, MSc GradDipSoc, FCNA(NZ), RN
2002 Dianne Marshall, BA SSc MA Massey, RN
2002 Ann McIlknap, MA Massey, DN Technol.Sydn., RN
1997 Anthony O’Brien, BA MPhil Massey, RN
1999 John Parsons, BSc(Hons) Brun., PGDipHSc Auck.UT., MSc PhD
2011 Kathy Peri, MSc Otago, PhD, RN
2008 Kate Preble, BA MSc PhD, RN
1999 Nicolette Sheridan, DipOHP Otago, MPH PhD, DipTchg, RN
2002 Susan Waterworth, MPhil Liv., MSc DANS Manc., RN

Lecturers
2007 Jane Barrington, MSc PhD
2007 Michael Crossan, BNS(Hons) MSc UC Dublin, RN
2001 Barbara Daly, BSc MSc, RN
2006 Karen Hoare, MSc Northumbria, NP RN RHV
2007 Anna King, BNurs(Hons) PhD, RN
2007 Helen Malcolm, MN Otago Polytech., RN
2005 Deborah Rowe, BHSc DipNurs Auck.UT., MMgt MSc PGDipBus, RN

Senior Tutors
2008 Cathleen Aspinall, MSc C.Lancs., RN
2009 Marie Cameron, MSc Aberd., RGN
2007 Stacey M'Lachlan, PGDipHSc, RN

Professional Teaching Fellows
2011 Gemma Aurburn, BNurs(Hons), RN
2006 Michelle Adams, BHSc E.Cowen, MA Portsmouth, RN
2004 Jane Bebbington, MSc PhD, RN
2005 Mia Carroll, BA Massey, DPH, MSc FCNA(NZ), RN
2011 Louise Carrucan-Wood, BNurs MHSc, RN
2005 Lesley Doughty, BHSc Auck.UT., MEd, RN
2007 Bronwyn Hedgescock, MphilScEd Sgd., RN
2009 Sandra Oster, RN Victoria State, MSN Minn. State, RN
2003 Reena Patel, BHSc Auck.UT, MN PGDipHealInf Otago
2007 Karyn Scott, BHSc Auck.UT, PGDipNurs, RN
2007 Kathy Shaw, MSc Auck.UT, RN
2008 Deb Somerville, MNurs, RN
2005 Lisa Stewart, BA MNurs, RN
2010 Michele Yeoman, PGDipHSc, RN

Research Fellows
2009 Gary Bellamy, MNB(Mons) 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, CNZM, EdD C.Sturt., MA DipEd, FCNA(NZ), RN, RM

Honorary Senior Lecturers
Susan Bramah Adams, MSc, RHV, RN
Kerry-Ann Adlam, BHSc MN Avondale Coll. (NSW), RN
Margaret Broodkorn, MNurs, RN
Taima Campbell, BNurs, RN
Andrew Cashin, BHSc MN PhD DipAppSci Technol. Syd., MA, RN
Margaret Crossan, BNS(Hons) MSc UC Dublin, RN
Rose Lightfoot, MPH, RN
Russell Vickery, MEd PDGipEd

Honorary Professional Teaching Fellows
Sara Aiken, MSc Auck.UT., BHSc, RN
Honorary Professor
Ross Tsuyuki, BSc Br.Col., PharmD SUNY, MSc McM., FCSHP FACC

Honorary Associate Professors
Patrick A. Ball, BSc Aston, MSc Birn., PhD Wales, FNZCP, MRPharmS, MCPP
Rosemary A. Beresford, ONZM, BPharm Nott., MSc Glas., PhD Otago, RegPharmNZ
Geoffery Sussman, OAM, BPharm Monash, FPS FACPM FAWMA FAIPM

Honorary Senior Lecturers
Linda Bryant, BPharm MClinPharm PhD Otago, RegPharmNZ
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

Honorary Lecturers
Melissa J. Copeland, BPharm(Hons) Otago, PhD, FNZGP, RegPharmNZ
Ian J. McMichael, DipPharm CIT(NZ), RegPharmNZ
Andrea Shirtcliffe, BPharm PGDipClinPharm Otago, RegPharmNZ

Honorary Clinical Senior Lecturers
Kim Brackley, DipPharm CIT(NZ), MSc Lond.
Keith Crump, DipPharm CIT(NZ), PGDipPharm Otago, RegPharmNZ
Adele Print, 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 Witt., PG DipPh, RegPharmNZ
Elizabeth Brookbanks, MClInPharm Otago, DipPharm CIT(NZ), MRPharmS, RegPharmNZ
Marilyn Crawley, MClInPharm Otago, RegPharmNZ
Sian Dawson, BPharm(Hons) Cardiff, MRPharmS, RegPharmNZ
Caroline De Luca, BPharm PGDipPharm Otago, RegPharmNZ
Sarah Fitt, BPharm Lond., DMS UK, MRPharmS, RegPharmNZ
Patricia Hammond, BPharm(Hons) PGCertPharm
Bruce Hastie, BPharm Otago, FNZCP, RegPharmNZ
Shareen Mannan, MPharm Dhaka, RegPharmBarr, Belgrade, ANZCP, RegPharmNZ
Sanjoy Nand, DipPharm CIT(NZ), MClInPharm Otago, RegPharmNZ
Fiona Mary Nash, BSc BPharm Trinity(Dub.), DipClinPharm Lond., MRPharmS RegPharmNZ
Sarah Roberts, DipClinPharm UK, RegPharmNZ

Honorary Associate Professors
Patrick A. Ball, BSc Aston, MSc Birn., PhD Wales, FNZCP, MRPharmS, MCPP
Rosemary A. Beresford, ONZM, BPharm Nott., MSc Glas., PhD Otago, RegPharmNZ
Geoffery Sussman, OAM, BPharm Monash, FPS FACPM FAWMA FAIPM

Honorary Senior Lecturers
Linda Bryant, BPharm MClinPharm PhD Otago, RegPharmNZ
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

Honorary Lecturers
Melissa J. Copeland, BPharm(Hons) Otago, PhD, FNZGP, RegPharmNZ
Ian J. McMichael, DipPharm CIT(NZ), RegPharmNZ
Andrea Shirtcliffe, BPharm PGDipClinPharm Otago, RegPharmNZ

Honorary Clinical Senior Lecturers
Kim Brackley, DipPharm CIT(NZ), MSc Lond.
Keith Crump, DipPharm CIT(NZ), PGDipPharm Otago, RegPharmNZ
Adele Print, 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 Witt., PG DipPh, RegPharmNZ
Elizabeth Brookbanks, MClInPharm Otago, DipPharm CIT(NZ), MRPharmS, RegPharmNZ
Marilyn Crawley, MClInPharm Otago, RegPharmNZ
Sian Dawson, BPharm(Hons) Cardiff, MRPharmS, RegPharmNZ
Caroline De Luca, BPharm PGDipPharm Otago, RegPharmNZ
Sarah Fitt, BPharm Lond., DMS UK, MRPharmS, RegPharmNZ
Patricia Hammond, BPharm(Hons) PGCertPharm
Bruce Hastie, BPharm Otago, FNZCP, RegPharmNZ
Shareen Mannan, MPharm Dhaka, RegPharmBarr, Belgrade, ANZCP, RegPharmNZ
Sanjoy Nand, DipPharm CIT(NZ), MClInPharm Otago, RegPharmNZ
Fiona Mary Nash, BSc BPharm Trinity(Dub.), DipClinPharm Lond., MRPharmS RegPharmNZ
Sarah Roberts, DipClinPharm UK, 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

AUDIOLOGY

Head
Grant Searchfield, BSc MAud PhD

Administrator
Kirsty McEnteer, BA

Professor
1990 Peter Thorne, CNZM, BSc DipSc Otago, PhD (jointly with Physiology)

Senior Lecturers
2000 Grant Searchfield, BSc MAud PhD
2009 David Welch, MA PhD

Lecturer
2009 Mary O’Keeffe, BSc MAud PhD

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
2009 Gareth John, MPhys PhD Cardiff
2007 Kei Kobayashi, BEng Sophia
2006 Ravindra Telang, BVSc&AH BAm., MSc PhD IVRI (jointly with Physiology)

Clinical Audiologist
Manpreet Kaur, BSc All India IMS, MAud

CLINICAL TRIALS RESEARCH UNIT

Director
Christopher Bullen, MBChB DObst DCH Otago, MPH, PhD, FAFPHM FNZCPHM

Associate Director
Cliona Ni Mhurchu, BSc(Hons) Trinity(Dub.), PhD S’ton.

Manager
Sheila Fisher

Associate Professors
2000 Christopher Bullen, MBChB DObst DCH Otago, MPH, PhD, FAFPHM FNZCPHM
2002 Andrew Jull, MA Well., DipBusStudies Massey, PhD, RCPN
1998 Cliona Ni Mhurchu, BSc(Hons) Trinity(Dub.), PhD S’ton.

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 Helen Eyles, MSc Otago, PhD
2007 Louise Foley, BSc MA W.Ont.
2005 Yannan Jiang, BSc Beijing Normal, MSc PhD
2009 Geoffrey Kira, BSc E.Cowan, PhD Auck.UT
2010 Vanessa Selak, MBCHB MPH, FAFPHM FNZCPHM
2009 Jonathan Williman, BSc(Hons) PhD Otago

Honorary Professor
Anthony Rodgers, MBChB Brist., DPH, PhD, FAFPHM

Honorary Senior Lecturer
Judy Murphy, DipN DipNEd Lond., NZRGON

Head
Robert K. R. Scragg, MBBS Adel., PhD Flin., FNZCPHM

Administrators
Susan Kelly

Professors
1999 Shanthi Ameratunga, MBChB Otago, DipObst, MPH Johns Hopkins, PhD, FRACP FNZCPHM
2011 Mark Elwood, MBChB MAO MD DSc Belf., PhD DipObst, FNZCPHM
1990 Rodney T. Jackson, DipComH Otago, BSc MBChB MMedSci PhD DipObst, FNZCPHM

Associate Professors
1998 John Buchanan, BMedSci MBChB MA Michigan State, FRACP FRCPed, FRCPA FRCPath(Lond.)
1999 T. Kenealy, MBChB DipObst, FNZCPHM
2003 Bridget Kool, BSc Auck.UT, MPH PhD, FCNA(NZ), RN

Lecturers
2004 Karen Day, MA UNISA, PhD, RN
2003 Gillian Robb, MPH DipPhysio Otago, PGDipErq Massey
2010 Simon Thornley, MBChB DipObst MPH PhD, FNZCPHM

Professional Teaching Fellow
2002 Mark Lyne, DipEnvHASW Lond., FIMLS

2005 Ralph Maddison, MSc PhD
1995 Natalie Walker, MSc Well., DPh Otago, PhD
2005 Robyn Whittaker, MBChB MPH, FAFPHM FNZCPHM

Research Fellows
2006 Helen Eyles, MSc Otago, PhD
2007 Louise Foley, BSc MA W.Ont.
2005 Yannan Jiang, BSc Beijing Normal, MSc PhD
2009 Geoffrey Kira, BSc E.Cowan, PhD Auck.UT
2010 Vanessa Selak, MBCHB MPH, FAFPHM FNZCPHM
2009 Jonathan Williman, BSc(Hons) PhD Otago

