



**The University of Auckland  
2020 Calendar**  
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# Calendar 2020

The University of Auckland  
Te Maramataka o Te Whare Wānanga o Tāmaki-makaurau



# The University of Auckland Calendar 2020

Te Maramataka o Te Whare Wānanga o Tāmaki-makaurau



Cover: Goldie Estate vineyard on Waiheke Island, Auckland. This is home to the Goldwater Wine Science Centre which hosts the University of Auckland’s Wine Science programme.



# KEY UNIVERSITY DATES

## 2020 Semester Dates

Summer School (Semester code: 1200)	
Summer School begins	Monday 6 January
Auckland Anniversary Day	Monday 27 January
Waitangi Day	Thursday 6 February
Lectures end	Friday 14 February
Study break	Saturday 15 February
Examinations	Monday 17 – Wednesday 19 February
Summer School ends	Wednesday 19 February
Semester One (Semester code: 1203)	
Semester One begins	Monday 2 March
Graduation (Tai Tokerau)	Friday 20 March
Mid-semester break/Easter	Friday 10 – Monday 27 April
ANZAC Day	Monday 27 April
Graduation	Monday 4, Wednesday 6, Friday 8 May
Queen's Birthday	Monday 1 June
Lectures end	Friday 5 June
Study break	Monday 8 – Wednesday 10 June
Examinations	Thursday 11 – Monday 29 June
Semester One ends	Monday 29 June
Inter-semester break: Tuesday 30 June – Friday 17 July	
Semester Two (Semester code: 1205)	
Semester Two begins	Monday 20 July
Mid-semester break	Monday 31 Aug – Friday 11 Sept
Graduation	Tuesday 29 September
Lectures end	Friday 23 October
Labour Day	Monday 26 October
Study break	Tuesday 27 – Wednesday 28 October
Examinations	Thurs 29 October – Mon 16 November
Graduation	TBC
Semester Two ends	Monday 16 November
Late Year Term (Semester code: 1207)	
Late Year Term begins	Tuesday 1 December 2020
Late Year Term ends	Saturday 27 February 2021
Summer School 2021 (Semester code: 1210)	
Summer School begins	Wednesday 6 January 2021
Semester One 2021 (Semester code: 1213)	
Semester One begins	Monday 1 March 2021

## 2020 Quarter Dates

Quarter One (Semester code: 1202)	
Quarter One begins	Monday 13 January
Auckland Anniversary Day	Monday 27 January
Waitangi Day	Thursday 6 February
Graduation (Tai Tokerau)	Friday 20 March
Quarter One lectures end	Friday 20 March
Quarter One study break	Monday 23 – Friday 27 March
Quarter One examinations	Saturday 28 March
Quarter One ends	Monday 30 March
Quarter Two (Semester code: 1204)	
Quarter Two begins	Wednesday 15 April
ANZAC Day	Monday 27 April
Graduation	Monday 4, Wednesday 6, Friday 8 May
Queen's Birthday	Monday 1 June
Quarter Two lectures end	Friday 19 June
Quarter Two study break	Monday 22 – Friday 26 June
Quarter Two examinations	Saturday 27 June
Quarter Two ends	Monday 29 June
Quarter Three (Semester code: 1206)	
Quarter Three begins	Monday 6 July
Quarter Three lectures end	Friday 11 September
Quarter Three study break	Monday 14 – Friday 18 September
Quarter Three examinations	Saturday 19 September
Quarter Three ends	Monday 21 September
Quarter Four (Semester code: 1208)	
Quarter Four begins	Monday 28 September
Graduation	Tuesday 29 September
Labour Day	Monday 26 October
Quarter Four lectures end	Friday 4 December
Quarter Four study break	Monday 7 – Friday 11 December
Quarter Four examinations	Saturday 12 December
Quarter Four ends	Saturday 12 December
Quarter One 2021 (Semester code: 1212)	
Quarter One begins	Tuesday 5 January 2021



# **The University of Auckland**

## **2020 Calendar**





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Information contained in this publication was correct at the time of going to press (October 2019) but is subject to change. The University reserves the right to change its regulations, courses and any other content of the *Calendar*, or to withdraw any programme of study, or impose limitations on enrolment should circumstances require this. Any alterations and amendments to the *Calendar* will be reflected in the online version, available at [www.calendar.auckland.ac.nz](http://www.calendar.auckland.ac.nz). The online *Calendar* is the definitive version.

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Cover:                         Goldie Estate vineyard on Waiheke Island, Auckland. This is home to the Goldwater Wine Science Centre which hosts the University of Auckland's Wine Science programme.

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# INTRODUCTION

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Welcome to the University of Auckland. This *Calendar* is the official publication of the University and includes academic statutes and regulations governing admission, enrolment, fees and examinations. The *Calendar* sets out requirements for degrees, diplomas and certificates and lists the approved courses offered by the University. It also provides key information about the University and its staff.

## 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. A small number of specialist courses may be taught during the inter-semester break. At the end of the second semester there is a 13-week break. A Summer School comprising six weeks operates from the beginning of January. A limited number of courses are available. A small number of programmes are offered in quarters rather than semesters, comprising approximately 10 teaching weeks followed by one week for study and exams.

## The Points System

The value allocated to each course is standardised and is given as a number of points, based on the notional hours of learning in the course which will usually require the completion of eight 15-point courses a year. Most courses are offered in values of 10, 15, 20 and 30 points. For instance, the programme for many bachelors degrees requires the completion of a total of 360 points. The points value for diplomas and certificates varies according to the discipline and content. Full details are listed in the regulations.

## Planning a Programme

Assistance with programme planning for current students is available online through the My Programme Requirements report. This report outlines the academic requirements for a programme of study and provides an individualised report comparing a student's progress towards completion against the requirements. It indicates where requirements have been met, which requirements have yet to be completed and the points required. Students are able to enrol directly from the report into courses available for the programme.

Students can also enrol into classes via Timetable Planner. This tool allows students to view potential timetable options, as well as adding preferences such as work or study gaps.

Students planning a programme can also consult faculty and departmental handbooks and seek advice about programmes and course options through faculty student centres and AskAuckland Central. Course advice is provided in the University's General Library before the start of the academic year. Intending students should phone 0800 61 62 63 or visit [auckland.ac.nz](http://auckland.ac.nz) for general advice and information. 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.

## Admission and Enrolment

The University of Auckland has an online system for admission and enrolment. All new students, and those intending to change their programme, should complete the online Application for Admission ([www.auckland.ac.nz/apply\\_now](http://www.auckland.ac.nz/apply_now)).

If students do not have internet access, Application for Admission forms are available by phone, by mail or in person from: AskAuckland Central, The University of Auckland, 24 Princes St, or Private Bag 92019, Auckland Mail Centre, Auckland 1142, New Zealand. Email [studentinfo@auckland.ac.nz](mailto:studentinfo@auckland.ac.nz). Phone 0800 61 62 63.

Applicants whose admission to a programme is approved will receive an offer of a place and on acceptance of this offer may proceed to enrol in courses.

## Official Communications to Students

Electronic Mail is the official and primary means of communication with students. All official email to a student will be sent to a student's University email address ([username@aucklanduni.ac.nz](mailto:username@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 a student from their responsibilities to understand and comply with the University's requirements.



## 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.*

**Academic English Language Requirement:** A specified level of attainment in English studies in NCEA, CIE and IB; if admitted without meeting this requirement students may satisfy it in their first year of study by passing a specified undergraduate course in academic English.

**Academic Head:** A person appointed to an academic leadership position with responsibility for managing a school or department.

**Academic Integrity Course:** An online course designed to increase student knowledge of academic integrity, University rules relating to academic conduct, and the identification and consequences of academic misconduct.

**Academic Standing:** A means of measuring a student's academic performance each semester. Students are required to pass at least 50 percent of points enrolled in a semester to maintain good academic standing. Graduated academic sanctions apply to students failing to meet this requirement.

**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.

**Alumni:** A term describing graduates of the University and staff who have worked for the University.

**Bachelors degree:** A first degree.

**Campus:** A geographic location where University of Auckland qualifications are delivered.

**Certificate:** A qualification awarded after academic study of a coherent programme of between 60 and 120 points.

**Certificate of Proficiency:** Recognises successful completion of a course by those who are not enrolled in a degree or diploma.

**Class:** A component of a course, e.g., a lecture stream.

**Completing student:** A student whose current enrolment is designed to complete a certificate, diploma or degree.

**Conjoint degree:** Enables students to complete two bachelors-level degrees, in a single programme of study. Conjoint degrees, often referred to as 'conjoins', require enrolment in less points than the separate components and may be completed in a shorter timeframe than two degrees.

**Core courses:** Compulsory courses that cover knowledge essential for the completion of a programme of study.

**Corequisite course:** A course that should be taken in the same semester as another unless it has previously been satisfactorily completed.

**Council:** The governing body of the University. It is composed of elected staff, students and graduates, and external appointees.

**Course:** A basic component of all academic programmes.

**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, e.g., 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.

**CUAP:** Committee on University Academic Programmes: A subcommittee of Universities New Zealand on which all universities and the New Zealand Union of Students Associations are represented; CUAP undertakes programme approval and moderation procedures for the universities in New Zealand, as well as providing advice and comment on academic matters and developments across the university system.

**Cumulative GPA:** Calculated from all grades achieved by a student. Used for selection purposes unless an alternative has been indicated by the Faculty.

**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, i.e., bachelors, masters and doctoral degrees.

**DELNA:** Diagnostic English Language Needs Assessment.

**Department:** A division of a faculty centred around a subject or group of related subjects.

**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.

**Discipline:** A branch of knowledge which is researched and taught at the University.

**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.

**Distinction:** Postgraduate degrees and postgraduate diplomas may be awarded with Distinction to signify a highly superior level of performance.

**Doctoral degree:** A qualification at an advanced level requiring an original contribution to knowledge.

**EFTS:** Equivalent full-time student.

**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 at a distance 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.

**Faculty:** An organisational unit responsible for the delivery of academic programmes and research. Faculties usually comprise a number of schools or departments.

**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).

**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.

**Graduate certificate:** A graduate certificate must be a minimum of 0.5 EFTS or 60 points. CUAP requires that half or more of the courses must be above Stage II.

**Graduate diploma:** A graduate diploma must be a minimum of 1.0 EFTS or 120 points. It must include 75 points above Stage II.

**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.

**Late Year Term:** A period of about 12-13 weeks used for teaching or research. It starts on 1 December and finishes on the last Saturday before the beginning of the first semester of the following academic year.

**Lecture:** A basic unit of instruction.

**Limited entry:** Applied to a course or programme for which the number of students that can be accepted is limited because of constraints on staffing, space or equipment.

**Major:** A required component of a degree, including a specified number of points in a subject at the most advanced level.

**Masters degree:** A degree programme at a higher level than a bachelors degree.

**Maximum full-time enrolment:** 80 points per semester, 30 points in Summer School, 45 points per quarter or 60 points in Late Year Term.

**Merit:** Postgraduate degrees and postgraduate diplomas may be awarded with Merit to signify a superior level of performance.

**Minimum full-time enrolment:** 50 points per semester, 25 points in Summer School, 25 points per quarter or 50 points in Late Year Term.

**Minor:** A component of a degree including a specified number of points above Stage I in a subject.

**Module:** An optional component of a bachelor's degree comprising 45 points focused on a particular skill or area of study.

**Normal full-time study:** A student workload of 120 points in one year.

**NZQA:** New Zealand Qualifications Authority. The government agency that administers the National Certificates of Educational Achievement (NCEA) qualifications for secondary school students, and is responsible for the quality assurance of non-university tertiary training providers in New Zealand.

**Online campus:** Where the teaching occurs online through computer-based interactions without the requirement to attend on-campus classes, though some scheduled online sessions might be compulsory. Communication between teachers and students is via a learning management system and email and reliable broadband internet access is required.

**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 certificate:** A qualification of at least 0.5 EFTS or 60 points. CUAP requires that all courses must be above Stage III.

**Postgraduate diploma:** A qualification of at least 1.0 EFTS or 120 points. CUAP requires that all courses must be above Stage III.

**Postgraduate programme:** A programme at a higher level than a bachelors degree.

**Prerequisite:** 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.

**Proctor:** A person who deals with disputes involving students. The Proctor can also provide advice about what

to do about disputes involving a member of staff, and about other issues to do with student conduct.

**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 Management 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 Masters:** A research based programme of study that includes either a 90 or 120 point thesis or research portfolio.

**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.

**School:** A division of a faculty, which may comprise departments or disciplines that teach and research similar or related academic subjects.

**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.

**Senate:** An academic board that advises Council on courses of study or training, awards, regulations and other academic matters.

**Specialisation:** A programme of related courses normally comprising more than 50 percent of a qualification.

**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.

**Taught Masters:** A programme of study that is normally based on an undergraduate degree and includes coursework consisting of courses, project work and research in varying combinations. Masters degrees that build on generic attributes and/or experience (often called 'conversion masters') are usually in professional fields and are recognised as appropriate professional preparation by the industry concerned.

**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.

**UTAS:** Undergraduate Targeted Admission Schemes. Admission schemes designed to improve access into higher education for students from under-represented equity groups.

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## Key University Dates

- 6 2020 Semester and Quarter Dates
- 7 2020 Closing Dates for Admission
- 9 2020 Enrolment Dates
- 10 2020 Programme Start Dates
- 11 2020 University Committee Meeting Dates



# KEY UNIVERSITY DATES

## 2020 Semester and Quarter Dates

Quarter dates apply only to programmes that are offered in quarters.

### Semester Dates

Summer School (Semester code: 1200)	
Summer School begins	Monday 6 January
Auckland Anniversary Day	Monday 27 January
Waitangi Day	Thursday 6 February
Lectures end	Friday 14 February
Study break	Saturday 15 February
Examinations	Monday 17 – Wednesday 19 February
Summer School ends	Wednesday 19 February
Semester One (Semester code: 1203)	
Semester One begins	Monday 2 March
Graduation (Tai Tokerau)	Friday 20 March
Mid-semester break/Easter	Friday 10 – Monday 27 April
ANZAC Day	Monday 27 April
Graduation	Monday 4, Wednesday 6, Friday 8 May
Queen's Birthday	Monday 1 June
Lectures end	Friday 5 June
Study break	Monday 8 – Wednesday 10 June
Examinations	Thursday 11 – Monday 29 June
Semester One ends	Monday 29 June
Inter-semester break: Tuesday 30 June – Friday 17 July	
Semester Two (Semester code: 1205)	
Semester Two begins	Monday 20 July
Mid-semester break	Monday 31 Aug – Friday 11 Sept
Graduation	Tuesday 29 September
Lectures end	Friday 23 October
Labour Day	Monday 26 October
Study break	Tuesday 27 – Wednesday 28 October
Examinations	Thurs 29 October – Mon 16 November
Graduation	TBC
Semester Two ends	Monday 16 November
Late Year Term (Semester code: 1207)	
Late Year Term begins	Tuesday 1 December 2020
Late Year Term ends	Saturday 27 February 2021
Summer School 2021 (Semester code: 1210)	
Summer School begins	Wednesday 6 January 2021
Semester One 2021 (Semester code: 1213)	
Semester One begins	Monday 1 March 2021

### Quarter Dates

Quarter One (Semester code: 1202)	
Quarter One begins	Monday 13 January
Auckland Anniversary Day	Monday 27 January
Waitangi Day	Thursday 6 February
Graduation (Tai Tokerau)	Friday 20 March
Quarter One lectures end	Friday 20 March
Quarter One study break	Monday 23 – Friday 27 March
Quarter One examinations	Saturday 28 March
Quarter One ends	Monday 30 March
Quarter Two (Semester code: 1204)	
Quarter Two begins	Wednesday 15 April
ANZAC Day	Monday 27 April
Graduation	Monday 4, Wednesday 6, Friday 8 May
Queen's Birthday	Monday 1 June
Quarter Two lectures end	Friday 19 June
Quarter Two study break	Monday 22 – Friday 26 June
Quarter Two examinations	Saturday 27 June
Quarter Two ends	Monday 29 June
Quarter Three (Semester code: 1206)	
Quarter Three begins	Monday 6 July
Quarter Three lectures end	Friday 11 September
Quarter Three study break	Monday 14 – Friday 18 September
Quarter Three examinations	Saturday 19 September
Quarter Three ends	Monday 21 September
Quarter Four (Semester code: 1208)	
Quarter Four begins	Monday 28 September
Graduation	Tuesday 29 September
Labour Day	Monday 26 October
Quarter Four lectures end	Friday 4 December
Quarter Four study break	Monday 7 – Friday 11 December
Quarter Four examinations	Saturday 12 December
Quarter Four ends	Saturday 12 December
Quarter One 2021 (Semester code: 1212)	
Quarter One begins	Tuesday 5 January 2021

## 2020 Closing Dates for Admission

### Closing Dates for Applications for Admission to Undergraduate and Postgraduate Programmes

Applications to the University of Auckland must be received no later than the dates listed in the table below. Applications received after these dates will only be considered if places are available. The following information should be read in conjunction with the Academic Statutes and Regulations.

Not all programmes are available for admission in all semesters or quarters.

Semester/Quarter	Date	Programme
Summer School	1 December 2019	All programmes not otherwise specified
Semester One	8 December 2019	All programmes not otherwise specified
	1 October 2019	Bachelor of Medical Imaging (Honours)
		Bachelor of Medicine and Bachelor of Surgery (Domestic applicants)
		Bachelor of Optometry
		Bachelor of Pharmacy
		Master of Audiology
		Master of Energy
		Master of Health Sciences in Nutrition and Dietetics
		Master of Speech Language Therapy Practice
	1 November 2019	Bachelor of Medical Science (Honours)
		Graduate Diploma in Teaching (Early Childhood Education)
		Graduate Diploma in Teaching (Primary)
		Graduate Diploma in Teaching (Secondary)
		Postgraduate Diploma in Clinical Psychology
		Postgraduate Diploma in Counselling Theory
		Postgraduate Diploma in Forensic Science
		Postgraduate Diploma in Health Psychology
		Master of Counselling
		Master of Science in Forensic Science
		Doctor of Clinical Psychology
	1 December 2019	Bachelor of Arts (Honours) in Psychology
		Bachelor of Education (Teaching)
		Bachelor of Laws Part II
		Bachelor of Medicine and Bachelor of Surgery (International applicants)
		Bachelor of Science (Honours) in Psychology
		Bachelor of Social Work
		Bachelor of Sport, Health and Physical Education
		Postgraduate Diploma in Arts in Psychology
		Postgraduate Diploma in Science in Psychology
		Master of Arts in Psychology
		Master of Health Psychology
		Master of Science in Psychology
Semester Two	4 July 2020	All programmes not otherwise specified
	1 April 2020	Master of Creative Writing
		Master of Energy
	31 May 2020	Doctor of Education
	7 June 2020	Master of Teaching (Primary)

Semester/Quarter	Date	Programme
Late Year Term	10 November 2020	All programmes not otherwise specified
	24 October 2020	Master of Information Technology
		Postgraduate Certificate in Information Technology
Quarter One	1 November 2019	Master of Commercialisation and Entrepreneurship
		Postgraduate Certificate in Commercialisation and Entrepreneurship
		Postgraduate Diploma in Business
Quarter Two	1 February 2020	Master of Business Administration (Domestic applicants)
		Master of International Business (International applicants)
		Master of Management (International applicants)
		Master of Marketing (International applicants)
		Master of Professional Accounting (International applicants)
	1 March 2020	Master of International Business (Domestic applicants)
		Master of Management (Domestic applicants)
		Master of Marketing (Domestic applicants)
		Master of Professional Accounting (Domestic applicants)
Quarter Three	1 May 2020	Postgraduate Diploma in Business
Quarter Four	1 March 2020	Master of Business Administration (International applicants)
	1 July 2020	Master of Business Administration (Domestic applicants)
		Master of Human Resource Management (International applicants)
		Master of International Business (International applicants)
		Master of Management (International applicants)
		Master of Marketing (International applicants)
		Master of Professional Accounting (International applicants)
	1 August 2020	Master of Human Resource Management (Domestic applicants)
		Master of International Business (Domestic applicants)
		Master of Management (Domestic applicants)
		Master of Marketing (Domestic applicants)
		Master of Professional Accounting (Domestic applicants)

### Admission to the University of Auckland

The University of Auckland has an online system for admission and enrolment. All new students, and those intending to change their programme in 2020, are required to complete an Application for Admission. This may be completed online at [www.auckland.ac.nz/apply\\_now](http://www.auckland.ac.nz/apply_now).

If students do not have internet access, Application for Admission forms are available by phone, by mail or in person from:

AskAuckland Central  
The University of Auckland  
24 Princes St  
or  
Private Bag 92019  
Auckland Mail Centre  
Auckland 1142  
New Zealand  
Email: [studentinfo@auckland.ac.nz](mailto:studentinfo@auckland.ac.nz)  
Phone: 0800 61 62 63

All Applications for Admission will be acknowledged. Applicants 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 can proceed to enrol in courses.**

**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. International students should start the application process as early as possible to allow sufficient time to apply for a visa.

**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. International students should start the application process as early as possible to allow sufficient time to apply for a visa.

**Doctoral**

Doctoral applications may be submitted at any time of the year (excluding the Degree of Doctor of Clinical Psychology and the Degree of Doctor of Education).

**Summer School**

No late applications will be accepted.

**Special Admission**

Applications to the University of Auckland must be received no later than the published closing date and no later than 1 December. Applications received after 1 December will only be considered if places are available.

**2020 Enrolment Dates**

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.

**Enrolment Opening Date**

2020 Enrolment opening date
1 November 2019

**Enrolment Closing Dates**

Semester/Quarter	2020 Enrolment closing date
Summer School courses	22 December 2019
Semester One courses	14 February 2020
Double-semester courses (A and B) – Semester One start	14 February 2020
Semester Two courses	4 July 2020
Double-semester courses (A and B) – Semester Two start	4 July 2020
Late Year Term courses	16 November 2020
Quarter One courses	22 December 2019
Quarter Two courses	22 March 2020
Quarter Three courses	14 June 2020
Quarter Four courses	6 September 2020

**Deadlines for Changes to Enrolment**

For further information on changes to enrolment see the Enrolment and Programme Regulations, Changes to Current Enrolment.

Semester/Quarter	Deadline for adding or deleting courses with refund of fees	Deadline for withdrawing from or substituting courses
Summer School courses	12 January 2020	7 February 2020
Semester One courses	13 March 2020	15 May 2020
Double-semester courses (A and B) – Semester One start	27 March 2020	2 October 2020
Semester Two courses	31 July 2020	2 October 2020



Semester/Quarter	Deadline for adding or deleting courses with refund of fees	Deadline for withdrawing from or substituting courses
Double-semester courses (A and B) – Semester Two start	14 August 2020	14 May 2021
Late Year Term courses	11 December 2020	6 February 2021
Quarter One courses	24 January 2020	6 March 2020
Quarter Two courses	24 April 2020	5 June 2020
Quarter Three courses	17 July 2020	28 August 2020
Quarter Four courses	9 October 2020	20 November 2020

## 2020 Programme Start Dates

A programme will normally start on the first day of the semester, term or quarter for which a student has been admitted, as listed in the 2020 Semester and Quarter Dates. Exceptions to this, known at time of going to print, are given below.

### Non-standard programme start dates

Programme	Start Date
<b>Semester One</b>	
Bachelor of Medicine and Bachelor of Surgery Part II	24 February 2020
Certificate in Health Sciences	24 February 2020
Graduate Diploma in Teaching (Early Childhood Education)	20 January 2020
Graduate Diploma in Teaching (Primary)	20 January 2020
Graduate Diploma in Teaching (Secondary)	21 January 2020
Master of Speech Language Therapy Practice	18 February 2020
Master of Teaching (Primary)	28 January 2020
Postgraduate Diploma in Obstetrics and Medical Gynaecology	12 February 2020
<b>Late Year Term</b>	
Master of Information Technology (240 points)	4 November 2020
Postgraduate Certificate in Information Technology	4 November 2020
Postgraduate Certificate in Light Metals Reduction Technology	TBC

## 2020 University Committee Meeting Dates

Committee	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Academic Programmes	Tue 4 9am	Tue 17 9am			Tue 9 9am			Tue 22 9am		Tue 24 9am	
Animal Ethics	Fri 28 9am	Fri 27 9am	Fri 24 9am	Fri 29 9am	Fri 26 9am	Fri 31 9am	Fri 28 9am	Fri 25 9am	Fri 30 9am	Fri 27 9am	Fri 11 9am
Auckland Health Research Ethics	Mon 10 4pm	Mon 9 4pm	Mon 6 4pm	Mon 11 4pm	Mon 8 4pm	Mon 13 4pm	Mon 10 4pm	Mon 14 4pm	Mon 12 4pm	Mon 9 4pm	Mon 14 4pm
Auckland University Press	Wed 12 2pm	Wed 25 2pm		Wed 27 2pm		Wed 22 2pm		Wed 23 2pm		Wed 25 2pm	
Audit and Risk		Fri 6 8am		Mon 25 8am				Mon 21 8am		Wed 18 8am	
Biological Safety	Mon 3 9.30am	Mon 2 9.30am	Mon 6 9.30am	Mon 4 9.30am	Mon 8 9.30am	Mon 6 9.30am	Mon 3 9.30am	Mon 7 9.30am	Mon 5 9.30am	Mon 2 9.30am	Mon 7 9.30am
Council		Mon 16 4pm	Wed 29 4pm		Mon 8 4pm	Mon 27 4pm			Mon 5 4pm		Wed 9 4pm
Education	Mon 10 9am	Mon 23 9am		Mon 11 9am	Mon 29 9am			Mon 7 9am		Mon 9 9am	
Equity Leadership			Tue 7 11am				Tue 4 1pm		Tue 27 1pm		
Finance		Wed 4 8am		Fri 22 8am		Wed 15 8am		Fri 18 8am		Mon 23 8am	
Graduate Studies, Board of	Mon 3 9am	Mon 9 9am			Mon 15 9am		Mon 17 9am		Mon 12 9am	Mon 16 9am	
Human Participant Ethics	Wed 12 12.30pm Wed 26 12.30pm	Wed 11 12.30pm Wed 25 12.30pm	Wed 8 12.30pm Wed 29 12.30pm	Wed 13 12.30pm Wed 27 12.30pm	Wed 10 12.30pm Wed 24 12.30pm	Wed 8 12.30pm Wed 22 12.30pm	Wed 5 12.30pm Wed 19 12.30pm	Wed 2 12.30pm Wed 16 12.30pm Wed 30 12.30pm	Wed 14 12.30pm Wed 28 12.30pm	Wed 11 12.30pm Wed 25 12.30pm	Wed 2 12.30pm
Information Technology Advisory		Wed 25 10am			Wed 17 10am		Wed 26 10am		Wed 7 10am	Wed 18 10am	
International			Wed 15 9am						Wed 14 9am		
Libraries and Learning Services		Tue 3 9am				Tue 7 9am				Tue 10 9am	
Research	Wed 19 9am		Wed 15 9am		Wed 17 9am		Wed 19 9am		Wed 21 9am		Wed 9 9am
Rūnanga		Thu 19 1pm		Thu 21 1pm		Thu 16 1pm		Thu 17 1pm		Thu 19 1pm	
Schools Liaison			Thu 2 9am			Thu 23 9am			Thu 15 9am	Thu 19 9am	
Senate	Mon 24 4pm		Mon 6 4pm	Mon 25 4pm		Mon 13 4pm		Mon 21 4pm		Mon 30 4pm	
Staff Advisory	Mon 17 3pm			Mon 18 3pm			Mon 17 3pm			Mon 16 3pm	
Student Consultative Group		Mon 9 1pm		Mon 11 1pm Mon 25 1pm		Mon 20 1pm	Mon 17 1pm	Mon 21 1pm	Mon 5 1pm		
Teaching and Learning Quality	Tue 18 9am	Tue 31 9am			Tue 2 9am		Tue 11 9am		Tue 6 9am		Tue 8 9am
University Health, Safety and Wellbeing	Tue 11 2pm		Tue 14 2pm		Tue 16 2pm		Tue 18 2pm		Tue 13 2pm		Tue 8 2pm

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## The University of Auckland

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# THE UNIVERSITY OF AUCKLAND

## Arms of the University of Auckland



### Heraldic Description

The shield is azure (blue) with an argent (silver) mullet (five-pointed star). Between the stars is an open book "proper" i.e. in its natural colours. The edge of the book and the binding are gold ("Or") and it is bound with seven gold clasps on either side which close the book securely. Its "chief" (broad strip at the top of the shield) is wavy, that is the base of the chief is in a wave-like line. The chief is argent and on it are three kiwis "proper" meaning they are shown in their natural colour.

### Symbolism

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

The shield, minus the ribbon containing the Latin motto (called the Crest), is used in combination with wordmark and graphic elements to form the University logo. Guidelines for the logo are prescribed in the University's Style Guide.

## University of Auckland Act 1961

The full text of the University of Auckland Act can be found by visiting [www.legislation.govt.nz](http://www.legislation.govt.nz) and typing the name of the Act into the search box.

## History of the University of Auckland

### University of New Zealand

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. The pioneer town, founded less than a quarter of a century before, had other, more pressing issues, and initially there was no response to the suggestion. Consequently the first university, Otago, was created in 1869 in the South Island, where the inhabitants were wealthier and more keen on education. 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, advocated that the University be located in Auckland but it was established as a federal body with no fixed location. Canterbury, which had been planning to create a university, became the first place to open a college of the new federal university in 1873.

The citizens of Auckland at first received university instruction at the Auckland Grammar School. Students sat the examinations of the University of New Zealand. In 1877, one of these students, Kate Edger, became the first woman to graduate with a Bachelor of Arts from a British university.

### Auckland University College

In 1878, O'Rorke chaired a Royal Commission on higher education that recommended the establishment of university colleges in Auckland and Wellington. In 1882, the Auckland University College was set up by Act of Parliament and 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 women as well as men, and to all classes.

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 the University of Oxford. The men appointed were an impressive group. The chemist, F.D. Brown, had studied 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 revealed 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 he is credited with inventing. The first professor of Mathematics, George

Walker, was accidentally drowned shortly after he reached Auckland and was succeeded by W.S. Aldis, who had been the top scholar in his subject at Cambridge and was the author of several mathematical books.

### Finding a Home

When O'Rorke first tried to secure a university for Auckland he suggested housing it in Government House, left empty when the Governor moved with the capital to Wellington in 1865. This immediately aroused opposition in the press because 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", with the College trying to get at least part of the grounds of Government House while some influential citizens strongly opposed it. One result was that for years the College had no permanent site or permanent buildings. Teaching started in the disused District Court House, expanded into Admiralty House and, in 1890, into the original Parliament Building. In 1907, the Choral Hall was purchased and, in 1917, the College occupied the building vacated by the Grammar School. In 1926 the College acquired its first permanent building, now the Clock Tower Building, in Princes Street.

### Early Difficulties

The College was poor: its statutory grant was for many years only £4,000 a year, while land reserves, set aside by government to provide an income, brought in very little. There were few students: 95 in 1883, 156 by 1901. Some had not passed the matriculation examination and were not studying for degrees. Most were part-time, trainee teachers and law clerks, with music students from 1888 onwards, and commerce students by 1905. The College was dominated by the lay members of Council, especially by Sir Maurice O'Rorke, who was an autocratic chairman from 1883 to 1916.

The early College struggled to keep its small staff – some left for positions in Australia and elsewhere. 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' role was to hand on traditional knowledge. The staff lectured for very long hours and, in general, the students were given a good, traditional undergraduate education. Research was not expected and was rarely done. 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, started to carry out good research, notably in Chemistry.

### Progress

In the 1920s and well into the 1930s the College was ruled by a Registrar, Rocke O'Shea, and a new Chairman of the Council (President after 1924), another former Cabinet Minister, Sir George Fowlds. Under their leadership the University started to change. 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 slowly and covertly 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 the final year of their degree. In 1917, the College began instruction in Architecture.

### Academic Freedom and Development

During the Depression of the early 1930s, the College experienced its first dispute over academic freedom. 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 he wrote to a newspaper defending the right of communists to distribute their literature. This episode led to a Council election in which the liberal, Hollis Cocker, defeated a conservative candidate. The College Council then adopted resolutions in favour of academic freedom and received the undeserved congratulations of the British academic establishment, including Lord Rutherford and Wittgenstein. At the same time the College enrolled a lively group of students led by James Bertram, who established a new literary journal, *Phoenix*. This journal 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 University of Auckland

The College gained its first academic leader in the 1950s, when the Council appointed a Principal (later Vice-Chancellor) K.J. Maidment, a Classics don from Merton College, Oxford. He came in 1950 and remained for two decades. Maidment faced a further, fierce "site row". The Council wanted to move the College to a larger site out of town. Instead, in 1956, the National government offered Government House as compensation for staying in Princes Street. Another citizens' "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. In 1957 the slow move towards autonomy was marked by legislation which changed the title of the College to the University of Auckland while leaving the functions and powers of the University of New Zealand intact.

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 overcrowding in quite inadequate buildings. Universities everywhere were expanding rapidly. New Zealand academic salaries could not compete with those of overseas universities and many able Auckland staff left for positions in Australian and other universities. Despite these problems, there was significant progress. New subjects were introduced: Geography, Anthropology, Māori Studies and Fine Arts. There was a new emphasis on staff research. Many of the new and younger academics became very active researchers, reflected in the growing lists of staff publications.

In the 1960s, the Report of the Hughes Parry Committee led to major improvements in University conditions and governance. 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. In 1962, the University at last became independent when the University of New Zealand was abolished.

### Growth and Change

A massive university building programme commenced, 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 on the Grafton Campus. By the end of the 1960s Auckland had the largest University Library in the country.

When Dr Maidment departed in 1970, there were 9,300 students. His successor, Dr Colin Maiden, was an Auckland engineer who had headed a research division of General Motors in Michigan. One of the first things that struck him in Auckland was the need for better student facilities. He pushed ahead to provide a theatre, a 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, such as Human Sciences, were constructed and new subjects, including Management Studies and Computer Science, were introduced.

The 1970s brought numerous social changes: an increase in the proportion of Māori and Pacific students and in the proportion of women and older students. In 1975 and 1981 the first two women professors were 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. In 1983 the University celebrated its centennial. Although there was a certain economic austerity, after a century of growth the University had established itself strongly within its own community and nationally.

There were still to be challenges. The wide-ranging restructuring of education undertaken by the Labour

government after 1984 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 Acts of 1989 and 1990, but the University Grants Committee was abolished, the Ministry of Education became responsible for tertiary education policy, and the composition of the Council was altered. At the turn of the century, the government took another look at the whole range of tertiary education with the Tertiary Education Advisory Commission, out of which came the Tertiary Education Commission as the funder of tertiary education.

### The 1990s Onwards

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

From the mid-1990s, the University introduced semesters, launched its first major fund-raising appeal, produced its first strategic plan and inaugurated a Summer School. It joined Universitas 21, an international network of research-intensive universities in Australasia, Asia, North America and Europe, as a foundation member. In the late 1990s, the School of Medicine expanded to become a Faculty of Medical and Health Sciences, introducing degrees in Nursing, Health Sciences and Pharmacy.