Honorary Professor
Anthony Rodgers, MBChB Brist., DPH, PhD, FAFPHM

Honorary Senior Lecturer
Judy Murphy, DipN DipNEd Lond., NZRGON

Head
Robert K. R. Scragg, MBBS Adel., PhD Flin., FNZCPHM

Administrators
Susan Kelly

Professors
1999 Shanthi Ameratunga, MBChB Otago, DipObst, MPH Johns Hopkins, PhD, FRACP FNZCPHM
2011 Mark Elwood, MBChB MAO MD DSc Belf., PhD DipObst, FNZCPHM
1990 Rodney T. Jackson, DipComH Otago, BSc MBChB MMedSci PhD DipObst, FNZCPHM

Associate Professors
1998 John Buchanan, BMedSci MBChB MA Michigan State, FRACP FRCPed, FRCPA FRCPath(Lond.)
1999 T. Kenealy, MBChB DipObst, FNZCPHM
2003 Bridget Kool, BSc Auck.UT, MPH PhD, FCNA(NZ), RN

Lecturers
2004 Karen Day, MA UNISA, PhD, RN
2003 Gillian Robb, MPH DipPhysio Otago, PGDipErq Massey
2010 Simon Thornley, MBChB DipObst MPH PhD, FNZCPHM

Professional Teaching Fellow
2002 Mark Lyne, DipEnvHASW Lond., FIMLS

Senior Tutor
2007 Dennis Hsu, BCom BHSc MPH

Senior Research Fellows
2003 Tania Riddell, BSc MBChB MPH DipObst, FNZCPHM
1980 Alistair W. Stewart, BSc DipSc Otago
2002 Joanne Stewart, MSc

Research Fellows
2011 Jinjinfeng Zhao, MSc

Assistant Research Fellow
2008 Sandar Tin Tin, MBBS Inst. Med. (Myanmar), MPH

Postdoctoral Research Fellows
2003 Bridget Kool, BSc Auck.UT, MPH PhD, FCNA(NZ), RN
2011 Gerhard Sundborn, BSc MPH PhD

Honorary Associate Professors
John Buchanan, BMedSci MBChB MA Michigan State, FRACP FRCPed, FRCPA FRCPath(Lond.)
Richard Milne, MSc Cant., PhD Otago

Honorary Senior Lecturers
Dale Bramley, MBChB MPH, FNZCPHM
Lynn Sadler, MPH Yale, MBChB, FRANZCOG

Honorary Lecturer
Stephen P. Gandar, BA(Hons) Massey, MBA Babson

Honorary Senior Research Fellow
Judith Murphy, DipNEd DipN Lond.

Honorary Research Fellow
Wing Cheuk Chan, MBChB MPH

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 FRNZCGP

Administrators
Angela Robinson

Elaine Gurr Professor of General Practice
1991 Bruce Arroll, MHSc Br.Col., BSc MBChB PhD DipObst, FNZCPHM FRNZCGP

Professors
2000 Felicity Goodyear-Smith, MBChB DipObst MGP Otago, FNZCGP, MFMLM (RCP)
1990 Ngaire Kerse, MBChB Otago, PhD Melb., FRACGP FRNZCGP

Associate Professors of General Practice
1990 Alistair W. Stewart, BSc DipSc Otago
2003 Stephen Buetow, MA PhD ANU
2006 C. Raina Elley, BA(Hons) MBChB PhD, FNZCPHM

Lecturers
2004 Tana Fishman, DO Philadelphia, MS Frostburg, FRNZCGP
2003 Tana Fishman, DO Philadelphia, MS Frostburg, FRNZCGP
2002 Peter Huggard, JP, MPH Med, ACIS
2002 John Kennelly, MBChB DAvMed Otago, LLM, DipOccMed, FRNZCGP FACLM
2010 Tannis Laidlaw, DipOT Marit., DipTchg ACE, MSc PhD
2002 Anne-Thea McGill, BSc Cant., MBChB Otago, FRNZCGP
2005 Fiona Moir, MBChB, MRCPG
1995 Nicola Turner, MBChB DipObst DCH Lond., MPH, FRNZCGP
2003 Chris Wong, MBChB Otago, DipObst DipMSM, FRNZCGP

Lecturer
2000 Yvonne Bray, BHSc Manukau IT, MA Well., RGN(UK)

Professional Teaching Fellows
2010 Ross Davidson, MBChB Otago, FRCSCan, DABOS
2010 Mark Fulcher, BSc MBChB MMEdSc EdD DipSportMed, FACSP

Honorary Senior Lecturers
Derek John Barton, MSc MBChB DipObst, FRACGP
John Barton, MSc MBChB PhD DipObst, FRACGP
Derek Dow, MA DipEd PhD Edin,
Barbara Monroe, DBE, BA Oxf., BPhil Exe.
Helen Petoussis-Harris, BSc PGDipSci
Shane Reti, ALM Harv., MBChB MMEdSc, FRNZCGP

Honorary Lecturers
Christopher Hanna, MBChB DipSportsMed, FACSP
Carol McAllum, MBBS Syd., MGP Otago, MFC Flin., FRNZCGP, FACHPM FACSHM FACHP
Andrew Thompson, GradDipChildMH Auck.UT, MANZASW
Allyson Waite, BSc(Hons) S’ton., DClinPsy Lond., PGDipCAT E.Anglia

Honorary Research Fellows
Liz Kiata, MA PhD
Dale Speedy, MBChB MSc Ireland, MD, FRNZCGP

Honorary Clinical Associate Professor
Thomas Marshall, OBE, MBChB DipObst, FRNZCGP

Honorary Clinical Senior Lecturers
Melanie Abernethy BSc MBChB Otago, DipObst, FRNZCGP
Thierry Adam, MBChB Cape Town, DipComEmMed, FRNZCGP
Neela Ahmed, MBBS Chitt., BSc Auck.UT, FRNZCGP
Cecil Antony, BSc MBBS Karnataka, DipObst Otago, FRNZCGP
Tony Antonovich, MBChB DipObst, FRNZCGP
Prakash Appanna, MBChB Natal, FRNZCGP
Ian Birch, BSc MBChB DipObst DipChildHealth, FRNZCGP
Malcolm Bollen, BSc MBChB Otago, FRNZCGP
John Bradley, MBChB Witt., DipComEmMed, FRNZCGP
Jan Bryant, MBChB, FRNZCGP
Hilmer Budelman, ARZT Hamburg, DipTropicalMed Bernhard Nocht (Hamburg), DipG&O, FRNZCGP
Nigel Cane, MBChB DipObst, FRNZCGP, MRCPG
Raymond Chan, MBChB, FRNZCGP
David Chee, MBChB, FRNZCGP
David Colquhoun, MBChB MGP Otago, DipObst
Jim Corbett, MBChB Otago, FRNZCGP
Peter Cunningham, MBChB DipObst, FRNZCGP
Glenn Davies, MBChB Otago, FRNZCGP
Indira Edwards, MBBS Colombo, FRNZCGP
Vanessa Fardon, MBBS Lond., FRNZCGP
Peter Fleischl, MBChB Otago, DipObst DipGeriatricMed, FRNZCGP
Alister Fraser, MBChB DipObst DipMuscMed, FRNZCGP
Pramod Galgali, MBBS Kakatya, FRNZCGP
Stephen Gates, MBChB DipObst DipComEmMed, FRNZCGP
Steveley Gonsalves, MBBS Bom., FRNZCGP
Tony Hanne, MBBS Lond., MGF Otago, LRCP Lond., DipObst, FRNZCGP MRCS(UK)
Marcus Hawkins, BMedSci BM BS Nott., FRNZCGP
Jean Hemmes, MBChB DipObst, FRNZCGP
Lawrie Herd, MBChB Lw., DCH Lond., FRNZCGP MRCGP
Harry Hillebrand, MBChB DipObst, FRNZCGP
Ashley Hodgson, MBChB, FRNZCGP
Ian Hoffer, MD Marit., FRNZCGP
Douglas Horne, MBChB, FRNZCGP
Richard Hulme, MBChB DipComEmergMed MMedSc, FACSP
Liz Humm, MBChB Leic., FRNZCGP
Carl Jacobson, MBChB Otago, DRCOG, FRNZCGP
Tom James, MBChB S’ton., DipGerMed, DipObstGyn, FRNZCGP
David Jennings, MBChB Sheff., FRNZCGP
Nathan Joseph, MBChB Otago, FRNZCGP
Margaret Karetai, MBChB DipObst, FRNZCGP
Shubra Kaul, MBBS Kashmir, FRNZCGP
Azra Kreho-Staka, MBChB Sarajevo, DipOnco Zagreb, FRNZCGP
John Kyle, MBChB DipObst, FRNZCGP
Aniva Lawrence, MBChB, FRNZCGP
Mark Lockwood, MBChB, FRNZCGP
Gary MacLachlan, MBChB, FRNZCGP
Tim Malloy, MBChB DipChildHealth Otago, DipObstGyn, FRNZCGP
Janan Mansour, MBChB Bagdad, FRNZCGP
Tony Mayne, MBChB, FRNZCGP
Namir Matti, MBChB Bagdad, FRNZCGP
Paul Milton, MBChB, FRNZCGP
Lance O’Sullivan, MBChB, FRNZCGP
Warwick Palmer, MBChB DipObst, FRNZCGP
Vivek Patel, MBBS Bom., FRNZCGP
Sesha Prasad, MBBS, FRNZCGP

Wellington Tan, MBBS Lond., DipPullMed Cardiff, FRNZCGP
John Robinson, MBChB Sheff., FRNZCGP
Sarah Ralph, MBChB DipObst, FRNZCGP
Tony Ruakere, MBChB Otago, DipObst, FRNZCGP
Charles Sanders, MBChB S.Af., FRNZCGP
Vinod Sharma, MBBS New Delhi, FRNZCGP
Michael Slatter, MBChB DipComEmMed DipObst, FRNZCGP
Rajiv Sood, MBBS New Delhi, FRNZCGP
Bruce Sutherland, BSc MBChB DipObst, FRNZCGP
Hardus Swartz, MBChB S.Af., FRNZCGP, DipUltrasound S.Aust.

Sue Tutty, MBChB Otago, FRNZCGP
Mahat Vather, MBBS New Delhi, FRNZCGP
Pieter Vosloo, MBChB, FRNZCGP
Harry White, MBChB Edin., FRNZCGP
Jon Wilcox, MBChB Otago, DipObst, FRNZCGP
Otago, MBChB, FRNZCGP
David Wilson, MBBS Lond., FRNZCGP
Sheril-Anne Wilson, MBChB DipObst Otago, FRNZCGP
Helene Winter, MBChB Otago, DipObst, FRNZCGP

Honorary Clinical Lecturers
David Atkinson, MBChB
Geoffrey Cunningham, MBChB
Mukul Diesh, MBBS DipChildHealth Delhi, DipChildHealth Otago, DipObstGyn, MCGP
Thomas Doo, MBChB
David Karthak, MBBS All India IMS, FAMPA
Herbert Morrison, MBBS Ibadan
Wessel Oosthuizen, MBBChB Stell.
Marc Paton, MBChB Liv., PGDipGP Otago
Tharani Vignakumar, MBBS Jaffna

GOODFELLOW UNIT

Director
Peter Huggard, JP, MPH MEd EdD, ACIS
Administrator
Cecile Pilkington

Goodfellow Postgraduate Chair in General Practice
2000 Felicity Goodyear-Smith, MBChB DipObst MGP Otago, FRNZCGP MFFLM (RCP)

Lecturer
2006 Karen Hoare, MSc Northumbria, NP RN(NZ) RGN RSCN(UK) RHV, FCNA

Professional Teaching Fellow
2006 Perrin Rowland, BA(Hons) Carnegie-Mellon, MA

HEALTH SYSTEMS

Head
Tim Tenbensel, BA(Hons) PhD ANU
Administrator
Wendy Hicks

Associate Professors
1992 Toni Ashton, MA PhD
2002 Nicola North, MA PhD Massey, FCNA(NZ), A/FACHSE, RM, RN

Senior Lecturers
2006 Peter Carswell, MCom PhD
2012 Richard Edlin, MA PhD Sheff.
1997 Tim Tenbensel, BA(Hons) PhD ANU

Lecturers
2010 Monique Jonas, PhD Lond., MA
2005 Rob McNell, MA Cant., PhD
2012 Laura Wilkinson-Meyers, MSc LSE, PhD

Honorary Senior Lecturer
Rod Perkins, BDS Otago, MHA Georgia State, PhD NSW, FACHSE

Honorary Lecturer
Jeanne Reeve, BSc W.England, PhD

PACIFIC HEALTH

Head of Department
Teuila Percival, QSO, MBChB, FRACP

Administrator
Telusila Moala-Vea, DipBus

Senior Lecturer in Pacific Health
2008 Teuila Percival, QSO, MBChB, FRACP

Lecturers
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 Purabiyia, BSc S.Guj., PGDipBus

Co-Directors, Centre for Gambling Studies
Peter Adams, MA PhD DipClinPsych
Fiona Rossen, BSc(Hons) PhD

Director, Centre for Asian and Ethnic Minority Health
Amritha Sobrun-Maharaj, BA BEd(Hons) S.Af., MEd PhD Massey

Director, Population Mental Health
Elsie Ho, MNZM, MSocSc HK, PhD Waik.

Director, Auckland Tobacco Control Research Centre
Marewa Glover, BA NZW, MASocSci DipPsych Waik., PhD

Emeritus Professor
David R. Thomas, MA Well., PhD Qld, FNZPsS

Associate Professors
1991 Peter Adams, MA PhD DipClinPsych
2009 Elsie Ho, MNZM, MSocSc 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

Professional Teaching Fellow
2011 Sam White, BAcds Weltec., PGDipHSc

Senior Tutor
2007 Deborah Hayer, MPH

Senior Research Fellow
2000 Marewa Glover, BA NSW, MASocSci DipPsych Waik., PhD

Research Fellow
2009 Kirsty Wild, BA(Hons) PhD Massey

Honorary Research Associates
Raymond Nairn, MA PhD
Malcolm Stewart, BSc Well., PhD PGDipSci PGDipClinPsych Otago
David R. Thomas, MA Well., PhD Qld, FNZPsS
2012 CALENDAR

Alison Towns, MSc PhD DipClinPsych
Samson Tse, MSc PhD Otago

TE KUPENGA HAUROA MĀORI

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 Māori
2005 M. J. Papaarangi Reid, DipComH Otago, BSc MBChB DipObst, FNZCPHM

Senior Lecturers Te Kupenga Hauora Māori
2001 Pamela Te A. Bennett, BSc Otago, MBChB, FRANZCP
1997 Suzanne M. Crengle, MBChB MPH PhD, FRNZCGP FNZCPHM
2005 Elana T. Curtis, MPH Otago, MBChB, FNZCPHM

Lecturer Te Kupenga Hauora Māori
2008 Annette Anderson, MA PhD

Senior Tutors
2009 Robert Loto, MSocSc Waik.
1999 Sonia Townsend, BSc MA
2004 Mirko Fawel Wojnowski, MA Tor., MA Kansas

Faculty of Science

City Campus
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Associate Dean (Research)
David L. Christie, MSc PhD

Associate Dean (Postgraduate)
Barry J. Brennan, BSc(Hons) PhD, MNZIP

Associate Dean (International)
William (Bill) D. Barton, MPhil Massey, MSc PhD DipTchg

Associate Dean (Tāmaki)
Winston D. J. Byblow, MSc PhD S.Fraser, BHK Windsor

Faculty Manager
Linda Thompson, BA Otago, MMgt PGDipBusAdmin Massey, DipTchg ACE

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Deputy Director
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Research Manager
Rochelle Ramsay, BSc(Hons) Otago, PGDipBusAdmin Massey

New Zealand Institute of Mathematics and its Applications

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Sir Vaughan F. R. Jones, DCNZM, DesSc Geneva, DSc Wales, Auck., FRS FRNSNZ

Research Manager
Margaret Woolgrove, MA St And., MBA Massey

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Cris Print, MBChB PhD

Adjunct Professor
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Honorary Research Fellow
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Centre for Discrete Mathematics and Theoretical Computer Science

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Project Manager
Nicholas Jones, MCom

Institute for Innovation in Biotechnology

Director
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Adjunct Professor in Molecular Genetics
2011 Ralf Schlothauer, MSc PhD Hamburg U. Technol.

Associate Professor
2011 J. Shaun Lott, BSc(Hons) Sur., PhD Leeds

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Keith R. Hudson, MSc PhD
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 Camb.
2005 Dan Hikuroa, BSc PGDipSci PhD
2010 Catherine Lewis Kenedi, MSc Mich., PhD Duke
2006 Jianning Tang, MSc PhD
2008 Stephen A. Onacha, MSc
2007 Peter Malin, MS
2009 Mark Dorreen, BE(Hons) PhD
2010 Grant McIntosh, MSc PhD
2010 Rainer Grupp, Dipl.-Ing PhD TU Dresden
2008 Jenny Lee Roper, MBA

Light Metals Research Centre

Director
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Margaret M. Hyland, BSc(Hons) Guelph, PhD W.Ont., CEng, FIChemE, MTMS MRNZ
James B. Metson, BSc PhD Well., FNZIC, MTMS

Administrative Manager
Jenny Lee Roper, MBA H-W

Senior Research and Postdoctoral Fellows
2007 Nick Depree, BE GradDipCom PhD
2002 Alok K. Mitra, MSc
1998 Peter Metcalf, BSc(Hons)
1990 Michael M. Walker, PhD
1978 John C. Montgomery, BSc(Hons) PhD

Honorary Professor
Mark P. Taylor, BE PhD, FIChemE, CEng

Wine Industry Research Institute

Director
Nick Lewis, BCom MA PhD

BIOLOGICAL SCIENCES

City Campus

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Deputy Director (Development)
Judith A. O’Brien, BSc Otago, MSc PhD

Deputy Director (Research)
Richard C. Gardner, BA MSc PhD DSc, FRSNZ

School Manager
Peter Cattin, BSc PhD Rand Afrikaans

University Distinguished Professor
1997 Edward N. Baker, CNZM, MSc PhD, FRNZ

Professors
1993 C. Scott Baker, BA S.Fla., PhD Hawaii
1998 Margaret A. Brimble, MNZM, MSc PhD S’ton., FRNZ FRACI FNZIC FRSC, CChem (jointly with School of Chemical Sciences)
2011 Dave Choquet, BSc Macq., MApplSci Canberra, PhD Syd.
1993 Michael N. Clout, BSc(Hons) Edin., PhD, FRNZ (jointly with School of Environment)
1993 Garth J. S. Cooper, DPhil Oxf., BSc MBChB, DipObst, FRCPA FRNZ (jointly with Faculty of Medical and Health Sciences)
2002 P. Roderick Dunbar, MBChB PhD Otago
1985 Richard C. Gardner, BA MSc PhD DSc, FRNZ
1987 Philip J. Harris, MA PhD Camb.
1983 Joerg Kistler, DipNat ETH Zürich, PhD Basle, FRNZ
2011 William Lee, PhD DipSci Otago
1991 Gillian Lewis, BSc(Hons) PhD Otago
1978 John C. Montgomery, BSc(Hons) Otago, PhD DSc Brist., FRNZ (jointly with Leigh Marine Laboratory)
2011 Roger Pech, BSc PhD Monash
1990 Allen G. Rodrigo, BSc(Hons) PhD DSc Cant., FRNZ
2007 Russell G. Snell, MSc Otago, PhD Cardiff
1990 Michael M. Walker, PhD Hawaii, MSc, FRNZ

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, FRSC, FNZIC, CChem
1982 David L. Christie, MSc PhD
2011 Thomas Buckley, BSc PhD Well.
1995 Kendall D. Clements, BSc Well., PhD James Cook, MSc
1987 Clive Evans, BSc PhD
2011 Dianne Gleeson, BSc PhD ANU
2008 David R. Greenwood, BSc(Hons) Massey, PhD Lit.
1993 Donald R. Love, BSc(Hons) PhD Adel., MRCPath CBiol FI Biol, FAI Biol
1998 Peter Metcalf, BSc(Hons) Cant., PhD
2002 Alok K. Mitra, MSc Delhi, PhD ILSc.
1984 Brian G. Murray, BSc(Hons) PhD Reading, FLS
2008 Richard D. Newcomb, MSc PhD ANU
1983 Michael N. Pearson, BSc(Hons) CNAA, PhD Exe.
2007 G. Guy Dodson, MSc PhD NZ, FRS, FMedSci, FNAS (India), FIAS(Hons) (jointly with Maurice Wilkins Centre)

Adjunct Professor in Structural Biology
2007 Matthew D. Templeton, BSc(Hons) PhD Otago
2007 Robert P. Young, BMedSci MBChB Otago, DPhil Oxon., FHKCP FRACP FRCP(UK)

Adjunct Professor in Chemical Biology
2006 Stephen B. H. Kent, BSc PhD Otago, Adjunct Professor in Chemical Biology
2006 G. Guy Dodson, MSc PhD

Adjunct Associate Professor
2005 Rochelle Constantine, BSc PGDipSci Otago

Senior Lecturers
1976 G. Kenneth Scott, BSc(Hons) Aberd.
1994 Joanna J. Putterill, MSc PhD
1999 Mary A. Sewell, MSc PhD Alta.
2000 Shane Lavery, MSc PhD
2004 Deborah L. Hay, BSc(Hons)
2004 Matthew R. Goddard, BSc(Hons)
2005 Shaoping Zhang, MSc
2005 Bill Nagle, DipAgr DipFieldTech PGDipHortSci Otago
2005 Donald Wlodkowic, MSc
2007 Stephen B. H. Kent, BSc
2007 Margaret Stanley, BSc(Hons) Otago, PhD Monash
1999 John A. Taylor, BSc(Hons) Aberd., PhD Edin.
2007 Michael W. Taylor, BSc Otago, PhD NSW, MSc Sheff.
1996 Susan J. Turner, BSc Massey, PhD
2007 Silas G. Villas-Boas, BSc Campinas State, MSc Santa Catarina, PhD Tech. U. (Denmark)
2010 Donald Wlodkowic, MSc Poznan, PhD Kuopio (jointly with the School of Chemical Sciences)

AgResearch Senior Lecturer in Structural Biology
2000 Christopher Squire, MSc PhD
2007 Margaret Stanley, BSc(Hons) Otago, PhD Monash
1999 John A. Taylor, BSc(Hons) Aberd., PhD Edin.
2007 Michael W. Taylor, BSc Otago, PhD NSW, MSc Sheff.
1996 Susan J. Turner, BSc Massey, PhD
2007 Silas G. Villas-Boas, BSc Campinas State, MSc Santa Catarina, PhD Tech. U. (Denmark)
2010 Donald Wlodkowic, MSc Poznan, PhD Kuopio (jointly with the School of Chemical Sciences)

Horton Senior Lecturer in Plant Biogeography
1993 Shane D. T. Wright, BSc Cant., PhD

Lecturers
2010 Augusto S. Barbosa, BA PhD Brasilia
1999 Todd E. Dennis, ScB William Mary, MS PhD Virginia
2010 Anne Gaskett, BA BSc(Hons) Melb., PhD Macq.
2008 Gregory Holwell, BSc(Hons) Melb., PhD GradDipEd Macq.
2010 James Russell, MSc PhD PGdipSci

Senior Tutors
2009 Mel Collings, BSc(Hons) PhD
2007 Brendan Dunphy, MSc PhD
1994 Amanda A. Harper, DipTchg ACE, MSc
1987 Elizabeth Hitchings, BSc
2002 Sevan G. Reddy, BSc Dunbar, MSc Wits.
2008 Dave Seldon, BSc(Hons) GradDipTchg Auck.UT, MSc

Senior Research Fellows
2007 Jacqueline A. Atiken, MSc PhD Texas
2003 Catherine E. Angel, BSc Leeds, MSc PhD Aberd.