The third Vice-Chancellor, Professor Kit Carson, served from 1995 to 1998 and was followed by Dr John Hood in 1999. Dr Hood was an alumnus of the University, a former Rhodes Scholar and business leader. He faced a difficult financial situation as governments had progressively reduced tuition subsidies per student, and the University needed to re-activate its building programme. The last period of intensive construction had ended with completion of the new School of Music in 1986 and the Marae complex in 1988. The Law School had moved into refurbished premises in a new precinct to the north of Waterloo Quadrant in 1992. However, the University was growing very rapidly, with increasing numbers of international students as well as a growing number of domestic students, who could now borrow to fund their tuition and other costs. This growth reached a peak in 2004 and then started to slow. In its 2005 Strategic Plan the University resolved to pursue a quality agenda and to limit student growth to an average of one percent per annum over time. Consequently the University extended limits on admission from a few professional qualifications to all of its undergraduate degrees. In 2010, the student roll was 40,997 or 32,654 equivalent full-time students (EFTS).

From the 1990s, research became very much more important in the life of the University and its academics. The country started to look more than ever

to universities to generate new ideas and knowledge, including innovations that might be harnessed for economic development. The University had already founded UniServices as an organisation to develop and commercialise research. In the early 2000s it became host to four of eight national 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 (PBRF) assessment carried out by the recently created Tertiary Education Commission. In the PBRF assessments released in 2007 and 2012, the University of Auckland again emerged as the New Zealand university with the greatest overall strength. Revenue from research and contract activities grew from \$153 million in 2006 to \$243 million in 2016. International ranking systems started to become important to university reputations and placed great significance on research performance. The University was consistently placed first among New Zealand universities, although its actual placement varied from year to year and among the ranking systems.

Between 2000 and 2007 the University embarked on another major building programme. 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, enhanced the City Campus. At Tāmaki, a new building was constructed for the new School of Population Health. A Fale Pasifika opened in 2004 and the Sir Owen G. Glenn Building, a large and striking new complex for the Business School, was completed in 2007.

Organisational change saw Architecture, Dance Studies, Fine and Visual Arts, Music, and Planning combine to form the National Institute of Creative Arts and Industries (NICAI).

The University 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. Then in 2015, the Faculty of Education changed its name to the Faculty of Education and Social Work, making more visible the two main practitioner communities the faculty engages with and serves – teachers and educators – and those in the human services/social work and counselling professions. With the move towards cross-disciplinary teaching and research, it is planned that the Faculty of Education and Social Work will be relocated to the City Campus.

In 2016 the National Institute of Creative Arts and Industries changed its name to the Faculty of Creative Arts and Industries (CAI) to align with the naming conventions of other University faculties.

### University Leadership

Dr John Hood left the University in mid-2004 to take up the position of Vice-Chancellor of the University of Oxford.

Professor Stuart McCutcheon, formerly Vice-Chancellor at Victoria University of Wellington, succeeded him as Vice-Chancellor in January 2005. Under his leadership a new strategic plan, which was refreshed in 2013, envisaged the development of a University focused on excellent undergraduate teaching and learning, dynamic and challenging postgraduate education, and research that contributes to international knowledge, understanding and economic and social development. The University also recognised that it must play a role in addressing inequities in educational participation and achievement by Māori and Pacific students, and placed an emphasis on enhancing its recruitment and support programmes for potential students.

In 2019 it was announced that the new Vice-Chancellor of the University of Auckland will be Professor Dawn Freshwater, the current Vice-Chancellor of the University of Western Australia. Professor Freshwater takes up the role in March 2020 and will be the first woman to hold the position since the University was founded.

### Funding

The University has become increasingly dependent on its own ability to raise the funds it requires to operate. Student tuition fees, including the fees of international students, are now an important part of University income, alongside the tuition subsidies contributed by government. Income from research is substantial. Philanthropic donations have also become a very important way in which friends and alumni of the University show their support for its activities, for the staff and the students. The University has come a long way from the early fund-raising appeal of the 1990s. A "Leading the Way" fundraising campaign, which ran from 2009 to 2012, exceeded its target of \$150 million in 2011. The "For All Our Futures" campaign was launched in 2016, with the goal of raising \$300 million by 2020 to support life-changing research to address critical challenges facing our communities. The fund-raising campaign was the largest ever undertaken by any university in New Zealand.

### Recent Campus Developments

In 2009 the University adopted a Campus Development Strategy that proposed a major investment in infrastructure. The initial major projects included the redevelopment of the Grafton Campus to refurbish laboratories, upgrade plant and construct the Boyle building (completed 2012); a student accommodation building at Elam to house 442 students (completed 2011); and a new South Pacific Centre for Marine Science, based at the Leigh Marine Laboratory, which fosters marine research and educates visitors on the marine environment. A major development of the Maths and Physics buildings was completed in 2011.

In 2013, in a bid to underpin 50 years of growth on a site close to the existing City and Grafton Campuses, the University purchased 5.2 hectares at Newmarket. The site, previously owned and occupied by Lion Breweries, has been partially redeveloped, and the mixed-use campus

was officially opened in May 2015, with Engineering and Science occupying the first facilities.

As a result of the Newmarket purchase, in January 2014 the University transferred the 20-hectare Colin Maiden Park and its associated facilities at the Tāmaki Innovation Campus to Auckland Council. This transaction was followed by a sale of the balance of the campus in April 2016 with the University scheduled to fully exit the Campus at the end of 2019. This sale was part of the University's long-term strategy to consolidate activities at the City, Grafton and Newmarket campuses and significantly reduce landholdings. It also reflects the growing importance of cross-disciplinary teaching and research at the University and the need for faculties to be co-located.

After refurbishment in 2014, the University's iconic building, the ClockTower on Princes Street now houses the Office of the Vice-Chancellor, as well as aspects of student administration and the Council Room. The refurbished Alfred Nathan House (completed 2017) also on Princes Street, where the Office of the Vice-Chancellor was previously located, is now home to AskAuckland (the former Student Information Centre), Communications and Marketing, the Schools Partnership Office, the International Office and other administrative and student support services.

The Maidment Theatre, which opened in 1976 and played a crucial role in the development of Auckland's vibrant theatre scene, was closed in December 2015 and later demolished due to concerns about its seismic strength. The University hopes to build a new performing arts facility elsewhere on the City Campus to meet the teaching, research and service requirements in theatre, music and dance as well as providing a venue for University public events.

The new Science Centre on the corner of Princes and Wellesley streets has been a significant enhancement to the City Campus (completed 2016) and a major new Engineering building is due to open in Semester One, 2020.

In 2018 Council approved the development of a new state-of-the-art Recreation and Wellness Centre. Demolition of the old centre and surrounding structures on the City Campus is planned for 2020, with the new facility due to be completed in 2023. In the meantime, temporary sports and recreation facilities will be available at 70 Stanley Street and in Wynyrd Street. The existing Recreation Centre was built in 1978 when the University had 10,000 students. It now has 40,000 students and more than 5,000 staff.

The provision of accommodation has increased dramatically to cater for the increased number of students seeking a residential experience. Additional self-catered student accommodation, the Carlaw Park Student Village, opened in 2014 next to the Domain, to provide more than 700 student places; a further 315 self-catered single and double studio apartments in Symonds Street opened for Semester One, 2017. Grafton

Hall reopened in 2019 after a two-year refurbishment, and provides catered student accommodation, while Waipārūrū Hall is due to be completed in 2020, providing almost 800 first-year student places. A further 488 self-catered single rooms are available in Te Tirohanga o te Tōangaroa on Anzac Ave, accommodation that will be completed in time for Semester One, 2020.

In 2018 the new Early Childhood Centre opened at Park Avenue in the city.

In May 2019 the new state-of-the-art facility for the Department of Exercise Sciences was officially opened, after their move from Tāmaki. The Newmarket facilities include a Health and Rehabilitation Clinic and a Movement Neuroscience Laboratory and the move has brought the department closer to allied health organisations with which it has relationships, as well as Auckland City Hospital.

In November 2019 the School of Population Health and associated clinics is due to move to a new purpose-built facility at the Grafton Campus on Park Avenue. The School of Medicine, currently accommodated in Auckland City Hospital, will also be relocating to the new building by Semester One, 2020.

## The Current University

The University has seven campuses with eight faculties representing each of its main disciplines: Arts; Business and Economics; Creative Arts and Industries; Education and Social Work; Engineering; Law; Medical and Health Sciences; and Science. It also has two large-scale research institutes: the Auckland Bioengineering Institute and the Liggins Institute.

Many courses and research activities reflect Auckland's and New Zealand's place in the world. This perspective has long been a feature of our programmes. For example, Pacific archaeology, ethnology and languages are emphasised in the discipline of Anthropology. Asian languages, including Chinese, Japanese and Korean, are taught, and Pacific Island languages were introduced in 1991.

Geographers carry out fieldwork in the Pacific Islands, while University scientists make frequent study trips to the Antarctic. The Leigh Marine Laboratory, about 100km north of Auckland and part of the Faculty of Science, brings together a wide range of expertise and facilities to work towards our understanding of the marine environment

The University continues to build on these foundations with the introduction of the Bachelor of Global Studies in 2018 and the Bachelor of Design in 2020. A suite of exclusively on-line taught masters programmes is being progressively offered from 2020.

The University of Auckland recognises research and research-led teaching as a primary responsibility of its academic staff. High-quality research on a large scale and across the full range of disciplines, represented



by faculties and Large-Scale Research Institutes, is essential to ensure the place of the University of Auckland among the leading international research universities. University researchers contribute to the growth of new knowledge by conducting fundamental research across a wide range of fields in the natural, human and social sciences, the humanities and creative arts. The University fosters the commercialisation of its research to assist in the pursuit of the country's economic objectives and applies it so as to enhance social values and advance the wellbeing of all New Zealanders. Research underpins the University's obligation to act as a critic and conscience of society. 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.

## 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-professional staff and student representatives. The Senate takes advice from the Education and Research Committees, and from specialist committees, dealing for example with the Library 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 Director of Faculty Operations and other administrative staff. The Dean is responsible for coordinating the academic and research activities of individual departments and liaises with both the Office of the Vice-Chancellor and the Senate committees on academic programmes, staff appointments, buildings, research funding, library facilities, timetabling etc. The faculty student centres provide assistance to students with programmes and courses. Information is available on faculty websites; handbooks are available from both faculty and departmental offices.

### Large-Scale Research Institutes

Each large-scale research institute (LSRI) is headed by a Director, supported by a Deputy Director and administrative staff. The Director is responsible for coordinating the research activities of LSRI staff, including postgraduate research supervision, and liaises with both the Office of the Vice-Chancellor and the Senate committees on regulations, staff appointments, buildings, research funding, library facilities etc. Information is available on LSRI websites.

### Central Administration and Services

Day-to-day central administration and service provision is performed by the Vice-Chancellor's Office and Academic Services, Alumni Relations and Development, Campus Life, Communications and Marketing, Equity Office, Finance, Human Resources, International Office, IT Services, Libraries and Learning Services (including the University Library), Office of Research Strategy and Integrity, Organisational Performance and Improvement, Property Services and the School of Graduate Studies.

## 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, the campus covers over 20 hectares. 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.

A new 32,000m<sup>2</sup> building for the Faculty of Engineering is complete and design is underway for a new Recreation and Wellness Centre building.

## 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 Mt Eden Village to the west, Maungawhau (Mt Eden) Domain to the north, and directly adjoins Auckland Normal Intermediate and Kohia Schools and Melville Park to the south and south-east. The campus is well sited for major transport routes. Established trees and gardens complement diverse facilities, including pool, gymnasium, café, marae, tennis courts, health and counselling centre and early childhood centres, to make this an attractive study location.

The Epsom Campus also houses the Kohia Centre and retail outlet, the Woolf Fisher Research Centre and the Sylvia Ashton-Warner Library.

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## The Grafton Campus

Located opposite Auckland City Hospital and the entrance to the Domain, the Grafton Campus covers a 2.75 hectare site on Park Road, Grafton. Originally established for the School of Medicine in 1968, the site was recognised as a separate campus in 1995 and in 2008 was formally designated as the Grafton Campus.

Home to the Faculty of Medical and Health Sciences (FMHS) and the Liggins Institute, the campus is a modern biomedical and health education and training facility, complemented by a specialist medical library, the Philson.

The campus houses a number of significant research facilities, including the Auckland Cancer Society Research Centre, Brain Research New Zealand - Rangahau Roro Aotearoa, the Centre for Brain Research, a state-of-the-art Biomedical Imaging Research Unit, the Centre for Advanced MRI, the Clinical Research Centre, the Neurological Foundation Human Brain Bank, the Auckland Regional Tissue Bank, Grafton Clinical Genomics, the Clinical Skills Centre and the Auckland Medical Research Foundation Medical Sciences Learning Centre.

With the opening of the new Park West building, all Faculty schools are represented on campus, as well as hosting publically accessible teaching and research clinics and Speech Science (part of the Faculty of Science).

Satellite clinical campuses of FMHS operate at Middlemore, North Shore, Tauranga and Waikato Hospitals with further clinical sites at Henderson, Whangarei, Rotorua, Whakatane and New Plymouth.

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## The Leigh Campus

The Leigh Marine Laboratory, situated at Leigh, north of Auckland, houses the University's Marine Science Research Facility.

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## The Newmarket Campus

The 5.2 hectare Newmarket site was previously owned and occupied by Lion Breweries, and acquired by the University in 2013 to develop as a long term mixed-use campus. The Newmarket Campus is a major strategic acquisition for the University which provides opportunities for long-term growth close to the City and Grafton campuses. The site's benefits include the opportunity to integrate campus development across the city, providing long term additional space to develop purpose-built research facilities and student accommodation, as well as other business development opportunities.

The campus houses the Faculty of Engineering research facilities as well as the Department of Exercise Sciences (Faculty of Science).

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## The South Auckland Campus

The University is opening a new campus in central Manukau in 2020. It will have space and resources to build and support community and school relationships, and provide more study options for communities in South and East Auckland in particular.

Initially, the Bachelor of Education (Teaching), Tertiary Foundation Certificate (Education pathway) and New Start programmes are being offered at the new South Auckland Campus, with a limited number of General Education courses to be taught from Semester 2, 2020. Other local University of Auckland students can use the space for informal study, and study-support services will be available to all students.

The opening of the new campus marks the end of a 20-year partnership with Manukau Institute of Technology (MIT), with whom the University previously delivered its programmes from Otara.

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## The Tai Tokerau Campus

The Tai Tokerau Campus in Whangārei was established by the Auckland College of Education in 1992. Centrally located, the campus offers lecture rooms, student centre, library and a base for a range of Faculty of Education and Social Work programmes and staff, while also providing a base for a wider presence of the University of Auckland in the North.

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## The Tāmaki Innovation Campus

As part of its long-term strategy to consolidate activities at the City, Grafton and Newmarket campuses, the University of Auckland completed its relocation of teaching, research and other activities from the Tāmaki Innovation Campus, which it had previously sold, in 2019.

Services formerly offered at Tāmaki continue to be delivered by the University of Auckland Clinics, providing expertise to clients from their new locations. The Hearing and Tinnitus, Optometry, Nutrition and Dietetic and Speech Language Therapy Clinics are now located in new facilities on the Grafton Campus. The Health and Rehabilitation Clinic is in new premises on the Newmarket Campus and the Psychology Clinic is located in the Faculty of Science on the City Campus.

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## Alumni Relations and Development

Alumni Relations and Development is the University's centralised point of contact for two key groups:

- Alumni and friends, a 200,000-strong network spread across the Auckland region, throughout New Zealand and around the globe. Alumni Relations and Development enables alumni and friends to stay connected with the University and one another and to enjoy a range of benefits and services. Those who

wish to have a closer relationship with the University can join a range of alumni groups and clubs listed on the Alumni and friends website (visit [www.auckland.ac.nz/globalalumni](http://www.auckland.ac.nz/globalalumni)).

- Philanthropic partners and donors, whose generosity has a transformative effect on research, teaching and learning at the University.

Alumni Relations and Development operates in close collaboration with the University's Senior Leadership Team, faculties and other service divisions. It is located at University House, 19A Princes Street.

For further information visit [www.alumni.auckland.ac.nz](http://www.alumni.auckland.ac.nz) and [www.giving.auckland.ac.nz](http://www.giving.auckland.ac.nz)

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## Auckland UniServices Ltd

At UniServices, we bring ideas to life. We partner with the best minds at the University of Auckland to apply intelligent thinking to ideas that have the potential to change the world.

As the University of Auckland's research and knowledge transfer company, UniServices' core business is to transform knowledge into solutions for real-world challenges, working with government and industry for more than 30 years.

The objectives of UniServices are to:

- Support researchers and help them grow their research portfolios, increasing the impact of research on society and expanding the value of research outputs.
- Develop mutually-beneficial relationships with research funders and commercial clients, bringing the external worldview into the University research environment.
- Identify, protect and develop the intellectual property of the University that arises from world-class research
- Commercialise University-sourced technology and innovations, developing and investing in the commercial potential of new ideas produced by University staff and students
- Deliver social and economic benefits of research outputs to the wider community across New Zealand

Centres of UniServices are situated on campus. The head office is located at Level 10, 49 Symonds Street. Opening hours are Monday to Friday 8.30am to 5pm. Phone: +64 9 373 7522 or visit [www.uniservices.co.nz](http://www.uniservices.co.nz).

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## Academic Statutes and Regulations

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## Admission Regulations

### Application for Admission

*All new students intending to study at the University of Auckland for the first time, and students intending to change their programme, must submit an Application for Admission. To be admitted applicants must meet (a) the admission requirements as detailed below and (b) any specific programme entry requirements. Applicants 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 to 2014: 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.

From 2015: NCEA Level 3; plus, three subjects at Level 3, made up of 14 credits each, in three approved subjects; plus Literacy, 10 credits at Level 2 or above\*, made up of 5 credits in reading, 5 credits in writing; plus Numeracy, 10 credits at Level 1 or above\*, made up of Achievement standards – specified achievement standards available through a range of subjects, or Unit standards – package of three numeracy unit standards (26623, 26626, 26627 – all three required).

*\*Note: For the lists of Level 1, Level 2 and 3 standards that contribute to University Entrance requirements, please visit the NZQA website [www.nzqa.govt.nz/ncea](http://www.nzqa.govt.nz/ncea).*
- 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 Regulation 6a(ii) or Regulation 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 courses 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 Pūkai 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 Regulation.

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.*

## Credit Regulations

### Credits

- 1 a A student may, with the approval of Senate or its representative and on payment of the prescribed fees under the Fees Statute, be granted credit towards a programme approved by the Dean of Faculty concerned under the provisions of these regulations.
- b A student may not be granted further credit for work already credited under this regulation.

### Credit from Another Tertiary Institution: Transfer Credit

- 2 a A student who applies for admission to the University of Auckland and has undertaken an appropriate programme at an approved tertiary institution may be granted appropriate credit towards a degree or other qualification of the University of Auckland on the basis of work successfully completed in the previous programme.
- b 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 and pass a minimum of 120 points towards that degree.
- c Credit granted under 2a above may be specified or unspecified and the grant of admission may restrict advancement in specified subjects or programmes.
- d
  - (i) Credit granted under 2a above for an undergraduate qualification will normally be granted only for courses at Stage I and Stage II. Only in exceptional circumstances will the grant of credit be considered at Stage III for courses taken at Stage III at another tertiary institution.
  - (ii) Where Parts are specified for a Bachelors degree, credit may be awarded within a Part according to suitability of course content and/or professional requirements and irrespective of the Stage of the course passed. Credit towards an undergraduate qualification will not normally be granted for postgraduate level courses.
  - (iii) Subject to any provisions of the relevant Programme Regulations, where a transferring student has completed an undergraduate qualification at a recognised New Zealand or overseas institution, credit granted under 2a above will be treated as though it were 'cross-credit' under 5a and will be subject to the limits set out in 7.
  - (iv) Credit may be refused for undergraduate courses passed more than five years previously.
- e Unless prohibited by the regulations of a prescribed degree, credit may be granted under 2a above towards a Bachelors Honours Postgraduate degree, taught Masters degree or the taught component of a research Masters degree with a total points value of more than 120 points, or Postgraduate Diploma provided that:
  - (i) No more than 30 points may be granted as transfer credit.
  - (ii) The enrolment in the postgraduate qualification at the University of Auckland is no later than three semesters from the initial enrolment in the courses for which credit is to be given.
  - (iii) The application for transfer credit is made at the time the student is admitted to the postgraduate qualification.
  - (iv) The completed courses are at postgraduate level in the disciplinary area of the qualification for which transfer credit has been sought.
  - (v) Transfer credit will not be given for independent research courses such as a dissertation, research project, research portfolio, thesis, or similar, or the major creative component of a postgraduate programme.
  - (vi) Transfer credit will not be given for courses in completed qualifications.
  - (vii) Grades for transfer credit courses will not be included in the calculation of an overall grade for Honours (or Distinction/Merit).
- f Where prior approval for external tertiary study, exchange or study abroad enrolment has been granted:
  - (i) The grant of more than 30 points of credit for courses taken at another tertiary institution will be considered for a Bachelors Honours degree, taught Masters degree, the taught component of a research Masters degree with a total points value of more than 120 points, or a Postgraduate Diploma.
  - (ii) The grant of credit for courses taken at another tertiary institution will be considered for a research Masters degree.
- g The grant of 60 points of credit from a completed postgraduate certificate towards a Postgraduate Diploma may be approved where the admission regulations for the diploma programme allow for it.
- h Credit will not be available for any course passed at another tertiary institution with a conceded or restricted pass.



- i Where cross-credit or transfer credit has been awarded at another tertiary institution, this credit may not also be credited to a programme at the University of Auckland.

### Approved Study at Another Institution

- 3 a A student who is enrolled at the University of Auckland and who concurrently enrolls 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, or nominee, 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 towards a University of Auckland qualification from study at a Summer School will be added to the current year of study at this University.
- c Where prior approval has not been sought, credit will not normally be granted.
- 4 Where study at another institution is part of approved external study, study abroad or exchange arrangement, credit for an undergraduate qualification 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 or nominee.

### 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 normally be designated as a cross-credit to meet the Stage III requirement of another qualification unless permitted by the regulations of a prescribed undergraduate degree.
- 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 transfer credit, 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 transfer credit, cross-credits and internal credit may not exceed one third of the total points value applying to the qualification of lesser value.
  - c Cross-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.
  - (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, or the taught component of a research Masters degree with a total points value of more than 120 points, a Bachelors Honours Postgraduate degree, a postgraduate diploma or a postgraduate certificate provided that:
  - (i) no more than 30 points are reassigned
  - (ii) the enrolment in the postgraduate qualification is no later than three semesters from the initial enrolment in the course(s) reassigned from a Certificate of Proficiency
  - (iii) the application to reassign is made at the time the student is admitted to the postgraduate qualification
  - (iv) the course is available in the schedule of the qualification to which it is reassigned.
- e Courses which are reassigned cease to be credited to the former qualification.

### Review and Appeal Procedure

- 10 a Decisions under these Regulations may be reviewed only if:
    - (i) There was a failure of the University's process and/or
    - (ii) The basis of the decision was manifestly at odds with the evidence.
  - b Requests for review of Transfer Credit and Approved Study at Another Institution decisions should be made to the Applications and Admissions Office. Requests for review of Cross-credits, Internal Credit and Reassigned Courses decisions should be made to the Records, Enrolment and Fees Office.
  - c If the request for review is unable to be resolved by the Applications and Admissions or Records, Enrolment and Fees Offices, it will be referred to the Faculty concerned or, in the case of postgraduate qualifications, the Dean of Graduate Studies for reconsideration.
  - d If a student remains dissatisfied following reconsideration by the Faculty or Dean of Graduate Studies, a written appeal for a review of the credit decision may be submitted to the Director, Academic Services.
  - e The Credit Review Board will consider all appeals relating to credit decisions on behalf of Senate.
  - f Students who are submitting an appeal have the right to be heard in person.
  - g The decision of the Credit Review Board must be recorded and the appellant informed of the decision in writing.
  - h The decision of the Credit Review Board is final.
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## Enrolment and Programme Regulations

*The 'Department' is the Department or School or other academic unit in which the student is enrolled, and the 'Head of Department' is the head of that academic unit.*

### 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, a Late Year Term, two semesters, four quarters, an Academic Year Term, and a doctoral year term in each year.
- c The Summer School will normally begin on the second working day after the New Year break and will end with examinations normally held over three days commencing the second or third Monday in February. If the second working day is a Friday, the Summer School will begin on the following Monday.
- d The first semester will normally 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 normally be a study and examination period.
- e The second semester will normally 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 normally being a study and examination period.

- f Each semester will include a break of at least one week after about six weeks of teaching.
- g Quarters normally comprise a ten week period of teaching and examinations, followed by a break of one or two weeks.
- h The Academic Year Term will begin on the first day of January and will end on the last day of December of that same calendar year. Within the Academic Year Term, individual sessions that commence on a date within the Academic Year Term will be used to denote specific shorter periods of study.

### Definitions of Full-time and Part-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  
or
  - d not fewer than 25 points in one quarter  
or
  - e not fewer than 50 points in Late Year Term  
or
  - f not fewer than 100 points in the Academic Year Term  
or
  - g not fewer than 100 points in the doctoral year.
- 3 Part-time study is defined as a student workload of:
  - a fewer than 100 points over two semesters in one year  
or
  - b fewer than 50 points in one semester  
or
  - c fewer than 25 points in Summer School  
or
  - d fewer than 25 points in one quarter  
or
  - e fewer than 50 points in Late Year Term  
or
  - f fewer than 100 points in the Academic Year Term  
or
  - g fewer than 100 points in the doctoral year.

### Points

- 4 a (i) Students in a Bachelors degree, diploma or certificate are subject to the provisions of the Academic Standing regulations
- (ii) 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
  - (c) up to 45 points in each of Quarters One, Two, Three and Four
  - (d) up to 60 points in Late Year Term
  - (e) up to 60 points in total if a student is enrolled in both Summer School and the Late Year Term
  - (f) up to 190 points in the Academic Year Term, or in the Academic Year Term in conjunction with other semesters, quarters or terms.

Notes:

- 1 *A recommended full-time programme in Semesters One and Two would normally comprise a total of 120 points.*
- 2 *A recommended full-time programme in Quarters One, Two, Three and Four 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.

### Exchange/Study Abroad

- 5 For study at another institution as part of an approved undergraduate exchange or study abroad arrangement:
  - a a student is required to enrol in at least 45 points in a semester for up to two semesters of their degree
  - b a student may enrol in a maximum of 75 points in a semester for up to two semesters of their degree
  - c the maximum amount of credit that may be awarded under these regulations is the maximum limit specified in Regulation 7 of the Credit Regulations.

### General Programme Provisions

- 6 a For the purposes of this section of the Regulations a representative of Senate includes a Dean, and a Deputy or Associate Dean; a Head of School and a Deputy or Associate Head of School; and a Head of Department and a Deputy or Associate 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 A Faculty may determine whether a programme will be offered part-time or full-time for new students in any particular academic year. This information will be made available on the University's website.
- g 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.
- h 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.
- i 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.
- j If a student wishes to enrol in a course that is not explicitly listed in the Structure and Content or Schedule of their programme, they may do so, provided that:
  - (i) the Structure and Content or Schedule of their programme includes a provision for them to enrol in other courses
  - and
  - (ii) approval is given by the Dean of the faculty in which the course is offered
  - and
  - (iii) any prerequisite, corequisite or other conditions are met or Senate or its representative has, in approving the enrolment, waived those requirements

or

(iv) it is completed as a Certificate of Proficiency.

- k In respect of individual courses, 'to complete' means to attend all required classes, submit any required assessment, sit any required examinations, and be awarded a pass grade.

### Restrictions

- 7 a A student may not normally enrol in the same semester or quarter or Summer School or Late Year Term for more than two different programmes.
- b (i) A student may not enrol in the same semester or quarter or Summer School or Late Year Term for courses the content of which is substantially similar.
- (ii) A student may not enrol for any course the content of which is the same as, or substantially similar to, any course for which credit has been received, provided that in exceptional circumstances Senate or its representative may permit such enrolment for a Certificate of Proficiency.
- (iii) Work submitted for credit towards the result in any course may not be resubmitted in respect of any other course.
- c A student who has twice enrolled in, but has failed to be credited with a pass in, a course is not entitled to enrol again in that course other than in exceptional circumstances approved by Senate or its representative.
- d A student may not be admitted to a programme for a qualification at the same level, in the same discipline, as a qualification that has already been awarded or conferred or for which the requirements have been completed, 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 general requirements by being unable to complete within the total allowable enrolment limit
- 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 general requirements.

### Discontinuation

- 8 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 8c or 8d may not be re-admitted to that programme within two years of the date of discontinuation.
- f A student who has received 'Did not sit' (DNS) or 'Did not complete' (DNC) grades on all their courses in a semester may have all future course enrolments deleted and their programme discontinued by Senate or its representative.
- g A student whose enrolment has been discontinued because of failure to meet specified conditions, or as a result of receiving 'Did not sit' (DNS) or 'Did not complete' (DNC) grades in a prior semester, 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

- 9 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.
- 10 a A double-semester course is a full-year course, run over two consecutive semesters and assessed at the end of the second semester of enrolment. The same grade is applied across both components of the course.
  - b To complete, students must enrol consecutively in both the A and B component of the course. Deadlines for additions and deletions for double-semester enrolments are noted under Changes to Current Enrolment.
  - c Enrolments must normally be made in consecutive semesters unless a suspension of time is approved for a postgraduate research course under General Regulations.
  - d The A and B enrolments in a double-semester course are two components of the same course. Any action applied to one component is applied to both.
  - e Enrolment in the A component of a double-semester course is considered a request for enrolment in the B component for the following semester and withdrawal from or deletion of one component will be applied to the remaining component.
- 11 a A double-quarter course is a half-year course, run over two consecutive quarters and assessed at the end of the second quarter of enrolment. The same grade is applied across both components of the course.
  - b To complete, students must enrol consecutively in both the A and B component of the course. Deadlines for additions and deletions for double-quarter enrolments are noted under Changes to Current Enrolment.
  - c Enrolments must normally be made in consecutive quarters unless a suspension of time is approved for a postgraduate research course under General Regulations.
  - d The A and B enrolments in a double-quarter course are two components of the same course. Any action applied to one component is applied to both.
  - e Enrolment in the A component of a double-quarter course is considered a request for enrolment in the B component for the following quarter and withdrawal from or deletion of one component will be applied to the remaining component.

### **Members of the Security Intelligence Service**

- 12 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 their 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 12 '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.

### **Academic Integrity**

- 13 a All students admitted to a University of Auckland programme, excluding the University of Auckland Certificate in Foundation Studies, are required to complete the online Academic Integrity course.
- b Completion of the Academic Integrity Course is a one-time only requirement. A student who has completed the Academic Integrity Course under the regulations for a programme is not required to repeat the course when admitted to any subsequent programme.
- c For undergraduate students, completion of the Academic Integrity Course is a condition of fulfilling the requirements for General Education.
- d Students who, for any reason, are fully or partially exempted from the requirements for General Education must complete the online Academic Integrity Course unless they have previously done so.
- e All postgraduate students who have not already completed the Academic Integrity Course are required to do so as a condition for completing their programme of study, and before any degree, diploma or certificate is conferred or awarded.
- f All doctoral candidates who have not already completed the Academic Integrity Course are required to do so as a condition of meeting the requirements for the provisional registration period.

### Academic English Language Requirement

- 14 All domestic students, and all international students applying on the basis of a New Zealand secondary school qualification or results at another New Zealand tertiary institution, who are admitted to a University of Auckland bachelors degree qualification are required to meet the Academic English Language Requirement.

*Note: for the purpose of these regulations this includes the Bachelor of Engineering (Honours) and the Bachelor of Urban Planning (Honours).*

### Meeting the Academic English Language Requirement

- 15 To meet the Academic English Language Requirement through an entry qualification on admission to a bachelors degree a student must have:
- a If applying based on NCEA results  
either
    - (i) gained the University Entrance Literacy Standard and through their NCEA results achieved a minimum of 17 credits in English at Level 2 and/or 3

*Note: English for Academic Purposes standards US 22749, US 22750 and US 22751 will contribute to meeting the Academic English Language Requirement*

or

  - (ii) gained the University Entrance Literacy standard solely through Te Reo Māori and/or Te Reo Rangatira credits
- or
- b if applying based on University of Cambridge International Examinations (CIE, taken in New Zealand) results, gained the University Entrance Literacy Standard and achieved a minimum of a D grade in an English course at AS or A Level
- or
- c if applying based on International Baccalaureate (taken in New Zealand) results, gained the University Entrance Literacy Standard and be in receipt of 26 points
- or
- d if a graduate,
  - (i) completed a bachelors degree, or a higher qualification from a New Zealand university

or

- (ii) completed a bachelors degree, or a higher qualification, from a recognised tertiary education provider in New Zealand

or

- (iii) completed a qualification from an overseas tertiary institution that is the equivalent of a bachelors degree, or higher, in New Zealand, as approved by Senate or its representative

or

- e completed a University of Auckland Foundation programme, excluding the University of Auckland Certificate in Foundation Studies.

16 A student who has been admitted to a bachelors degree having passed at least 60 points of study at a tertiary institution, but who has not met the requirements in Regulation 15, will meet the Academic English Language Requirement if they achieve a result of good or satisfactory in DELNA screening (or an average score of 7 across all bands, and a minimum score of 7 in writing, in DELNA diagnosis if required). This result must be achieved within 12 months (three consecutive semesters) of the student's first enrolment.

17 A student who has been granted Special Admission will meet the Academic English Language Requirement if they achieve a result of good or satisfactory in DELNA screening (or an average score of 7 across all bands, and a minimum score of 7 in writing, in DELNA diagnosis if required). This result must be achieved within 12 months (three consecutive semesters) of the student's first enrolment.

18 Where the regulations allow a student to meet the Academic English Language Requirement through DELNA screening and/or diagnosis under Regulation 16 or 17, only the student's first attempt within the nominated 12 month period will be accepted as the definitive result for the purposes of meeting the Academic English Language Requirement.

19 Where the Academic English Language Requirement is not met by an entry qualification, as outlined in Regulation 15, or through an acceptable result in DELNA screening and/or diagnosis, as outlined in Regulations 16, 17 and 18, the requirement must be met by the student passing an academic English language course, approved by Senate or its representative, within 12 months (three consecutive semesters) of the student's first enrolment.

20 Summer School is defined as a semester for the purposes of the Academic English Language Requirement.

21 If a student enrolls in an academic English language course prior to completing DELNA screening and/or diagnosis, but subsequently meets the Academic English Language Requirement through DELNA, the deadlines for making

changes to their current enrolment as specified in Regulation 34 of the Enrolment and Programme Regulations, Changes to Current Enrolment, of the *University Calendar*, will still apply.