Research and Postdoctoral Fellows
2008 Ghader Bashirol, BSc Shahid Chamran, MSc Guilan, PhD
2002 Souyad Boudjelas, BSc Oran, MSc PhD Wales
2010 Anna Brooks, BCA BSc(Hons) Well., PhD
2006 Esther M. M. Bulloch, BSc(Hons) Massey, PhD Camb.
2008 Elaine Cooper, BTech(Hons) MSc PhD
2009 Stephanie Dawes, BSc(Hons), MSc PhD Wits.
2009 Peter Deines, DiplBiol Dr. rer. nat. Christian Albrechts
2007 James Dickson, BSc BSc(Hons) Massey, PhD
2007 Clark G. A. Ehlers, MSc KwaZulu-Natal, PhD Rhodes
2010 Genevieve Evans, BSc(Hons) Acad., PhD Cant.
2004 Jodie Johnston, MSc PhD
2011 Hussila Keshaw, MSc PhD King’s Coll. Lond.
2010 Nimrod Kiss, MSc PhD Karolinska
2010 Verne Lee, MSc PhD
2010 Jennifer Malmstrom, MSc Chalmers, PhD

Aarhus
2006 Claudia J. Mansell, Diplom Hannover, PhD Harv.
2011 Julie McIntosh, BSc Rand Afrikaans, MSc PhD
2005 Bill Nagle, DipAgri DipFieldTech PGdipHortSci Lincoln(NZ)
2010 A. Norrie Pearce, MSc PhD
2010 Mazdak Radjainia, MSc Poznan, PhD Kuopio
2008 Pierre Tremouilhac, MSc Ecole Nationale Supérieure Chimie (Lille), PhD Karlsruhe
2009 Chris Walker, MSc PhD
2002 Harriet A. Watkins, BSc(Hons) E.Anglia, PhD Warw.
2004 Paul G. Young, BSc Massey, MSc PhD
2010 Linda Zhang, BSc MB PhD Heren

Assistant Research Fellows
2011 Kristen Henty, MSc PhD
2006 Julie D. Hill, BSc Rand Afrikaans, MSc
2003 Shyam Pagad, BSc B'tore.Ag.Scis., MSc

Honorary Senior Lecturers
David J. Saul, BSc PhD Sheff.
Guy R. Warman, MSc PhD

Honorary Research Fellows
David L. Beck, MSc PhD Calif.
Ramesh R. Chavan, MSc PhD
Lawrence C. W. Jensen, AB Brown, MSc PhD Minn.
David A. Keays, BSc LLB(Hons) PhD
Maureen H. Lewis, MSc PhD
Michelle B. Locke, MBChB
John A. Macdonald, AB Starr., PhD Texas
George Mason, MSc NZ, DPhil UC Davis
Raechel J. Milich, MSc PhD
Michael C. Miller, BSc(Hons) PhD Liu.
Csaba Moskat, MD Debrecen, PhD Hungarian Acad. Sci.
Shay O’Neill, BMS MSc Well.
Matthew Rayner, MSc PhD
Anthony M. Robertson, BSc(Hons) Otago, DPhil Oxf.
Yu Wang, MB Anhuit Medical Univ., MSc PhD
Hong Xu, MA Wuhan, PhD Zhangshan

CHEMICAL SCIENCES, School of

Head of Department
James B. Metson, BSc(Hons) PhD Well., FNZIC, MNZIC
MTMS

School Manager
Catherine E. Comber, BCom Rhodes, PGDipBus

University Distinguished Professor
1997 Edward N. Baker, CNZM, MSc PhD, FRSNZ FNZIC (jointly with School of Biological Sciences)

Professors
1998 Margaret A. Brimble, MNZM, MSc PhD S’t’won., FRSNZ FRACI FNZIC FRSC, CChem
1988 Penelope J. Broders, PhD Star., MSc, FNZIC FRSC
1986 Ralph P. Cooney, BSc(Hons) PhD DSc Qld., FRSNZ FRACI FNZIC
1996 Laurence D. Melton, PhD S’t’won., MSc, CChem, FRSC FAIC FNZIC FRACI FIAFST
1985 James B. Metson, BSc(Hons) PhD Well., MNZIC, MTMS
2007 Conrad O. Perera BSc Ceylon, MSc Mys., PhD Oregon State, FNZIFST, MIFT(USA), LMSC
1994 Douglas K. Russell, MA Camb., PhD S’t’won., FNZIC FRSC, CChem
2011 Margot Skinner, BSc S’t’won., PhD, MASi
2006 David E. Williams, MSc PhD, FRSNZ FNZIC FRSC, CChem

Emeritus Professors
Graham A. Bowmaker, BSc PhD Syd., FNZIC, FRACI FRSC, CChem
George R. Clark, MNZM, PhD, DSc, FNZIC

Charmian J. O’Connor, CBE, JP, MSc NZ, PhD, DSc, FRNSZ FRSC FNZIC, CChem
Warren R. Roper, MSc NZ, PhD HonDSc Cant., FNZIC FRS FRNSZ

Associate Professors
1978 Peter D. W. Boyd, BSc(Hons) Tas., PhD Morash, FNZIC, MRACI
1993 Brent R. Copp, BSc(Hons) PhD Cant., FNZIC
2011 Christian Hartinger, PhD Vienna
1997 Paul A. Kilmartin, BA BSc Well., STB Angelicum, Rome, MTh Syd., PhD, MNZIC, MNZIFST
2002 Jadranka Travs-Sejdic, MSc Zagreb, PhD, MNZIC
1984 L. James Wright, MSc PhD, FNZIC, MACS

Senior Lecturers
2004 David Barker, BSc PhD Syd., CChem, MRSC, MNZIC
2006 Andrew J. Dingley, BSc PhD Syd.
2005 Neil Edmonds, MSc NZ, FNZIC
2011 Jianyong Jin, BEng Dallas, MSc Fudan, PhD Clemson
2008 Duncan J. McGillivray, BSc(Hons) ANU, DPhil Oxf., BA BSc, MNZIC MRSC MRACI CChem
1995 Gordon M. Miskelly, BSc PhD Otago, FNZIC, MACS
2007 M. Cather Simpson, BA Virginia, PhD New Mexico, MRSNZ, LMACS (jointly with Physics)
2004 Tilo Söhnel, DiplChem PhD TU Dresden MNZIC
2003 Geoffrey Waterhouse, MSc PhD, MNZIC
2010 Donald Wlodkowic, MSc Poznan, PhD Kuopio

Lecturers
2008 Jóhannes Reynisson, MSc Iceland, PhD Copenhagen, MRSC MNZIC
2006 Vijayalekshmi Sarojini, MSc PhD Ban.
2009 Jonathan Sperry, BSc(Hons) PhD E.Anglia
2005 Peter Swedlund, MSc PhD, MNZIC

Senior Tutors
2005 C. Malini Arewgoda, BSc Peradeniya, PhD Otago, MNZIC
1982 Judith M. Brittain, BSc PhD E.Anglia, MNZIC
1997 David Salter, MSc PhD Gdansk, MNZIC
2010 David C. Ware, BS Berk., PhD Star., MNZIC
1982 Sheila D. Woodgate, BSc MB PhD HonDSc, MNZIC

Tutor
2010 Amanda Heapy, BSc(Hons) PhD

Senior Research Fellows
2009 Karnika De Silva, BSc(Hons) Colombo, MPhil Sri Jay., PhD Aston, FIChemC FPRI
2008 Paul Harris, MSc PhD

Research Fellows
2010 Jack Chen, BSc(Hons) PhD
2010 Daniel Furkert, BSc(Hons) PhD
2007 Marija Gidzavici-Nikolaubis, BSc(Hons) Belgrade, PhD, MNZIC
2011 Stéphanie Gueret, MSc Claude Bernard Lyon, PhD
2010 Amanda Heapy, BSc(Hons) PhD
2009 Renata Kowalczyk, MSc Gdansk, PhD
2007 Dani Lyons, BTech BSc(Hons) PhD Flin.
2010 Jennifer Malmstrom, MSc Chalmers, PhD Aarhus
2006 Andrej Maroz, MSc Minsk, PhD Leipzig
2010 Michael McLeod, MSc PhD Nott.
2010 A. Norrie Pearce, MSc PhD
2005 Sudip Ray, BSc(Hons) MSc PhD IT Kharagpur
2004 David Rennison, BSc(Hons) PhD UMIST
2009 Charles Rohde, BSc Mich. Tech., MSc PhD Oregon
2009 Yantao Song, ME PhD
2009 Joanna Wojnar, BSc(Hons) PhD Mich. Tech.
2009 Charles Rohde, BSc Mich. Tech., MSc PhD Oregon
2009 Sung Yang, MSc PhD
2005 Lijuan Zhang, MS Henan, PhD Chinese Acad. Sci.
2007 Zoran Zujovic, MSc DSc Belgrade

Honorary Professors
William A. Denny, ONZM, MSc PhD, DSc, FRSNZ FNZIC
Andrew Waterhouse, BSc Notre Dame, PhD UC Berk.

Honorary Associate Professor
Robert F. Anderson, MSc PhD, FRSC FNZIC, CChem

Honorary Research Fellows
Clive Bolt, BSc Well.
Kushani Diissanyake, MSc PGDipSci
Frank Frazer, BA Massey, MSc Well., PhD
Greer Laing, BSc
Stefanie Papst, DipChem PhD Eberhard Karls
John Wagner, MSc PhD
Kathrin Wichmann, DipChem PhD TU Dresden
Geoffrey M. Williams, BSc(Hons) PhD Massey
James Winton, MChem Oxf.
Chi Zhang, ME Beijing Univ. Chem. Tech., PhD

Food Science

Director
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, CChem

Associate Professor
2010 Yacine Hemar, MPhil PhD Louis Pasteur

Deputy Director and Senior Lecturer
1997 Bronwen G. Smith, MSc, PhD, MNZIC, MNZFST

Senior Lecturers
2008 Duncan McGillivray, BSc(Hons) ANU, DPhil Oxf., BA BSc, MNZIC MRSC MRACI CChem
2004 Siew-Young Quek, BSc(Hons) NU Malaysia, PhD Brm., MNZIC MNZFST MIFT(USA)

Honorary Associate Professor
Robert F. Anderson, MSc PhD, FRSC FNZIC, CChem

Honorary Lecturers
Graham C. Fletcher, BSc BCom, MNZMS MNZIFST
Norman Lodge, MSc, FNZIFST
Ralph J. Stevenson, MSc PhD
Geoffrey Waterhouse, MSc PhD, MNZIC
Ronald J. Wong, MSc PhD, MNZIC MNZFST

Honorary Research Fellows
Roger Harker, BSc PhD
Roswitha Schröder, DipBiol PhD Heidelberg
Dongxiaon Sun-Waterhouse, MSc PhD
Jingli Zhang, MSc PhD

Forensic Science

Director
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Deputy Director
Gordon M. Miskelly, BSc PhD Otago, FNZIC, MACS

Honorary Lecturers
John Buckleton, PhD DSc, FRSNZ
Sally Coulson, BSc PhD
Anne Coxon, BSc Sund., MSc PhD Strath., MRPharmS
SallyAnn Harbison, BSc PhD Liv.

Medicinal Chemistry

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Honorary Lecturer
Michael P. Hay, BSc(Hons) PhD Cant.

Polymer Electronics Research Centre

Director
Jadranka Travas-Sejdic, MSc Zagreb, PhD, MNZIC

Wine Science

Director
Randy Weaver, BSc Oregon, MSc Calif.

Associate Professor
1997 Paul A. Kilmartin, BA BSc, STB Angelicum, Rome, MTh Syd., PhD, MNZIC MNZFST

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
Robert W. Amor, MSc Well., PhD, Mem.IEEE MACM

Bakhadyr M. Khoussainov, PhD DipMaths Novosibirsk

Departmental Manager
Heather Armstrong, BCom BMus Cant.

Research Programming Team Leader

Professors
1992 Cristian S. Calude, BSc PhD Bucharest, M.Acad Europaea
2001 Gillian Dobbie, MTech Massey, PhD Melb.

1982 Robert W. Doran, BSc Cant., MS Stan., FNZCS
2008 Mark Gahegan, BSc(Hons) Leeds, PhD Curtin
2002 James R. Goodman, BS Northwestern, MS Texas, PhD Berk., IEEE Fellow ACM Fellow
1985 John G. Hosking, BSc PhD, FRNSNZ, Mem. IEEE
1996 Bakhtadyr M. Khoussainov, PhD DipMaths
Nicosiás, Bärn
1996 Clark Thomborson, BS MS/ME Stan., PhD
MRSNZ

Associate Professors
2000 Robert W. Amor, MSc Well., PhD, Mem.IEEE
MACM MNZCS
2004 J. Nevil Brownlee, MSc PhD, Mem.IEEE MNZIP
2005 Alexei Drummond, BSc PhD (jointly with
Bioinformatics Institute)
1997 Georgy Gimel’farb, MSc PhD Kiev, DSc
Moscow
2002 André O. Nies, Dip.Math Freiburg, Dr. rer.
nat., Dr habil Heidelberg
2002 Ewan Temporo, BSc Otago, MSc PhD Wash.
MACM MIEEE
2000 Ian Watson, MSc Essex, MPhil Plym., PhD Liv.
Mem.IEEE

Senior Lecturers
1996 Michael W. Barley, 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 Pimmer, BCom Walk., MSc Curtin, PhD
Walk., DipATchg Auckland UT
1996 Patricia J. Riddle, BS Penn., PhD Rutgers
2003 Jing Sun, BSc Nanjing, PhD Sing.
2004 Ian Warren, BSc PhD ChITHE Lanc.
2003 Gerald Weber, Dipl-Math Dr. rer. nat. FU
Berlin, MACM Mem.IEEE
2001 Mark C. Wilson, BSc(Hons) Cant., PhD U.Wisc
(Madison)
2001 Burkhard Wuensche, BSc Kaiserslautern, MSc
PhD, MACM Mem.IEEE
1992 Xininfeng Ye, BSc Huaqiao, MSc PhD Manc.
Lecturer
2008 Christof Lutteroth, Dipl-Inf. FU Berlin, PhD
2012 Giovanni Russello, MSc Catania, PhD
Eindhoven UT

Professional Teaching Fellows
2000 Ann Cameron, BSc
1999 Angela Chang, MSc

Senior Tutors
1999 Paul Denny, MSc
1993 Adriana Ferraro, BA DipEd DipCompSci NE
1995 Andrew Laxton-Neijling, BSc MA
1988 Robert Sheehan, BA PhD DipCompSci
DipTchg

Postdoctoral Fellow
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

Tāmaki 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 Sathiamoorthy Manoharan, BTech Kharagpur,
PhD Edin., MIE
1994 Radu Nicolescu, BSc PhD Bucharest, MACM
Mem.IEEE
2000 Ulrich Speidel, MSc PhD, Mem.IEEE

ENVIROMENT, 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, FRSNZ
(jointly with School of Biological Sciences)
1995 Philip C. Forer, MA Oxf., PhD Brst.
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.

Emeritus Professors
Philippa M. Black, BSc MA NZ, MSc PhD, FMSAm
FRSNZ
Warren Moran, MA NZ, PhD, FRSNZ

Associate Professors
1995 Paul Augustinus, BSc Melb., Tas., DPhil Waik.
1997 Kathleen A. Campbell, BSc Calif., MSc Wash.,
PhD S.Calif.
1977 Christopher R. de Freitas, MA Tor., PhD Qld.
2000 Paul Hoskin, PhD ANU, D.Habil Freiburg,
BSc(Hons)
2002 Paul Kench, MA PhD NSW
2004 David O’Sullivan, BA Camb., MSc Glas., PhD
Univ. Coll., London
1979 Ian E. M. Smith, BSc(Hons) Well., PhD ANU,
FGSAust.
1993 William Smith, MA Aberd., MSc PhD McG.
2000 Phil Shane, MSc PhD Well.
1976 Hong-Key Yoon, BA Seoul, MS Brigham Young,
PhD UC Berk.

Senior Lecturers
1999 Gretel Boswijk, BA PhD Sheff.
2012 Melissa Bowen, MSc Stan., PhD MIT
1999 Brad Coombes, BA PhD Otago
2008 Mark Dickson, BSc(Hons) Massey, PhD
Wgong
1993 Anthony M. Fowler, MA PhD
1991 Wardlow Friesen, BA Calg., BA(Hons) Car.,
PhD
2010 Jean-Christophe Gaillard, Maitrise Joseph
Fourier-Grenoble, PhD Savoie
1992 Jay Gao, BE Wuhan, MSc Tor., PhD Georgia
LEIGH LABORATORY

Director
John C. Montgomery, BSc(Hons) Otago, PhD DSc Brist., FRSNZ

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) Liv., PhD Wales, MIBiol
2002 Richard B. Taylor, MSc PhD

Lecturer
2008 Neil A. Herbert, BSc(Hons) Wales, MSc Plym., PhD

MATHMATICS

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
1983 Marston D. E. Conder, MScSc Waik., 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, Geometry and Topology Group)
2008 Jari Kaipio, MSc PhD Kuopio
2011 Berrad Krauskopf, Dipl-Math RWTH Aachen, PhD Groningen
1997 Eamonn A. O’Brien, BSc NUI Galway PhD ANU, FRSNZ (Head of Algebra and Combinatorics Group)
2011 Hinke Osinga, MSc PhD Groningen
2002 James Sneyd, BSc Otago, MS PhD NYU, FRSNZ
1993 Michael O. J. Thomas, MSc PhD Warw., CMath, FIMA (Associate Head – Academic)

Associate Professors
1992 Jianbei An, BSc Harbin, PhD Ill.
2008 Steven Galbraith, BCMS Waik., MSc Georgia Tech., DPhil Oxf.
2003 Warren Moors, PhD Newcastle (NSW), MSc
1993 Arkadii M. Slinko, MA Novosibirsk, PhD DSc Sobolev Inst. Mathematics

Senior Lecturers
1980 Robert P. K. Chan, MSc PhD
2004 Sina R. Greenwood, MSc PhD
1992 Vivien Kirk, PhD Camb., MSc (Head of Applied Mathematics Unit)
2011 Igor Klep, BSc PhD Ljubljana
2011 Dimitri Leemans, PhD Bruxelles
2011 Ben Martin, BSc Otago, MSc PhD King's Coll., Lond.

1999 Gregory N. Oates, BSc MEd PhD DipTchg
1997 Judy Paterson, BSc MEd Cape Town, PhD (Head of Mathematics Education Unit)
2008 Claire Postlethwaite, MA PhD Camb.
2008 Graham M. Donovan, BSc Wash (Seattle), PhD Northwestern
2012 Sione Na'a-Pangai Ma'u, MSc PhD
1986 Wiremu Solomon, PhD Wis., MSc (jointly with Statistics)
2003 Shixiao Wang, MSc Northwestern Polytech. Inst., PhD Paris VI

Professional Teaching Fellows
2005 Helen J. McKenzie, BSc MEd DipTchg

Senior Tutors
1993 Allison Heard, MSc PhD
1992 Alastair McNaughton, BA Otago, MSc PhD DipEd Massey
2002 Garry Nathan, DipTchg(Dist.) ATC, MA PGDipSci(Dist.)
2003 Sheena Parnell, BSc DipTchg PGDipSci
2005 Jamie D. Sneddon, MSc PhD
1990 Moira Statham, BSc PGDipSci DipTchg
1999 Geraint Phillips, BSc City(UK), OD Waterloo, DCLP Br. Coll. Optometrists, MCOptom

Research Fellow
2009 Kathryn Patterson, BSc Wyoming, PhD Montana

Research Fellow
2009 Nicola Anstice, BOptom(Hons) PhD

Senior Research Fellow
2008 Julie Lim, MSc PhD

Research Fellows and Postdoctoral Research Fellows
2008 Joanna Black, BSc BOptom(Hons) PhD
2009 Angus Grey, BTech(Hons) PhD
2008 Jordan Turuwenua, MSc PhD Waik. (jointly with Auckland Bioengineering Institute)
2009 Ehsan Vaghefi, MSc PhD

NZAO Research Fellow
2008 Simon Backhouse, BOptom PhD

Clinical Senior Tutors
Melinda Calderwood, BOptom GDipSci
Thomas Cossick, BS Flor. State, OD Houston
Richard Johnson, BOptom MCOptom Br. Coll. Optometrists, FAAO

Wanda Lam, BSc OD Wat.
Jonathan Payne, BOptom(Hons)
Jorge Perez-Velasco, BChe Georgia Tech., OD Alabama
Kathryn Sands, BOptom CertOcPharm
Blavini Solanki, BSc(Hons) MSc UMIST, MCOptom
Melissa Teh, BOptom(Hons)
Kate Vanweerd, BOptom(Hons)

Honorary Professor
Michael Kalloniatis, MSc Melb., PhD Houston

Honorary Senior Lecturer
Jennifer P. Craig, BSc(Hons) PhD G.Caledonian, FAAO, MCOptom

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 Professors
1984 Robert J. Jacobs, MSc PhD Melb., GradDipBus, LOSc, FAAO
2010 Kenneth M. Robertson, OD MSc PhD Waterloo, FAAO

Senior Lecturers
2002 Monica Acosta, MSc Univ. Republic, Uruguay, PhD Hokkaido
1999 Geraint Phillips, BSc City(UK), OD Waterloo, DCLP Br. Coll. Optometrists, MCOptom
1998 John Phillips, MSc PhD, MCOptom, FAAO
2008 Benjamin Thompson, BSc(Hons) PhD Sus.
2008 Misha Vorobyev, DipPhys Leningrad, PhD USSR Acad. Sci.