### **Failure to meet the Academic English Language Requirement**

- 22 A student who fails to meet the Academic English Language Requirement by the end of the 12 months may have their programme discontinued.
- 23 A student who has had their programme discontinued because of failure to meet the Academic English Language Requirement may apply for reconsideration of the decision where they consider that disabilities, impairments, medical or other exceptional circumstances should be taken into account. An application for reconsideration of the discontinuation must:
- a be made on the Reconsideration of the Academic English Language Requirement form
  - and
  - b include evidence of disabilities, impairments, medical or other exceptional circumstances
  - and
  - c reach the Deputy Vice Chancellor (Academic) within 14 days of the decision to discontinue being made.
- 24 Where such reconsideration is given the Deputy Vice-Chancellor (Academic) may:
- a confirm the discontinuation
  - or
  - b cancel the discontinuation
  - or
  - c cancel the discontinuation but apply conditions to any further enrolment.
- 25 A student who has had their programme discontinued because of failure to meet the Academic English Language Requirement will be excluded from enrolment in all programmes at the University of Auckland for at least one year.
- 26 Any student who has had their programme discontinued under the Academic English Language Requirement regulations and who has had their application for reconsideration declined, may within 14 days of being advised of the decision, appeal to the Council against the decision of the Deputy Vice-Chancellor (Academic).

### **Readmission**

- 27 A student whose programme has been discontinued for failure to meet the Academic English Language Requirement will be entitled to apply for admission to a programme after one year of exclusion.

Applications must:

- a be made on the Reconsideration of the Academic English Language Requirement form
- and
- b state the programme for which the student intends to apply, should the application for readmission be successful
- and
- c state the reasons why the student believes they should be readmitted and include evidence, where applicable
- and
- d reach the Director of Academic Services two months prior to the listed closing date for application to the programme.

Where such application is made, the Director of Academic Services may:

- a permit the student to be readmitted
  - or
  - b permit the student to be readmitted under specific conditions
  - or
  - c decline readmission.
- 28 A student declined readmission under these provisions may apply for reconsideration of their application for readmission. Where such reconsideration is given, the Deputy Vice-Chancellor (Academic) may:
- a confirm the decision to decline readmission
  - or
  - b permit the student to be readmitted
  - or
  - c permit the student to be readmitted under specific conditions.
- 29 Applications for reconsideration of a decision to decline readmission must reach the Deputy Vice-Chancellor (Academic) within 14 days of the decision to decline readmission being made.
- 30 A student readmitted under conditions specified by the Director of Academic Services or the Deputy Vice-



Chancellor (Academic), but who fails to satisfy those conditions, will be automatically excluded from enrolment in all programmes at the University of Auckland.

- 31 A student excluded under Regulation 30 is not entitled to apply for admission to a programme for at least one year following the date of their exclusion.
- 32 Any student declined readmission at this University under the Academic English Language Requirement regulations and who has had their application for reconsideration declined may, within 14 days of being advised of the decision, appeal to the Council against the decision of the Deputy Vice-Chancellor (Academic).

### Late Enrolment

- 33 a Subject to the availability of courses and/or availability of places in a course, a late enrolment may be accepted
- after the day prescribed and before the deadline for additions and deletions;
  - 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.

### Changes to Current Enrolment

#### Deadlines for Additions and Deletions

- 34 The last dates for additions and deletions under Regulations 39 and 40 are set out below:

For enrolment in	Deadline for additions/deletions
Summer School courses	Seven days inclusive from the start of Summer School
Semester One courses	Second Friday of semester
Semester Two courses	Second Friday of semester
Double-semester (A and B) courses	Fourth Friday of first semester for the course
Late Year Term courses	Second Friday of Late Year Term
Quarter courses	Second Friday of quarter
Double-quarter (A and B) courses	Third Friday of first quarter for the course
FoundStCert courses	Fourth Friday following course start date
Course duration of five days or less	The day before the start of the course
Courses with non-standard dates – duration of 6 days - 15 weeks	Second Friday following course start date
Courses with non-standard dates - duration of 16 - 25 weeks	Third Friday following course start date
Courses with non-standard dates – duration of greater than 25 weeks	Fourth Friday following course start date

- 35 It is not sufficient for a student to notify an addition or deletion solely to the department or faculty – it must be done online.
- 36 Where special circumstances apply, a student may apply for an exemption from additional fees from the Director, Academic Services (or delegated authority).
- 37 Deadline dates are calculated from the start of the first week of the semester, quarter, Summer School or Late Year Term. For courses that start on other dates, including sessions, the deadline will be calculated from the start date of the course as specified in Student Services Online. The start date of a course may be prior to the period of teaching for the course. The deadline will be the second Friday after the start of the course for single semester, Late Year Term, quarter courses, and for courses with a duration of up to 15 weeks. The deadline will be the fourth Friday after the start of the course for double-semester, FoundStCert courses and courses greater than 25 weeks in duration. The deadline will be the third Friday after the start of the course for double-quarter courses and courses between 16 up to 25 weeks in duration. If the duration of a course comprises five days or less, then the deadline will be the day before the start of the course.
- 38 Where a thesis or research portfolio enrolment commences on 1 December, the deadline for deleting the enrolment, and the accompanying Semester One and Two enrolment, or for making changes to the points value of the enrolment in Semester One, is the fourth Friday of the course.

**Additions**

- 39 Students wishing to add a course to their current enrolment may do so online before the deadline for additions and deletions to be made for the session, semester, Summer School, quarter or Late Year Term of the enrolment, where the approved limit has not been reached.

**Deletions**

- 40 a A student wishing to delete a course may do so online before the deadline for additions and deletions to be made for the session, semester, Summer School, quarter or Late Year Term of the enrolment.
- b The course will be deleted from the student's academic record.

**Late Deletion**

- 41 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, quarter, Summer School, or Late Year Term for the course. For FOUNDST courses applications must be made on the Late Application to Delete a Course form and must be received by the last day of the course in which the student is enrolled.
- 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.
- d Where a student has been permitted by the Director, Academic Services to delete a course after the prescribed date under this regulation, any refund or credit of tuition fees will be granted in accordance with the Tuition Fees Refund or Credit Guidelines given in Regulation 44.

**Substitutions**

- 42 a Where a department directs a student to substitute one course for another in the same subject, the faculty administration staff will process the substitution on the student's behalf and notify the student when the substitution has been actioned.
- b Courses may be substituted up until three weeks before the end of lectures for the semester in which the course is taught, or two weeks before the end of lectures for the quarter 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 or quarter.

*Note: Where students are directed to take a more/less advanced Second Semester course in place of a First Semester course, or a later quarter course in place of an earlier quarter course, they will be permitted, if necessary, to make a late academic deletion. The deletion will be processed by the department on behalf of the student.*

- 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 or credit of any fees or charges for the substituted course.

**Withdrawals**

- 43 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.

**Deadlines for Withdrawals**

- b The last dates for withdrawals are set out below:

For enrolment in	Deadline for withdrawals
Summer School courses	One week before the end of lectures
Semester courses	Third Friday before the end of lectures
Double-semester (A and B) courses	Third Friday before the end of lectures in the second semester
Late Year Term courses	Three weeks before the end of the term
Quarter courses	Second Friday before the end of lectures
Double-quarter (A and B) courses	Third Friday before the end of lectures in the second quarter
FoundStCert courses	Three weeks before the end of the course
Courses with non-standard dates – duration of 6 days - 15 weeks	Third Friday before the end of lectures
Courses with non-standard dates - duration of 16 - 25 weeks	Third Friday before the end of lectures
Courses with non-standard dates – duration of greater than 25 weeks	Third Friday before the end of lectures

- c The course will remain on the academic record and show as a withdrawal.
- d For the purposes of calculating a University Grade Point Average a withdrawal will be counted as a failure.
- e There will be no refund or credit of any fees or charges for the withdrawn course. All fees will remain owing.
- f For calculation of Requirements for Maintaining Good Academic Standing (under Regulation 47 of these regulations) withdrawal will be counted as a failure.
- g For selection into a limited-entry course, a withdrawal is counted as a failure.
- h 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.
- i 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.
- j 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' (DNS) and will count as a failure for all purposes.
- k Applications to withdraw submitted after the dates in Regulation 43b and before the end of the semester, quarter, Summer School or Late Year Term 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.
- l Students receiving USA Government Federal Student Aid Title IV funds for payment of their study at the University of Auckland are subject to special withdrawal procedures. For further information students should contact the Applications and Admissions Office.

**Refund or Credit of Fees**

- 44 a Where a student applies, before the dates specified in Regulation 34, to delete all courses of the current enrolment, a full refund or credit 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 34, to delete one or more but not all courses of the current enrolment, a refund or credit 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 41, to delete a course after the prescribed date because of illness, injury or exceptional circumstances beyond the student's control, a refund or credit of tuition fees will be granted in accordance with the Tuition Fees Refund or Credit Guidelines below, provided that Senate may in its discretion increase this percentage, but there will be no refund of the Student Services Fee.
- d All course deletions, under Regulations 44a, 44b and 44c above, whereby the fees have been paid and therefore application for a refund may be made, will incur a refund processing fee which shall be deducted from the refund of the fees.

*Notes: Tuition Fees Refund or Credit Guidelines:*

- 1 For single-semester courses which are deleted:
  - (i) before the commencement of the mid-semester break for that semester: 50 percent
  - (ii) thereafter no refund or credit will be granted.
- 2 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 refund or credit will be granted.
- 3 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 refund or credit will be granted.
- 4 For quarter courses which are deleted:
  - (i) before the end of the fifth week of the quarter: 50 percent
  - (ii) thereafter no refund or credit will be granted.
- 5 For double-quarter courses which are deleted:
  - (i) before the end of the first quarter: 50 percent
  - (ii) thereafter no refund or credit will be granted.
- 6 For Late Year Term courses which are deleted:
  - (i) before the end of the fifth week of the Late Year Term: 50 percent
  - (ii) thereafter no refund or credit will be granted.
- 7 For FOUNDST courses which are deleted:
  - (i) before the end of 50% of the course: 50 percent
  - (ii) thereafter no refund or credit will be granted.
- 8 For courses with non-standard dates:
  - (i) before the end of 50% of the course: 50 percent
  - (ii) thereafter no refund or credit will be granted.
- 9 For courses that start on dates other than the official start date of a semester, quarter, Summer School or term, the deadline as stated in Guidelines 1-8 above will be calculated from the start date of the course as specified in Student Services Online. The start date of the course may be prior to the period of teaching for the course.
- e Students receiving USA Government Federal Student Aid Title IV funds for payment of their study at the University of Auckland are subject to special refund procedures. For further information students should contact the Applications and Admissions Office.
- f The University may delay processing a refund or credit until after the last dates for additions and deletions under Regulation 34 have expired.
- g Where a student has provided all required documentation in support of their visa application and Immigration New Zealand has declined to grant a student visa then the University will process a full refund of any funds received, without deduction of a refund or administration fee.

**Academic Standing**

- 45 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 Academic Risk, Academic Restriction and Enrolment Terminated.
- 46 **Deferred Results**
  - a Assessment of a student's Academic Standing will be undertaken when results for at least 50 percent of points enrolled are available and where the results for the remaining points would not affect the overall outcome. Where results for 50 percent of points or more are not available assessment of a student's Academic Standing may be deferred until sufficient results are available and an assessment can be made.
  - b A student whose Academic Standing has not been able to be assessed for one or more semesters may have their academic status amended by more than one status at the discretion of Senate or its representative.

### Requirements for Maintaining Good Academic Standing

- 47 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 Academic Risk Academic Standing

- 48 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 Academic Risk.
- a A student with a status of At Academic 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 Academic Risk who is enrolled in more than 60 points in the following semester of study (or 15 points in Summer School) may be required by the department to delete the excess course(s).
  - c A student with a status of At Academic 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

- 49 A student with a status of At Academic 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 Academic 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 Reconsideration of Academic Standing 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.
- 50 Any student restricted under the Academic Standing regulations may within 14 days appeal to the Council against the decision of Senate.

### Enrolment Terminated

- 51 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.
- 52 A student with a status of Enrolment Terminated will be excluded from all programmes at the University of Auckland.
- 53 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:
  - a decline readmission
  - or
  - b permit a student to be readmitted under specific conditions.
- 54 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:
  - a confirm the exclusion
  - or

- b permit a student to enrol under specific conditions.
- 55 A student permitted to re-enrol under conditions specified by Senate or its representative, but who fails to satisfy those conditions, will be automatically excluded from enrolment at the University of Auckland.
- 56 A student excluded under Regulation 54 is not entitled to apply for admission to a programme for at least one year.
- 57 Applications to Senate must:
  - a be made on the Reconsideration of Academic Standing form
  - and
  - b if special consideration is sought for medical or other exceptional reasons, include evidence
  - and
  - c state the programme for which the student intends to apply, should the application for readmission be successful
  - and
  - d reach the Dean of the Faculty concerned before the first day of the semester or Summer School.
- 58 Any student declined readmission at this University under the Academic Standing regulations may within 14 days appeal to the Council against the decision of Senate.

### Vice-Chancellor's Special Powers

- 59 a The Vice-Chancellor may give such direction, or make such provision as they think fit, for the relief of undue hardship including but not restricted to:
  - (i) enforcement of requirements for admission to the University or to a programme, alteration or amendment to statutes or regulations, change in programme or examination requirements
  - or
  - (ii) occasions where official advice has been given in writing and acted upon, and it is later found that the courses the student has taken do not accord with the programme regulations and that hardship would be caused if the student were to be compelled to comply with the full requirements of the regulations.
- b A student may appeal against any decision of the Vice-Chancellor under this Regulation to the Council by giving notice in writing to the Registrar within 14 days of being notified of the decision. The Council shall have the power to make such provision as it may think fit. The decision of the Council on any appeal under this Regulation shall be final.

## Examination Regulations

*These regulations should be read in conjunction with the following examination information which contains more detail and specific instructions:*

**For staff:** *Instructions to Examiners and Assessors.*

**For students:** *The Examination instructions and regulations page on the University website.*

Notes:

- (i) the 'Department' is the Department or School or other academic unit in which the student is enrolled, and the 'Head of Department' is the head of that academic unit
- (ii) a representative of Senate includes the Deputy Vice-Chancellor (Academic), a Dean, and a Deputy or Associate Dean.

### Requirements

- 1 In order to be credited with a course, a candidate needs to have:
  - a enrolled in accordance with the Enrolment and Programme 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.*

### Language of Assessment

- 2 Except in courses where students are required to demonstrate their knowledge and understanding of languages other than English or Māori, or where a student has made provision to complete an assessment task in Te Reo Māori under the University of Auckland Te Reo Māori in Teaching, Learning and Learning and Assessment Policy, all assessment tasks must be completed in English.

### Work Other than Examinations

- 3 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.

### Time of Examinations

- 4 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 Statute.

### Place of Examinations

- 5 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 Statute.

### Special Examination Conditions

- 6 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 Services.

### Direction of Examinations

- 7 a The examinations will comprise such written, oral and practical examinations as the examiners may determine. This may include examinations that must be completed on computers or other electronic devices.
- 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 complete answers to the questions in the presence of a supervisor, who is to be appointed or approved by the Manager, Examinations Services in accordance with detailed instructions furnished by the Examinations Office.

### Materials Permitted in the Examination Room

- 8 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) Only implements required for the examination are permitted to be on the student's desk in a clear case or clear bag. All other cases and containers including glasses cases must be left in such part of the room as the supervisor directs.
- (iii) 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 hand-held, 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 (e.g., 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 Students are not permitted to have in their possession in the examination room any other electronic device and/or mobile technology, or watches of any kind, unless specified by the examiner. Medically prescribed devices are permitted.
- e Unless specified by the examiner, any electronic device and/or mobile technology or watches of any kind 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. Medically prescribed devices are permitted.
- f Any item not permitted in an examination room under Regulation 8d, that is found in the possession of a student will be removed for the duration of the examination and a fine of \$100 will apply.
- 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 for the duration of the examination and a fine of \$150 will apply.
- h Where specified material or calculators are permitted under Regulations 8a and 8c 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. Where a candidate does not present a valid student identity card they will be required to remain under examination supervision until they have been verified by the Examinations Office. An administrative fee of \$25 will be charged.

**Timekeeping of Examinations and Conduct**

- 9 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, including calculators, or mark their examination papers until the room supervisor announces that they may do so.
- 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

- 10 a Any complaint that a candidate has committed an academic offence in an examination will be dealt with under the provisions of the Student Academic Conduct Statute.
- b Any complaint that a student has committed an offence relating to unauthorised equipment, dictionaries, timekeeping or other minor matter in which questions of academic honesty are not at stake will receive a warning letter from the Manager, Examinations Services. If a student receives two such warning letters they will be fined \$150.

### Non-payment of Examination Fines and Charges

- 11 The Manager, Examinations Services has the delegated authority to impose examination fines and charges. Where a student does not pay a fine or charge imposed under Regulations 8f, 8g, 8i or 10b then, until those fines or charges are paid in full and without prejudice to the right to recover the unpaid fines or charges at law, the Council may:
  - a withhold the formal notification of the results of any examination of the student
  - b decline to re-enrol the student
  - c decline to release the student's academic record
  - d withhold any degree or diploma certificate from that student
  - e restrict that student's access to University services
  - f charge a late payment fee not exceeding \$50
  - g impose additional charges to recover legal and collection costs where a third party is engaged to recover those fees and charges.

### Missed Examinations

- 12 A candidate who has missed an examination by reporting for it at the wrong time cannot sit that examination at another time.

### Aegrotat and Compassionate Consideration

- 13 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 13b and 13c 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 13 apply to:
- (i) Any final written examination presented for a course for a degree, diploma, or certificate.
  - (ii) Any final practical examination presented for a course for a degree, diploma, or certificate, other than a clinical or performance examination.
- l The provisions of Regulation 13 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, Bachelor of Fine Arts (Honours), 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 Degree of Bachelor of Architectural Studies 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 Statute in this Calendar.*

## Reconsideration

- 14 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 adviser who reviewed the medical evidence previously submitted did not confirm that the requirements of Regulation 13d(i) and 13d(ii) had both been met then all the medical evidence shall be referred to a medically qualified independent person ('Referee') to determine that question. The Referee's decision will be final and conclusive.
  - (ii) If the requirements of Regulation 13d(i) and 13d(ii) have been found (either on the first application or by a Referee on reconsideration):

- (a) not to have been met, then the application shall be declined;
- (b) to have been met, then Senate or its representative shall consider the other factors to be taken into account in terms of Regulation 13 and determine whether or not to grant the application and that decision shall be final and conclusive.

### Written Tests

- 15 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 preparation for or performance in the test has been seriously impaired by any of those causes, then, if the conditions in Regulations 13c to 13f (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

- 16 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

#### 17 Pass Marks

A pass mark is 50 percent or over.

#### 18 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	

#### 19 Fail Grades

There are four fail grades:

D+	Marginal Fail
D	Clear Fail
D-	Poor Fail
Fail	Ungraded Fail

#### 20 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 a four year Bachelors honours degree, or its component part in a conjoint degree.
- b Courses taken towards Bachelors honours postgraduate degrees are not eligible for conceded passes.
- c A candidate may, at the discretion of the relevant faculty, be considered for a conceded pass. No application by the candidate is required.
- d A conceded pass, if granted, may not be declined by the candidate.
- e A conceded pass will apply only to the programme for which it is awarded and may not be reassigned or credited to any other programme, except where courses for a Bachelors degree are reassigned to a Bachelors honours degree, or where a student is awarded a Bachelors degree, having passed all of the required courses for a Bachelors honours degree not at Honours standard.
- f A candidate granted a conceded pass in a course who wishes to take that course again may do so only for Certificate of Proficiency.
- g A conceded pass will not be awarded for a course to meet the requirements of General Education.
- h A conceded pass will not be given for a course failed at another university.

**i For the degrees of:**

Bachelor of Arts – BA  
 Bachelor of Commerce – BCom  
 Bachelor of Dance Studies – BDanceSt  
 Bachelor of Education (Teaching) – BEd(Tchg)  
 Bachelor of Global Studies – BGlobalSt  
 Bachelor of Health Sciences – BHSc  
 Bachelor of Human Services – BHumServ  
 Bachelor of Music – BMus  
 Bachelor of Physical Education – BPE  
 Bachelor of Property – BProp  
 Bachelor of Science – BSc  
 Bachelor of Social Work – BSW  
 Bachelor of Sport, Health and Education – BSportHPE  
 Bachelor of Theology – BTheol

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

One course to a maximum value of 30 points may be conceded provided:

- (i) the concession will allow the student to complete the degree
- (ii) the course conceded is not a course counting towards the student's major or core requirements
- (iii) the student obtained a grade of D+ in the course
- (iv) the result was achieved in the last two semesters of enrolment, one of which may be a Summer School.

**j For the degrees of:**

Bachelor of Architectural Studies – BAS  
 Bachelor of Laws – LLB

Conceded passes will be awarded by a meeting of the Examiners for the faculty concerned 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) for the LLB, 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.

**k For the degrees of:**

Bachelor of Engineering – BE  
 Bachelor of Engineering (Honours) – BE(Hons)  
 Bachelor of Fine Arts – BFA  
 Bachelor of Fine Arts (Honours) – BFA(Hons)  
 Bachelor of Optometry – BOptom  
 Bachelor of Urban Planning – BURbPlan

**Bachelor of Urban Planning (Honours) – BUrbPlan(Hons)**

Conceded passes will be awarded by a meeting of the Examiners for the faculty concerned in accordance with the following provisions:

- (i) that by the award of a conceded pass the student will complete a Part
- and
- (ii) one course to 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
- (iv) that no more than two courses be conceded, to a maximum of 30 points, in any one degree.

**l For the degree of Bachelor of Advanced Science (Honours) – BAdvSci(Hons):**

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

One course to a maximum value of 30 points may be conceded provided:

- (i) the concession will allow the student to complete the degree
- (ii) the course conceded is not a course counting towards the student's major or core requirements
- (iii) the course conceded is not at 700 level
- (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.

**m For the degree of Bachelor of Education (Teaching English to Speakers of Other Languages) – BEd(TESOL):**

Conceded passes will be awarded by a meeting of the Committee of BEd(TESOL) 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.

**n For the degree of Bachelor of Nursing – BNurs:**

Conceded passes will be awarded by a meeting of the Committee of BNurs Examiners in accordance with the following provisions:

- (i) that by award of a conceded pass the student will complete that course
- and
- (ii) a maximum of 30 points in the 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 the Part.

**o 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 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 their diploma
- and
- (ii) that the student has obtained a grade of D+ in that course.

**p 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 (i), (j), (k) and (n) of this section.

**Deferred Results****21 a Bachelor of Education (Teaching English to Speakers of Other Languages) – BEd(TESOL)**

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:

- (i) 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*  
 (ii) deferred results be limited to a maximum of 15 points in any Part  
*and*  
 (iii) that to be eligible for a deferred result a student must achieve an overall GPA of 2.5 or better  
*and*  
 (iv) that the reassessed grade in that course (or courses) be no greater than a grade of C+.
- b Bachelor of Medical Imaging (Honours) – BMedImag(Hons)**  
 Where a student has not achieved a pass in a particular component or components of a course the Examiners may withhold the result pending the completion of specified additional work and/or examination to the satisfaction of the examiners.  
 If in the opinion of the Examiners for BMedImag(Hons) 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 course.
- c Bachelor of Medicine and Bachelor of Surgery – MBChB**  
**Parts II, III, IV and V**  
 Where a student has not achieved a pass in a particular component or components of a Part the Examiners may withhold the result pending the completion of specified additional work and/or examination to the satisfaction of the Examiners.  
 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.  
**MBChB 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 Board of MBChB Examiners 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 the Part.
- d Bachelor of Nursing – BNurs**  
**Part I**  
 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:  
 (i) 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*  
 (ii) deferred results be limited to a maximum of 30 points in any Part  
*and*  
 (iii) that to be eligible for a deferred result a student must achieve an overall GPA of 2.5 or better  
*and*  
 (iv) that the reassessed grade in that course (or courses) be no greater than a grade of C+.  
**BNurs Parts II, III**  
 Where unsatisfactory performance occurs in the clinical practice component of courses in Part II and Part III of the programme, the result of the course will be deferred. In these circumstances, the candidate will be required to complete additional work to the satisfaction of the examiners.
- e Bachelor of Optometry – BOptom**  
 Where a weakness occurs in the clinical practice component in certain double-semester Part IV and Part V 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.
- f Bachelor of Pharmacy – BPharm**  
 Where a student has not achieved a pass in a particular component or components of a course the Examiners may withhold the result pending the completion of specified additional work and/or examination to the satisfaction of the Examiners.  
 If in the opinion of the Examiners for BPharm 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 course.
- g Bachelor of Physical Education – BPE**  
 Where a student has been unable to complete the practical component of a course due to illness, injury or circumstances beyond their control, the result of the course will be deferred. In these circumstances the student will be required to complete assessment of the practical component as soon as practicably possible at a time deemed appropriate by the Head of Programme.

**h Bachelor of Social Work – BSW**

Where performance criteria have not been met in the skills based components of Stage II, III, and IV courses in the programme, 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 re-examined as soon as possible or in the following semester.

**i Bachelor of Sport, Health and Physical Education – BSportHPE**

Where a student has been unable to complete the practical component of a course due to illness, injury or circumstances beyond their control, the result of the course will be deferred. In these circumstances the student will be required to complete assessment of the practical component as soon as practicably possible at a time deemed appropriate by the Programme Leader.

**j Postgraduate Diploma in Health Psychology – PGDipHealthPsych**

Where a student has not achieved a pass in a particular component or components of HLTHPSYC 745, the Examiners may withhold the result pending the completion of specified additional work and/or examination to the satisfaction of the Examiners. If in the opinion of the Examiners for PGDipHealthPsych 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 course.

**k Master of Social Work (Professional) – MSW(Prof)**

Where performance criteria have not been met in the skills based components of courses in Parts I and II of the programme, the result of the course 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 re-examined as soon as possible or in the following semester.

**l Graduate Diploma in Teaching (Early Childhood Education), Graduate Diploma in Teaching (Primary), Graduate Diploma in Teaching (Secondary)**

Where a student, at the completion of their programme, receives a grade of D+ for one course the result of this course will be deferred. In this circumstance, the student's overall progress will be reviewed by the Programme Head and if it is deemed to be of a satisfactory standard then the student may be given an opportunity to complete additional work within six weeks of notification.

**m Master of Nursing Science – MNSc**

Where a student has not achieved a pass in a particular component or components of a course the Examiners may withhold the result pending the completion of specified additional work and/or examination to the satisfaction of the Examiners. If in the opinion of the Examiners 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 course.

**Recount of Marks**

- 22 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. Recounts should always include a careful checking of the accuracy and inclusion of coursework marks.

*Note: For the prescribed fee for an Application for Recount of Marks see the Fees Schedule in this Calendar.*

**Availability of Scripts**

- 23 By making application during the three months after the end of the examination period for the examination, a candidate may obtain a copy of their examination script.

*Note: Examination scripts will normally be retained only for four months after the examination period and thereafter will be destroyed.*

**Theses and Dissertations**

- 24 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 2016.
- (ii) On completion of the examination, the candidate is to submit two hardbound copies and one digital

copy of the thesis to the Graduate Centre as specified in Regulations 9u and 9v of the Statute for the Degree of Doctor of Philosophy 2016. 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 copies and one digital copy with the University Library.

*Note: Candidates are recommended to obtain the booklet Guide to Theses and Dissertations 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.*

### Embargoing of Theses

- 25 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 to the Dean of Graduate Studies.
- d The embargo will apply to all copies of the thesis, whether hard copy or electronic.
- 26 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

- 27 a Where a thesis or dissertation has failed the examination, that thesis or dissertation is not to be deposited in the University Library or digital repository.
- 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 or digital repository.

### References to the Senate

- 28 For the purposes of these regulations 'Senate' indicates any duly empowered delegate of the Senate.

## 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:

**'Act'** means the Education Act 1989.

**'Council'** means the Council of the University of Auckland.

**'Deletions'** means the deletion of a course from the student's academic record as specified in the Enrolment and Programme Regulations.

**'Domestic Student'** has the meaning given in the Act.

**'Due Date'** is the date specified on the Fees Account and/or on the student's account available through Student Services Online.

**'Enrol'** has a corresponding meaning.

**'Enrolment'** means enrolment in a programme or course at the University.

**'Enrolment and Programme Regulations'** are the Regulations governing enrolment and all associated activity such as, but not limited to, definitions of full-time and part-time study, restrictions to enrolment and changes to current enrolments after closing date.

**'Fees Account'** 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.

**'International 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 an International 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 2011.

**‘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, the provision of an official academic transcript or other services such as (but not limited to) accommodation, health care or library.

**‘Withdrawals’** of courses may be approved as outlined in the Enrolment and Programme Regulations.

### 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 International Students or any categories of International 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

Faculties and Departments of the University may impose charges to recover costs in providing Students with non-compulsory services incidental to courses or programmes.

### 6 Payment of Fees and Charges

6.1 Tuition Fees, General Fees and any other charges imposed pursuant to section 5 that are included on the Student's Fees Account must be paid by the Student.

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

6.3 Charges imposed on a Student pursuant to section 5 that are not included in a Fees Account 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 2011) that is available to a Student and received by the University in respect of their enrolment shall be applied toward payment of the Student Fees Account on the occasion of that enrolment.

### 7 Refunds or Credits

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 International Students are or may be entitled to a refund or credit 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 or credit may be made and the quantum of that refund or credit that is applicable 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 International Students are informed of the circumstances in which they are or may be entitled to any refund or credit of all or any part of the fees that have been paid or are payable by them to the Council.

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

7.5 In the case where a credit balance is insufficient to cover the total amount of the refund processing fee or administration fee, the fee will be adjusted to equal the amount of the credit balance.

7.6 In the event the University ceases to provide the courses in which the Student is enrolled then the University will delete the enrolments and process any refund or credit in accordance with the Enrolment and Programme Regulations and without deduction of or requirement to pay a refund fee.

## 8 Non-payment of Fees and Charges

### 8.1 Where a Student does not pay:

- a the Fees Account 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 final grades of the Student;
  - (iii) Decline to re-enrol the Student;
  - (iv) Decline to release the Student's official academic transcript;
  - (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.
  - (ix) Impose additional charges to recover legal and collection costs where a third party is engaged to recover those fees and charges.

### 8.2 Application for Reinstatement

- a A Student upon whom a penalty is imposed under section 8.1(i) may apply to have their 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 no later than two weeks before the beginning of the examination period within the semester which enrolment in the course(s) took place.

8.3A 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

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

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## Fees Schedules

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*The 2020 fees schedules for Part A (all students), Part B (domestic students) and Part C (international students) were unavailable at time of going to print. The 2020 fees schedules can be viewed on the University website from mid-December 2019 at [www.calendar.auckland.ac.nz](http://www.calendar.auckland.ac.nz).*

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## General Regulations – Bachelors Honours Postgraduate Degrees

*The following regulations take precedence over the specific regulations for each Bachelors Honours Postgraduate degree published 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 completed.*

*Note: For the purposes of these regulations:*

- (i) a Bachelors Honours Postgraduate degree is worth a total of 120 points
- (ii) a dissertation, research portfolio, research project or thesis is worth between 30 and 120 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.
- 3 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**

- 4 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, research portfolio, research project or thesis of 30 points or more must complete the dissertation, research portfolio, research project or thesis by the last day of the final semester of enrolment in the dissertation, research portfolio, research project or thesis. 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**

- 5 Where an extension of time for the submission of a dissertation, research portfolio, research project or thesis is approved under Regulation 4b, 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**

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

**Submission**

- 8 a Dissertations, research portfolios, research projects and theses are to be bound as specified by the Faculty and submitted to the supervisor or department in accordance with Regulation 4b.
- b The Head of Department is to transmit the submitted dissertation, research portfolio, research project or thesis to the examiner(s).
- c Copies of dissertations, research portfolios, research projects and theses are not deposited with the University Library.

**Suspension**

- 9 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**

- 10 a **Transfer credits**  
Transfer credits may be awarded for a Bachelors Honours Postgraduate degree as specified in Regulations 2e and 2f(i) of the Credit Regulations.
- 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 Regulation 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 6c.

**Certificate of Proficiency**

- 11 The Certificate of Proficiency regulations under 'Other Programmes' apply.

### Transitional Certificate

- 12 The Transitional Certificate regulations under 'Other Programmes' apply. A Transitional Certificate course may not be reassigned to a Bachelors Honours Postgraduate degree.

### Variations

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

## General Regulations – Masters Degrees

*The following regulations apply to all Masters degrees published in this Calendar unless otherwise stated. As far as possible they are to be read in conjunction with the specific degree regulations for each Masters degree.*

Notes:

- (i) a Masters is a Research Masters if it includes a thesis or research portfolio of at least 90 points, otherwise it is a Taught Masters
- (ii) a thesis or research portfolio is worth 90 or 120 points
- (iii) a dissertation or research project is worth between 30 and 80 points
- (iv) for the purposes of these regulations only, full-time enrolment is 50 points or more in one semester or 25 points or more in one quarter, otherwise the semester or quarter enrolment (and any Summer School enrolment) is part-time
- (v) The 'Department' is the Department or School or other academic unit in which the student is enrolled, and the 'Head of Department' or 'Academic Head' is the head of that academic unit
- (vi) a representative of Senate includes a Dean, and a Deputy or Associate Dean.

### 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.

### Duration of Enrolment

- 2 a The requirements for a Masters degree must be completed in accordance with the following time limits and the thesis or research portfolio due dates in Regulation 2e.

		Degree Total Points				
		120	180	240	300	360
Maximum number of semesters for a Research Masters Degree	full-time	2	3	4	5	6
	part-time	4	6	8	10	12
Maximum number of semesters for a Taught Masters Degree	full-time	2	3	4	5	6
	part-time	8	12	12	12	12
Maximum number of quarters for a Taught Masters Degree	full-time	4	6	8	N/A	N/A
	part-time	8	12	16	N/A	N/A

- (i) (a) the start date of the enrolment in the thesis or research portfolio where the programme commences with a thesis or research portfolio enrolment  
or  
(b) the first semester, quarter or Summer School in which a student enrolled for a course which is assigned or reassigned to the programme.
- (ii) One period of Summer School enrolment counts towards the time limit as one semester of part-time enrolment, but is not counted if a thesis or research portfolio enrolment has already commenced.
- (iii) Where a student's enrolment is partially full-time and partially part-time, the part-time time limit applies, provided that:
  - (a) one semester of full-time enrolment counts as two semesters of part-time enrolment
  - (b) one quarter of full-time enrolment counts as two quarters of part-time enrolment.
- (iv) Where a student's enrolment is entirely full-time, it must be in consecutive semesters or quarters.