Lecturer
2009 Nicola Anstice, BOptom(Hons) PhD

Senior Tutor
1998 Andrew Collins, BOptom MSc

Senior Research Fellow
2008 Julie Lim, MSc PhD

Honorary Research Professors
John C. Butcher, MSc NZ, PhD DSc Syd., FNZMS FRSNZ
Boris Pavlov, PhD DSc Leningrad, FRSNZ
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. Tec, MSc NZ, HonD Auck.UT, CMath, FIMA

Honorary Research Associates
Anthony Blaom, BE Melb., MSc PhD Cal.Tech.
Jiling Cao, MSc Tanjín, 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 Professors
1984 Robert J. Jacobs, MSc PhD Melb., GradDipBus, LOSc, FAAO
2010 Kenneth M. Robertson, OD MSc PhD Waterloo, FAAO

Senior Lecturers
2002 Monica Acosta, MSc Univ. Republic, Uruguay, PhD Hokkaido
1999 Geraint Phillips, BSc City(UK), OD Waterloo, DCLP Br. Coll. Optometrists, MCOptom
1998 John Phillips, MSc PhD, MCOptom, FAAO
2008 Benjamin Thompson, BSc(Hons) PhD Sus.
2008 Misha Vorobyev, DipPhys Leningrad, PhD USSR Acad. Sci.

Lecturer
2009 Nicola Anstice, BOptom(Hons) PhD

Senior Tutor
1998 Andrew Collins, BOptom MSc

Senior Research Fellow
2008 Julie Lim, MSc PhD

Research Fellows and Postdoctoral Research Fellows
2008 Joanna Black, BSc BOptom(Hons) PhD
2009 Angus Grey, BTech(Hons) PhD
2008 Jason Turuwenua, MSc PhD Waik. (jointly with Auckland Bioengineering Institute)
2009 Ehsan Vaghefi, MSc PhD

NZAO Research Fellow
2008 Simon Backhouse, BOptom PhD

Clinical Senior Tutors
Melinda Calderwood, BOptom GDipSci
Thomas Cossick, BS Flor. State, OD Houston
Richard Johnson, BOptom MCOptom Br. Coll. Optometrists, FAAO

Wanda Lam, BSc OD Wat.
Jonathan Payne, BOptom(Hons)
Jorge Perez-Velasco, BChe Georgia Tech., OD Alabama
Kathryn Sands, BOptom CertOcPharm
Blavini Solanki, BSc(Hons) MSc UMIST, MCOptom
Melissa Teh, BOptom(Hons)
Kate Vanweerd, BOptom(Hons)

Honorary Professor
Michael Kalloniatis, MSc Melb., PhD Houston

Honorary Senior Lecturer
Jennifer P. Craig, BSc(Hons) PhD G.Caledonian, FAAO, MCOptom
PHYSICS

City Campus

Head of Department
Richard Easther, BSc(Hons) PhD Cant., APS

Departmental Manager
Francie Norman

Professors
1991 G. L. Austin, BA Camb., MSc PhD Cant., FNZIP FRSNZ
1982 Stuart G. Bradley, MSc PhD FRMetS FIOA FNZIP, MinstP
2012 Richard Easther, BSc(Hons) PhD Cant., APS
1975 John D. Harvey, PhD Surv., MSc, Mem.IEEE, FNZIP
2007 Peter Malin, MS

Dan Walls Professor of Theoretical Physics
2002 Howard J. Carmichael, PhD

Buckley-Glavish Chair in Climate Physics
2006 Roger Davies, BSc(Hons) Well., PhD Wisconsin-Madison

Associate Professors
2010 Neil Broderick, PhD
1989 M. J. Collett, MSc PhD
1995 David Krofcheck, BSc Carnegie Mellon, MSc Ohio State, APS-DNP, AAAS
2003 Stuart Murdoch, MSc PhD
2007 M. Cather Simpson, BA Virginia, PhD New Mexico, MRSNZ, LMACS (jointly with School of Chemical Sciences)
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 Lecturers
1979 Barry J. Brennan, BSc(Hons) PhD, MNZIP
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
2007 M. Cather Simpson, BA Virginia, PhD New Mexico, MRSNZ, LMACS (jointly with School of Chemical Sciences)
2005 Frederique Vanholsbeeck, Lic Phys, PhD Université Libre de Bruxelles
1996 Lionel R. Watkins, BSc(Eng) MSc Cape Town, PhD Wales, MinstP, CPhys, MOSA

Lecturer
2012 John J. Eldridge, MSc MA PhD Cant., FRAS, MinstP

Senior Tutors
2001 Mark Conway, MSc
2009 Graham Foster, DipEdAdmin Massey, BSc DipTchg, MNZIP MRSNZ

Senior Research Fellows
2008 Claude Aguergaray, EngDipl Rennes 1, MSc Brest, PhD Bordeaux
1999 Vladimir I. Kruglov, BSc Moscow, PhD DSc Belarus Acad. Sci.
2010 Brice Valles, MSc Marseilles, DEA Grenoble, PhD Norwegian U. Sci. Technol.

Postdoctoral Research Fellow
2011 E. Bogomolny, BA Open(UK), MSc PhD Ben-Gurion

Honorary Associate Professor
Gary J. Bold, BSc NZ, MSc PhD, MNZIP, Life Mem.IEEE, MASA

Honorary Research Fellows
Paul H. Barker, BA Oxf., PhD Manc.
Ross Garrett, BA MSc NZ, PhD, MNZIP
R. F. Keam, BA Camb., MSc(DipHons) NZ, DPhil Oxf.
Graeme D. Patt, BSc PhD Melb., FAIP FNZIP, MAAPT
David J. Robertson, MSc PhD
Igor Shvarchuck, BSc Moscow, MSc PhD 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, FlinstP Lond., FNZIP FRNSNZ, Sen.Mem. IEEE

Robert E. White, MSc PhD NZ, DSc

PSYCHOLOGY

Head of Department
Douglas Elliffe, BSc PhD

Deputy Head of Department (Academic)
Niki Harré, MA PhD

Deputy Head of Department (Research)
Russell D. Gray, BSc PhD, FRNSNZ

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 LL.D Wût., MA, FAAAS FAPA FAPS FNZIP FRSNZ
1969 Michael C. Davison, BSc Brist., PhD Otago,
DSc, FRNSZ FABAI
1994 John Duckitt, BA Cape Town, MA Natal, PhD Witt.
1993 Russell D. Gray, BSc PhD, FRNSNZ
1999 Ian Kirk, BSc PhD Otago
1995 Glynn Owens, BSc Oxf., DPhil Oxf.,
AFBPfS
1994 John Read, BA Wales, MA PhD Cinc.
1988 Frederick W. Seymour, BA Well., MA W.Aust.,
PhD, FNZIP

Associate Professors
2011 Paul Corballis, MSc MA MPhil PhD Col.
1990 Douglas Elliffe, BSc PhD
1991 Nicola Gavey, MA PhD DipClinPsych
1997 Niki Harré, MA PhD
1988 Anthony J. Lambert, MSc Sheff., PhD Leic.
1999 Ian Lambie, BA Otago, PhD PGDipClinPsy DipBus
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
SPEECH SCIENCE

Tāmaki Campus

Professor
2003 Suzanne C. Purdy, PhD Iowa, DipAud Melb., MSc

Senior Lecturer
2007 Linda Hand, BA Cant., DipT(End.SpThy) CTC, MA, PhD Macq.

Lecturers
2001 Elaine Ballard, MA Prin., PhD Cornell
2005 Clare M. McCann, BSLT Cant., MA PhD Reading

Senior Tutors
2007 Liz Fairgray, MSc Calif., State
2007 Bianca Gordon, BA(Hons) Reading, PGCertClinEd
2010 Anna Miles, BSc(Hons) Lond.

Postdoctoral Fellow
2010 Einat Ofek, BA MSc PhD Technion

Clinical Director
Philippa Williams, BSLT(Hons) Cant., DipHlthServMgt Marc.

SPORT AND EXERCISE SCIENCE

Tāmaki Campus

Head of Department
Greg Anson, MSc Wyoming, PhD Penn. State, DipPE Otago

Departmental Manager
Bruce Rattray, BA

Professors
1997 Winston D. J. Byblow, MSc PhD S.Fraser, BHK Windsor
2011 Elwyn Firth, BVSc Massey, MSc Auburn, PhD Utrecht, DSC Massey

Associate Professors
2009 Greg Anson, MSc Wyoming, PhD Penn. State, DipPE Otago

Senior Lecturers
2008 Fabio Borroni, BSc(Hons) Lausanne, MSc Franche-Comte, PhD Montpellier I
2010 Lance C. Dalleck, BA W. State Coll., MSc Colo. State, PhD New Mexico
2007 Nicholas Gant, BSc Nott.Trent, MSc PhD Lough.
2003 Jane E. Magnusson, BSc Tor., MS PhD New Orleans
2011 James Stinear, MChiroSci Macq., MSc PhD 1998 Sharon Walt, MASEd PhD Wat.

Lecturers
2011 Federico Formenti, MSc Verona, PhD Manc. Met., DPhil Oxf.
2008 Yanxin Zhang, BS Shanghai Jiao Tong, PhD Texas Tech.

Professional Teaching Fellow
2011 Waruna Weerasekera, BSc(Hons)

STATISTICS

Head of Department
Christopher M. Triggs, MSc, PhD

Departmental Manager
Karen McDonald, BMS Waik.

Professors
2004 Peter B. Davis, BA ’sion, MSc Lond., PhD [jointly with Sociology and School of Population Health]
2004 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 FRNZ

Emeritus Professor
Alastair J. Scott, MSc NZ, PhD Chic., FASA FRNZ

Adjunct Professor
2005 Bruce Weir, BSc(Hons) Cant., PhD N.Carolina State, FRNZ

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 Brist., DPhil York(UK)
2012 Calendar

University Personnel 829

Auckland Bioengineering Institute

Director
Peter J. Hunter, MNZM, DPhil Oxf., ME, FRSNZ FRS

Deputy Director
Bruce H. Small, BE BSc(Hons) Cant., DIC PhD Lond.

General Manager
Mary Grigor, BBS Massey, CA

University Distinguished Professor
1978 Peter J. Hunter, MNZM, DPhil Oxf., ME, FRSNZ FRS

Professors
1990 Andrew J. Pullan, BSc, PhD (jointly with Engineering Science)

1997 Bruce H. Smaill, BE BSc(Hons) Cant., DIC PhD Lond. (jointly with Physiology)

Associate Professors
2004 Edmund J. Crampin, BSc(Hons) Lond., DPhil Oxf. (jointly with Engineering Science)

1991 Ian J. LeGrice, BE MBChB PhD DipTP (jointly with Physiology)

1982 Denis Loiselle, MSc Alta., PhD Dal., DipPhEd Otago (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)

2001 Rocco Paolo Pitto, MD Catholic U. Rome, PhD Erlangen-Nuremberg (jointly with Surgery)

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)

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)

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. Budgert, 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
2011 Barbara Breen, BSc PhD Georgia Tech.