- (v) Where a student's enrolment is at least partially part-time, up to a maximum of four semesters or four quarters of non-enrolment may occur provided that:
- (a) one semester of non-enrolment counts towards the time limit as one semester of part-time enrolment
  - (b) one quarter of non-enrolment counts towards the time limit as one quarter of part-time enrolment and
  - (c) any semesters of non-enrolment occur prior to commencement of a thesis or research portfolio enrolment.
- b Enrolment in a Research Masters degree must conclude with the submission of the thesis or research portfolio.
- c Enrolment in the thesis or research portfolio must commence on either 1 December, 1 March or 15 July and continue until the submission of the thesis or research portfolio.
- d A student must enrol in thesis or research portfolio points in no fewer than two and no more than four consecutive semesters until the thesis or research portfolio points requirement is satisfied and subject to the time limits in Regulation 2a.

Start date of thesis or research portfolio	Initial semester of enrolment in thesis or research portfolio points
1 December	Semester One of following year
1 March	Semester One of that same year
15 July	Semester Two of that same year

- e A thesis or research portfolio must be submitted by the following due dates:

Start date of thesis or research portfolio	Final semester of enrolment <sup>1</sup>	Due date for thesis or research portfolio <sup>2</sup>
1 December	Semester One	31 May <sup>3</sup>
	Semester Two	30 November <sup>4</sup>
1 March	Semester One	31 August <sup>4</sup>
	Semester Two	28 February <sup>5</sup>
15 July	Semester One	14 July <sup>4</sup>
	Semester Two	14 January <sup>5</sup>

**Notes:**

- 1 The final semester of enrolment depends on the start date of the thesis or research portfolio and the number of semesters (either two, three or four) in which a student is enrolled in thesis or research portfolio points before they satisfy the thesis or research portfolio points requirement.
  - 2 These due dates provide 12 months of continuous enrolment in the thesis or research portfolio for students completing their thesis or research portfolio points enrolment in two consecutive semesters, and 18 or 24 months of continuous enrolment for other students (by enrolment in thesis or research portfolio points in three or four consecutive semesters respectively).
  - 3 This due date occurs within the final semester of enrolment.
  - 4 This due date is in the same year as the final semester of enrolment
  - 5 This due date is in the year following the final semester of enrolment.
- f A student enrolled in a 240 point Research Masters must complete at least 105 points of coursework prior to enrolment in the thesis or research portfolio.
- g A student enrolled in a 300 point Research Masters must complete at least 180 points of coursework prior to enrolment in the thesis or research portfolio.
- h A student enrolled in a 360 point Research Masters must complete at least 240 points of coursework prior to enrolment in the thesis or research portfolio.

### Completion of Requirements

#### 3 a Thesis or Research Portfolio Extension of Time

- (i) If, in exceptional circumstances beyond the student's control, a thesis or research portfolio has not been able to be completed by the due date specified in Regulation 2, Senate or its representative may, upon consideration of a student's application and the required supporting evidence, approve a limited extension of time, not normally exceeding eight months, for the work to be completed.

- (ii) If an extension is approved, a student will be enrolled in an extension course 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 thesis or research portfolio has ended.
- b **Dissertation or Research Project Extension of Time**
  - (i) If, in exceptional circumstances beyond the student's control, the dissertation or research project has not been able to be completed by the last day of the final semester or quarter of enrolment in the dissertation or research project, Senate or its representative may, upon consideration of a student's application and the required supporting evidence approve a limited extension of time, not exceeding six months.
  - (ii) If an extension is approved, a student will be enrolled in an extension course 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 dissertation or research project has ended.
- c **Other courses**  
Extensions of time to complete work in courses other than a thesis, research portfolio, dissertation or research project will not be granted beyond the end of the semester(s) or quarter(s) of enrolment in the course.
- d **Failed courses**  
A student who has failed a course or courses totalling no more than 40 points may be approved by Senate or its representative to enrol for no more than one further consecutive semester or quarter beyond the duration of enrolment for completion specified in Regulation 2 in order to complete the degree.

### Honours

- 4 a Where the specific degree regulations include a provision for Honours, a Masters degree may be awarded with Honours where a student's overall grade is sufficiently high and where the student has passed a research component of at least 30 points.
- b 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.
- c First Class Honours may be awarded where a student has achieved an overall Grade Point Average of 7.0 or higher. Second Class Honours First Division may be awarded where a student has achieved an overall Grade Point Average between and including 5.50 and 6.99. Second Class Honours Second Division may be awarded where a student has achieved an overall Grade Point Average between and including 4.00 and 5.49.

### Distinction or Merit

- 5 a Where the specific degree regulations include a provision for Distinction or Merit, and Honours has not been awarded, the Masters degree may be awarded with Distinction or Merit where a student's grade is sufficiently high.
- b Distinction may be awarded where a student has achieved an overall Grade Point Average of 7.0 or higher. Merit may be awarded where a student has achieved an overall Grade Point Average between and including 5.50 and 6.99.

### Theses

- 6 a The student is to submit one temporary-bound copy and a digital copy of their thesis to the appropriate Faculty Student Centre in accordance with Regulations 2 and 3a.
- b The digital thesis shall be formatted as specified in the Guidelines for Formatting a Digital Thesis at the University of Auckland.
- c The Associate Dean (Postgraduate) of the Faculty is responsible for transmitting the submitted copies to the examiners.
- d Where the outcome of the examination is to award a thesis a passing grade:
  - (i) Within one month of being advised of the outcome of the examination, the student must complete any minor corrections required to the satisfaction of the supervisor, deposit one hard-bound copy of the thesis with the appropriate Faculty Student Centre, and deposit a digital copy of the thesis in ResearchSpace in the University Library. The Faculty Student Centre will forward the hard-bound thesis to the University Library and will confirm that the digital copy has been deposited in ResearchSpace.
  - (ii) The thesis deposited in digital form will be accessible to authenticated users through the University's digital repository unless embargoed under Regulation 25 of the Examination Regulations.
- e Where the outcome of the examination is to award a thesis a fail grade the thesis will not be held in the University's Library or digital repository.

### Research Portfolios

- 7 a The student is to submit one temporary-bound copy and a digital copy of their research portfolio to the appropriate Faculty Student Centre in accordance with Regulations 2 and 3a.
- b The Associate Dean (Postgraduate) of the Faculty is responsible for transmitting the submitted copies to the examiners.
- c Copies of research portfolios are not deposited in the University Library, nor deposited with the University's digital repository.

### Research Projects and Dissertations

- 8 a Research projects and dissertations are to be bound as specified by the Faculty and submitted to the supervisor or department, in accordance with Regulations 2 and 3b.
- b The Academic Head is responsible for transmitting the submitted copies to the examiners.
- c Copies of research projects or dissertations are not deposited in the University Library, nor deposited with the University's digital repository.

### Substitutions and Failed Courses

- 9 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.
- 10 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.
- 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

- 12 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 year for enrolment in a thesis or research portfolio or two consecutive semesters, or four quarters, for enrolment in other courses. In such cases the period of suspension will not count towards the time limits for the degree.

### Transfer Credits, Cross-credits and Reassignments

- 13 a **Transfer credits**
  - (i) Transfer credits may be awarded for a Taught Masters degree or the taught component of a Research Masters degree with a total points value of more than 120 points as specified in Regulations 2e and 2f(i) of the Credit Regulations.
  - (ii) Except as provided for in Regulations 2e and 2f(ii) of the Credit Regulations, transfer credits may not be awarded for a Research 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 Regulation 9 of the Credit Regulations.

### Certificate of Proficiency

- 14 a The Certificate of Proficiency regulations under 'Other Programmes' apply.
- b A course passed for a Certificate of Proficiency may be reassigned to a Taught Masters degree, or the taught component of a Research Masters degree with a total points value of more than 120 points as specified in Regulation 9 of the Credit Regulations.
- c A course passed for a Certificate of Proficiency may not be reassigned to a Research Masters degree except as specified in 14b above.

### Transitional Certificate

- 15 The Transitional Certificate regulations under 'Other Programmes' apply. A Transitional Certificate course may not be reassigned to a Masters degree.

### Reviews of Examination of Thesis or Research Portfolio

- 16 a If a student believes that, in the examination of their thesis or research portfolio, they have been significantly disadvantaged by the examination process, or any part of the examination process, then they may request

a review of the decision. An application for review must be made to the Associate Dean (Postgraduate) or nominee of the faculty, and must clearly set out the grounds for the review. All relevant documents relied upon must be submitted with the application for review

- b Any application for review as to the examinations process or outcome must be lodged within three months of the result of the examination being officially communicated to the student.
- c The Associate Dean (Postgraduate) or nominee will investigate the matter and will provide the Dean of Graduate Studies with a written report within two weeks of the student's application. Following receipt of the report the Dean of Graduate Studies will make the final decision.

### Reviews of Extensions and Suspensions

- 17 a If an extension or suspension application is declined, the student may make an application for a review of that decision. An application for review must be made in writing to the Associate Dean (Postgraduate) or nominee of the faculty within three months of the decline being officially communicated to the student. The application must clearly set out the grounds for the review, and all relevant documents relied upon must be submitted with the application for review.
- b The Associate Dean (Postgraduate) or nominee will investigate the application for review and provide the Dean of Graduate Studies with a written report within two weeks of the student's application. Following receipt of the report the Dean of Graduate Studies will make the final decision.
- c Where the Dean of Graduate Studies has permitted a student to suspend or extend a course following a review and has provided that decision to the student, any tuition fees that are incurred as a result of the decision, as determined by Regulation 3a or b, must be paid.

### Variations

- 18 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 – Named Doctorates

*These Regulations apply to all doctoral degrees except the Doctor of Philosophy and Higher Doctorates, 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.*

### Admission

- 1 Every candidate for a named-doctoral degree must have applied for admission and been admitted to the University of Auckland.

### Registration

- 2 a Every candidate for a named-doctoral degree must be registered by the Board of Graduate Studies.
- b Registration is provisional for all candidates for the first 12 months of equivalent full-time study following the Date of Registration as defined in Regulation 2.
- c 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 registered and must include, where appropriate to the composition of the doctoral degree, a preliminary research proposal.
- d The Head of Department will make a recommendation to the Faculty Associate Dean (Postgraduate) as to whether the candidate:
  - (i) meets the eligibility criteria and has the ability to follow the proposed programme of study
  - and
  - (ii) has submitted a satisfactory preliminary research proposal as stipulated by the Head of Department.
- e Where the Head of Department is satisfied, this recommendation must include:
  - (i) the proposed date of registration
  - (ii) nominations for supervisors
  - (iii) 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
  - (iv) an appropriate set of goals for the provisional period of registration agreed to by both the candidate and nominated main supervisor; these must include, but are not limited to, those goals prescribed in the regulations for the relevant named doctorate and any standard goals required by the Board of Graduate



Studies such as attendance at induction events, English language screening, and the satisfaction of academic integrity and health and safety requirements.

- f Where an intending candidate is not resident in Auckland, the Head of Department must also provide the Associate Dean (Postgraduate) and 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.
- g 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 Regulation 2d.
- h 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 that will apply to the registration. The Board of Graduate Studies may call for any further information it considers relevant before making its decision.
- i 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 doctoral topic, the Date of Registration may, subject to approval by the Board of Graduate Studies, be backdated by not more than six months.
- j 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 same named doctorate may not be appointed as supervisors, although they may be appointed as advisers.
- k 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.
- l 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.
- m Candidates wishing to present and defend a thesis in Te Reo 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 Registration

- 3 a During provisional registration, a candidate must achieve the goals prescribed by the Board of Graduate Studies and satisfy any other applicable programme requirements specified in the regulations for the relevant named doctorate.
- b Where a thesis proposal is required as a provisional goal, it should be submitted for approval to the appropriate committee or subcommittee 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.
- c 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. This report may also be discussed by the appropriate postgraduate committee of the Department, Institute and/or Faculty in which the candidate is registered. The report should clearly state whether or not the progress of the candidate has been satisfactory, whether or not any programme specific requirements for the period have been satisfied, and whether or not the goals laid down for the provisional period of registration have been achieved. 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 programme, where a suitable programme exists
  - or
  - (iv) terminated.

- d 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. This report may also be discussed by the appropriate postgraduate committee of the Department, Institute and/or Faculty in which the candidate is registered. 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 Where a recommendation is made under Regulation 3c(ii) or 3d(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 be terminated if the specified conditions have not been fulfilled to the satisfaction of the Board of Graduate Studies.
- f 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.

### Changes to the Conditions of Registration

- 4 a The Head of Department may, after consultation with the candidate, make a written recommendation to the Board of Graduate Studies via the Faculty Associate Dean (Postgraduate) for changes in the conditions of registration for the candidate. After considering a recommendation from the Head of Department, the Board of Graduate Studies may, after considering any submissions made by the candidate, change the conditions of registration for any candidate.
- b 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 the period of absence.
- c When necessary, the Head of Department will make a recommendation to the Board of Graduate Studies regarding changes to the supervision of the candidate. This will normally be required when a supervisor is granted leave, resigns or retires.  
  
Whilst the Board of Graduate Studies will take into consideration the candidate's views on any recommended changes to supervision, it reserves the right to determine the appointment of supervisor/s according to the availability of suitably qualified staff.
- d 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.
- e Where a candidate is unable to continue with their research programme because of circumstances beyond their control, the Board of Graduate Studies may suspend their registration for a specified period of time. The conditions of Regulation 7g of the Statute for the Degree of Doctor of Philosophy 2016 will apply.
- f Enrolment and Programme Regulations regarding discontinuation apply to candidates for named doctorates.
- g 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 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 submitted a required provisional year or annual report
  - or

- (vii) has not met any conditions specified under Regulation 3e  
or
- (viii) has not satisfied a requirement as stipulated in the structure and content regulation of the relevant named doctorate regulations  
or
- (ix) has not submitted or re-submitted the examinable work in time  
or
- (x) has had the termination of their registration recommended by a decision of a Disputes Committee constituted pursuant to Regulation 6  
or
- (xi) is prohibited under the Disciplinary Statute of the University from enrolling.

Before making a decision to terminate a candidate's registration pursuant to this Regulation or otherwise, the Board of Graduate Studies will allow the candidate a reasonable opportunity to respond.

### Enrolment and Fees

- 5 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 all examinable work 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 examinable work 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 Notification of the award of the degree will be withheld until all outstanding fees have been paid for the academic year in which a candidate is registered. Candidates will not be able to graduate until all outstanding fees have been paid.

### Appeals

- 6 a If a doctoral candidate believes that they have been significantly disadvantaged by the examination process, or by any part of the examination process, then a written appeal may be made to the Board of Graduate Studies, setting out the grounds of the appeal. All relevant documents relied upon must be submitted with the appeal. Regulations 11d and 11e of the Statute for the Degree of Doctor of Philosophy 2016 shall then apply.
- b Candidates, supervisors or Heads of Department may appeal against any decision, other than one bearing on examination matters, of the Board of Graduate Studies normally within three months of the making of the decision, on the grounds that:
  - (i) relevant information which was not available to the Board of Graduate Studies at the time of its making the decision has since become available  
and/or
  - (ii) the procedure adopted in arriving at the decision was unfair.

The appeal must state clearly all grounds relied on by the candidate and attach all relevant documentation. Regulation 11b of the Statute for the Degree of Doctor of Philosophy 2016 shall then apply.

### Dispute Resolution Procedures

- 7 Disputes are to be resolved according to the Resolution of Student Academic Complaints and Disputes Statute.

### Transitional Arrangements

- 8 a These regulations came into force on 1 January 2016 and revoked the previous General Regulations for Named Doctorates.
- b For candidates initially registered under previous regulations, the Board of Graduate Studies may agree to vary the application of the provisions of these regulations 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.

## General Regulations – Postgraduate Certificates

*The following regulations take precedence over the specific regulations for each Postgraduate Certificate published 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 30 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.
- c In exceptional circumstances Senate or its representative, on the recommendation of the Head of Department, may increase the duration allowed for enrolment for a period not normally exceeding one semester.

### 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 30 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.

### Transfer Credits, Cross-credits and Reassignments

- 4 a **Transfer credits**  
Transfer credit 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 Regulation 9 of the Credit Regulations.

### Certificate of Proficiency

- 5 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 Regulation 9 of the Credit Regulations.

### Transitional Certificate

- 6 The Transitional Certificate regulations under 'Other Programmes' apply. A Transitional Certificate course may not be reassigned to a Postgraduate Certificate.

### Variations

- 7 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 – Postgraduate Diplomas

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

*Note: For the purposes of these regulations:*

- (i) a Postgraduate Diploma is worth a total of 120 points
- (ii) a dissertation or research project is worth between 30 and 80 points
- (iii) the 'Department' is the Department or School or other academic unit in which the student is enrolled, and the 'Head of Department' is the head of that academic unit
- (iv) a representative of Senate includes a Dean, and Deputy or Associate Dean.

### General Requirements

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

### Duration of Enrolment

- 2 a The requirements for a Postgraduate Diploma must be completed within
  - (i) one year of initial enrolment for the postgraduate diploma if enrolled full-time
  - or
  - (ii) four years of initial enrolment for the postgraduate diploma if enrolled part-time.
- b In the case of a student who has completed a postgraduate certificate for which credit is granted to a postgraduate diploma the requirements must be completed within
  - (i) one semester of admission if enrolled full-time
  - or
  - (ii) two years of admission if enrolled part-time.
- c In all cases, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.
- d In exceptional circumstances Senate or its representative, on the recommendation of the Head of Department, may increase the duration allowed for enrolment for a period not normally exceeding two consecutive semesters.

### Completion of Requirements

- 3 a A student enrolled for a Postgraduate Diploma must complete all work in taught courses by the last day of the semester in which the course is taught.
- b (i) 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.
- (ii) If, in exceptional circumstances beyond the student's control, a dissertation or research project has not been able to be completed by the due date specified in Regulation 3b(i), Senate or its representative may, upon consideration of a student's application and the required supporting evidence, approve a limited extension of time, not exceeding six months.
- (iii) If an extension is approved, a student will be enrolled in an extension course 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 a dissertation or research project course has ended.
- c A student who has failed a course or courses of no more than 40 points may be approved by Senate or its representative to enrol for no more than one further consecutive semester beyond the duration of enrolment specified in Regulation 2 in order to complete the postgraduate diploma.
- d **Fine Arts Studio**  
A student enrolled in the Postgraduate Diploma in Fine Arts must complete their individual programme not later than 1 November in the year in which the work is undertaken or by such other date as may be approved by the Head of School of Fine Arts.

### Distinction or Merit

- 4 a Where the specific postgraduate diploma regulations include a provision for Distinction or Merit, a

postgraduate diploma may be awarded with Distinction or Merit where a student's overall grade is sufficiently high.

- b Distinction may be awarded where a student has achieved an overall grade point average of 7.0 or higher. Merit may be awarded where a student has achieved an overall grade point average of between and including 5.50 and 6.99.
- 5 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

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

### Transfer Credits, Cross-credits and Reassignments

- 7 a **Transfer credits**  
Transfer credits may be awarded for a Postgraduate Diploma as specified in Regulations 2e and 2f(i) of the Credit Regulations.
- b **Cross-credits**  
Courses may not be cross-credited into or from a Postgraduate Diploma.
- c **Credit from a postgraduate certificate**  
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.
- d **Reassignments**  
With the approval of the Head of Department, courses may be reassigned as specified in Regulation 9 of the Credit Regulations.

### Certificate of Proficiency

- 8 a The Certificate of Proficiency regulations under 'Other Programmes' apply.
- b A Certificate of Proficiency course may be reassigned to a Postgraduate Diploma as specified in Regulation 9 of the Credit Regulations.

### Transitional Certificate

- 9 The Transitional Certificate regulations under 'Other Programmes' apply. A Transitional Certificate course may not be reassigned to a Postgraduate Diploma.

### Variations

- 10 In exceptional circumstances Senate or its representative may approve a personal programme which does not conform to the regulations for a Postgraduate Diploma.

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## 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 is available from the International Office or from the International students section of the University website at [www.international.auckland.ac.nz](http://www.international.auckland.ac.nz)*

### Admission

International students should apply for admission using the online Application for Admission. 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 Assessment International Education (Cambridge International, formerly known as University of Cambridge International Examinations (CIE)) taken in New Zealand, or International Baccalaureate (IB) taken in New Zealand, must

meet the standard literacy requirements for admission. International applicants who have taken Cambridge International or IB outside of New Zealand must meet the standard admission requirements from these qualifications but may also meet the standard literacy requirement through an alternative approved English test as outlined in the minimum English Language proficiency requirements. International applicants entering the University on the basis of qualifications other than NCEA, Cambridge International or IB taken in New Zealand must meet a specified score in IELTS or an alternative approved English test, or must have completed and passed the Foundation Certificate in English for Academic Purposes (FCertEAP), the English Pathway for Undergraduate Studies (EPUS), the English Pathway for Postgraduate Studies (EPPS), or an approved alternative. The minimum score required in IELTS for admission to an undergraduate programme at the University is an overall score of 6.0 with no less than 5.5 on an individual band. The minimum score required in IELTS for admission to a postgraduate programme at the University is an overall score of 6.5 with no less than 6.0 on an individual band. Higher requirements may be imposed by faculties for entry to specified undergraduate and postgraduate programmes.

### Health and Travel Insurance

- 4 It is the responsibility of all international students to ensure that they have appropriate and current approved health insurance for their period of study in New Zealand, and for the length of their student visa. Health and travel insurance is a condition of enrolment, and as such, must be valid for the entire duration of study. A student's enrolment cannot continue in the event of their insurance cover being declined.

### Student Visa

- 5 The majority of international students must have a student visa before entering New Zealand. All students must have a valid visa for the duration of their studies. For further information, visit Immigration New Zealand's website at [www.immigration.govt.nz](http://www.immigration.govt.nz).
  - a An international student is any student who is not a citizen or permanent resident of New Zealand (includes the Cook Islands, Tokelau and Niue) or Australia.
  - b Every international student must provide the following information to the University of Auckland:
    - (i) photocopy of title page of passport and of current visa
    - (ii) current Auckland address and contact phone number(s)
    - (iii) full name and current address of an emergency contact/next of kin.
  - c Where a student does not provide evidence of a valid student visa and/or the required contact details either prior to commencement of study or before the visa information held on file at the University expires, then, until that evidence is produced, the Council may:
    - (i) withdraw the enrolment of that student from a course or courses, with no refund or credit of fees and/or
    - (ii) decline to re-enrol the student
    - (iii) restrict or remove that student's access to University services, including but not limited to the Student Learning System.

### International Student Fees

- 6 International fees (refer to Schedule – Part C – International Students) apply to students who:
  - a are not citizens of New Zealand or Australia (refer note 5a above)  
or
  - b do not hold residency status in New Zealand or Australia  
or
  - c are being fully funded under the New Zealand Ministry of Foreign Affairs and Trade New Zealand Aid Programme  
or
  - d are not participating in an official University of Auckland exchange programme.

### International Scholarships

New Zealand Scholarships are available for international students from selected countries as identified by the Ministry of Foreign Affairs and Trade ([www.mfat.govt.nz/en/aid-and-development/new-zealand-government-scholarships](http://www.mfat.govt.nz/en/aid-and-development/new-zealand-government-scholarships)).

The University of Auckland also offers international scholarships including the University of Auckland International Student Excellence Scholarship, University of Auckland Doctoral Scholarships at PhD level for international students from all countries; and scholarships from various faculties at all levels. To find out more about scholarships visit [www.auckland.ac.nz/en/study/scholarships-and-awards/find-a-scholarship.html](http://www.auckland.ac.nz/en/study/scholarships-and-awards/find-a-scholarship.html)

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### 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 in six languages from the New Zealand Qualification Authority (NZQA) website at [www.nzqa.govt.nz/the-code](http://www.nzqa.govt.nz/the-code).

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## The Limitation of Entry Statute 1991

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

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

## Limitations Schedule 2020

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

### Limited-entry Programmes and Courses

Because of insufficient accommodation and restrictions on staffing there will be a limitation on the number of students who can be enrolled in 2020 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 **Closing Dates for Admission, the closing date for Application for Admission is 8 December 2019 and for Enrolment is 14 February 2020. The closing date for Admission to Summer School is 1 December 2019 and for Enrolment is 22 December 2019.**
- 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 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.
- 5 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.
- 6 Selection criteria will be available from the Faculty or department concerned for the information of students. In general, selection will be based upon academic merit. In those cases where the scholastic record is insufficient, e.g., Discretionary Entrance and Special Admission, other criteria such as the recommendation of the School Principal or Advisor, or employment history, will be taken into account. Account will also be taken of the University's Equal Educational Opportunity objectives. Limitations on programmes and courses are listed below.



**A. Limited Entry Programmes**

(admission by selection)

Faculty/Programme	Approved Limit	Faculty/Programme	Approved Limit	Faculty/Programme	Approved Limit
<b>Arts</b>		<b>Education and Social Work</b>			
BA	1825	BE(Tchg) – Excluding Teachers' Specialisation	500	BNurs(Hons)	International 1
	Domestic 1700	BSW	80	MAud	10
	International 125	BSportHPE	150		18
BA – Screen Production	40	GradDipTchg(Secondary)	300		14
MCW	12	MSW(Prof)	35	MBiomedSc	International 4
MA – Screen Production	18				47
PGDipArts	200				37
					10
<b>Business and Economics</b>		<b>Engineering</b>		MClinEd – Taught	6
BCom incl. conjoints	2250	BE(Hons) Part I incl. conjoints	1056		5
	Domestic 1850		Domestic 945*		1
	International 400		International 111	MHlthLd	35
BProp incl. BProp conjoints	200	<i>*30 domestic places to be reserved for Semester Two entry via the University of Auckland BSc</i>			20
	Domestic 185			MHealthPrac	15
	International 15	BE(Hons) Part II	975		30
BCom(Hons):		– Biomedical Engineering	35	<i>with no more than 10 admitted per specialisation</i>	
– Accounting	15	– Chemical and Materials Engineering	85	MHealthPsych	15
– Finance	15	– Civil Engineering	280		14
MCom – 180 points:		– Computer Systems Engineering	80		1
– Accounting	25	– Electrical and Electronic Engineering	100	MHSc – Taught	10
– Finance	25	– Engineering Science	75	MHSc – Nutrition and Dietetics	24
MBA		– Mechanical Engineering	125		20
	International 12	– Mechatronics Engineering	100		4
		– Software Engineering	100	MNSc	10
<b>Creative Arts and Industries</b>		MDisMgt	20	DipPaed	40
BAS	120	MEnergy	40	PGDipBiomedSci	45
	Domestic 104	MEngSt	280		39
	International 16	MEMgt	50		6
BDanceSt	25	MEPM	60	PGCert/PGDipClinEd	34
	Domestic 23	MEqEng	20	PGCert/PGDipClinPharm	40
	International 2	PGDipEng	65	PGCertClinPharm – Prescribing	10
BDes incl. conjoints	100	PGCertEng	60	PGDipHealthPsych	10
	Domestic 80	PGCertGeothermTech	35	PGCert/PGDipHSc:	
	International 20			– Alcohol and Drug Studies	40
BFA incl. conjoints	125	<b>Law</b>		– Infant, Child and Adolescent Mental Health	35
	Domestic 118	LLB Part II incl. conjoints	420	– Womens Health – PGCert only	18
	International 7		Domestic 410		15
BMus incl. conjoints	195		International 10		3
	Domestic 180	LLB Part III, transferring students	10	PGDipObstMedGyn	25
	International 15			PGDipPH	65
BDanceSt(Hons)	5	<b>Medical and Health Sciences</b>		CertHSc	70
BUrbPlan(Hons)	60	BHSc incl. conjoints	355		
	Domestic 55		Domestic 320	<b>Science</b>	
	International 5		International 35	BSc incl. conjoints and all majors and specialisations	2550
MArch(Prof), MArch(Prof)HerCons, MArch(Prof)UrbDes & MArch(Prof)UrbPlan(Prof)	115	MBChB Year 2	287		2250
	Domestic 100		Domestic 257		300
	International 15		International 30	– Biomedical Science	620
MCommDance	10	BMedImag(Hons)	25		590
MDanceSt	10	BNurs incl. conjoints	105		30
MDMT	12		Domestic 95	– Food Science and Nutrition	110
	Domestic 8		International 10		75
	International 4	BOptom	60		35
MFA	40		Domestic 55	– Exercise Sciences	80
MURbDes	15	BPharm	110		70
MURbPlan(Prof)	25		Domestic 100		10
	Domestic 20		International 10	BAdvSci(Hons) – incl. conjoints	1100
	International 5	BBiomedSc(Hons)	40		1000
PGDipDanceSt	10		Domestic 36		100
PGDipFA	15		International 4	BSc(Hons), BA(Hons), PGDipSci, PGDipArts	
	Domestic 13	BHSc(Hons)	20	– Psychology, includes the pathways below	
	International 2		Domestic 17		92
			International 3		82
		BMedSc(Hons)	21		10
			Domestic 20		

Faculty/Programme	Approved Limit	Faculty/Programme	Approved Limit	Faculty/Programme	Approved Limit
– BSc (Hons) or BA(Hons) Psychology - Clinical pathway	Domestic 70	MSc – Clinical Exercise Physiology	15	PGDipSci – Biosecurity & Conservation	20
– PGDipSci, PGDipArts Psychology – Applied Behavioural Analysis pathway	Domestic 16	Domestic 13		Domestic 15	
	International 12	International 2		International 5	
BSc (Hons) – all other specialisations	550	MSc – Forensic Science	10	PGDipSci – Clinical Exercise Physiology	26
	Domestic 400	Domestic 8		Domestic 23	
	International 4	International 2		International 3	
MBioEnt	150	MSc, MA – Psychology	30	PGDipForensic	20
	Domestic 25	Domestic 26		Domestic 18	
	International 22	International 4		International 2	
MDataSci	50	MSLTPrac	20	PGCertInfoTech	80
MEngGeol	24	Domestic 14		Domestic 40	
	Domestic 20	International 6		International 40	
	International 4	PGDipAppPsych	20	Domestic 14	
MInfoTech	150	Domestic 15			
	Domestic 75	International 5		<b>Interfaculty</b>	
	International 75	PGDipBioEnt	30	BGlobalSt incl. conjoints	420
MMarineCons	25	Domestic 25		Domestic 400	
MMarineSt	25	International 5		International 20	
MSc – all specialisations	550	PGDipSci – all specialisations	550	<b>Preparatory and Foundation Programmes</b>	
	Domestic 400	Domestic 400		Tertiary Foundation Certificate	360
	International 150	International 150		– Education and Social Work pathway	100
		PGDipSci – Biological Sciences	50	– All other pathways	260
		Domestic 35			
		International 15			

## B. Limited Entry Courses

(admission by selection)

The Schedule for Limited Entry Courses for 2020 was unavailable at time of going to print. The 2020 Schedule can be viewed on the University website from mid-December 2019 at [www.calendar.auckland.ac.nz](http://www.calendar.auckland.ac.nz).

## C. General Education Courses

(admission by selection)

The Schedule for General Education Courses for 2020 was unavailable at time of going to print. The 2020 Schedule can be viewed on the University website from mid-December 2019 at [www.calendar.auckland.ac.nz](http://www.calendar.auckland.ac.nz).

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## General Statutes and Regulations

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# GENERAL STATUTES AND REGULATIONS

## 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), or whether it has been awarded with Distinction or Merit.
- 4 Every diploma shall be in appropriate form under the Common Seal of the University and state, where relevant, whether it has been awarded with Distinction or Merit.
- 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 must apply in accordance with the dates specified on the University website.
- 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 Kuia is the Fellows gown of the colour University blue to be worn with a black scarf lined with the colour University blue bearing on each lapel the coat of arms. The cap is a black velvet 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 gown for a Masters degree is as for the Cambridge Master of Arts. The hood for every degree is the size and shape as for the Cambridge Master of Arts. The hood for a Bachelors degree is lined with coloured satin and bordered with white fur. The hood for a Masters degree is lined with coloured satin only. The hoods for the Bachelors and Masters degrees are as follows:

**Arts**

BA, MA	pink lining
BA(Hons)	pink lining; 25mm pink band on the outside edge of the hood
BTheol, MTheol	forest green lining
BTheol(Hons)	forest green lining; 25mm forest green band on the outside edge of the hood
MCTS	pink lining; 75mm dark brown band on the edge of the satin
MCW	pink lining; 25mm tan band on the edge of the satin
MIndigSt	pink lining; 25mm terracotta 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
MTESOL	pink lining; 25mm light brown band on the edge of the satin

**Business and Economics**

BCom, MCom	orange lining
BCom(Hons)	orange lining; 25mm orange band on the outside edge of the hood
BProp, MProp	silver grey lining
BProp(Hons)	silver grey lining; 25mm silver grey band on the outside edge of the hood
MBA	burgundy lining
MCE	orange lining; 25mm terracotta band on the edge of the satin
MHRM	orange hood with 25mm dark brown band on the inside edge of the hood
MIntBus	orange lining; 25mm light brown band on the edge of the satin
MMAIBus	burgundy lining; 25mm koru pattern on the edge of the satin
MMgt	orange lining; 25mm tan band on the edge of the satin
MMktg	orange lining; 25mm burgundy band on the edge of the satin
MProFAcctg	orange lining; 25mm orange band on the outside edge of the hood

**Creative Arts and Industries**

BAS, MAS	lemon lining
BDanceSt	jade green lining
BDanceSt(Hons)	jade green lining; 25mm jade green band on the outside of the hood
BFA, MFA	gold lining
BFA(Hons)	gold lining; 25mm gold band on the outside edge of the hood
BMus, MMus	white lining
BMus(Hons)	white lining; 25mm white band on the outside edge of the hood
BPlan, MPlan	chartreuse green lining
BUrbPlan	lime green lining
BUrbPlan(Hons)	lime green lining; 25mm lime green band on the outside edge of the hood
MArch	lemon lining; two 25mm lemon bands, 25mm apart, on the outside edge of the hood
MArch(Prof)	lemon lining; 25mm lemon band on the outside edge of the hood
MArch(Prof)HerCons	lemon lining; 25mm turquoise band on the edge of the satin
MArch(Prof)UrbDes	lemon lining; 25mm tan band on the edge of the satin
MArch(Prof)UrbPlan(Prof)	lemon lining; 25mm light brown lining on the edge of the satin
MCommDance	jade green hood with 25mm dark brown band on the edge of the satin
MCPA	pink lining; 25mm white band on the edge of the satin
MDanceSt	jade green lining; 25mm dark brown band on the outside edge of the hood
MDMT	jade green hood with 25mm tan band on the edge of the satin
MUrbDes	lemon lining; 25mm chartreuse green band on the edge of the satin
MUrbPlan	lime green lining; 25mm light brown band on the edge of the satin
MUrbPlan(Prof)HerCons	lime green lining; 25mm turquoise band on the edge of the satin
MUrbPlan(Prof)UrbDes	lime green lining; 25mm lemon band on the edge of the satin

**Education and Social Work**

BEEd, MEd	emerald green lining
BEEd(Tchg)	emerald green lining
BEEd(Tchg)(Hons)	emerald green lining; 25mm emerald green band on the outside edge of the hood
BEEd(TESOL)	emerald green lining; 25mm dark brown band on the edge of the satin
BHumServ	buff lining; 25mm light brown band on the edge of the satin
BPE	emerald green lining; 25mm light brown band on the edge of the satin
BSportHPE	emerald green lining; 25mm light brown band on the edge of the satin
BSW	buff lining
BSW(Hons)	buff lining; 25mm buff band on the outside edge of the hood
MCouns	buff lining; 25mm tan band on the edge of the satin

MedLd	emerald green lining; 25mm tan band on the edge of the satin
MedPrac	emerald green lining with 25mm dark brown band on the edge of the satin
MSCL	buff lining; 25mm terracotta band on the edge of the satin
MSW	buff lining
MSW(Prof)	buff lining; 25mm buff band on the outside edge of the hood
MTchg(Primary)	emerald green lining; 25mm emerald green band on the outside edge of the hood
MTchg(Secondary)	emerald green lining; 25mm emerald green band on the outside edge of the hood

**Engineering**

BE, ME	dark violet lining
BE(Hons)	dark violet lining; 25mm dark violet band on the outside edge of the hood
MEngSt	dark violet lining; 25mm light brown band on the edge of the satin
MEMgt	dark violet lining; 25mm dark brown band on the edge of the satin
MEPM	dark violet lining with 25mm tan band on the edge of the satin

**Interfaculty**

BGlobalSt	pink lining with 75mm taupe band inside
MBioEnt	dark blue lining; 25mm orange band on the edge of the satin
MDisMgt	dark violet lining; 25mm dark brown band on the edge of the satin
MEdMgt	emerald green lining; 25mm orange band on the edge of the satin
MEnergy	dark violet lining; 25mm dark blue band on the outside edge of the hood
MHerCons	lemon lining; 25mm pink band on the edge of the satin
MOR	dark violet lining; 25mm taupe band on the edge of the satin
MProfStuds	pink lining; 25mm taupe band on the edge of the satin

**Law**

LLB, LLM	light blue lining
LLB(Hons)	light blue lining; 25mm light blue band on the outside edge of the hood
LLM(Envir)	light blue lining; 25mm dark brown band on the edge of the satin
MLS	light blue lining; 25mm tan band on the edge of the satin
MTaxS	orange lining; 25mm dark brown band on the edge of the satin

**Medical and Health Sciences**

BBiomedSc(Hons)	lilac lining; 75mm dark brown band on the edge of the satin and a 25mm lilac band on the outside edge of the hood
BHSc, MHSc	lilac lining
BHSc(Hons)	lilac lining; 25mm lilac band on the outside edge of the hood
MBChB	crimson lining; two 25mm crimson bands, 25mm apart, on the outside edge of the hood
BMedSc(Hons)	crimson lining; 25mm crimson band on the outside edge of the hood
BNurs, MNurs	navy blue lining
BNurs(Hons)	navy blue lining; 25mm navy blue band on the outside edge of the hood
BOptom	blue-green lining
BPharm	grey-green lining
MAud	lilac lining; 25mm dark brown band on the edge of the satin
MBiomedSc	lilac lining; 75mm dark brown band on the edge of the satin
MClinEd	crimson lining; 25mm dark brown band on the edge of the satin
MClinPharm	grey-green lining; 25mm dark brown band on the edge of the satin
MHlthLd	lilac lining; 25mm terracotta band on the edge of the satin
MHlthPrac	lilac lining with 25mm dark brown band on the outside edge
MHealthPsych	lilac lining; 25mm tan band on the edge of the satin
MMedSc	crimson lining
MMH	lilac lining; 25mm light brown band on the edge of the satin
MNursPrac	navy blue lining; 25mm dark brown band on the edge of the satin
MPharmPrac	grey-green lining; 25mm dark brown band on the edge of the satin
MPH	lilac lining; 25mm crimson band on the edge of the satin

**Science**

BSc, MSc	dark blue lining
BSc(Hons)	dark blue lining; 25mm dark blue band on the outside edge of the hood
MInfTech	dark blue lining; 25mm light brown band on the edge of the satin
MMarineSt	dark blue lining; 25mm terracotta band on the edge of the satin
MSLTPrac	dark blue lining; 25mm dark brown band on the edge of the satin

- c The hood for a Bachelor with Honours degree is as for the relevant Bachelors degree, with the addition of a 25mm ribbon band on the outside of the hood, alongside the fur. The colour of the ribbon band is the same colour as the lining.

The hood for a Bachelors degree for which the prerequisite is another Bachelors degree within the same Faculty, is as for a Bachelor with Honours degree, with the addition of a second 25mm band at a distance of 25mm from the first band. Both bands are the same colour as the lining.

Where there is more than one Masters or Bachelors degree within a Faculty, the hoods for such degrees are lined with satin in the colour approved by Council. The first such degree will have no ribbon band, but subsequent degrees of this nature will be distinguished by the addition of a 25mm band on the edge of the satin. The colour of the ribbon band for the first subsequent degree within a Faculty will be dark brown, and any further subsequent degrees of this nature within the Faculty will be in another colour which is not taupe, nor unless otherwise approved, the colour used to line the hoods for any other degree.

The hood for an Interfaculty Bachelors degree or Masters degree is lined with the colour of the Faculty primarily responsible for the degree, with the addition of a 25mm ribbon band on the edge of the satin. Where there are two Faculties involved, the colour of the ribbon band is the colour of the hood lining of the second Faculty. Where more than two Faculties are involved, the colour of the ribbon band is taupe. Where the Faculty primarily responsible for an Interfaculty Masters degree has an existing Interfaculty Masters degree listed in Regulation 9b, where more than two Faculties are involved, the colour of the ribbon band for this subsequent Interfaculty Masters degree will be dark brown.

- d 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 this 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

- e 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.

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

Engineering	dark violet
Laws	light blue
Literature	pink
Science	dark blue

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

*Note: The colour of the lining of the hood for the Degree of Master of Philosophy is that of the closest Masters degree to which the subject of the MPhil relates.*

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

Architecture	lemon band and lining
Arts	pink band and lining
Business and Economics	burgundy band and lining
Creative and Performing Arts	pink band and lining
Education	emerald green band and lining

Engineering	dark violet band and lining
Fine Arts	gold band and lining
Laws	light blue band and lining
Medical and Health Sciences	crimson band and lining
Music	white band and lining
Pharmacy	grey-green band and lining
Planning	chartreuse green band and lining
Property	silver grey band and lining
Science	dark blue band and lining
Theology	forest green band and lining

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

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

- 10 Regalia specifications for degrees and diplomas that have been deleted from this Statute can be found in previous editions of the *University Calendar*.
- 11 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.

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## 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, 17 George Street, Newmarket, or [www.academicdresshire.co.nz](http://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.

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## 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:*

- This Statute may be cited as the Degrees and Diplomas Statute 1991.
- 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 Advanced Science (Honours)	BAdvSci(Hons)
Bachelor of Architectural Studies	BAS
Bachelor of Arts	BA
Bachelor of Arts (Honours)	BA(Hons)
Bachelor of Biomedical Science (Honours)	BBiomedSc(Hons)
Bachelor of Commerce	BCom
Bachelor of Commerce (Honours)	BCom(Hons)
Bachelor of Dance Studies	BDanceSt
Bachelor of Dance Studies (Honours)	BDanceSt(Hons)
Bachelor of Design	BDes
Bachelor of Education (Teaching)	BEEd(Tchg)
Bachelor of Education (Teaching) (Honours)	BEEd(Tchg)(Hons)
Bachelor of Education (Teaching English to Speakers of Other Languages)	BEEd(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 Global Studies	BGlobalSt
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 Medical Imaging	BMedImag
Bachelor of Medical Imaging (Honours)	BMedImag(Hons)
Bachelor of Medicine and Bachelor of Surgery	MBChB
Bachelor of Medical Science (Honours)	BMedSc(Hons)
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 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 Sport, Health and Physical Education	BSportHPE
Bachelor of Theology	BTheol
Bachelor of Urban Planning	BUrbPlan
Bachelor of Urban Planning (Honours)	BUrbPlan(Hons)
Bachelor of Advanced Science (Honours)/Bachelor of Commerce	BAdvSci(Hons)/BCom
Bachelor of Advanced Science (Honours)/Bachelor of Design	BAdvSci(Hons)/BDes
Bachelor of Advanced Science (Honours)/Bachelor of Global Studies	BAdvSci(Hons)/BGlobalSt
Bachelor of Advanced Science (Honours)/Bachelor of Engineering (Honours)	BAdvSci(Hons)/BE(Hons)
Bachelor of Advanced Science (Honours)/Bachelor of Health Sciences	BAdvSci(Hons)/BHSc
Bachelor of Advanced Science (Honours)/Bachelor of Laws	BAdvSci(Hons)/LLB
Bachelor of Advanced Science (Honours)/Bachelor of Laws (Honours)	BAdvSci(Hons)/LLB(Hons)
Bachelor of Advanced Science (Honours)/Bachelor of Music	BAdvSci(Hons)/BMus
Bachelor of Advanced Science (Honours)/Bachelor of Nursing	BAdvSci(Hons)/BNurs
Bachelor of Advanced Science (Honours)/Bachelor of Property	BAdvSci(Hons)/BProp
Bachelor of Arts/Bachelor of Advanced Science (Honours)	BA/BAdvSci(Hons)
Bachelor of Arts/Bachelor of Commerce	BA/BCom
Bachelor of Arts/Bachelor of Engineering (Honours)	BA/BE(Hons)
Bachelor of Arts/Bachelor of Fine Arts	BA/BFA
Bachelor of Arts/Bachelor of Fine Arts (Honours)	BA/BFA(Hons)
Bachelor of Arts/Bachelor of Global Studies	BA/BGlobalSt
Bachelor of Arts/Bachelor of Health Sciences	BA/BHSc
Bachelor of Arts/Bachelor of Laws	BA/LLB
Bachelor of Arts/Bachelor of Laws (Honours)	BA/LLB(Hons)
Bachelor of Arts/Bachelor of Music	BA/BMus
Bachelor of Arts/Bachelor of Science	BA/BSc
Bachelor of Commerce/Bachelor of Design	BCom/BDes
Bachelor of Commerce/Bachelor of Engineering (Honours)	BCom/BE(Hons)
Bachelor of Commerce/Bachelor of Global Studies	BCom/BGlobalSt
Bachelor of Commerce/Bachelor of Health Sciences	BCom/BHSc
Bachelor of Commerce/Bachelor of Laws	BCom/LLB
Bachelor of Commerce/Bachelor of Laws (Honours)	BCom/LLB(Hons)
Bachelor of Commerce/Bachelor of Music	BCom/BMus
Bachelor of Commerce/Bachelor of Property	BCom/BProp
Bachelor of Commerce/Bachelor of Science	BCom/BSc
Bachelor of Commerce/Bachelor of Sport, Health and Physical Education	BCom/BSportHPE
Bachelor of Design/Bachelor of Engineering (Honours)	BDes/BE(Hons)

Bachelor of Design/Bachelor of Global Studies	BDes/BGlobalSt
Bachelor of Design/Bachelor of Health Sciences	BDes/BHSc
Bachelor of Design/Bachelor of Laws	BDes/LLB
Bachelor of Design/Bachelor of Laws (Honours)	BDes/LLB(Hons)
Bachelor of Design/Bachelor of Music	BDes/BMus
Bachelor of Design/Bachelor of Property	BDes/BProp
Bachelor of Design/Bachelor of Science	BDes/BSc
Bachelor of Engineering (Honours)/Bachelor of Global Studies	BE(Hons)/BGlobalSt
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 Music	BE(Hons)/BMus
Bachelor of Engineering (Honours)/Bachelor of Property	BE(Hons)/BProp
Bachelor of Engineering (Honours)/Bachelor of Science	BE(Hons)/BSc
Bachelor of Global Studies/Bachelor of Health Sciences	BGlobalSt/BHSc
Bachelor of Global Studies/Bachelor of Laws	BGlobalSt/LLB
Bachelor of Global Studies/Bachelor of Laws (Honours)	BGlobalSt/LLB(Hons)
Bachelor of Global Studies/Bachelor of Music	BGlobalSt/BMus
Bachelor of Global Studies/Bachelor of Property	BGlobalSt/BProp
Bachelor of Global Studies/Bachelor of Science	BGlobalSt/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 Health Sciences/Bachelor of Science	BHSc/BSc
Bachelor of Music/Bachelor of Laws	BMus/LLB
Bachelor of Music/Bachelor of Laws (Honours)	BMus/LLB(Hons)
Bachelor of Music/Bachelor of Science	BMus/BSc
Bachelor of Nursing/Bachelor of Science	BNurs/BSc
Bachelor of Property/Bachelor of Laws	BProp/LLB
Bachelor of Property/Bachelor of Laws (Honours)	BProp/LLB(Hons)
Bachelor of Property/Bachelor of Science	BProp/BSc
Bachelor of Science/Bachelor of Laws	BSc/LLB
Bachelor of Science/Bachelor of Laws (Honours)	BSc/LLB(Hons)
Master of Architecture	MArch
Master of Architecture (Professional)	MArch(Prof)
Master of Architecture (Professional) and Heritage Conservation	MArch(Prof)HerCons
Master of Architecture (Professional) and Urban Design	MArch(Prof)UrbDes
Master of Architecture (Professional) and Urban Planning (Professional)	MArch(Prof)UrbPlan(Prof)
Master of Arts	MA
Master of Audiology	MAud
Master of Biomedical Science	MBioMedSc
Master of Bioscience Enterprise	MBioEnt
Master of Business Administration	MBA
Master of Clinical Education	MClinEd
Master of Clinical Pharmacy	MClinPharm
Master of Commerce	MCom
Master of Commercialisation and Entrepreneurship	MCE
Master of Community Dance	MCommDance
Master of Conflict and Terrorism Studies	MCTS
Master of Counselling	MCouns
Master of Creative Writing	MCW
Master of Dance Movement Therapy	MDMT
Master of Dance Studies	MDanceSt
Master of Data Science	MDataSci
Master of Disaster Management	MDisMgt
Master of Earthquake Engineering	MEqEng
Master of Education	Med
Master of Education Practice	MedPrac
Master of Educational Leadership	MEdLd
Master of Energy	MEnergy
Master of Engineering	ME
Master of Engineering Geology	MEngGeol

Master of Engineering Management	MEMgt
Master of Engineering Project Management	MEPM
Master of Environmental Science	MEnvSci
Master of Engineering Studies	MEngSt
Master of Fine Arts	MFA
Master of Health Leadership	MHlthLd
Master of Health Practice	MHlthPrac
Master of Health Psychology	MHealthPsych
Master of Health Sciences	MHSc
Master of Heritage Conservation	MHerCons
Master of Higher Education	MHigherEd
Master of Human Resource Management	MHRM
Master of Indigenous Studies	MIndigSt
Master of Information Technology	MInfoTech
Master of International Business	MIntBus
Master of Laws	LLM
Master of Legal Studies	MLS
Master of Literature	MLitt
Master of Management	MMgt
Master of Marine Conservation	MMarineCons
Master of Marine Studies	MMarineSt
Master of Marketing	MMktg
Master of Music	MMus
Master of Nursing	MNurs
Master of Nursing Practice	MNursPrac
Master of Nursing Science	MNsc
Master of Operations Research	MOR
Master of Philosophy	MPhil
Master of Planning	MPlan
Master of Professional Accounting	MProfAcctg
Master of Professional Studies	MProfStuds
Master of Property	MProp
Master of Public Health	MPH
Master of Public Policy	MPP
Master of Science	MSc
Master of Social and Community Leadership	MSCL
Master of Social Work	MSW
Master of Social Work (Professional)	MSW(Prof)
Master of Speech Language Therapy Practice	MSLTPrac
Master of Supply Chain Management	MSCM
Master of Taxation Studies	MTaxS
Master of Teaching English to Speakers of Other Languages	MTESOL
Master of Teaching (Primary)	MTchg(Primary)
Master of Teaching (Secondary)	MTchg(Secondary)
Master of Theology	MTheol
Master of Translation	MTrans
Master of Urban Design	MUrbDes
Master of Urban Planning	MUrbPlan
Master of Urban Planning (Professional)	MUrbPlan(Prof)
Master of Urban Planning (Professional) and Heritage Conservation	MUrbPlan(Prof)HerCons
Master of Urban Planning (Professional) and Urban Design	MUrbPlan(Prof)UrbDes
Doctor of Clinical Psychology	DClinPsy
Doctor of Education	Edd
Doctor of Engineering	DEng
Doctor of Fine Arts	DocFA
Doctor of Laws	LLD
Doctor of Literature	LittD
Doctor of Medicine	MD
Doctor of Musical Arts	DMA

Doctor of Philosophy

Doctor of Science

and to award the following diplomas:

Diploma in Languages

Diploma in Paediatrics

Graduate Diploma in Architectural Studies

Graduate Diploma in Arts

Graduate Diploma in Commerce

Graduate Diploma in Education

Graduate Diploma in Engineering

Graduate Diploma in Law

Graduate Diploma in Music

Graduate Diploma in Science

Graduate Diploma in Teaching (Early Childhood Education)

Graduate Diploma in Teaching English in Schools to Speakers of Other Languages

Graduate Diploma in Teaching (Primary)

Graduate Diploma in Teaching (Secondary)

and to award the following postgraduate diplomas:

Postgraduate Diploma in Applied Psychology

Postgraduate Diploma in Architectural Studies

Postgraduate Diploma in Architecture

Postgraduate Diploma in Arts

Postgraduate Diploma in Biomedical Science

Postgraduate Diploma in Bioscience Enterprise

Postgraduate Diploma in Business

Postgraduate Diploma in Clinical Education

Postgraduate Diploma in Clinical Pharmacy

Postgraduate Diploma in Clinical Psychology

Postgraduate Diploma in Commerce

Postgraduate Diploma in Conflict and Terrorism Studies

Postgraduate Diploma in Counselling Theory

Postgraduate Diploma in Dance Studies

Postgraduate Diploma in Education

Postgraduate Diploma in Educational Leadership

Postgraduate Diploma in Energy

Postgraduate Diploma in Engineering

Postgraduate Diploma in Fine Arts

Postgraduate Diploma in Forensic Science

Postgraduate Diploma in Health Leadership

Postgraduate Diploma in Health Psychology

Postgraduate Diploma in Health Sciences

Postgraduate Diploma in Higher Education

Postgraduate Diploma in Indigenous Studies

Postgraduate Diploma in Information Technology

Postgraduate Diploma in Language Teaching

Postgraduate Diploma in Management

Postgraduate Diploma in Music

Postgraduate Diploma in Obstetrics and Medical Gynaecology

Postgraduate Diploma in Operations Research

Postgraduate Diploma in Professional Supervision

Postgraduate Diploma in Property

Postgraduate Diploma in Public Health

Postgraduate Diploma in Public Policy

Postgraduate Diploma in Science

Postgraduate Diploma in Social Work

Postgraduate Diploma in Teaching (Secondary Field-based)

Postgraduate Diploma in Therapeutic Dance

Postgraduate Diploma in Translation Studies

PhD

DSc

DipLang

DipPaed

GradDipAS

GradDipArts

GradDipCom

GradDipEd

GradDipEng

GradDipLaw

GradDipMus

GradDipSci

GradDipTchg(ECE)

GradDipTESSOL

GradDipTchg(Primary)

GradDipTchg(Sec)

PGDipAppPsych

PGDipAS

PGDipArch

PGDipArts

PGDipBiomedSc

PGDipBioEnt

PGDipBus

PGDipClinEd

PGDipClinPharm

PGDipClinPsych

PGDipCom

PGDipCTS

PGDipCounsTh

PGDipDanceSt

PGDipEd

PGDipEdLd

PGDipEnergy

PGDipEng

PGDipFA

PGDipForensic

PGDipHlthLd

PGDipHealthPsych

PGDipHSc

PGDipHigherEd

PGDipIndigSt

PGDipInfoTech

PGDipLT

PGDipMgt

PGDipMus

PGDipObstMedGyn

PGDipOR

PGDipProfSup

PGDipProp

PGDipPH

PGDipPP

PGDipSci

PGDipSW

PGDipTchg(SecFB)

PGDipThDance

PGDipTranslationStud

- 3 The Council shall have the power to confer the following honorary degrees in accordance with the provisions of the Honorary Degrees Regulations 1998.  
 Doctor of Engineering  
 Doctor of Literature  
 Doctor of Laws  
 Doctor of Music  
 Doctor of Science  
 Doctor of the University of Auckland  
 A Masters degree in any Faculty of the University
  - 4 The Council may confer a degree or award a diploma previously included in a University of Auckland Degrees and Diplomas Statute on a person who had been enrolled in a programme leading to that qualification prior to its deletion from the Statute provided that person:
    - a had completed a significant component of the course of study prior to the deletion of the degree or diploma and
    - b has completed a course of study in accordance with the provisions of the regulations for that degree or diploma.
  - 5 The Degrees Statute 1990 is hereby repealed.
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## 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 the 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 their retirement
  - b award the title 'Distinguished Professor Emeritus' to a retired member of the academic staff who held the office of a Distinguished Professor of the University immediately before their retirement
  - c award the title 'University Librarian Emeritus' to a retired member of staff who held the office of University Librarian immediately before their retirement and who has a record of long and distinguished service to the University as the University Librarian.
- 7.1 The University Honours Committee may recommend to the Council, for the conferment of an Honorary Doctor's degree:

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

## Regulations – Arts

### Degrees

- 81 The Degree of Bachelor of Arts – BA
- 89 The Degree of Bachelor of Theology – BTheol
- 90 The Degree of Bachelor of Arts (Honours) – BA(Hons)
- 95 The Degree of Master of Arts – MA
- 104 The Degree of Master of Conflict and Terrorism Studies – MCTS
- 105 The Degree of Master of Creative Writing – MCW
- 106 The Degree of Master of Indigenous Studies – MIndigSt
- 107 The Degree of Master of Literature – MLitt
- 108 The Degree of Master of Public Policy – MPP
- 110 The Degree of Master of Teaching English to Speakers of Other Languages – MTESOL
- 111 The Degree of Master of Theology – MTheol
- 112 The Degree of Master of Translation – MTrans

### Certificates and Diplomas

- 113 Certificate in Languages – CertLang
- 114 Diploma in Languages – DipLang
- 116 Graduate Diploma in Arts – GradDipArts
- 117 Postgraduate Certificate in Translation – PGCertTrans
- 118 Postgraduate Diploma in Arts – PGDipArts
- 119 Postgraduate Diploma in Conflict and Terrorism Studies – PGDipCTS
- 119 Postgraduate Diploma in Indigenous Studies – PGDipIndigSt
- 120 Postgraduate Diploma in Language Teaching – PGDipLT
- 121 Postgraduate Diploma in Public Policy – PGDipPP
- 122 Postgraduate Diploma in Translation Studies – PGDipTranslationStud

### Interfaculty Programmes – Arts

- 394 The Degree of Bachelor of Global Studies – BGlobalSt
- 397 The Degree of Master of Disaster Management – MDisMgt
- 403 The Degree of Master of Heritage Conservation – MHerCons
- 408 The Degree of Master of Professional Studies – MProfStuds
- 412 Postgraduate Certificate in Disaster Management – PGCertDisMgt
- 413 Postgraduate Certificate in Heritage Conservation – PGCertHerCons

## REGULATIONS – ARTS

### The Degree of Bachelor of Arts – BA

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

#### Duration and Total Points Value

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

#### Structure and Content

- 2 Of the 360 points required for this degree, a student must pass:
  - a at least 300 points from courses listed in the Bachelor of Arts Schedule, including
    - (i) at least 180 points in courses above Stage I, of which at least 90 points must be above Stage II
    - (ii) courses in a minimum of three subjects listed in the Bachelor of Arts Schedule
  - b (i) two majors of 120 points each from the Bachelor of Arts Schedule, of which at least 45 points must be above Stage II in each major
 

*or*

  - (ii) a specialisation in Communication.
  - c 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 3 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.
- 4 a A student may include in their degree one or more modules of 45 points from one of the subjects available for modules in the Bachelor of Arts Schedule.
  - b Courses passed for modules cannot also be counted for majors.
- 5 Up to 30 points may be taken from courses available for other programmes offered at this University.

#### General Education Exemptions

- 6 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses available for this degree.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
  - (i) 15 points from courses offered in the General Education Schedules
  - and*
  - (ii) a further 15 points from courses available for this degree.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

#### 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 the *University Calendar*.



### Special Cases

- 8 For language courses, enrolment of students with prior knowledge of the language is at the discretion of the Academic Head or nominee.
  - 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.
  - c 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

- 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 2018. The 2006 regulations for the Degree of Bachelor of Arts were thereby repealed.

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## Bachelor of Arts (BA) Schedule

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### Subjects available:

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#### Academic English Studies and Linguistics

**Stage I courses:** ACADENG 101, LINGUIST 100, 101  
**Stage II courses:** ACADENG 210, LINGUIST 200, 201, 203  
**Stage III courses:** LANGTCHG 300, LINGUIST 300, 301, 305, 322, 324  
**Requirement:**  
 • 75 points: ACADENG 210, LINGUIST 100, 200, 201, 203

#### Ancient History

*The BA in Ancient History was suspended in 2018. Students who are enrolled in this major should contact their faculty for advice regarding completion.*

*Major may include up to 45 points from GREEK or LATIN courses listed below*

**Stage I courses:** ANCHIST 100–110, CLASSICS 110–140, GREEK 100, 101, LATIN 100, 101  
**Stage II courses:** ANCHIST 200–263, CLASSICS 210–285, GREEK 200–204, LATIN 200–205  
**Stage III courses:** ANCHIST 300–379, CLASSICS 310–385, GREEK 300–310, LATIN 300–310  
**Major must include:**  
 • at least 15 points from ANCHIST 100, 102, 103, 110  
 • at least 75 points from ANCHIST 100–379 including at least 30 points from ANCHIST 300–379

#### Anthropology

**Stage I courses:** ANTHRO 100–106, MĀORI 130  
**Stage II courses:** ANTHRO 200–268, MĀORI 230  
**Stage III courses:** ANTHRO 301–368, MĀORI 330, 396  
**Requirement:**  
 • at least 30 points from ANTHRO 100–104, 106  
 • at least 15 points from ANTHRO 200, 201, 202, 203

#### Art History

**Stage I courses:** ARTHIST 107–109, 114, 115, HUMS 101  
**Stage II courses:** ARTHIST 200–247, CLASSICS 280, PHIL 212  
**Stage III courses:** ARTHIST 300–347, HUMS 300  
**Requirement:**  
 • at least 45 points from ARTHIST 107, 109, 114, 115, 200–247  
 • at least 45 points from ARTHIST 300–347  
 • up to 30 points from CLASSICS 280, HUMS 101, 300, PHIL 212

#### Asian Studies

**Stage I courses:** ASIAN 100, 140, CHINESE 130, HISTORY 103, JAPANESE 150, KOREAN 120  
**Stage II courses:** ASIAN 200, 202–204, CHINESE 203, COMPLIT 206, HISTORY 213, 225, JAPANESE 240, 241, 243, 270, KOREAN 205, 241, MEDIA 201, 205, POLITICS 211, 254  
**Stage III courses:** ANTHRO 327, 329, ASIAN 300, 302, 303, CHINESE 303, COMPLIT 302, ECON 343, GEOG 322, HISTORY 313, 335, INTBUS 306, JAPANESE 308, 340, 341, 343, 370, 385, KOREAN 305, 341, MEDIA 301, 308  
**Requirement:**  
 • 30 points: ASIAN 100, 303

#### Chinese

**Stage I courses:** ASIAN 100, CHINESE 100–178  
**Stage II courses:** ASIAN 200, CHINESE 200–278, HISTORY 213, 225, MEDIA 201, 205, POLITICS 211, 254  
**Stage III courses:** ASIAN 303, 304, CHINESE 300–378, HISTORY 313, 335, MEDIA 301, 318  
**Requirement:**  
 • 45 points: ASIAN 100, CHINESE 130, 301  
 • 30 points from ASIAN 200, CHINESE 203, HISTORY 213, 225, MEDIA 201, 205, POLITICS 211, 254  
 • 15 points from ASIAN 303, 304, CHINESE 303, MEDIA 301, 308, HISTORY 313, 335

#### Classical Studies

*The BA in Classical Studies was suspended in 2018. Students who are enrolled in this major should contact their faculty for advice regarding completion.*

*Major may include up to 45 points from GREEK or LATIN courses listed below*

**Stage I courses:** ANCHIST 102, 103, 110, CLASSICS 110–140, GREEK 100, 101, LATIN 100, 101  
**Stage II courses:** ANCHIST 202, 222, 251, 254–256, 258–260, 262, CLASSICS 210–285, GREEK 200–204, LATIN 200–205, PHIL 204  
**Stage III courses:** ANCHIST 302, 314, 322, 324, 351, 354–356, 358–360, 362, CLASSICS 310–385, GREEK 300–310, LATIN 300–310  
**Major must include:**  
 • at least 15 points from CLASSICS 110–140  
 • at least 75 points from CLASSICS 110–385 including at least 30 points from CLASSICS 310–385

## Classical Studies and Ancient History

**Stage I courses:** ANCHIST 100–110, CLASSICS 110, 130, GREEK 100, 101, LATIN 100, 101

**Stage II courses:** ANCHIST 200–263, CLASSICS 210–285, GREEK 200–204, LATIN 200–205

**Stage III courses:** ANCHIST 300–379, CLASSICS 310–385, GREEK 300–310, LATIN 300–310

**Requirement:**

- at least 15 points from ANCHIST 100–110, CLASSICS 110–130
- at least 15 points from ANCHIST 200–263, CLASSICS 210–285
- at least 45 points from ANCHIST 300–379, CLASSICS 310–385

## Communication

**Stage I courses:** BUSINESS 151, COMMS 100, 104, DRAMA 100, ENGLISH 121, MĀORI 130, MKTG 151, PACIFIC 105, SCIGEN 101

**Stage II courses:** BUSINESS 291, COMMS 200–208, MĀORI 271, MEDIA 212, 222, POLITICS 233, SCIGEN 201

**Stage III courses:** COMMS 300–309, MEDIA 327, 328, MKTG 306, POLITICS 345, SCIGEN 301, SOCIOL 318

**Major must include:**

- 30 points: COMMS 100, 104
- 30 points from COMMS 200–208
- 30 points from COMMS 300–309

**Specialisation must include:**

- 45 points: COMMS 100, 104, DRAMA 100
- at least 15 points from BUSINESS 151, ENGLISH 121, MĀORI 130, MKTG 151, PACIFIC 105, SCIGEN 101
- 45 points from COMMS 200–205
- at least 45 points from BUSINESS 291, COMMS 200–208, MEDIA 222, MĀORI 271, POLITICS 233, SCIGEN 201
- 45 points from COMMS 300–309
- at least 45 points from COMMS 300–309, MEDIA 327, MKTG 306, POLITICS 345, SCIGEN 301, SOCIOL 318

## Criminology

**Stage I courses:** MĀORI 130, PHIL 104, POLITICS 109, SOCIOL 100, 101, 103

**Stage II courses:** ARTHIST 230, CRIM 200–206, HISTORY 227, PHIL 217, SOCIOL 203

**Stage III courses:** ARTHIST 332, CRIM 301–308, HISTORY 327, MĀORI 335, PHIL 337, POLITICS 320, SOCIOL 315, 326, 334, LAWPUBL 423

**Requirement:**

- 15 points from CRIM 201, 202
- 30 points: CRIM 301, 302

## Drama

**Stage I courses:** CLASSICS 110, DANCE 101, DRAMA 100, MĀORI 190, MUS 140, PACIFIC 110

**Stage II courses:** CLASSICS 220, 285, DANCE 201, DRAMA 202–205, ENGLISH 213, 265, EUROPEAN 207, MĀORI 292, MUS 240, 241, PACIFIC 210

**Stage III courses:** CLASSICS 320, 385, DRAMA 301–305, ENGLISH 310, 353, EUROPEAN 307, MĀORI 393, PACIFIC 310

**Requirement:**

- 60 points: DRAMA 202, 301

## Economics

**Stage I courses:** ECON 151, 152, MATHS 108, 120, 130, 153, STATS 108

**Stage II courses:** ECON 200–271

**Stage III courses:** ECON 301–381

**Requirement:**

- 45 points: ECON 152, 201, 211

## Education

**Stage I courses:** EDUC 100, 105, 113–117, 121, 122, YOUTHWRK 152

**Stage II courses:** EDUC 200–224, 283

**Stage III courses:** EDUC 300–308, 313–319, 322, 323, 341–384, MATHS 302, SOC YOUTH 300

**Requirement:**

- at least 30 points from EDUC 100, 105, 113–117, 121, 122
- at least 30 points from EDUC 200–224, 283

## Employment Relations and Organisation Studies

**Stage II courses:** ANTHRO 203, 247, MGMT 211, 223, SCIGEN 201, SOCIOL 200, 208, 210

**Stage III courses:** ANTHRO 321, 331, MGMT 300, 304, 309, 314, 320, PSYCH 322, SOCIOL 306, 317, 318, 335

**Requirement:**

- 30 points: MGMT 211, 223
- at least 30 points from MGMT 300, 304, 309, 314, 320
- at least 15 points from ANTHRO 321, 331, 356, PSYCH 322, SOCIOL 318, 335

## English

**Stage I courses:** ENGLISH 101–121

**Stage II courses:** ENGLISH 204–265

**Stage III courses:** ENGLISH 305–356

**Requirement:**

- at least 15 points from ENGLISH 213, 214, 219, 265, 310, 313, 340, 353

## European Studies

### Group A: European Cultures and Languages

**Stage I courses:** ARTHIST 107, 109, CLASSICS 110, 130, EUROPEAN 100, FRENCH 102, GERMAN 102, HUMS 101, ITALIAN 107, LATINAM 101, MUS 140, RUSSIAN 100, 101, SPANISH 105

**Stage II courses:** ARTHIST 201–203, 210, 215, 224, 225, 236, CLASSICS 210, 220, 230, 240, 250, 260, 270, 280, COMPLIT 200, 206, 210, EUROPEAN 200, 207–209, 277, 278, FRENCH 203, 204, 218, 230, 239, 241, 244, 269, 277, 278, GERMAN 200, 201, 210, 211, 230, 231, 277, 278, ITALIAN 200, 201, 202, 203, 204, 209, 210, 211, 212, 232, 277, 278, MUS 240, 241, PHIL 209, RUSSIAN 200, 201, SPANISH 200, 201, 202, 277, 278

**Stage III courses:** ARTHIST 303, 310, 315, 321, 324, 325, 336, COMPLIT 302, EUROPEAN 300, 304, 307, 308, 377, 378, FRENCH 304, 305, 341, 344, 349, 377, 378, GERMAN 301, 302, 310, 377, 378, ITALIAN 300, 304, 309, 333, 335, 336, 377, 378, PHIL 340, 341, RUSSIAN 390, SPANISH 313, 317–321, 345, 377, 378

### Group B: European History and Politics

**Stage I courses:** ANCHIST 110, HISTORY 102, HUMS 101, POLITICS 109

**Stage II courses:** ANCHIST 202, 254, 255, 256, 258, 260, 262, EUROPEAN 206, 212, FRENCH 244, HISTORY 205, 206, 217, 224, 243, POLITICS 209