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, BS Wash. (Seattle), PhD Northwestern (jointly with Mathematics)

2010 Justin W. Fernandez, BE PhD

2011 Kerry Hedges ME PhD

2011 Harvey Ho, BE SCUT, MSc PhD

2010 Jessica Jor, BE PhD

2006 Juliana H. K. Kim, MA Sogang, PhD Massey

2005 Robert S. Kirton, BSc Waik., ME PhD

2010 Jennifer A. Kruger, BSc Witw., MSc PhD

2011 Duane Malcolm, ME PhD

2011 John D. McCormick, MSc PhD

2010 Jennine Mitchell, BPhty Otago, BSc Massey, BE PhD

2010 Benjamin M. O’Brien, BE(Hons) PhD

2007 Vijay Rajagopalan, BE(Hons) PhD
2006 Vickie B. K. Shim, BA BE(Hons) PhD
2009 Ivo Siekmann, PhD Osnabrueck
2011 Avan Suinesiaputra, BE Bandung IT, MSc(Dist.) Amsterdam, PhD Leiden
2008 Jason Turwhenua, MSc PhD Waik. (jointly with Optometry and Vision Science)
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 Senior Research Fellows
Darren A. Hooks, MBChB PhD
Nigel Lever, BSc Well., MBChB Otago, FRCP

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

Deputy Director
... Operations Manager
Catherine Norman, BBS Massey

Academic Director
Mhoyra Fraser, BSc MPhil PhD DipSci

Research Director
Michael A. Heymann, MBChB Witw.

University Distinguished Professor
1980 Peter D. Gluckman, KNZM, MBChB Otago, MMedSc, DSc, FRACP FRCPCH FMedSci, FRS FRNSNZ

Professors
2011 David Cameron-Smith, BSc(Hons) Tas., PhD Deadkin
1990 Wayne S. Cutfield, DCH Otago, MBChB MD, FRACP
1989 Jane E. Harding, ONZM, DPhil Oxf., BSc MBChB, FRCP FRNSNZ
2008 Michael A. Heymann, MBChB Witw.
*2003 Peter E. Lobie, BMedSci MBBS Qld., PhD Karolinska Inst., FRNSNZ

Associate Professors
2002 Frank Bloomfield, BSc(Hons). MBChB Manc., PhD, MRCP(UK), FRACP (jointly with Obstetrics and Gynaecology and Paediatrics)
1997 Paul Hoffman, MSChB DipObst, FRACP (jointly with Paediatrics)

Senior Lecturers
2007 Anne Jaquery, MBChB DipObst DCH Otago, PhD, FRACP
2003 Susan Morton, BSc(Hons) Well., PhD DipPHTM Lond., MBChB, FAFPHM (jointly with the Centre for Longitudinal Research and with Paediatrics)

Professional Teaching Fellow
2011 Tarawea Williams, BSc Otago, GradDipTchLrnr Cant.

Senior Tutors
2006 Jacque Bay, BSc MEd DipTchng
2008 Helen Mora, DipTchng Cant., BCom(Ag) Lincoln(NZ)

Senior Research Fellows
2000 Mhoyra Fraser, BSc MPhil PhD DipSci
1990 Jian Guan, MBChB Wuhan, PhD
2004 Dongxiu Liu, BSc Beijing Aygi., 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.
2006 Deborah Sloboda, BSc(Hons) Guelph, MSc W.Ont., PhD Tor.
1995 Mark Vickers, MSc PhD

Research Fellows
2005 Alan Beedle, BSc PhD St.ons.
2008 Tatjana Buklijas, MD Zagreb, MPhil PhD Camb.
*2004 Mark Green, BSc(Hons) PhD Nott.
2009 Felicia Low, MSc Cant., PhD Otago
2007 Anna Ponnampalam, PhD Monash, BTech
*2007 Michael Steiner, MSc PhD Ben-Gurion

Postdoctoral Research Fellows
*2007 Kathryn Franko, BSc(Hons) Cornell, PhD Camb.
2011 Sherry Ngo, BSc Massey, MSc NU Singapore, PhD Qld.

Clinical Research Fellows
Ben Albert, GDSc Massey, MBChB DipPaeds
Ahila Ayyavoo, MBBS B’thiar, DCH Dr MGR, Diplomate NB (Paed) India
Mary Berry, BSc(Hons) MBBS, MRCPCH
Martin De Bock, MBChB DipPaeds
Natasha Heather, MBChB
Tim Savage, MBChB, BAO LRCP&SI Dublin, MRCPI

Honorary Professors
Michael C. Davison, BSc(Hons) Brit., PhD Otago, DSc, FRNSNZ
Peter R. Fisher, CNZM, MBChB Otago, CREI, FRNZCOG FRCOG
Alistair Gunn, MBChB Otago, PhD, FRACP FRNSNZ
Lesley M. E. McCowan, ONZM, BSc MBChB MD DipObst, FRCOG FRANZCOG, CMFM
Peter R. Stone, MD Brit., BSc MBChB DipObst, DDU, FRANZCOG FRCOG CMFM

Honorary Associate Professor
Poul M. Nielsen, BE BSc PhD

Honorary Senior Lecturer
Jane Alsweiler, MBChB PhD DipPaeds, FRACP
Alec Ekeroma, MBBS PNG, MBA, DipObst, FRANZCOG, MRCOG
Katie Groom, MBBS Lond., MRANZCOG

Honorary Lecturers
Stuart Dalziel, MBChB Otago, PhD, FRACP
Timothy S. Hornung, BA, MB BChir Camb., MRCGP
Craig Jeffries, MBChB MD DipPaeds, FRACP
Honorary Research Fellows
Fredrik Ahlsson, MD PhD Uppsala
Peter Dearden, BSc(Hons) WELL, PhD, DIC Imperial College
Cameroon McLean, MSc Adel.
John Peek, MSc PhD
Tony Pleasant, MAgrSci DipSci Massey
Hamish G. Spencer, PhD Harv., BSc(Hons) MSc
Andrew Taberner, MScTech PhD Waik.
Honorary Clinical Associate Professor
Malcolm Battin, MBChB Liv., FRCPCH FRACP, MRCP
Honorary Visiting Professors
John R. G. Challis, BSc DSc Nott., PhD Camb., FIBiol FRCOG FRSCan
Mark Hanson, MA DPhil Oxf., FRCOG

CENTRE OF RESEARCH EXCELLENCE
National Research Centre for Growth and Development
Acting Director
Frank Bloomfield, BSc(Hons), MBChB Manc., PhD, MRCP(UK), FRACP
Deputy Director
Deborah Sloboda, BSc(Hons) Guelph, MSc W.Ont., PhD Tor.
Chief Operating Officer
Roger Lins, BSc(Hons) PhD Otago

Academic Services
Director Academic Services
Joanna Browne, MA Cant.
Applications and Admissions Manager
Claire Phillipson, BA
Calendar, Regulations and Central Timetabling Manager
Glenda Haines, BA Massey, MA
Examinations Manager
Graeme Roberts, MBA Leic., DipBusStud Massey
Scholarships and Graduation Manager
Margaret Allen, MBA Massey
Records, Enrolment and Fees 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 Gusscott, MEd DipSciEd

General Manager, Human Resources
Janice Smith, BTech(Hons) Massey, PGDipBus
Director, Business Development, Science
Gary Pult, BSc Massey, DipTech
Director, International Business Development, Education
Bryan Read, MAappLing(TESOL) Macq., CTEFLA Camb., BCom
National Business Development Manager – Technology
Rosanne Ellis, MSc PhD Waik.

Campus Life
Director Campus Life
Brendan Mosely, MA Well., PGDipBus
Service Delivery Manager
Cameron Horler, BA Well., DipTchg PGDipBus
Director, University Health Services
Annette Lindsay, JP, BA MBS DipHSM Massey
Head Counsellor
Lesley Mackay, MA DipTchg
Director, Maidment Theatre
Paul Minifie
Director, Sport and Recreation
Louis Rattray, BCom Otago
Service Development Manager
Micheal W. Rengers, BA Sarah Lawrence
Maclaurin Chaplain to the University
Rev. Uesifili Sofe Tuala Unasa, BD Otago, MA
Student Engagement Manager
Marie-Jo Wilson, BA(Hons) Liv., PGDipBus

Centre for Academic Development
Director
Lorraine Stefani, BSc(Hons) Aberd., PhD Glas., DipHERD UC Lond., FSED(A)UK, FHEA
PA to Director
Kaye Hodge
Centre Manager
Lynette Herrero-Torres, BA Puerto Rico, PGDipBus MMgt
IT Manager
Amit Bansal, PGDipBus

Academic Practice Group
Associate Professor
2004 Helen Sword, MA Ind., PhD Prin.
Lecturers
2006 Ian Brailsford, BA(Hons) Sheff., PhD
2008 Barbara Kensington-Miller, MEd PhD
2007 Matiu Ratima, MPhil Massey
2009 Robyn Manuel, MSc PhD PGDipPH

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 Witt., 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 Sosna, NZDipBus Auck.UT

English Language Self-Access Centre
Senior Tutor
2009 Penelope Hacker, MA PhD PGdipLT

Photography and Television Group
Television Producer/Director
Richard S. P. Smith, BA DipDrama

Student Learning
Lecturers
2002 Frances Kelly, MA PhD
1992 ‘Ema Wolfgramm-Foliaki, MA PhD

Senior Tutors
2009 Marion Blumenstein, MSc Bremen, Dr. rer. nat. Hamburg
2005 Leila Boyle, BSc PDipSci
2004 Susan Carter, PhD Tor., MA PGCertAcadPrae
2003 Hamish Cowan, BA(Hons) Massey, PhD ANU
2005 Jackie Ede, MA
2002 Jennifer Fan, MA
2002 Hillary Gittos, BA
2000 Helen McKenzie, BSc MEd DipTchg
1997 Mona O’Shea, DipTchg ACE, BA MEd PDipLT
2006 David Nui-Nyen Pung, BA Well., MA PhD
2000 Sean Sturm, MA PhD
2000 Matthew Tarawa, BA PGdipArts
1999 Julie Trafford, MSc
1994 Josta van Rij-Heyligers, BEd Delft, MA EdD
2008 Hilary van Uden, MA
2002 William Barry White, BEd MA PhD Natal
1995 Glenis Wong-Toi, BSc MEd EdD

Centre for Continuing Education
Director
Susan Geertshuis, BA Wales, PhD Nott., CPsych, AFBPS, ILT

Deputy Director
Lynn Lande, MBS Massey, BA

Professor, Lifelong Learning
Susan Geertshuis, BA Wales, PhD Nott., CPsych, AFBPS, ILT

Programme Managers Community Education
Jo Davies, BSoSc 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 Manager New Start
Maria Meredith, MA

Communications
Communications Manager
Gabriella Davila, BA(Hons) Lond.

Senior Communications Adviser
Bill Williams, LLB Well., DipJ Cant.