**Stage III courses:** ANCHIST 302, 314, 324, 354, 355, 356, 358, 360, 362, EUROPEAN 302, 312, FRENCH 344, HISTORY 306, 309, 317, 324, 356, RUSSIAN 390

### Group C: Medieval and Early Modern European Studies

**Stage I courses:** GREEK 100, 101, HUMS 101, LATIN 100, 101

**Stage II courses:** COMPLIT 202, ENGLISH 213, 265, GREEK 200, HISTORY 239, 243, ITALIAN 209, 210, LATIN 200, PHIL 204, THEOREL 207

**Stage III courses:** ARTHIST 303, 315, 324, 325, 336, COMPLIT 303, ENGLISH 310, 340, 353, FRENCH 306, GREEK 300, 310, HISTORY 339, 356, ITALIAN 303, 309, LATIN 300, 310, PHIL 302, THEOREL 307

**Requirement:**

- 15 points: EUROPEAN 100
- at least 15 points at Stage III in two Groups in the European Studies Schedule

## French

**Stage I course:** EUROPEAN 100

**Stage II courses:** COMPLIT 200–210, EUROPEAN 200–278, FRENCH 204–279

**Stage III courses:** COMPLIT 302–306, ENGLISH 340, EUROPEAN 300–378, FRENCH 304–379

**Requirement:**

- 15 points: EUROPEAN 100

- 15 points from FRENCH 214, 218, 229, 239, 241, 244, 279
- 30 points from FRENCH 304, 305, 377, 378
- at least 15 points from FRENCH 306, 314, 320, 322, 329, 331, 339, 341, 344, 349, 379
- up to 30 points from EUROPEAN 200–378

## Gender Studies

**Stage I courses:** ANTHRO 106, ENGLISH 102, GENDER 101, POLITICS 109

**Stage II courses:** ANTHRO 211, 241, ARTHIST 233, ASIAN 200, CLASSICS 216, EUROPEAN 208, GENDER 202–208, GERMAN 230, ITALIAN 203, PACIFIC 208, SOCIOL 207, THEOREL 211

**Stage III courses:** ANTHRO 342, 354, 357, 358, ARTHIST 333, ASIAN 303, CLASSICS 316, COMMS 304, CRIM 303, ENGLISH 346, 354, EUROPEAN 304, GENDER 301–307, PACIFIC 307, PSYCH 319, SOCIOL 315, 322, 326, THEOREL 311

### Requirement:

- 30 points: GENDER 101, 208
- at least 15 points from GENDER 301–307

## Geography

**Stage I courses:** EARTHSCI 105, GEOG 101–140

**Stage II courses:** GEOG 202–262, GISCI 241, 242

**Stage III courses:** EARTHSCI 360, GEOG 302–399, GISCI 341, 343

### Requirement:

- 30 points: GEOG 101, 102
- 15 points: GEOG 250
- 15 points from GEOG 202, 205, 261, 262
- a further 15 points from GEOG 202, 205, 261, 262, GISCI 241, 242
- 15 points: GEOG 399

## German

**Stage I courses:** EUROPEAN 100, GERMAN 178

**Stage II courses:** COMPLIT 200–210, EUROPEAN 200–278, GERMAN 201–291, HISTORY 217

**Stage III courses:** COMPLIT 302–306, EUROPEAN 300–378, GERMAN 301–393, HISTORY 317

### Requirement:

- 45 points: EUROPEAN 100, GERMAN 201, 301
- at least 30 points from GERMAN 100, 210–250, 291, 303–360, 391
- up to 30 points from COMPLIT 200–306, EUROPEAN 200–378

## Greek

**Stage I courses:** ANCHIST 102, 103, 110, CLASSICS 110, 130, GREEK 100, 101, LATIN 100, 101

**Stage II courses:** ANCHIST 202, 251, 254–256, 258–260, 262, CLASSICS 210–285, GREEK 200–204, LATIN 200–205

**Stage III courses:** ANCHIST 302, 314, 324, 351, 354–356, 358–360, 362, CLASSICS 310–385, GREEK 300–310, LATIN 300–310

### Requirement:

- at least 30 points from GREEK 300–310
- up to 45 points from ANCHIST 102, 103, 110, 202, 251, 254–256, 258–260, 262, 302, 314, 324, 351, 354–356, 358–360, 362, CLASSICS 110, 130, 210–285, 310–385, LATIN 100, 101, 200–250, 300–310

## History

**Stage I courses:** ASIAN 100, HISTORY 102–108, HUMS 101

**Stage II courses:** ARTHIST 225, HISTORY 205–270, KOREAN 241, POLITICS 229

**Stage III courses:** ARTHIST 325, HISTORY 300–370, HUMS 300, KOREAN 341, MĀORI 396

## Italian

**Stage I course:** EUROPEAN 100

**Stage II courses:** ARTHIST 236, COMPLIT 200, 202, 210, EUROPEAN 200, 207, ITALIAN 201, 202, 204–209, 211, 235–278

**Stage III courses:** ITALIAN 300, 301, 305–379

### Requirement:

- 45 points: EUROPEAN 100, ITALIAN 201, 300
- at least 15 points from ITALIAN 202, 204, 209, 211
- at least 30 points from ITALIAN 301, 305, 330, 333–338, 355, 356
- up to 30 points from ARTHIST 236, COMPLIT 200, 202, 210, EUROPEAN 200, 207

## Japanese

**Stage I courses:** ASIAN 100, JAPANESE 130–150

**Stage II courses:** HISTORY 225, JAPANESE 222–292

**Stage III courses:** HISTORY 335, JAPANESE 307–392

### Requirement:

- 45 points: ASIAN 100, JAPANESE 150, 332
- 30 points from HISTORY 225, JAPANESE 222, 240–270, 292
- 15 points from JAPANESE 307–324, 340, 341, 343, 370, 381–392, HISTORY 335

## Korean

**Stage I courses:** ASIAN 100, KOREAN 110–120

**Stage II courses:** ASIAN 204, KOREAN 200–278

**Stage III courses:** ANTHRO 329, ASIAN 302, KOREAN 300–378

### Requirement:

- 45 points: ASIAN 100, KOREAN 120, 301
- 30 points from ASIAN 204, KOREAN 205, 241
- 15 points from ANTHRO 329, ASIAN 302, KOREAN 305, 341

## Latin

**Stage I courses:** ANCHIST 102, 103, 110, CLASSICS 110, 130, GREEK 100, 101, LATIN 100, 101

**Stage II courses:** ANCHIST 202, 251, 254–256, 258–260, 262, CLASSICS 210–285, GREEK 200–204, LATIN 200–205

**Stage III courses:** ANCHIST 302, 314, 324, 351, 354–356, 358–360, 362, CLASSICS 310–385, GREEK 300–310, LATIN 300–310

### Requirement:

- at least 30 points from LATIN 300–310
- up to 45 points from ANCHIST 102, 103, 110, 202, 251, 254–256, 258–260, 262, 302, 314, 324, 351, 354–356, 358–360, 362, CLASSICS 110, 130, 210–285, 310–385, GREEK 100, 101, 200–204, 300–310

## Linguistics

**Stage I courses:** LINGUIST 100, 101

**Stage II courses:** LINGUIST 200–207

**Stage III courses:** LINGUIST 300–324

### Requirement:

- 15 points: LINGUIST 100
- 60 points: LINGUIST 200, 201, 300, 301

## Logic and Computation

**Stage I courses:** COMPSCI 101, 120, 130, LINGUIST 100, MATHS 102, PHIL 101, 105

**Stage II courses:** COMPSCI 220, 225, LINGUIST 200, 201, LOGICOMP 201, MATHS 250, 253, 254, 255, PHIL 222, 216

**Stage III courses:** COMPSCI 320, 350, 367, LINGUIST 300, LOGICOMP 300–399, MATHS 315, 326, 328, PHIL 306, 315, 323

### Requirement:

- 60 points: COMPSCI 120, 225, PHIL 101, 222

## Māori Studies

**Stage I courses:** COOKIS 101, MĀORI 101–190, POLITICS 107

**Stage II courses:** ANTHRO 207, ARTHIST 238, COOKIS 201, HISTORY 227, 260, MĀORI 201–292, MEDIA 210, POLITICS 229

**Stage III courses:** ARTHIST 338, COOKIS 301, HISTORY 360, HUMS 300, MĀORI 301–396, MEDIA 325

### Requirement:

- at least 45 points from MĀORI 101, 103, 104, 201, 203, 204, 301, 302

## Mathematics

**Stage I courses:** MATHS 102–190

**Stage II courses:** COMPSCI 225, MATHS 202–270, STATS 210

**Stage III courses:** ENGSCI 391, MATHS 302–399, STATS 310, 325, 370

**Requirement:**

- 30 points from MATHS 120, 130, 162, 199
- 15 points: MATHS 250
- 30 points from MATHS 253, 255, 260, 270
- at least 45 points from MATHS 315, 320, 326, 328, 332, 333, 340, 353, 361, 362, 363

## Media, Film and Television

**Stage I courses:** COMMS 100, 104, MEDIA 101

**Stage II courses:** CHINESE 203, COMMS 202, 204, FRENCH 239, GERMAN 230, KOREAN 205, MĀORI 202, MEDIA 201–236

**Stage III courses:** CHINESE 303, COMMS 300, 303, 304, FRENCH 339, KOREAN 305, MĀORI 303, MEDIA 301–336, SOCIOL 318

**Requirement:**

- 30 points: COMMS 100, MEDIA 101
- at least 30 points from MEDIA 201–236
- at least 30 points from MEDIA 301–336

## Music

**Stage I courses:** ANTHRO 103, 106, MĀORI 190, MUS 103–111, 130, 143–162, PACIFIC 110

**Stage II courses:** ANTHRO 202, 217, 234, MUS 203–207, 230, 231, 243–265, 276,

**Stage III courses:** ANTHRO 301, 327, 329, 357, MUS 306, 307, 330–334, 343–367, 376, 387, 389

**Requirement:**

- MUS 104

## Pacific Studies

**Stage I courses:** COOKIS 101, HISTORY 104, PACIFIC 100, 105, 110, SAMOAN 101, TONGAN 101

**Stage II courses:** COOKIS 201, PACIFIC 200–213, SAMOAN 201, TONGAN 201

**Stage III courses:** COOKIS 301, PACIFIC 300–313, SAMOAN 301, TONGAN 301

**Requirement:**

- 30 points: PACIFIC 100, 200

## Philosophy

**Stage I courses:** PHIL 100–105

**Stage II courses:** PHIL 200–268

**Stage III courses:** PHIL 301–368

## Politics and International Relations

**Stage I courses:** POLITICS 106–109

**Stage II courses:** COMMS 201, HISTORY 227, PHIL 205, POLITICS 201–254

**Stage III courses:** COMMS 304, MĀORI 330, 335, PHIL 310, POLITICS 300–356

## Psychology

**Stage I courses:** PSYCH 108, 109, STATS 100–125

**Stage II courses:** PSYCH 200–209

**Stage III courses:** EXERSCI 304, PSYCH 300–326, THEOREL 314

**Requirement:**

- 15 points from STATS 100–125

## Screen Production

*A major in this subject requires the approval of the Academic Head or nominee.*

**Stage I courses:** COMMS 100, 104, MEDIA 101

**Stage II courses:** ANTHRO 212, COMMS 202, 203, MĀORI 202, MEDIA 201–224, 236, SCREEN 200, 201

**Stage III courses:** COMMS 301, 302, 307, MĀORI 303, MEDIA 301–328, 336, SCREEN 300–303

**Requirement:**

- 15 points: MEDIA 101
- 15 points from COMMS 100, 104
- 30 points: SCREEN 200, 201
- 30 points from SCREEN 300–303

## Social Science for Public Health

**Stage I courses:** ANTHRO 100, 102, ASIAN 140, GEOG 102, 104, HISTORY 107, MĀORI 130, PACIFIC 105, PHIL 104, POLITICS 107, POPLHLTH 101, 102, SOCIOL 101, 103

**Stage II courses:** ANTHRO 208, 241, GEOG 202, HISTORY 210, PACIFIC 206, POLITICS 222, 229, POPLHLTH 203, 204, SOCSCIPH 200

**Stage III courses:** ANTHRO 337, 366, GEOG 305, HISTORY 367, MĀORI 335, PACIFIC 306, SOCIOL 317, 333, SOCSCIPH 300

**Requirement:**

- 30 points: SOCSCIPH 200, 300
- at least 15 points from POPLHLTH 101, 102, 203, 204
- at least 15 points from ANTHRO 208, GEOG 305, HISTORY 367, SOCIOL 333

## Sociology

**Stage I courses:** SOCIOL 100–105

**Stage II courses:** CRIM 205, GENDER 208, SOCIOL 200–229

**Stage III courses:** GENDER 301, SOCIOL 300–340

**Requirement:**

- 15 points: SOCIOL 310

## Spanish

**Stage I courses:** EUROPEAN 100, SPANISH 178

**Stage II courses:** COMPLIT 200–210, EUROPEAN 200, 207, LATINAM 201, 210, 216, SPANISH 201–278

**Stage III courses:** EUROPEAN 307, LATINAM 301–325, SPANISH 302–378

**Requirement:**

- 15 points: EUROPEAN 100
- 15 points from SPANISH 201, 278
- at least 15 points from LATINAM 201, 210, 216, SPANISH 202, 206, 207
- 15 points from SPANISH 319, 323, 377
- at least 15 points from LATINAM 301–325, SPANISH 302–350
- up to 15 points from COMPLIT 200–210, EUROPEAN 200–207, 307

## Statistics

**Stage I courses:** COMPSCI 101, DATASCI 100, MATHS 108, 120, 130, 162, STATS 100–150

**Stage II courses:** MATHS 208, 250, 269, STATS 201–290

**Stage III courses:** ENGSCI 391, STATS 301–389, 399

**Requirement:**

- 15 points from STATS 101–125
- a further 15 points from DATASCI 100, STATS 101–150
- 15 points from STATS 201, 208, 210, 225
- a further 30 points from MATHS 208 or 250, STATS 201–255
- 15 points from STATS 310, 325, 330, 380
- a further 30 points from ENGSCI 391, STATS 301–380

## Teaching English to Speakers of Other Languages

*Completion of this major does not meet New Zealand teacher registration requirements.*

**Stage I courses:** ACADENG 101, ENGWRIT 101, EDUC 117, LANGTCHG 101, LINGUIST 100, 101, any language acquisition course

**Stage II courses:** LANGTCHG 202, 205, 207, 209

**Stage III courses:** LANGTCHG 300–302, 304–312

**Requirement:**

- 60 points: LANGTCHG 101, 202, 301, 302

## Theological and Religious Studies

**Stage I courses:** THEOREL 101, 102, 106

**Stage II courses:** ANCHIST 252, 255, ANTHRO 250, ARTHIST 203, 224, 225, HISTORY 239, 243, PHIL 207, THEOREL 200–216

**Stage III courses:** ANCHIST 352, 355, ANTHRO 319, ARTHIST 303, 324, 325, HISTORY 339, 356, JAPANESE 308, MĀORI 320, PHIL 302, 327, THEOREL 300–316

### Requirement:

- at least 15 points from THEOREL 101, 102, 106
- 15 points: THEOREL 201
- 15 points from THEOREL 300–316

## Subjects available for modules:

### Arts Scholars

*Only available to Arts Scholars*

**Courses:** ARTSCHOL 100, 200, 300

### Citizenship of Aotearoa New Zealand

**Courses:** HISTORY 107, 227, MĀORI 230, POLITICS 107, 229, SOCIOL 101

### Requirement:

- 15 points from HISTORY 107, POLITICS 107, SOCIOL 101
- 15 points from HISTORY 227, MĀORI 230, POLITICS 229

### Coding and Logic

**Courses:** PHIL 101, 216, 222, COMPSCI 101, 225

### Requirement:

- PHIL 101, COMPSCI 101
- 15 points from PHIL 216, 222, COMPSCI 225

### Community Service in Youth Development

**Courses:** EDUC 200, 352, PACIFIC 206, SOCIOL 334, SOCYOUTH 300, YOUTHWRK 152

### Requirement:

- 15 points: YOUTHWRK 152
- 15 points: EDUC 200 or SOCYOUTH 300

*Students enrolled in this module need to meet the requirements of the Children's Act 2014*

### Critical Thinking

**Courses:** ENGLISH 318, PHIL 105, 225, POLITICS 209, SOCIOL 203

### Requirement:

- 15 points: PHIL 105
- 30 points from ENGLISH 318, PHIL 225, POLITICS 209, SOCIOL 203

### Greek

### Requirement:

- 45 points: GREEK 100, 101, 200

### Language Teaching and Learning

### Requirement:

- 15 points: LANGTCHG 101
- 15 points: LANGTCHG 207
- 15 points from a Language Acquisition course at any Stage in Chinese, Cook Islands Māori, French, German, Italian, Japanese, Korean, Māori, Russian, Samoan, Spanish or Tongan, as approved by the Academic Head or nominee

### Latin

### Requirement:

- 45 points: LATIN 100, 101, 200

## Writing Studies

*The BA in Writing Studies was suspended in 2017. Students who are enrolled in this major should contact their faculty for advice regarding completion.*

**Stage I courses:** ENGLISH 105, 121, ENGWRIT 101, LINGUIST 100, 103

**Stage II courses:** ASIAN 208, COMMS 200, 201, 205, COMPLIT 202, ENGLISH 207, 209, 222, 230, 252, 263, FTVMS 222, LINGUIST 203, 206, 207, POLITICS 233

**Stage III courses:** COMMS 305, COMPLIT 303, ENGLISH 305, 309, 311, 323, 343, 344, 350, 354, 367, FTVMS 327

## Māori, Pacific and Indigenous Knowledges

**Courses:** MĀORI 130, 202, 230, 396, PACIFIC 100, 200

### Requirement:

- MĀORI 130, PACIFIC 100

## Māori Language Skills

**Courses:** MĀORI 101, 103, 201, 203, 301, 302

## Modern Language: Chinese 1

**Courses:** CHINESE 100, 101, 178, 200, 201, 277, 278

### Requirement:

- 15 points from CHINESE 100, 101, 178
- 15 points from CHINESE 200, 201, 277, 278

## Modern Language: Chinese 2

**Courses:** CHINESE 200, 201, 300, 301, 302, 377, 378

### Requirement:

- 15 points from CHINESE 200, 201
- 15 points from CHINESE 300, 301, 302, 377, 378

## Modern Language: French 1

**Courses:** FRENCH 101, 102, 203, 204, 269, 277, 278

### Requirement:

- 15 points from FRENCH 101, 102
- 15 points from FRENCH 203, 204, 269, 277, 278

## Modern Language: French 2

**Courses:** FRENCH 203, 204, 269, 277, 278, 304, 305, 377, 378

### Requirement:

- 15 points from FRENCH 203, 204, 269, 277, 278
- 15 points from FRENCH 304, 305, 377, 378

## Modern Language: German 1

**Courses:** GERMAN 101, 102, 178, 200, 201, 277, 278

### Requirement:

- 30 points from GERMAN 101, 102, 178, 200, 201, 277, 278
- 15 points from GERMAN 200, 201, 277, 278

## Modern Language: German 2

**Courses:** GERMAN 200, 201, 277, 278, 301, 302, 306, 377, 378

### Requirement:

- 15 points from GERMAN 200, 201, 277, 278
- 15 points from GERMAN 301, 302, 306, 377, 378

## Modern Language: Italian 1

**Courses:** ITALIAN 100, 106, 107, 177, 200, 201, 277, 278

### Requirement:

- 15 points from ITALIAN 100, 106, 107, 177
- 15 points from ITALIAN 200, 201, 277, 278

**Modern Language: Italian 2****Courses:** ITALIAN 200, 201, 277, 278, 300, 301, 377, 378, 379**Requirement:**

- 15 points from ITALIAN 200, 201, 277, 278
- 15 points from ITALIAN 300, 301, 377, 378, 379

**Modern Language: Japanese 1****Courses:** JAPANESE 130, 131, 178, 231, 232, 277, 278**Requirement:**

- 15 points from JAPANESE 130, 131, 178
- 15 points from JAPANESE 231, 232, 277, 278

**Modern Language: Japanese 2****Courses:** JAPANESE 231, 232, 331, 332, 377, 378**Requirement:**

- 15 points from JAPANESE 231, 232
- 15 points from JAPANESE 331, 332, 377, 378

**Modern Language: Korean 1****Courses:** KOREAN 110, 111, 200, 201, 277, 278**Requirement:**

- 15 points from KOREAN 110, 111
- 15 points from KOREAN 200, 201, 277, 278

**Modern Language: Korean 2****Courses:** KOREAN 200, 201, 300, 301, 377, 378**Requirement:**

- 15 points from KOREAN 200, 201
- 15 points from KOREAN 300, 301, 377, 378

**Modern Language: Spanish 1****Courses:** SPANISH 104, 105, 178, 200, 201, 277, 278**Requirement:**

- 15 points from SPANISH 104, 105, 178
- 15 points from SPANISH 200, 201, 277, 278

**Modern Language: Spanish 2****Courses:** SPANISH 200, 201, 277, 278, 319, 321, 341, 342, 377, 378**Requirement:**

- 15 points from SPANISH 200, 201, 277, 278
- 15 points from SPANISH 319, 321, 341, 342, 377, 378

**Russian Language Skills****Courses:** RUSSIAN 100, 101, 200, 201, 277, 278**Subjects available for minors:**

*New admissions to the BA minors were suspended in 2017. Students who are enrolled in a minor should contact their faculty for advice regarding completion.*

**Ancient History****Minor must include:**

- at least 30 points from ANCHIST 100, 102, 103
- at least 60 points from ANCHIST 100–379

**Anthropology****Minor must include:**

- at least 15 points from ANTHRO 100–104, 106

**Asian Studies****Minor must include:**

- ASIAN 100, 200

**Requirement:**

- 15 points from RUSSIAN 100, 101
- 15 points from RUSSIAN 200, 201, 277, 278

**Samoan Language Skills****Requirement:**

- 45 points: SAMOAN 101, 201, 301

**Social and Cultural Research****Courses:** ANTHRO 309, SOCSCRES 200, 300, 301, SOCIOL 310**Requirement:**

- 15 points: SOCSCRES 200
- 30 points from ANTHRO 309, SOCSCRES 300, 301, SOCIOL 310

**Spatial Information and Analysis****Courses:** GEOG 140, 342, GISCI 241, 242, 341, 343**Requirement:**

- 15 points: GEOG 140 or GISCI 140
- 15 points from GISCI 241, 242

**Studies in Urban Wellbeing****Courses:** GEOG 104, 305, 307, SOCSCIPH 200, 300**Requirement:**

- 30 points: GEOG 104, SOCSCIPH 200

**Sustainability****Requirement:**

- 45 points: SUSTAIN 100, 200, 300

**Teaching in Society****Courses:** EDUC 105, 209, 300, 308**Requirement:**

- 30 points: EDUC 105, 209

**Tongan Language Skills****Requirement:**

- 45 points: TONGAN 101, 201, 301

**Visual Literacy: Researching Images****Courses:** ANTHRO 212, ARTHIST 115, 204, 217, COMMS 302, MEDIA 222**Requirement:**

- 15 points: ARTHIST 115
- 15 points from ANTHRO 212, COMMS 302, MEDIA 222

**Chinese****Minor must include:**

- CHINESE 130 and 15 points from CHINESE 201, 302

**Classical Studies****Minor must include:**

- at least 60 points from CLASSICS 110–385

**Criminology****Minor must include:**

- CRIM 201, 202 and 15 points from CRIM 301, 302

**Dance****Stage I courses:** DANCE 101, 107, 112, 131**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 5 and not as part of the Dance minor*

**Drama****Minor must include:**

- DRAMA 204

**Economics****Minor must include:**

- ECON 151, 152

**Education****Minor must include:**

- at least 30 points at Stage I in Education

**Employment Relations and Organisation Studies****Minor must include:**

- MGMT 211, 223

*Note: Courses in Management other than those listed above may be included in the BA only as part of the points permitted in Regulation 5 and not as part of the Employment Relations and Organisation Studies minor*

**English****Minor must include:**

- at least 15 points from ENGLISH 200, 210, 213, 264, 265, 302, 308, 310, 314, 340, 341, 353, 359 and no more than 15 points from LINGUIST 103, 203, 207

**Ethnomusicology**

**Stage I courses:** ANTHRO 103, 106

**Stage II courses:** ANTHRO 202, 217, 225, 234, LATINAM 216

**Stage III courses:** ANTHRO 301, 315, 323, 327, 329, 333, 357, LATINAM 301

**Minor must include:**

- ANTHRO 103, 202

**European Studies****Minor must include:**

- EUROPEAN 100. Students who have taken EUROPEAN 100 towards another subject in the BA must substitute another course from the European Studies schedule
- at least 15 points from EUROPEAN 200–278, 300–378
- at least 15 points at Stage II or above from either Group A: European Cultures and Languages or Group B: European History and Politics or Group C: Medieval and Early Modern European Studies
- at least 15 points at Stage II or above from a second Group different from the Group selected above

**French****Minor must include:**

- 15 points from FRENCH 204, 304

**Gender Studies****Minor must include:**

- GENDER 100, 208

**Geography****Minor must include:**

- at least 45 points from GEOG 101, 102, 202, and 15 points from GEOG 261, 262

**German****Minor must include:**

- GERMAN 200, 201

**Italian****Minor must include:**

- ITALIAN 107 or 177

*Note: ITALIAN 203, 210, 212 and 232 may not be included in minor*

**Japanese****Minor must include:**

- JAPANESE 150, 232 and at least 15 points from JAPANESE 222, 240–270, 307–324, 340, 341, 343, 370–392, HISTORY 242

**Korean****Minor must include:**

- KOREAN 201 or 250

**Latin American Studies**

**Stage I courses:** LATINAM 101, SPANISH 103, 105, POLITICS 106

**Stage II courses:** LATINAM 200, 201, 202, 216, SOCIOL 210

**Stage III courses:** LATINAM 301, 302, 303, 306, 320, 325, 350, POLITICS 355, SPANISH 313, ECON 342

**Minor must include:**

- SPANISH 103
- at least 15 points from LATINAM 201, 216, 303, 306, 320, 325
- no more than 3 courses in any one subject area, except by permission of the Programme Coordinator

**Linguistics****Minor must include:**

- 15 points from LINGUIST 100, 103

**Logic and Computation****Minor must include:**

- COMPSCI 101 or 107, 225, PHIL 101, 222

**Mathematics****Minor must include:**

- at least 30 points from MATHS 253, 255, 260

**Media, Film and Television****Minor must include:**

- COMMS 100, FTVMS 101 and at least 30 points from FTVMS 202–239

**Pacific Studies****Minor must include:**

- PACIFIC 100, 200

**Screen Production**

*A minor in this subject requires the approval of the Academic Head or nominee.*

**Minor must include:**

- COMMS 100, FTVMS 101, SCREEN 200, 201

**Social Science for Public Health****Minor must include:**

- SOCSIPH 200, 300 and at least 15 points from POPLHLTH 101, 102, 203, 204, 207

**Spanish**

- Minor must include:
- SPANISH 105

**Statistics**

- Minor must include:
- at least 60 points from STATS 101-390

Additional courses available for the BA:

**Academic English Studies**

- Stage I courses: ACADENG 100–104  
Stage II courses: ACADENG 210, 212

**Arts General**

- Stage III course: ARTSGEN 300

**Astrosociences**

- Stage I course: ASTRO 100

**Biological Sciences**

- Stage I course: BIOSCI 100

**Career**

- Stage I course: CAREER 100  
Stage II course: CAREER 200  
Stage III course: CAREER 300

**Comparative Literature**

- Stage II courses: COMPLIT 200–210  
Stage III courses: COMPLIT 302–306

**Computer Science**

- Stage I courses: COMPSCI 101, 111, 130

**Cook Islands Māori**

- Stage I course: COOKIS 101  
Stage II course: COOKIS 201

**English Writing**

- Stage I course: ENGWRIT 101

**French**

- Stage I courses: FRENCH 101, 102  
Stage II courses: FRENCH 203, 230

**German**

- Stage I courses: GERMAN 101, 102

**Teaching English to Speakers of Other Languages**

- Minor must include:
- LANGTCHG 101, 202, 207, 301

**Theological and Religious Studies**

- Minor must include:
- at least 15 points from THEOREL 100–106 and THEOREL 201

Stage II course: GERMAN 200

**Humanities**

- Stage I course: HUMS 101  
Stage III course: HUMS 300

**Italian**

- Stage I courses: ITALIAN 100, 106, 107, 177  
Stage II courses: ITALIAN 200, 203, 210, 212, 232  
Stage III course: ITALIAN 304

**Physics**

- Stage I course: PHYSICS 102

**Russian**

- Stage I courses: RUSSIAN 100, 101  
Stage II courses: RUSSIAN 200, 201, 277, 278  
Stage III course: RUSSIAN 390

**Samoan**

- Stage I course: SAMOAN 101  
Stage II course: SAMOAN 201  
Stage III course: SAMOAN 301

**Social Science Research Methods**

- Stage II course: SOCSCRES 200  
Stage III courses: SOCSCRES 300, 301

**Spanish**

- Stage I courses: SPANISH 104, 105  
Stage II course: SPANISH 200

**Tongan**

- Stage I course: TONGAN 101  
Stage II course: TONGAN 201  
Stage III course: TONGAN 301

**Translation Studies**

- Stage I course: TRANSLAT 100

**The Degree of Bachelor of Theology – BTheol**

*New admissions into the Degree of Bachelor of Theology were suspended in 2014. Students who have a current enrolment in this qualification should contact their faculty regarding completion.*

*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 255 points from courses listed in the Bachelor of Theology Schedule, including 180 points above Stage I of which at least 75 points must be above Stage II  
and
  - b a student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses available for this degree.
  - c Up to 45 points may be taken from courses in the Bachelor of Arts Schedule with the approval of the Academic Head or nominee.
  - d Up to 30 points may be taken from courses in other Bachelor programmes offered at this University.

### General Education Exemptions

- 3 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 (i) 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.  
(ii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
  - 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 Schedules  
and
    - (ii) a further 15 points from courses available for this degree.
  - d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### Conjoint Degrees

- 4 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 the *University Calendar*.

### 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 2014. The 2006 regulations for the Degree of Bachelor of Theology were thereby repealed.

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#### Bachelor of Theology (BTheol) Schedule

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**Stage I courses:** THEOLOGY 101–107, 135, 136, 175, 176

**Stage II courses:** THEOLOGY 200, 201, 210–213, 215, 219, 221–227, 231–234, 254, 255

**Stage III courses:** THEOLOGY 300–308, 310–313, 315, 319, 321–327, 330–335, 354, 355

**BTheol must include:**

- 60 points: THEOLOGY 103, 104, 107, 201
  - 15 points from THEOLOGY 301, 303, 304, 306, 308, 330
  - 60 points from THEOLOGY 310–313, 315, 319, 321–327, 331–335, 354, 355
- 

### 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 must have:
  - a completed the requirements for the Degree of Bachelor of Arts or Bachelor of Global Studies from this University 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 a Grade Point Average of 5.0 or higher in 45 points above Stage II in that subject, or the equivalent as approved by Senate or its representative

and

- c passed the specified prerequisite courses as listed in the Bachelor of Arts (Honours) Schedule for the intended subject, or the equivalent as approved by Senate or its representative.

- 2 A student who has not completed all the requirements for the Degree of Bachelor of Arts or Bachelor of Global Studies but who has:

- a passed courses with a total value of at least 345 points for that degree

and

- b achieved a Grade Point Average of 5.0 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 Academic Head or nominee, enrol for this degree. The remaining courses for the Degree of Bachelor of Arts or Bachelor of Global Studies must be passed within the first semester of enrolment for the Bachelor of Arts (Honours). The Degree of Bachelor of Arts (Honours) will not be awarded until the requirements for the Degree of Bachelor of Arts or Bachelor of Global Studies have been completed.

*Note: Applicants to Preparatory Clinical Psychology must be able to demonstrate professional attributes suitable for becoming a clinical psychologist. A written supplementary application, personal references and an interview will normally be required.*

### 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 Academic Heads or nominees concerned is required.

- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

- 7 The programme for each student requires the approval of the relevant Academic Head or nominee and the Dean of Faculty of Arts.

### Research Essay / Research Project

- 8 a A research essay or research project, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The research essay or research project topic must be approved by the relevant Academic Head or nominee prior to enrolment.
- c The research essay or research project 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 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.

- 11 Where the standard specified in Regulation 10a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Withdrawal

- 12 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

- 13 These regulations came into force on 1 January 2020. The 2006 regulations for the Degree of Bachelor of Arts (Honours) were thereby repealed.

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

### Subjects available:

#### Anthropology

**Prerequisite:** A major in Anthropology or Anthropological Science, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 30 points from ANTHRO 700, 718, 719, 726, 727, 733, 744, 753, 760, 761
- a further 60 points from ANTHRO 700–759
- 30 points from ANTHRO 780 Research Project or ANTHRO 782 Research Essay

#### Art History

**Prerequisite:** A major in Art History, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 90 points from ARTHIST 700–738, 793, MUSEUMS 700, 702, 704, 705, 750
- 30 points: ARTHIST 790 Research Project

#### Asian Studies

**Prerequisite:** A major in Chinese, Japanese or Korean, or an equivalent subject approved by the Academic Head or nominee, or a major in Asian Studies or an equivalent subject approved by the Academic Head or nominee with relevant language skills approved by the Academic Head or nominee

**Requirement:**

- 30 points: ASIAN 702
- at least 30 points from ASIAN 708–759, CHINESE 724–742, COMPLIT 703, 705, HISTORY 707, 737, JAPANESE 706–748, POLITICS 751
- up to 60 points of postgraduate level study from an approved exchange with an overseas institution
- 30 points: ASIAN 758 Research Essay or 780 ASIAN Research Project

#### Chinese

**Prerequisite:** A major in Chinese, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 90 points from ASIAN 702, 752–759, CHINESE 724–778, TRANSLAT 716
- 30 points: CHINESE 780 Research Project or CHINESE 782 Research Essay

#### Classical Studies and Ancient History

**Prerequisite:** A major in Ancient History, Classical Studies, Classical Studies and Ancient History, or a major in Greek or Latin including 90 points in Ancient History or Classical Studies, or an equivalent subject approved by the Academic Head or nominee. Students must have passed 15 points from ANCHIST 310, 340, GREEK 101, LATIN 101, or equivalent approved by the Academic Head or nominee

**Requirement:**

- 15 points from ANCIENT 727–729, 739, 741

- 60 points from ANCIENT 719, 749–751, 756
- 45 points: ANCIENT 792 Dissertation

#### Criminology

**Prerequisite:** A major in Criminology, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 30 points: CRIM 700
- 90 points from CRIM 701–710, 780, SOCIOL 703, 713, 740, 742, 747

#### Development Studies

**Prerequisite:** A major in one of the subjects listed below, or an equivalent subject approved by the Academic Head or nominee

Subjects: Anthropology, Chinese, Development Studies, Economics, Education, Environmental Management, Geography, Indigenous Studies, Māori Studies, Pacific Studies, Politics and International Relations, Sociology

**Requirement:**

- 60 points: DEVELOP 701, 709, 710, 712
- 30 points from ANTHRO 753, CHINESE 727, DEVELOP 702–706, 713–717, ECON 771, EDUC 705, 710, 766, ENVMTGT 744, 746, GEOG 714, 715, INDIGEN 711, 712, MĀORI 732, 743, PACIFIC 700, POLITICS 707, 710, 724, 731, 750, 751, SOCIOL 700, 713, 718, 732, 735
- 30 points: DEVELOP 780 Research Project

#### Drama

**Prerequisite:** A major in Drama, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 120 points, including:
- at least 75 points from DRAMA 701, 705, 708, 710–713, 716, 718, 719, 721, 722, 724, 725, 726, 727, EDUC 756, ENGLISH 703, 706, 709, 711, 759
  - at least 30 points from DRAMA 709, 720, 723, 730, 790 Research Project, ENGLISH 781 Research Project

#### Economics

**Prerequisite:** A major in Economics, or an equivalent subject approved by the Academic Head or nominee including ECON 301, 311, 321 or equivalent courses approved by the Academic Head or nominee

**Requirement:**

- 30 points: ECON 701 and 711
- 15 points from ECON 721, 723, 726
- 45 points from ECON 702–784
- 30 points: ECON 788 Research Essay

#### Education

**Prerequisite:** A major in Education, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 90 points from EDPROFM 700, 702, EDPROFST 754, EDUC 700–787, 791
- 30 points: EDUC 790 Research Project

**Employment Relations and Organisation Studies**

**Prerequisite:** A major in Employment Relations and Organisation Studies, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 15 points: BUSINESS 710
- 60 points from GLMI 705–708
- 15 points from BUSINESS 704, 705, 711, 712, GLMI 709–712, 750, 751
- 30 points: GLMI 780 Research Essay

**English**

**Prerequisite:** A major in English or Writing Studies, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 90 points from DRAMA 708, ENGLISH 700–787
- 30 points: ENGLISH 780 Research Essay or ENGLISH 781 Research Project

**French**

**Prerequisite:** A major in French, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 90 points from FRENCH 701, 705–778
- 30 points: FRENCH 790 Research Project

**Gender Studies**

**Prerequisite:** A major in Gender Studies, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 30 points: GENDER 700
  - 60 points from DEVELOP 702, 705, DRAMA 708, EDUC 714, ENGLISH 702, 709, 731, FRENCH 729, GENDER 701–706, HISTORY 706, 707, 725, 736, MEDIA 711, POLITICS 724, POPLHLTH 769, PSYCH 755, SOCCHFAM 700, SOCHLTH 756, SOCIOL 728, 735, SPANISH 722, 738
  - 30 points: GENDER 780 Research Project
- or
- 30 points: GENDER 700
  - 45 points from DEVELOP 702, 705, DRAMA 708, EDUC 714, ENGLISH 702, 709, 731, FRENCH 729, GENDER 701–706, HISTORY 706, 707, 725, 736, MEDIA 711, POLITICS 724, POPLHLTH 769, PSYCH 755, SOCCHFAM 700, SOCHLTH 756, SOCIOL 728, 735, SPANISH 722, 738
  - 45 points: GENDER 785 Dissertation

**Geography**

**Prerequisite:** A major in Geography, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 15 points: GEOG 701
- 75 points from EARTHSCI 705, 713, 732, ENVMTGT 741–762, ENVSCI 704, 713, 737, 738, GEOG 712–779
- 30 points: GEOG 789 Research Project

**German**

**Prerequisite:** A major in German, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- at least 60 points from GERMAN 703–778
- up to 30 points from COMPLIT 705, 709, LANGTCHG 710, 716, 739, 740, 746, 751, 752, 757, 761, 762, 764, 765, LINGUIST 709, 720, 722, 724, 736, TRANSLAT 713, 719
- 30 points: GERMAN 780 Research Project

**Greek**

**Prerequisite:** A major in Greek, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 45 points: GREEK 707, 714
- 30 points from ANCIENT 719, 749–751, 756, GREEK 709
- 45 points: GREEK 792 Dissertation

**History**

**Prerequisite:** A major in History, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 30 points: HISTORY 737
- 60 points from HISTORY 700–761
- 30 points: HISTORY 780 Research Project

**Italian**

**Prerequisite:** A major in Italian, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 90 points from COMPLIT 705, ITALIAN 700–778
- 30 points: ITALIAN 780 Research Project or ITALIAN 782 Research Essay

**Japanese**

**Prerequisite:** A major in Japanese, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- at least 90 points from ASIAN 702, 752–759, HISTORY 707, JAPANESE 706–748, TRANSLAT 718
- up to 60 points of postgraduate level study from an approved exchange with an overseas institution
- 30 points: JAPANESE 780 Research Project or JAPANESE 782 Research Essay

**Languages and Literature**

**Prerequisite:** A major in one of the subjects listed below, or an equivalent subject approved by the Academic Head or nominee and at least 90 points in another of the subjects listed below including a Stage III language acquisition course or equivalent language competence approved by the Academic Head or nominee

Subjects: Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori Studies, Spanish

**Requirement:**

- at least 60 points from 700 level courses, including research essays or projects, in one of the subjects available
- at least 30 points from 700 level courses, including research essays or projects, in another of the subjects available or Comparative Literature
- at least 30 points from appropriate 700 level language competence courses, in a language other than the first language taken for this degree
- Research essays to the value of at least 30 points must be included in the programme

**Latin**

**Prerequisite:** A major in Latin, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 45 points: LATIN 707, 714
- 30 points from LATIN 709, ANCIENT 719, 749–751, 756
- 45 points: LATIN 792 Dissertation

**Linguistics**

**Prerequisite:** A major in Linguistics, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 90 points from LINGUIST 700–743
- 30 points: LINGUIST 790 Research Project

## Logic and Computation

**Prerequisite:** A major in Logic and Computation, or an equivalent subject approved by the Academic Head or nominee

**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 Research Project

## Māori Studies

**Prerequisite:** A major in Māori Studies, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

*either*

- 75 points from ARTHIST 730, INDIGEN 711, 712, MĀORI 700–750
  - 45 points: MĀORI 785 Dissertation
- or*
- 90 points from ARTHIST 730, INDIGEN 711, 712, MĀORI 700–750
  - 30 points: MĀORI 790 Research Project

## Mathematics

**Prerequisite:** A major in Mathematics, or an equivalent subject approved by the Academic Head or nominee including either MATHS 332 and MATHS 320 or 328, or MATHS 340, 361, 363 or equivalent courses approved by the Academic Head or nominee

**Requirement:**

*either*

- 90 points from 700 level Mathematics courses
  - 30 points: MATHS 776 Research Project
- or*
- at least 45 points from 700 level Mathematics courses
  - up to 45 points, subject to approval by the Academic Head, from 700 level courses in a related subject
  - 30 points: MATHS 776 Research Project

## Media and Communication

**Prerequisite:** A major/specialisation in Communication or Media, Film and Television, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 90 points from COMMS 700–713, MEDIA 704–746
- 30 points: MEDIA 781 Research Project

## Museums and Cultural Heritage

**Prerequisite:** A major in Anthropology, Art History, History, Māori Studies, Museums and Cultural Heritage or Sociology, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 45 points: MUSEUMS 702, 704
- 45 points from ANTHRO 704, 708, 742, 756, ARTHIST 700, 703, 706, 719, 730, 731, 732, 734, ENGLISH 718, HISTORY 705, 712, MĀORI 741, MUSEUMS 700, 701, 705, 706, 750, 751, 760, 761, SOCIOL 732
- 30 points: MUSEUMS 780 Research Project

## Music

**Prerequisite:** A major in Music

**Requirement:**

- 90 points from ANTHRO 727, 728, 733, 753, MUS 742–768
- 30 points: ANTHRO 780 Research Project or MUS 790 Research Project

## Pacific Studies

**Prerequisite:** A major in Pacific Studies, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 60 points: PACIFIC 700, 714
- 30 points from ARTHIST 730, 732, DEVELOP 702, EDUC 710, 712,

ENGLISH 700, GEOG 715, HISTORY 712, INDIGEN 711, 712, MĀORI 700, MUSEUMS 705, PACIFIC 701–715, 781

- 30 points: PACIFIC 785 Research Project

## Philosophy

**Prerequisite:** A major in Philosophy, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 90 points from PHIL 701, 720–766, 768–773
- 30 points: PHIL 782 Research Project

## Politics and International Relations

**Prerequisite:** A major in Politics and International Relations, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 90 points from POLICY 701, 702, 769, POLITICS 700–724, 731–777
- 30 points: POLITICS 780 Research Project

## Psychology

**Prerequisite:** A major in Psychology, or an equivalent subject approved by the Academic Head or nominee including PSYCH 306 or an equivalent course approved by the Academic Head or nominee

**Requirement:**

*either*

- 15 points: PSYCH 779
- 75 points from PSYCH 700–770, 775
- 30 points: PSYCH 780 Research Project

*or*

**Preparatory Clinical Psychology**

- 15 points: PSYCH 779
- 60 points: PSYCH 708, 718, 723
- 15 points from PSYCH 700–770, 775
- 30 points: PSYCH 780 Research Project

## Screen Production

**Prerequisite:** A major in Screen Production, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 30 points: SCREEN 701
- 30 points: SCREEN 700, or 702 and 705
- 60 points from SCREEN 709–715

## Sociology

**Prerequisite:** A major in Sociology, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

- 90 points from GENDER 700, SOCIOL 700–748
- 30 points: SOCIOL 790 Research Project

## Spanish

**Prerequisite:** A major in Spanish, or an equivalent subject approved by the Academic Head or nominee including at least two non-language acquisition courses, one of which must be at Stage III or equivalent courses approved by the Academic Head or nominee

**Requirement:**

- 90 points from SPANISH 700–725, 729–778
- 30 points: SPANISH 728 Research Essays or SPANISH 782 Research Project

## Statistics

**Prerequisite:** A major in Statistics, or an equivalent subject approved by the Academic Head or nominee including STATS 210 or 225, or an equivalent course approved by the Academic Head or nominee

**Requirement:**

- 90 points from BIOINF 704, STATS 701–703, 705, 708–787
- 30 points: STATS 781 Project

## 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:
  - either*
  - a (i) completed the requirements for the Degree of Bachelor of Arts from the University of Auckland or an equivalent qualification approved by Senate or its representative
  - and*
  - (ii) passed the specified prerequisite courses for one of the subjects listed in the Master of Arts Schedule with a Grade Point Average of 5.0 in 45 points above Stage II
  - or*
  - b (i) completed the requirements for the Degree of Bachelor of Arts (Honours) from the University of Auckland in the intended subject with a Grade Point Average of 5.0 or higher over the programme
  - or*
  - (ii) completed the requirements for the Postgraduate Diploma in Arts or the Postgraduate Diploma in Translation Studies from this University in the intended subject with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
  - or*
  - (iii) completed the requirements for a qualification approved by Senate or its representative as equivalent to the degree of Bachelor of Arts (Honours) or Postgraduate Diploma in Arts, with a Grade Point Average of 5.0 over the programme.
- 2 A student who has passed courses with a total value of only 345 points towards the Degree of Bachelor of Arts and has passed:
  - a all other requirements for the degree
  - and*
  - b the specified prerequisite courses for one of the subjects listed in the Master of Arts Schedule with a Grade Point Average of 5.0 or higher in at least 45 points above Stage II in that subject
 may, with the approval of the relevant Academic Head or nominee, enrol for this degree. The requirements for the Degree of Bachelor of Arts must be completed during the first semester of initial enrolment for the Degree of Master of Arts. Should these requirements not be completed within that semester, enrolment for the Degree of Master of Arts will be suspended until they have been completed.

### Duration and Total Points Value

- 3 A student admitted to this degree under Regulation 1a or 2 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 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

- 5 a A student enrolled for this degree must complete the requirements for one of the subjects as listed in the Master of Arts Schedule.
- b A student enrolled for this degree must complete:
  - either*
  - (i) for a Research Master of Arts, a Thesis or Research Portfolio as specified in the subject requirements
  - or*
  - (ii) for a Taught Master of Arts, a research component of at least 45 points as specified in the subject requirements.
- c A student who has to complete 240 points for this degree must achieve, in the first 120 points of enrolment, an average grade of B, or, for a research Masters, any grade specified for enrolment in a thesis or research portfolio for the subject. If the grade required is not achieved, enrolment for the MA cannot continue.

- d A student who has to complete 240 points may include, with the approval of the Academic Head or nominee, up to 60 points from courses in other Master of Arts subjects or other 700 level courses offered at this University, or from appropriate courses from an approved programme of study at a university outside New Zealand approved by the Academic Head or nominee.
- e A student who has to complete 120 points may include up to 30 points, with the approval of each of the Academic Heads or nominees, from courses in other Master of Arts subjects or other 700 level courses offered at this University.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### **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 Academic Head or nominee or Postgraduate Committee prior to enrolment.
- c 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 Arts to another qualification for which they can meet the requirements. This will normally be a Postgraduate Diploma in Arts for all subjects except Language Teaching and Learning, for which courses passed will be reassigned to the Postgraduate Diploma in Language Teaching.

### **Variations**

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

### **Honours / Distinction / Merit**

- 10 This degree may be awarded with either Honours, Distinction or Merit in accordance with the General Regulations – Master Degrees.

### **Commencement**

- 11 These regulations came into force on 1 January 2020. The 2012 regulations for the Degree of Master of Arts were thereby repealed.

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## **Master of Arts (MA) Schedule**

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

### **Ancient History**

**Prerequisite subject:** Ancient History, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: ANCIENT 796 Thesis or ANCIENT 797 Research Portfolio
- or
- 30 points from ANCIENT 719, 724, 727, 728, 737, 756
- 90 points: ANCIENT 794 Thesis

### **Anthropology**

**Prerequisite subject:** Anthropology, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: ANTHRO 796 Thesis or ANTHRO 797 Research Portfolio

**Taught Masters**

- 60 points from ANTHRO 700–759
- 60 points: ANTHRO 790 Dissertation
- or
- 75 points from ANTHRO 700–759
- 45 points: ANTHRO 792 Dissertation

### **Applied Linguistics**

*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 of 6.5 IELTS (Academic) or equivalent.*

**Prerequisite subject:** Language Teaching, Linguistics, TESOL, or a language, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: LANGTCHG 796 Thesis or LINGUIST 796 Thesis

**Taught Masters**

- 75 points from LANGTCHG 700–740, 746, 747, 751, 752, 754, 756, 760–765, LINGUIST 724, 731
- 45 points: LANGTCHG 757, 790 Dissertation, or LINGUIST 792 Dissertation

### **Art History**

**Prerequisite subject:** Art History, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: ARTHIST 795 Research Portfolio or ARTHIST 796 Thesis
- Taught Masters**
- 75 points from ARTHIST 700–738, 793, MUSEUMS 700, 702, 704, 705, 750
  - 45 points: ARTHIST 792 Dissertation

**Asian Studies**

**Prerequisite subject:** Asian Studies, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: ASIAN 796 Thesis or ASIAN 797 Research Portfolio
- or
- 30 points from ASIAN 708–758, CHINESE 730, 732–742, COMPLIT 703, 705, HISTORY 707, 737, JAPANESE 706, 707, 745, 747, 748, POLITICS 751
  - up to 30 points of postgraduate level study from an approved exchange with an overseas institution
  - 90 points: ASIAN 793 Thesis

**Chinese**

**Prerequisite subject:** Chinese, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: CHINESE 796 Thesis or CHINESE 797 Research Portfolio
- or
- 30 points from ASIAN 702, 752–759, CHINESE 730, 732–778, TRANSLAT 716
  - 90 points: CHINESE 793 Thesis

**Taught Masters**

- 75 points from ASIAN 702, 752–759, CHINESE 730, 732–778, TRANSLAT 716
- 45 points: CHINESE 792 Dissertation

**Criminology**

**Prerequisite subject:** Criminology, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: CRIM 796 Thesis or CRIM 797 Research Portfolio

**Development Studies**

**Prerequisite subject:** Anthropology, Asian Studies, Development Studies, Economics, Education, Geography, Global Studies, History, Māori Studies, Pacific Studies, Politics and International Relations or Sociology, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: DEVELOP 796 Thesis
- or

- 30 points: DEVELOP 709, 710
- 90 points: DEVELOP 794 Thesis

**Taught Masters**

- 60 points: DEVELOP 701, 709, 710, 712
- 15 points from ANTHRO 753, CHINESE 727, DEVELOP 702–706, 713–717, ECON 771, EDUC 705, 710, 766, ENVMGT 744, 746, GEOG 714, 715, INDIGEN 711, 712, MĀORI 732, 743, PACIFIC 700, POLITICS 707, 710, 724, 731, 750, 751, SOCIOL 700, 713, 718, 732, 735
- 45 points: DEVELOP 792 Dissertation or DEVELOP 793 Research Portfolio

**Drama**

**Prerequisite subject:** Drama, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: DRAMA 796 Thesis or DRAMA 797 Research Portfolio
- or
- 30 points from DRAMA 701, 705, 708, 710–716, 719–730, EDUC 756, ENGLISH 703, 706, 709, 711, 759
  - 90 points: DRAMA 793 Thesis

**Taught Masters**

- 120 points from DRAMA 701–730, EDUC 756, ENGLISH 703, 706, 709, 711, 759, including at least 45 points from DRAMA 709, 717, 770, 792 Dissertation

**Economics**

**Prerequisite subject:** Economics, or an equivalent subject approved by the Academic Head or nominee including ECON 701, 711 and either ECON 721 or 723 or equivalent courses approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 30 points from ECON 701–783
- 90 points: ECON 794 Thesis

**Taught Masters**

- 75 points from ECON 701–783
- 45 points: ECON 792 Dissertation

**Education**

**Prerequisite subject:** Education, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: EDUC 796 Thesis or EDUC 797 Research Portfolio

**Employment Relations and Organisation Studies**

**Prerequisite subject:** Employment Relations and Organisation Studies, or an equivalent subject approved by the Academic Head or nominee including BUSINESS 710 and BUSINESS 704 or 705 or equivalent courses approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: GLMI 796 Thesis

**English**

**Prerequisite subject:** English, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: ENGLISH 796 Thesis or ENGLISH 797 Research Portfolio
- or
- 30 points from DRAMA 708, ENGLISH 700–787
  - 90 points: ENGLISH 793 Thesis

**Taught Masters**

- 75 points from DRAMA 708, ENGLISH 700–787
- 45 points: ENGLISH 792 Dissertation

**French**

**Prerequisite subject:** French, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: FRENCH 796 Thesis or FRENCH 797 Research Portfolio
- or

- 30 points from FRENCH 701–778
- 90 points: FRENCH 793 Thesis

**Taught Masters**

- 75 points from FRENCH 701–778
- 45 points: FRENCH 792 Dissertation

**Gender Studies**

**Prerequisite subject:** Gender Studies, or an equivalent subject approved by the Academic Head or nominee



**Requirement:****Research Masters**

- 120 points: GENDER 796 Thesis or GENDER 797 Research Portfolio

**Geography**

**Prerequisite subject:** Geography, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: GEOG 796 Thesis

**German**

**Prerequisite subject:** German, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: GERMAN 796 Thesis or GERMAN 797 Research Portfolio *or*
- at least 15 points from GERMAN 703–778
- up to 15 points from COMPLIT 701–778
- 90 points: GERMAN 793 Thesis

**Taught Masters**

- at least 60 points from GERMAN 703–778
- up to 15 points from COMPLIT 701–778
- 45 points: GERMAN 792 Dissertation

**Greek**

**Prerequisite subject:** Greek, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: GREEK 796 Thesis or GREEK 797 Research Portfolio *or*
- 30 points from ANCIENT 719, 756, GREEK 709
- 90 points: GREEK 794 Thesis

**History**

**Prerequisite subject:** History, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: HISTORY 796 Thesis or HISTORY 797 Research Portfolio

**Italian**

**Prerequisite subject:** Italian, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: ITALIAN 796 Thesis or ITALIAN 797 Research Portfolio *or*
- 30 points from ITALIAN 701–778
- 90 points: ITALIAN 793 Thesis

**Taught Masters**

- 75 points from ITALIAN 701–778
- 45 points: ITALIAN 792 Dissertation

**Japanese**

**Prerequisite subject:** Japanese, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: JAPANESE 796 Thesis or JAPANESE 797 Research Portfolio *or*
- 30 points from ASIAN 702, 752–759, HISTORY 707, JAPANESE 706–745, 747, 748
- up to 30 points of postgraduate level study from an approved exchange with an overseas institution

- 90 points: JAPANESE 793 Thesis

**Taught Masters**

- 75 points from ASIAN 752–759, HISTORY 707, JAPANESE 706–745, 747, 748
- 45 points: JAPANESE 792 Dissertation

**Languages and Literature**

**Prerequisite subject:** Languages and Literature, or one of the subjects listed below, or an equivalent subject approved by the Academic Head or nominee and 90 points in another of the subjects listed below including a language competence course at Stage III or equivalent language competence approved by the Academic Head or nominee

Subjects: Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori Studies, Spanish

**Requirement:****Research Masters**

- 120 points: LANGLIT 796 Thesis or LANGLIT 797 Research Portfolio *or*
- 30 points from 700 level courses in another of the subjects available
- 90 points: Thesis in one of the subjects available

**Taught Masters**

- at least 15 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 for this degree if those points have not been taken in that language for the BA(Hons) or PGDipArts
- 45 points: LANGLIT 792 Dissertation

**Latin**

**Prerequisite subject:** Latin, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: LATIN 796 Thesis or LATIN 797 Research Portfolio *or*
- 30 points from ANCIENT 719, 756, LATIN 709
- 90 points: LATIN 794 Thesis

**Linguistics**

**Prerequisite subject:** Linguistics, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: LINGUIST 796 Thesis *or*
- 30 points from LINGUIST 700–743
- 90 points: LINGUIST 793 Thesis

**Taught Masters**

- 75 points from LINGUIST 700–743
- 45 points: LINGUIST 792 Dissertation

**Logic and Computation**

**Prerequisite subject:** Logic and Computation, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: LOGICOMP 796 Thesis

**Māori Studies**

**Prerequisite subject:** Māori Studies, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points: MĀORI 796 Thesis or MĀORI 797 Research Portfolio

## Mathematics

**Prerequisite subject:** Mathematics, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: MATHS 796 Thesis

or

- 30 points from MATHS 701–770, 777, 781–789, 792–794 or approved 700 level courses in related subjects with the approval of the Academic Heads or nominees
- 90 points: MATHS 798 Research Portfolio

## Media and Communication

**Prerequisite subject:** Communication or Media, Film and Television, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: MEDIA 796 Thesis or MEDIA 797 Research Portfolio

**Taught Masters**

- 60 points from COMMS 700–713, MEDIA 704–746
- 60 points: MEDIA 793 Dissertation

## Museums and Cultural Heritage

**Prerequisite subject:** Museums and Cultural Heritage, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: MUSEUMS 796 Thesis or MUSEUMS 797 Research Portfolio

## Music

**Prerequisite:** A BA(Hons) or PGDipArts in Music, or equivalent

**Requirement:**

**Research Masters**

- 120 points: MUS 796 Thesis

## Pacific Studies

**Prerequisite subject:** Pacific Studies, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: PACIFIC 796 Thesis or PACIFIC 797 Research Portfolio

**Taught Masters**

- 75 points from ARTHIST 730, 732, DEVELOP 702, EDUC 710, 712, ENGLISH 700, GEOG 715, HISTORY 712, INDIGEN 711, 712, MĀORI 700, MUSEUMS 705, PACIFIC 701–781
  - 45 points: PACIFIC 792 Dissertation
- or
- 60 points from ARTHIST 730, 732, EDUC 710, 712, ENGLISH 700, GEOG 715, INDIGEN 711, 712, MĀORI 700, 710, 711, PACIFIC 701–712
  - 60 points: PACIFIC 793 Dissertation

## Philosophy

**Prerequisite subject:** Philosophy, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: PHIL 796 Thesis or PHIL 797 Research Portfolio

**Taught Masters**

- 75 points from PHIL 701, 720–766, 768, 769, 774–777
- 45 points: PHIL 792 Dissertation

## Politics and International Relations

**Prerequisite subject:** Politics and International Relations, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: POLITICS 796 Thesis

or

- 30 points from POLICY 701, 702, POLITICS 700–729, 733–777
- 90 points: POLITICS 794 Thesis

## Psychology

**Prerequisite subject:** Psychology, or an equivalent subject approved by the Academic Head or nominee including PSYCH 306, or an equivalent course approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: PSYCH 796 Thesis

## Screen Production

**Prerequisite subject:** Screen Production, or equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: SCREEN 797 Project

## Sociology

**Prerequisite subject:** Sociology, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: SOCIOL 796 Thesis or SOCIOL 797 Research Portfolio

**Taught Masters**

- 75 points from GENDER 700, SOCIOL 700–790
  - 45 points: SOCIOL 792 Dissertation
- or
- 60 points from GENDER 700, SOCIOL 700–790
  - 60 points: SOCIOL 794 Dissertation

## Spanish

**Prerequisite subject:** Latin American Studies or Spanish, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points: SPANISH 796 Thesis or SPANISH 797 Research Portfolio

or

- 30 points from SPANISH 718–778
- 90 points: SPANISH 793 Thesis

**Taught Masters**

- 75 points from SPANISH 718–778
- 45 points: SPANISH 792 Dissertation

## Statistics

**Prerequisite subject:** Statistics, or an equivalent subject approved by the Academic Head or nominee including STATS 210 or 225 or an equivalent course approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 90 points: STATS 798 Thesis
- 30 points from STATS 701–706, 708–787, BIOINF 704

**Taught Masters**

- 75 points from STATS 701–706, 708–787, BIOINF 704
- 45 points: STATS 793 Dissertation

## Translation Studies

**Prerequisite subject:** Translation Studies, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Taught Masters**

- 60 points from FRENCH 720, ITALIAN 702, MĀORI 712, SPANISH 723, TRANSLAT 700, 712, 713, 716, 717, 718, 719, 720
- 60 points: TRANSLAT 791 Dissertation

A student who has to complete 240 points must satisfy the requirements for one of the following subjects:

### Ancient History

**Prerequisite subject:** Ancient History, Classical Studies, Classical Studies and Ancient History, or a major in Greek or Latin including 90 points in Ancient History or Classical Studies, or an equivalent subject approved by the Academic Head or nominee. Students must have passed 15 points from ANCHIST 310, 340, GREEK 101, LATIN 101, or equivalent approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from ANCIENT 719–792
- 120 points: ANCIENT 796 Thesis or ANCIENT 797 Research Portfolio
- or
- 150 points from ANCIENT 719–792
- 90 points: ANCIENT 794 Thesis

### Anthropology

**Prerequisite subject:** Anthropology or Anthropological Science, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from ANTHRO 700–782 including 30 points from ANTHRO 700, 718, 726, 727, 733
- 120 points: ANTHRO 796 Thesis or ANTHRO 797 Research Portfolio

**Taught Masters**

- 180 points from ANTHRO 700–782
- 60 points: ANTHRO 790 Dissertation
- or
- 195 points from ANTHRO 700–782
- 45 points: ANTHRO 792 Dissertation

### Applied Linguistics

*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 of 6.5 IELTS (Academic) or equivalent.*

**Prerequisite subject:** Language Teaching, TESOL, Linguistics or a language, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 30 points from CHINESE 739 or 740, 741 or 742, FRENCH 717, LANGTCHG 740, 760
- 75 points from LANGTCHG 700–740, 746, 747, 751, 752, 754, 756, 760–765, LINGUIST 720–722, 724, 726, 730, 731
- 135 points: LANGTCHG 757, LANGTCHG 796 Thesis, or LINGUIST 709, LINGUIST 796 Thesis

**Taught Masters**

- 30 points from CHINESE 739 or 740, 741 or 742, FRENCH 717, LANGTCHG 740, 760
- 165 points from LANGTCHG 700–740, 746, 747, 751, 752, 754, 756, 760–765, LINGUIST 720–722, 724, 726, 730, 731
- 45 points: LANGTCHG 757, 790 Dissertation, or LINGUIST 792 Dissertation

### Art History

**Prerequisite:** A subject in Art History, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from ARTHIST 700–738, 793, MUSEUMS 700, 702, 704, 705, 750
- 120 points: ARTHIST 795 Research Portfolio or ARTHIST 796 Thesis

### Taught Masters

- 195 points from ARTHIST 700–738, 793, MUSEUMS 700, 702, 704, 705, 750
- 45 points: ARTHIST 792 Dissertation

### Asian Studies

**Prerequisite subject:** Chinese, Japanese or Korean, or an equivalent subject approved by the Academic Head or nominee, or a major in Asian Studies or an equivalent subject approved by the Academic Head or nominee with relevant language skills approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from ASIAN 708–780, CHINESE 724–742, COMPLIT 703, 705, HISTORY 707, 737, JAPANESE 706–748, POLITICS 751
- 120 points: ASIAN 796 Thesis or ASIAN 797 Research Portfolio
- or
- at least 105 points from ASIAN 708–780, CHINESE 724–742, 732–737, COMPLIT 703, 705, HISTORY 707, 737, JAPANESE 706–745, 747, 748, POLITICS 751
- up to 45 points of postgraduate level study from an approved exchange with an overseas institution
- 90 points: ASIAN 793 Thesis

### Chinese

**Prerequisite subject:** Chinese, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from ASIAN 702, 752–759, CHINESE 724–782, TRANSLAT 716
- 120 points: CHINESE 796 Thesis or CHINESE 797 Research Portfolio
- or
- 150 points from ASIAN 702, 752–759, CHINESE 724–782, TRANSLAT 716
- 90 points: CHINESE 793 Thesis

**Taught Masters**

- 195 points from ASIAN 702, 752–759, CHINESE 724–782, TRANSLAT 716
- 45 points: CHINESE 792 Dissertation

### Criminology

**Prerequisite subject:** Criminology, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 30 points: CRIM 700
- 90 points from CRIM 701–710, 780, SOCIOL 703, 713, 740, 742, 747
- 120 points: CRIM 796 Thesis or CRIM 797 Research Portfolio

### Development Studies

**Prerequisite subject:** Anthropology, Asian Studies, Development Studies, Economics, Education, Geography, Global Studies, History, Māori Studies, Pacific Studies, Politics and International Relations or Sociology, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 60 points: DEVELOP 701, 709, 710, 712
- 60 points from ANTHRO 753, CHINESE 727, DEVELOP 702–706, 713–717, ECON 771, EDUC 705, 710, 766, ENVMGT 744, 746, GEOG 714, 715, INDIGEN 711, 712, MĀORI 732, 743, PACIFIC 700, POLITICS 707, 710, 724, 731, 750, 751, SOCIOL 700, 713, 718, 732, 735
- 120 points: DEVELOP 796 Thesis
- or

- 60 points: DEVELOP 701, 709, 710, 712
- 90 points from ANTHRO 753, 754, CHINESE 727, DEVELOP 702–706, 713–717, ECON 771, EDUC 705, 710, 766, ENVMT 744, 746, GEOG 714, 715, INDIGEN 711, 712, MĀORI 732, 743, PACIFIC 700, POLITICS 707, 724, 729, 750, 751, 754, 763, SOCIOL 700, 713, 718, 732, 735
- 90 points: DEVELOP 794 Thesis

**Taught Masters**

- 60 points: DEVELOP 701, 709, 710, 712
- 135 points from ANTHRO 753, CHINESE 727, DEVELOP 702–706, 713–717, ECON 771, EDUC 705, 710, 766, ENVMT 744, 746, GEOG 714, 715, INDIGEN 711, 712, MĀORI 732, 743, PACIFIC 700, 715, POLITICS 707, 710, 724, 731, 750, 751, SOCIOL 700, 713, 718, 732, 735
- 45 points: DEVELOP 792 Dissertation or DEVELOP 793 Research Portfolio

**Drama**

**Prerequisite subject:** Drama, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points from DRAMA 701–790, ENGLISH 703, 706, 709, 711, 759
- 120 points: DRAMA 796 Thesis or DRAMA 797 Research Portfolio
- or
- 150 points from DRAMA 701–790, ENGLISH 703, 706, 709, 711, 759
- 90 points: DRAMA 793 Thesis

**Taught Masters**

- 240 points from DRAMA 701–730, EDUC 756, ENGLISH 703, 706, 709, 711, 759, including at least 45 points from DRAMA 709, 717, 770, 792 Dissertation

**Economics**

**Prerequisite subject:** Economics, or an equivalent subject approved by the Academic Head or nominee including ECON 301, 311, 321 or equivalent courses approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 30 points: ECON 701, 711
- 15 points from ECON 721, 723
- 105 points from ECON 702–784
- 90 points: ECON 794 Thesis

**Taught Masters**

- 30 points: ECON 701, 711
- 15 points from ECON 721, 723
- 150 points from ECON 702–784
- 45 points: ECON 792 Dissertation

**Education**

**Prerequisite subject:** Education, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points from EDPROFM 700, 702, EDPROFST 754, EDUC 700–791
- 120 points: EDUC 796 Thesis or EDUC 797 Research Portfolio

**Employment Relations and Organisation Studies**

**Prerequisite subject:** Employment Relations and Organisation Studies, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 15 points: BUSINESS 710
- 15 points from BUSINESS 704, 705
- 60 points from GLMI 705–708
- 30 points from BUSINESS 704, 705, 711, 712, GLMI 701–704, 709–712, 750, 751
- 120 points: GLMI 796 Thesis

**English**

**Prerequisite subject:** English or Writing Studies, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points from DRAMA 708, ENGLISH 700–787
- 120 points: ENGLISH 796 Thesis or ENGLISH 797 Research Portfolio
- or
- 150 points from DRAMA 708, ENGLISH 700–787
- 90 points: ENGLISH 793 Thesis

**Taught Masters**

- 195 points from DRAMA 708, ENGLISH 700–787
- 45 points: ENGLISH 792 Dissertation

**French**

**Prerequisite subject:** French, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 120 points from FRENCH 701–790
- 120 points: FRENCH 796 Thesis or FRENCH 797 Research Portfolio
- or
- 150 points from FRENCH 701–790
- 90 points: FRENCH 793 Thesis

**Taught Masters**

- 195 points from FRENCH 701–790
- 45 points: FRENCH 792 Dissertation

**Geography**

**Prerequisite subject:** Geography, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 15 points: ENVSCI 701
- 105 points from EARTHSCI 705, 713, ENVMT 741, 743, 744, 746, ENVSCI 704, 713, 737, 738, GEOG 712–779
- 120 points: GEOG 796 Thesis

**German**

**Prerequisite subject:** German, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- 30 points: GERMAN 703, 704
- 90 points from GERMAN 705–778
- 120 points: GERMAN 796 Thesis or GERMAN 797 Research Portfolio
- or
- 30 points: GERMAN 703, 704
- 120 points from GERMAN 705–778
- 90 points: GERMAN 793 Thesis