Equity Office
Pro Vice-Chancellor (Equity)
Trudie McNaughton, QSM, MA

Kaiārahi
Margaret Taurere, BA MEd EdD

Manager, Students with Disabilities
Brian Stannen, MA

External Relations and Development
Director, External Relations and Development
John Taylor, MA Well.

Director of Advancement
Champak Mehta, BA Well., BSc MBA Otago, DipArts Well.

Philanthropic Funds Manager
Richard Sorrenson, MA MSc PhD Prin.

Alumni Relations Manager
Amanda Lyne, MA PDipBus

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

Trust Accountant
Paul Jones, BCA Well.
Foundation Studies Programmes

New Start

Programme Manager
Maria Meredith, MA

Administration Assistant
Jan Edmonds, BA

University of Auckland Tertiary Foundation Certificate

Programme Coordinator
Stephanie Wyatt, MA, DipTchgd

Assistant Coordinator
Moira Statham, BSc PGDipSci DipTchgd

Programme Secretary
Gill Stringer

Human Resources

Director of Human Resources
Kath Clarke, BA

Deputy Director, Human Resources Advisory and Shared Services
Andrew Phipps, MSoSc Sc Waik.

Solutions and Recruitment Manager
Alan Ward, HND Portsmouth

Systems Support Manager
Greg Sargeaunt

Staff and Leadership Development Manager
Melanie Moorcroft, BA(Hons) MCom(Hons) C.Sturt

Leadership Programme Manager
Mary Ann Crick, BA

Staff Development Programme Manager
Karen Davies, BTech(Hons) Massey, DipBus

Employment Relations Manager
Kurt Dammers, BA(Hons) Miami, MBA

Human Resources Managers
Lisa Dickson, BCom
Sharon Peace, BA

Human Resources Manager, Faculty of Arts
Sandra Lem, GradDipBus

Human Resources Manager, Faculty of Business and Economics
Cassandra Ellis, DipBus Auck.UT

Human Resources Manager, Faculty of Education
Claudette Rollstone, MBA S.Cross, AdvDipBusMgt(Inf) Manukau.IIT

Human Resources Manager, Faculty of Engineering
Sue Peters, BA Massey

Human Resources Manager, Faculty of Medical and Health Sciences
Avette Kelly, MA DipTchgd PGDipBus

Human Resources Manager, Faculty of Science
Wendy Holmes

Health and Wellness Manager
Ian O’Keefe

Payroll Manager
Miriam Faittele

International Office

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)
...

Associate Director (International Student Support)
Rebecca Walkinton, BA Otago

IT Services

Director, IT Services
Elizabeth Coulter, BSc MBA

Associate Director, Academic Support
Scott Diener, BS Oklahoma State, MA Chapman, PhD US Internat. (San Diego)

Associate Director, Applications
John Pye

Services Manager
Matthew Cocker, MSc PhD Georgetown

Finance and Business Manager
Tony Shih, BMS Waik., GradDipBus, CA

Office of the Chief Information Officer

Director, Office of the Chief Information Officer
Miles Fordyce, BCom BSc DipBus

Chief IT Architect
Tim Chaffe

ICT Risk Manager
Alexandre Medarov

Identity and Access Management Manager
Gillian Gainsford, BA

IT Procurement Manager
Ann Thomson

Organisational Performance

Director, Organisational Performance/Chief Information Officer
Stephen Whiteside, BCom, MNZCS, CA

Manager, University Strategic Programme Office
Diane Bussey

Manager, Business Process Management Office
Elspet Garvey, BA GDipBus

Director, National eScience Infrastructure
Nick Jones, MCom

Risk Manager
Marc Kaemper
Property Services

Director
Peter Fehl, BA LLB Well., DipBusStud, FAMINZ

Administration Planning and Development
Planning and Development Manager
Colleen Seth, BA BAS BArch(Hons) PG DipBldgSci, NZCB

Capital Works Manager
Dino Matsis, BE

Commercial Manager
Peter Munro, CA

Business Services Manager
Chris Jackson, BA DipLGA

Financial Accountant
Stephen Murrell, BCom CPA

Sustainability and Environmental Coordinator
Lesley Stone, MSc PhD

Facilities Management
Facilities Manager
Emmett Mackle, PGDipBus

Technical Services Manager
Paul M. A. Duval, MEM Cant.

Campus Operations Manager
Bryan Nicholson

Building and Plant Manager
Paul Mealing

Information Systems Manager
Scott Forsythe

Energy Manager
Denis Agate

School of Graduate Studies
Dean of Graduate Studies
Caroline Daley, BA(Hons) PhD Well.

Executive Assistant to Dean
Kathy Crewther

Deputy Dean
Corinne A. Locke, BSc PhD Liv., FGS

Manager
Gretchen Lutz-Spalinger, BA Calif.

Schools Partnership Office
Director
Ken Rapson, DipTchg ASTC, MSc

Manager, Student Recruitment and Course Advice
Sue Heggie, BA DipTchg MEd Cant.

Student Information and Marketing Services
Director
Dianne Head, PGDipBus

Group Manager Student Contact and Support
Bronwyn Hawkins

Director, University Careers Service
Marshall Barlow, BA(Hons) Sal., MA Coventry

Marketing Manager
Helen Whitehead, BBS Massey

University Library

University Librarian
Janet Copsey, DipNZLS Well., BA DipBus, FNZLIA

Associate University Librarian – Academic and Research Support Services
Hester Mountifield, MBibl PGDipHigherEd Jo’burg

Māori and Pasifika Services Manager
Anahea 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, Tamaki
Claudia Adams, BSc UCT, BBibl(Hons) S.Af.

Associate University Librarian – Access Services
Christine I. Wilson, DipNZLS Well., BA, FNZLIA

Associate University Librarian – Special Projects
Helen Renwick, BA Cant., DipTchg CCE, DipNZLS Well., FLIANZA

Assistant University Librarian (Digital Services)
Brian Flaherty, BA Wai., 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
Deputy Vice-Chancellor (Research)
Jane E. Harding, ONZM, DPhil Oxf., BSc MBChB, FRACP FRSNZ

Executive Assistant to the Deputy Vice-Chancellor (Research)
Lily Jeevaratnam

Assistant Deputy Vice-Chancellor (Research) for PBRF
Penelope J. Brothers, PhD Stan., MSc, FNZIC FRSC

Associate Deputy Vice-Chancellor (Research)
Margaret M. Hyland, BSc(Hons) Guelph, PhD W.Ont., CEng, FIChemE, MTMS MRSNZ

Deputy Vice-Chancellor (Strategic Engagement)
Iain G. Martin, MEd MD Leeds, FRCS FRACS

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 (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 Tamaki Innovation 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
Iain 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
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, Tāmaki, 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: 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 bachelor's 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**: 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 synchronous 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 bachelor's 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.

**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 a 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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<th>Department/Faculty</th>
<th>Building</th>
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<td>Applications and Admissions</td>
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<td>22 Princes Street</td>
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<td>Calendar and Regulations</td>
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<td>Timetable Services</td>
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<td>22 Princes Street</td>
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<td>Accommodation Services</td>
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<td>14-16 Mount Street</td>
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<tr>
<td>Accounting and Finance</td>
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<td>12 Grafton Road</td>
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<tr>
<td>Acoustics Research and Testing Service</td>
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<td>7 Grafton Road</td>
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<tr>
<td>Adidas Sports Medicine</td>
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<td>Tāmaki Innovation Campus, Building 750A, 71 Merton Road, St Johns</td>
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<td>Advanced Clinical Skills Centre</td>
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<td>Mercy Hospital, 98 Mountain Road, Epsom</td>
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<td>Alten Road Childcare Centre</td>
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<td>3 Alten Road</td>
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<td>Alumni Association – refer External Relations and Development</td>
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<td>Anaesthetics</td>
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<td>Auckland City Hospital, Level 12, Park Road</td>
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<td>Anatomy with Radiology</td>
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<td>Grafton Campus, 85 Park Road</td>
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<td>Ancient History – refer Classics</td>
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<td>Anthropology</td>
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<td>Human Sciences Building, 10 Symonds Street</td>
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<td>Applied Language Studies and Linguistics</td>
<td></td>
<td>Arts I, Building 206, 25 Wynyard Street or 1A Symonds Street</td>
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<tr>
<td>Architecture</td>
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<td>Architecture Building, 26 Symonds Street</td>
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<td>Art History</td>
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<td>Arts II, Building 207, 18 Symonds Street</td>
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<td>Arts Faculty Office</td>
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<td>Human Sciences Building, 10 Symonds Street</td>
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<td>Asian Studies, School of</td>
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<td>Arts II, Building 207, 18 Symonds Street</td>
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<td>Auckland Bioengineering Institute</td>
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<td>Auckland Cancer Society Research Centre</td>
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<td>Grafton Campus, 85 Park Road</td>
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<td>Auckland Cardiac Rehabilitation Clinic</td>
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<td>Tāmaki Innovation Campus, Building 750A, 71 Merton Road, St Johns</td>
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<td>Auckland Clinical School</td>
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<td>Auckland Consortium for Theological Education – refer Theology</td>
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<td>Auckland Gait Analysis and Biomedical Laboratory</td>
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<td>Tāmaki Innovation Campus, Building 750A, 71 Merton Road, St Johns</td>
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<td>Auckland UniServices Ltd</td>
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<td>UniServices House, 70 Symonds Street</td>
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<td>Auckland University Press</td>
<td></td>
<td>1-11 Short Street</td>
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<tr>
<td>Audiology</td>
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<td>Grafton Campus, 85 Park Road</td>
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<td>AUSA – Administration</td>
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<td>Tāmaki Innovation Campus, Building 730, 261 Morrins Road, St Johns</td>
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<td>Business and Information Management</td>
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<td>Owen G Glenn Building, 12 Grafton Road</td>
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<td>Owen G Glenn Building, 12 Grafton Road</td>
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<td>Student Union Building, 34 Princes Street</td>
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<td>Tāmaki Innovation Campus, Building 701-6, 261 Morrins Road, St Johns</td>
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<td>Careers Advisory Service – refer University Careers Services</td>
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<td>Kate Edger Information Commons, 9 Symonds Street</td>
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<td>Cashier</td>
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<td>The ClockTower Building, 22 Princes Street</td>
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<td>Catholic Chaplain</td>
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<td>Newman Hall, 16 Waterloo Quadrant</td>
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<td>Centre for Academic Development</td>
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<td>Fisher Building, 18 Waterloo Quadrant</td>
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<td>Centre for Continuing Education</td>
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<td>The Ice House Textile Centre, 117 St Georges Bay Road</td>
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<td>Centre for Entrepreneurship</td>
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<td>Centre for Health Services Research and Policy (CHSRP)</td>
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<td>Tāmaki Innovation Campus, Building 730, 261 Morrins Road, St Johns</td>
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<td>Centre for Medical and Health Sciences Education</td>
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<td>89 Grafton Road</td>
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<td>Centre for Pacific Studies</td>
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<td>Fale Pasifika, 24 Wynyard Street</td>
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<tr>
<td>Chapel and Chaplain</td>
<td></td>
<td>Maclaurin Chapel, 18 Princes Street</td>
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<tr>
<td>Chemical Sciences, School of</td>
<td></td>
<td>Science Building 301, 23 Symmonds Street</td>
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