**Taught Masters**

- 30 points: GERMAN 703, 704
- 165 points from GERMAN 705–778
- 45 points: GERMAN 792 Dissertation

**Greek**

**Prerequisite subject:** Greek, or an equivalent subject approved by the Academic Head or nominee

**Requirement:****Research Masters**

- at least 90 points from GREEK 707, 709, 714, 792
- up to 30 points from ANCIENT 719, 749–751, 756
- 120 points: GREEK 796 Thesis or GREEK 797 Research Portfolio
- or
- 120 points: GREEK 707, 709, 714, 792
- 30 points from ANCIENT 719, 749–751, 756
- 90 points: GREEK 794 Thesis

## History

**Prerequisite subject:** History, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 30 points: HISTORY 737
- 90 points from HISTORY 700–780
- 120 points: HISTORY 796 Thesis or HISTORY 797 Research Portfolio

## Italian

**Prerequisite subject:** Italian, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 30 points: ITALIAN 700
  - 90 points from COMPLIT 705, ITALIAN 702–782
  - 120 points: ITALIAN 796 Thesis or ITALIAN 797 Research Portfolio
- or
- 30 points: ITALIAN 700
  - 120 points from COMPLIT 705, ITALIAN 702–782
  - 90 points: ITALIAN 793 Thesis

**Taught Masters**

- 30 points: ITALIAN 700
- 165 points from COMPLIT 705, ITALIAN 702–782
- 45 points: ITALIAN 792 Dissertation

## Japanese

**Prerequisite subject:** Japanese, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from ASIAN 702, 752–759, JAPANESE 706–782
  - 120 points: JAPANESE 796 Thesis or JAPANESE 797 Research Portfolio
- or
- at least 105 points from ASIAN 702, 752–759, JAPANESE 704–782
  - up to 45 points of postgraduate level study from an approved exchange with an overseas institution
  - 90 points: JAPANESE 793 Thesis

**Taught Masters**

- 195 points from ASIAN 702, 752–759, JAPANESE 706–782
- 45 points: JAPANESE 792 Dissertation

## Languages and Literature

**Prerequisite subject:** A major in one of the subjects listed below, or an equivalent subject approved by the Academic Head or nominee and at least 90 points in another of the subjects listed below including a Stage III language acquisition course or equivalent language competence approved by the Academic Head or nominee

Subjects: Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori Studies, Spanish

**Requirement:**

**Research Masters**

- 60 points from 700 level courses, including research essays or projects, in one of the subjects listed below
- 30 points from 700 level courses, including research essays or projects, in another of the subjects listed below or in Comparative Literature
- 30 points from appropriate 700 level language competence courses, in a language other than the student's first language taken for this degree

and either

- 120 points: LANGLIT 796 Thesis or LANGLIT 797 Research Portfolio

or

- 90 points: Thesis in one of the subjects listed below
- and
- a further 30 points from 700 level courses in another of the subjects listed below

**Taught Masters**

- at least 75 points from 700 level courses in one of the subjects listed below

- at least 45 points from 700 level courses in another of the subjects listed below or in Comparative Literature
- at least 60 points from appropriate 700 level language competence courses, in a language other than the student's first language taken for this degree
- 60 points: LANGLIT 794 Dissertation

## Latin

**Prerequisite subject:** Latin, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- at least 90 points from LATIN 707, 709, 714, 792
  - up to 30 points from ANCIENT 719, 749–751, 756
  - 120 points: LATIN 796 Thesis or LATIN 797 Research Portfolio
- or
- 120 points: LATIN 707, 709, 714, 792
  - 30 points from ANCIENT 719, 749–751 756
  - 90 points: LATIN 794 Thesis

## Linguistics

**Prerequisite subject:** Linguistics, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from LINGUIST 700–743
- 120 points: LINGUIST 796 Thesis

**Taught Masters**

- 195 points from LINGUIST 700–743
- 45 points: LINGUIST 792 Dissertation

## Logic and Computation

**Prerequisite subject:** Logic and Computation, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 15 points from COMPSCI 720, 750, 760, 767
- 15 points from PHIL 736–738
- a further 90 points from COMPSCI 720, 750, 760, 767, LINGUIST 721, 724, LOGICOMP 701–782, MATHS 713, 715, PHIL 736–738
- 120 points: LOGICOMP 796 Thesis

## Māori Studies

**Prerequisite subject:** Māori Studies, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from ARTHIST 730, INDIGEN 711, 712, MĀORI 700–790
- 120 points: MĀORI 796 Thesis or MĀORI 797 Research Portfolio

## Mathematics

**Prerequisite subject:** Mathematics, or an equivalent subject approved by the Academic Head or nominee including either MATHS 332 and MATHS 320 or 328, or MATHS 340, 361, 363 or equivalent courses approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from MATHS 701–770, 777, 781–789, 792–794 or approved 700 level courses in related subjects with the approval of the Academic Head or nominee
  - 120 points: MATHS 796 Thesis
- or
- 150 points from MATHS 701–770, 777, 781–789, 792–794 or approved 700 level courses in related subjects with the approval of the Academic Head or nominee
  - 90 points: MATHS 798 Research Portfolio

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## Media and Communication

**Prerequisite subject:** Communication or Media, Film and Television, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 90 points from COMMS 700–713, MEDIA 704–746
- 30 points: MEDIA 781 Research Project
- 120 points: MEDIA 796 Thesis or MEDIA 797 Research Portfolio

**Taught Masters**

- 150 points from COMMS 700–713, MEDIA 704–746
  - 30 points: MEDIA 781 Research Project
  - 60 points: MEDIA 793 Dissertation
- 

## Museums and Cultural Heritage

**Prerequisite subject:** Anthropology, Art History, History, Māori Studies, Museums and Cultural Heritage or Sociology, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 45 points: MUSEUMS 702, 704
  - 75 points from ANTHRO 704, 708, 742, 756, ARTHIST 700, 703, 706, 719, 730, 732, 734, ENGLISH 718, HISTORY 705, 712, MĀORI 741, MUSEUMS 700–780, SOCIOLOGY 732
  - 120 points: MUSEUMS 796 Thesis or MUSEUMS 797 Research Portfolio
- 

## Music

**Prerequisite:** A major in Music

**Requirement:**

**Research Masters**

- 30 points from ANTHRO 727, 733, MUS 701, 740, 741, 742
  - 90 points from ANTHRO 727, 728, 733, 753, 780, MUS 740–761, 790
  - 120 points: MUS 796 Thesis
- 

## Pacific Studies

**Prerequisite subject:** Pacific Studies, or an equivalent subject approved by the Academic Head or nominee.

**Requirement:**

**Research Masters**

- 60 points: PACIFIC 700, 714
- 60 points from ARTHIST 730, 732, DEVELOP 702, EDUC 710, 712, ENGLISH 700, GEOG 715, HISTORY 712, INDIGEN 711, 712, MĀORI 700, MUSEUMS 705, PACIFIC 701–781
- 120 points: PACIFIC 796 Thesis or PACIFIC 797 Research Portfolio

**Taught Masters**

- 45 points: PACIFIC 700, 702
  - 135 points from ARTHIST 730, 732, DEVELOP 702, EDUC 710, 712, ENGLISH 700, GEOG 715, HISTORY 712, INDIGEN 711, 712, MĀORI 700, MUSEUMS 705, PACIFIC 701–781
  - 60 points: PACIFIC 793 Dissertation
- 

## Philosophy

**Prerequisite subject:** Philosophy, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from PHIL 701, 720–766, 768, 769, 774–782
- 120 points: PHIL 796 Thesis or PHIL 797 Research Portfolio

**Taught Masters**

- 195 points from PHIL 701, 720–766, 768, 769, 774–782
  - 45 points: PHIL 792 Dissertation
- 

## Politics and International Relations

**Prerequisite subject:** Politics and International Relations, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from POLICY 701, 702, POLITICS 700–724, 731–780
- 

- 120 points: POLITICS 796 Thesis

or

- 150 points from POLICY 701, 702, POLITICS 700–724, 731–780
  - 90 points: POLITICS 794 Thesis
- 

## Psychology

**Prerequisite subject:** Psychology, or an equivalent subject approved by the Academic Head or nominee including PSYCH 306 or an equivalent course approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from PSYCH 707–762
  - 120 points: PSYCH 796 Thesis
- 

## Screen Production

**Prerequisite subject:** Screen Production, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 30 points: SCREEN 701
  - 30 points: SCREEN 700, or 702 and 705
  - 60 points from SCREEN 709–715
  - 120 points: SCREEN 797 Project
- 

## Sociology

**Prerequisite subject:** Sociology, or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 120 points from GENDER 700, SOCIOLOGY 700–790
- 120 points: SOCIOLOGY 796 Thesis or SOCIOLOGY 797 Research Portfolio

**Taught Masters**

- 195 points from GENDER 700, SOCIOLOGY 700–790
  - 45 points: SOCIOLOGY 792 Dissertation
- or
- 180 points from GENDER 700, SOCIOLOGY 700–790
  - 60 points: SOCIOLOGY 794 Dissertation
- 

## Spanish

**Prerequisite subject:** Spanish, or an equivalent subject approved by the Academic Head or nominee including at least two non-language acquisition courses, one of which must be at Stage III or equivalent courses approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 30 points: SPANISH 700
  - 90 points from SPANISH 718–782
  - 120 points: SPANISH 796 Thesis or SPANISH 797 Research Portfolio
- or
- 30 points: SPANISH 700
  - 120 points from SPANISH 718–782
  - 90 points: SPANISH 793 Thesis

**Taught Masters**

- 30 points: SPANISH 700
  - 165 points from SPANISH 718–782
  - 45 points: SPANISH 792 Dissertation
- 

## Statistics

**Prerequisite subject:** Statistics, or an equivalent subject approved by the Academic Head or nominee including STATS 210 or 225 or an equivalent course approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- 150 points from BIOINF 704, STATS 701–706, 708–787
- 90 points: STATS 798 Thesis

**Taught Masters**

- 195 points from BIOINF 704, STATS 701–706, 708–787
  - 45 points: STATS 793 Dissertation
-

## The Degree of Master of Conflict and Terrorism Studies – MCTS

*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 Arts (Honours), or an equivalent qualification approved by Senate or its representative, in a relevant subject with a Grade Point Average of 5.0 or higher
    - or*
    - b completed the requirements for a Bachelors degree, or an equivalent qualification approved by Senate or its representative, in a relevant subject with a Grade Point Average of at least 5.0 in 45 points above Stage II.
- 2 Admission to this programme requires Academic Head or nominee approval.

### Duration and Total Points Value

- 3 A student admitted to this degree under Regulation 1a 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 in the total enrolment for this degree.
- 4 A student admitted to this degree under Regulation 1b must:
  - a pass courses with a total value of 180 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and*
  - c not exceed 220 points in the total enrolment for this degree.

### Structure and Content

- 5 a A student enrolled for this degree must complete the requirements as listed in the Master of Conflict and Terrorism Studies Schedule.

#### Taught Masters

- b A student who has to complete 120 points must achieve a Grade Point Average of 4.0 or higher in the first 30 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Conflict and Terrorism Studies cannot continue.
- c A student who has to complete 180 points must achieve a Grade Point Average of 4.0 or higher in the first 45 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Conflict and Terrorism Studies cannot continue.
- 6 a Where a student has previously passed courses equivalent to any of the required courses for this degree, a 700 level course approved by the Academic Head or nominee must be substituted.
- b Enrolment in any elective course is subject to the approval of the relevant Academic Head or nominee.
- c The programme for each student requires the approval of the Academic Head or nominee for this degree.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme regulations, Academic Integrity, of the *University Calendar*.

### Thesis / Dissertation

- 8 a A thesis or dissertation 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 Academic Head or nominee prior to enrolment.
- c The thesis or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Reassignment

- 9 A student may apply to reassign courses passed for the Master of Conflict and Terrorism Studies to the Postgraduate Diploma in Conflict and Terrorism Studies.

**Honours**

10 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

**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 2017.

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**Master of Conflict and Terrorism Studies (MCTS) Schedule**


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

<b>Requirement:</b> <b>Research Masters</b> <ul style="list-style-type: none"> <li>• 30 points from POLITICS 700, 701, 708, 709, 710, 770, 773, 777</li> <li>• 90 points: POLITICS 794 Thesis</li> </ul> <b>Taught Masters</b> <ul style="list-style-type: none"> <li>• at least 45 points from POLITICS 700, 701, 708, 709, 710, 770, 773, 777</li> <li>• up to 30 points from CRIM 710, DEVELOP 710, 713, 717, EDUC 705, 766, HISTORY 713, 715, MEDIA 744, POLITICS 702, 724, 731, 740, 750, 771, or other approved 700 level courses offered at this University</li> </ul>	<ul style="list-style-type: none"> <li>• 45 points: POLITICS 792 Dissertation</li> </ul> or <ul style="list-style-type: none"> <li>• at least 45 points from POLITICS 700, 701, 708, 709, 710, 770, 773, 777</li> <li>• up to 15 points from CRIM 710, DEVELOP 710, 713, 717, EDUC 766, HISTORY 713, 715, MEDIA 744, POLITICS 702, 724, 731, 740, 750, 771, or other approved 700 level courses offered at this University</li> <li>• 60 points: POLITICS 793 Dissertation</li> </ul>
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A student who has to complete 180 points must satisfy the following requirements:

<b>Taught Masters</b> <b>Requirement:</b> <ul style="list-style-type: none"> <li>• at least 45 points from POLITICS 700, 701, 708, 709, 710, 770, 773, 777</li> <li>• up to 90 points from CRIM 710, DEVELOP 710, 713, 717, EDUC 705, 766, HISTORY 713, 715, MEDIA 744, POLITICS 702, 724, 731, 740, 750, 751, 771</li> <li>• up to 30 points from other approved 700 level courses offered at this University</li> <li>• 45 points: POLITICS 792 Dissertation</li> </ul>	or <ul style="list-style-type: none"> <li>• at least 45 points from POLITICS 700, 701, 708, 709, 710, 770, 773, 777</li> <li>• up to 75 points from CRIM 710, DEVELOP 710, 713, 717, EDUC 705, 766, HISTORY 713, 715, MEDIA 744, POLITICS 702, 724, 731, 740, 750, 751, 771</li> <li>• up to 30 points from other approved 700 level courses offered at this University</li> <li>• 60 points: POLITICS 793 Dissertation</li> </ul>
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**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.



- 4 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Project

- 5
  - 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

- 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 2005 regulations for the Degree of Master of Creative Writing were thereby repealed.

## The Degree of Master of Indigenous Studies – MIndigSt

*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 Bachelors Honours degree or Postgraduate Diploma, or an equivalent qualification approved by Senate or its representative, in a relevant subject with a Grade Point Average of 5.0 or higher
    - or
    - b completed the requirements for a Bachelors degree, or an equivalent qualification approved by Senate or its representative, in a relevant subject with a Grade Point Average of 5.0 or higher in 45 points above Stage II.
- 2 Admission to this programme requires Academic Head or nominee approval.

### Duration and Total Points Value

- 3 A student admitted to this degree under Regulation 1a 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 in the total enrolment for this degree.
- 4 A student admitted to this degree under Regulation 1b must:
  - a pass courses with a total value of 180 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - c not exceed 220 points in the total enrolment for this degree.

### Structure and Content

- 5 A student enrolled for this degree must complete the requirements as listed in the Master of Indigenous Studies Schedule.
- 6 A student who has to complete 120 points must achieve a Grade Point Average of 4.0 or higher in the first 30 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Indigenous Studies cannot continue.
- 7 A student who has to complete 180 points for this degree must achieve a Grade Point Average of 4.0 or higher in the first 45 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Indigenous Studies cannot continue.
- 8 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 must be substituted.

- 9 Enrolment in any elective course is subject to the approval of the relevant Academic Head or nominee.
- 10 The programme for each student requires the approval of the Coordinator for the Master of Indigenous Studies.
- 11 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme regulations, Academic Integrity, of the *University Calendar*.

### Honours

- 12 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Dissertation

- 13 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 relevant Academic Head or nominee prior to enrolment.
- c The dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Reassignment

- 14 A student may apply to reassign courses passed for the Master of Indigenous Studies to the Postgraduate Diploma in Indigenous Studies.

### Variations

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

### Commencement

- 16 These regulations came into force on 1 January 2017. The 2016 regulations for the Degree of Master of Indigenous Studies were thereby repealed.

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#### Master of Indigenous Studies (MIndigSt) Schedule

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

<b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>• 45 points: INDIGEN 700, 710</li> <li>• 30 points from ARTHIST 730, 732, DEVELOP 710, EDUC 710, 731, 734, 787, ENVMGT 746, GEOG 712, 715, 748, INDIGEN 701, 702,</li> </ul>	711, 712, LAWPUBL 746, 749, MĀORI 732, 734, 743, MAORIH 710, MUSEUMS 702, 705, PACIFIC 700, 705, 712, POLITICS 724, 750, SOCIO 713, 736, 746, SPANISH 735 <ul style="list-style-type: none"> <li>• 45 points: INDIGEN 792 Dissertation</li> </ul>
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A student who has to complete 180 points must satisfy the following requirements:

<b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>• 45 points: INDIGEN 700, 710</li> <li>• 90 points from ARTHIST 730, 732, DEVELOP 710, EDUC 710, 731, 734, 787, ENVMGT 746, GEOG 712, 715, 748, INDIGEN 701, 702,</li> </ul>	711, 712, LAWPUBL 746, 749, MĀORI 732, 734, 743, MAORIH 710, MUSEUMS 702, 705, PACIFIC 700, 705, 712, POLITICS 724, 750, SOCIO 713, 736, 746, SPANISH 735 <ul style="list-style-type: none"> <li>• 45 points: INDIGEN 792 Dissertation</li> </ul>
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## 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 Academic Head or nominee.

### 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 Arts or Theology.

- 4 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## 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 topic must be approved by the relevant Academic Head or nominee prior to enrolment.
  - c 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.

## Reassignment of Thesis

- 8 A thesis rejected for the Degree of Doctor of Philosophy may not be submitted for this degree.

## Commencement

- 9 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:
  - either*
    - a completed the requirements for the Degree of Bachelor of Arts (Honours) in Politics and International Relations from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
  - or*
    - b completed the requirements for a Bachelors degree from this University, in a relevant subject with a Grade Point Average of 5.0 or higher in 45 points above Stage II, or the equivalent as approved by Senate or its representative
  - and*
    - c completed STATS 101 or an equivalent undergraduate Statistics course.
- 2 A student who has met the requirements for admission under Regulation 1 above, but who has not completed STATS 101 or its equivalent, may enrol for this degree. STATS 101 must be completed within the first semester of initial enrolment for the Master of Public Policy. Should this requirement not be completed within that semester, enrolment for the Degree of Master of Public Policy will be suspended until it has been completed.
- 3 Admission to this programme requires the approval of the Programme Coordinator.

*Note: Relevant subjects may include anthropology, business, communication, economics, governance, law, media, organisational studies, political science, public administration, public health, public management, public policy, public relations, social geography, social sciences and sociology.*

## Duration and Total Points Value

- 4 A student admitted to this degree under Regulation 1a 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.
- 5 A student admitted to this degree under Regulation 1b must:
  - a pass courses with a total value of 180 points
  - and*

- b complete within the time limit specified in the General Regulations – Masters Degrees
- and
- c not exceed 220 points for the total enrolment for this degree.

### Structure and Content

- 6 a A student enrolled for this degree must complete the requirements as listed in the Master of Public Policy Schedule.
- b A student who has to complete 120 points must achieve a Grade Point Average of 4.0 or higher in the first 30 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Public Policy cannot continue.
- c A student who has to complete 180 points must achieve a Grade Point Average of 4.0 or higher in the first 45 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Public Policy cannot continue.
- d A student who has to complete 180 points for a Research Masters must achieve a Grade Point Average of 5.0 or higher in the first 60 points of taught courses taken. If this Grade Point Average is not achieved, enrolment in the Master of Public Policy cannot continue.
- 7 Where a student has previously passed courses equivalent to any of the required courses, a 700 level course approved by the Programme Coordinator for this degree may be substituted.
- 8 a Enrolment in any elective course is subject to the approval of the relevant Academic Head or nominee.
- b The programme for each student requires the approval of the Programme Coordinator for this degree.
- 9 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

- 10 A student may apply to reassign courses passed for the Master of Public Policy to the Postgraduate Diploma in Public Policy.

### Honours

- 11 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### 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 2018. The 2015 regulations for the Degree of Master of Public Policy were thereby repealed.

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### Master of Public Policy (MPP) Schedule

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

<b>Research Masters</b> <b>Prerequisite:</b> 30 points from POLICY 701, 702, 769, POLITICS 757 <b>Requirement:</b> <ul style="list-style-type: none"> <li>• 30 points from POLICY 701, 702, 769, POLITICS 757</li> <li>• 90 points: POLICY 794 Thesis</li> </ul> <b>Taught Masters</b> <ul style="list-style-type: none"> <li>• 60 points: POLICY 701, 702, 769, POLITICS 757</li> <li>• 15 points from CRIM 703, DEVELOP 702, 708, EARTHSCI 705, ECON</li> </ul>	742, 761, EDPROFST 739, EDUC 705, ENVMGT 741, 743, 744, 746, GEOG 718, 725, 738, 748, MĀORI 743, PACIFIC 715, POLICY 737, POLITICS 704, 741, 746, 756, 772, 774, POPLHLTH 718, 719, SOCCHFAM 700, 734, SOCIOL 703, 713, 728, 736, 747, SOCHLTH 700, SOCWORK 723, 757, or other approved 700 level courses offered at this University <ul style="list-style-type: none"> <li>• 45 points: POLICY 769 and 790 Research Project, or POLICY 792 Dissertation</li> </ul>
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A student who has to complete 180 points must satisfy the following requirements:

<b>Requirement:</b> <b>Research Masters</b> <ul style="list-style-type: none"> <li>• 75 points: POLICY 701, 702, 769, POLITICS 701, 757</li> <li>• 15 points from CRIM 703, DEVELOP 702, 708, EARTHSCI 705, ECON 742, 761, EDPROFST 739, EDUC 705, ENVMGT 741, 743, 744, 746, GEOG 718, 725, 738, 748, MĀORI 743, PACIFIC 715, POLICY 737, POLITICS 704, 741, 746, 756, 772, 774, POPLHLTH 718, 719, SOCCHFAM 700, 734, SOCIOL 703, 713, 728, 736, 747, SOCHLTH 700, SOCWORK 723, 757, or other approved 700 level courses offered at this University</li> <li>• 90 points: POLICY 794 Thesis</li> </ul>	<b>Taught Masters</b> <ul style="list-style-type: none"> <li>• 60 points: POLICY 701, 702, 769, POLITICS 757</li> <li>• 75 points from CRIM 703, DEVELOP 702, 708, EARTHSCI 705, ECON 742, 761, EDPROFST 739, EDUC 705, ENVMGT 741, 743, 744, 746, GEOG 718, 725, 738, 748, MĀORI 743, PACIFIC 715, POLICY 737, POLITICS 704, 741, 746, 756, 772, 774, POPLHLTH 718, 719, SOCCHFAM 700, 734, SOCIOL 703, 713, 728, 736, 747, SOCHLTH 700, SOCWORK 723, 757, or other approved 700 level courses offered at this University</li> <li>• 45 points: POLICY 792 Dissertation</li> </ul>
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## 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) completed the requirements for a Bachelors degree from this University with a Grade Point Average of 3.5 or higher in 60 points above Stage II, or the equivalent as approved by Senate or its representative *and*
    - (ii) at least two years' relevant professional experience or equivalent, as approved by Senate or its representative
  - or
  - b (i) completed the requirements for a Bachelors Honours degree in a relevant subject from this University with a Grade Point Average of 3.5 or higher, or the equivalent as approved by Senate or its representative *and*
  - (ii) at least one year of relevant professional experience or equivalent, as approved by Senate or its representative.
- 2 Students who have not completed two years of full-time study in an English medium institution must have achieved an overall score of 6.5 with a minimum of 6.0 on all bands in IELTS (Academic) or equivalent.

*Notes:*

- (i) *Admission to and completion of this programme does not meet New Zealand teacher registration requirements.*
- (ii) *A relevant subject may include: Business English, Linguistics, Language Studies, Language Teaching, Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Foreign Language (TEFL), Translation and Interpreting*

### 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 120 points from courses listed in the Master of Teaching English to Speakers of Other Languages Schedule.
- 6 Permission to prepare and present a Dissertation must be given by the Academic Head or nominee.
- 7 The Academic Head or nominee 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.
- 8 The programme for each student requires the approval of the relevant Academic Head or nominee.
- 9 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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.
- b A student enrolled for the dissertation must also have passed or be enrolled in LANGTCHG 745.
- c The dissertation topic must be approved by the relevant Academic Head or nominee prior to enrolment.
- d The dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

**Honours / Distinction**

- 12 This degree may be awarded with either Honours, Distinction or Merit as specified in the General Regulations – Masters Degrees.

**Commencement**

- 13 These regulations came into force on 1 January 2018. The 2016 regulations for the Degree of Master of Teaching English to Speakers of Other Languages were thereby repealed.

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**Master of Teaching English to Speakers of Other Languages (MTESOL) Schedule**


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<b>Taught Masters Requirement:</b> <i>either</i> <ul style="list-style-type: none"> <li>45 points from LANGTCHG 757, 760–765</li> <li>75 points from LANGTCHG 700, 701, 710, 715, 716, 739, 740, 746, 747, 751, 752, 754, 756, 757, 760–764</li> </ul>	<i>or</i> <ul style="list-style-type: none"> <li>75 points from LANGTCHG 700, 701, 710, 715, 716, 739, 740, 746, 747, 751, 752, 754, 756, 760–765</li> <li>15 points: LANGTCHG 757</li> <li>30 points: LANGTCHG 753 Research Essay or LANGTCHG 790 Research Project</li> </ul>
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**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 Academic Head or nominee.

**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 as listed in the Master of Theology Schedule.
- 4 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**Thesis**

- 5 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 Postgraduate Adviser in Theology.
- b The thesis is to be based on original research and the research topic is to be approved by the Academic Head or nominee prior to enrolment.
- c 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 in accordance with the General Regulations – Masters Degrees.

**Commencement**

- 8 These regulations came into force on 1 January 2014. The 2006 regulations for the Degree of Master of Theology were thereby repealed.

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**Master of Theology (MTheol) Schedule**


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**Research Masters****Requirement:**

- 120 points: THEOLOGY 796 Thesis
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## The Degree of Master of Translation – MTrans

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

### Admission

- In order to be admitted to this programme, a student needs to have:
  - completed the requirements for the Degree of Bachelor of Arts (Honours) from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative  
*or*
  - completed the requirements for the Degree of Bachelor of Arts from this University with a Grade Point Average of 5.0 or higher in 45 points above Stage II, or the equivalent as approved by Senate or its representative*and*
  - demonstrated competence in one of the languages offered for the Master of Translation equivalent to at least the level of a B+ grade in a language course above Stage II at this University*and*
  - 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.
- In exceptional circumstances Senate or its representative may approve admission of a student who has not met the above requirement, but who has attained extensive relevant, practical, professional or scholarly experience deemed equivalent to the requirements in Regulation 1a above by Senate or its representative.
- Admission to this degree is at the discretion of the Academic Head or nominee. An interview and written aptitude test may be required.

### Duration and Total Points Value

- A student admitted to this degree must:
  - pass courses with a total value of 180 points*and*
  - complete within the time limit specified in the General Regulations – Masters Degrees*and*
  - not exceed 220 points for the total enrolment for this degree.

### Structure and Content

- A student enrolled for this degree must complete the requirements as listed in the Master of Translation Schedule.
  - A student must achieve a Grade Point Average of 4.0 or higher in the first 45 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Translation cannot continue.
- Where a student has previously passed courses equivalent to any of the required courses for this degree, a 700 level course(s) approved by the Academic Head or nominee must be substituted.
- The programme of each student requires the approval of the Academic Head or nominee.
- A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

- A student may apply to reassign courses passed for this degree to the Postgraduate Diploma in Translation Studies or Postgraduate Certificate in Translation.

### Distinction

- This degree may be awarded with Distinction or Merit as specified in 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.

**Commencement**

12 These regulations came into force on 1 January 2019.

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**Master of Translation (MTrans) Schedule**


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**Taught Masters****Requirement:**

- 120 points: TRANSLAT 700, 712, 719, 720
- 30 points from FRENCH 720, ITALIAN 702, MĀORI 712, SPANISH 723, TRANSLAT 716, 717, 718, 726

- 30 points from FRENCH 705, GERMAN 703, 704, ITALIAN 700, JAPANESE 745, SPANISH 700, TRANSLAT 713
- 

**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.*

**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 from the courses listed in the Certificate in Languages Schedule.

**Structure and Content**

- 2 Of the 60 points required for this certificate, a student must pass at least 30 points above Stage I.
- 3 A student may not include courses for this certificate from more than two of the languages listed in the schedule for this certificate.
- 4 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**Special Cases**

- 5 Enrolment of students with prior knowledge of the language being studied is at the discretion of the Academic Head or nominee.
  - 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**

- 6 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.
- 7 A student may not be granted credit or cross-credit towards this certificate of more than 15 points, including any points credited under Regulation 6.

**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 2019. The 2010 regulations for the Certificate in Languages were thereby repealed.
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**Certificate in Languages (CertLang) Schedule**


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**Courses available:****Chinese**

Stage I courses: CHINESE 100, 101

Stage II courses: CHINESE 200, 201, 202, 277, 278

Stage III courses: CHINESE 300, 301, 302, 377, 378

**Cook Islands Māori**

Stage I course: COOKIS 101

Stage II course: COOKIS 201

Stage III course: COOKIS 301



**Egyptian**

Stage II courses: ANCHIST 210, 220  
 Stage III courses: ANCHIST 310, 340

**French**

Stage I courses: FRENCH 101, 102  
 Stage II courses: FRENCH 203, 204, 230, 269, 277, 278  
 Stage III courses: FRENCH 304, 305, 377, 378

**German**

Stage I courses: GERMAN 101, 102  
 Stage II courses: GERMAN 200, 201, 213, 277, 278  
 Stage III courses: GERMAN 301, 302, 306, 313, 314, 360, 377, 378

**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 100, 106, 107, 177  
 Stage II courses: ITALIAN 200, 201, 277, 278  
 Stage III courses: ITALIAN 300, 312, 377, 378, 379

**Japanese**

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

**Korean**

Stage I courses: KOREAN 110, 111

Stage II courses: KOREAN 200, 201, 277, 278  
 Stage III courses: KOREAN 300, 301, 377, 378

**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

**Russian**

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

**Samoan**

Stage I course: SAMOAN 101  
 Stage II course: SAMOAN 201  
 Stage III course: SAMOAN 301

**Spanish**

Stage I courses: SPANISH 104, 105  
 Stage II courses: SPANISH 200, 201, 277, 278  
 Stage III courses: SPANISH 319, 321, 323, 341, 342, 377, 378

**Tongan**

Stage I course: TONGAN 101  
 Stage II course: TONGAN 201  
 Stage III course: TONGAN 301

**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.*

**Duration and Total Points Value**

- 1 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**

- 2 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.
- 3 A student may not include courses for this diploma from more than two of the languages listed in the schedule for this diploma.
- 4 With the permission of the Academic Head or nominee concerned, a student may include for this diploma up to 30 points from postgraduate level language acquisition courses.
- 5 With the permission of the Academic Head or nominee for a language for which points have been passed at Stage II, and approval of the Dean of Faculty of Education and Social Work, a student may include 15 points from EDUC 318 for this diploma.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**Special Cases**

- 7 Enrolment of students with prior knowledge of the language being studied is at the discretion of the Academic Head or nominee.
  - 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

- 8 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.
- 9 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 8.

### 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 2019. The 2010 regulations for the Diploma in Languages were thereby repealed.

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## Diploma in Languages (DipLang) Schedule

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### Courses available:

#### Chinese

Stage I courses: CHINESE 100, 101  
 Stage II courses: CHINESE 200, 201, 202, 277, 278  
 Stage III courses: CHINESE 300, 301, 302, 377, 378

#### Cook Islands Māori

Stage I courses: COOKIS 101, PACIFIC 105  
 Stage II course: COOKIS 201  
 Stage III courses: COOKIS 301, PACIFIC 312

#### Egyptian

Stage II courses: ANCHIST 210, 220  
 Stage III courses: ANCHIST 310, 340

#### French

Stage I courses: FRENCH 101, 102  
 Stage II courses: FRENCH 203, 204, 214, 218, 229, 230, 239, 241, 244, 269, 277, 278  
 Stage III courses: FRENCH 304, 305, 308, 314, 320, 322, 329, 331, 339, 341, 344, 349, 377, 378

#### German

Stage I courses: GERMAN 101, 102  
 Stage II courses: GERMAN 200, 201, 213, 277, 278  
 Stage III courses: GERMAN 301, 302, 306, 313, 314, 360, 377, 378

#### 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 100, 106, 107, 177  
 Stage II courses: ITALIAN 200, 201, 202, 204, 209, 211, 277, 278  
 Stage III courses: ITALIAN 300, 301, 305, 309, 312, 330, 333, 335, 336, 377, 378, 379

#### Japanese

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

#### Korean

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

#### 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

#### 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 312

#### Spanish

Stage I courses: SPANISH 104, 105  
 Stage II courses: SPANISH 200, 201, 277, 278  
 Stage III courses: SPANISH 319, 321, 323, 341, 342, 377, 378

**Tongan**

Stage I courses: TONGAN 101, PACIFIC 105

Stage II course: TONGAN 201

Stage III courses: TONGAN 301, PACIFIC 312

**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:
  - a (i) completed the requirements for any degree from this University, or the equivalent as approved by Senate or its representative  
or
  - (ii) demonstrated practical, professional, or scholarly experience of an appropriate kind that is approved by Senate or its representative as equivalent to that specified in 1a(i) above
 and
  - b attained a level of preparation appropriate to the selected major for the Graduate Diploma in Arts as approved by the relevant Academic Head or nominee.
- 2 A student may, if Senate or its representative gives approval, enrol for this graduate diploma without having fulfilled the requirements of Regulation 1b above, provided that the student completes any prerequisite courses as part of or in addition to the normal requirements of this programme.
- 3 With the approval of Senate or its representative, a student who needs only 30 points to complete the Degree of Bachelor of Arts may enrol concurrently for this graduate diploma and those remaining points, provided that the graduate diploma will not be awarded until the Degree of Bachelor of Arts is completed.

**Duration and Total Points Value**

- 4 a 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.
- b The requirements for a Graduate Diploma in Arts must be completed within four years of initial enrolment.
- c In all cases, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.
- d In exceptional circumstances the Academic Head may increase the duration allowed for enrolment for a period not normally exceeding two consecutive semesters.

**Structure and Content**

- 5 Of the 120 points required for this graduate diploma a student must pass:
  - a at least 75 points above Stage II from the Bachelor of Arts or Bachelor of Arts (Honours) Schedules  
and
  - b at least 60 points from a major listed in the Bachelor of Arts Schedule, including the Stage III courses required for that major.
- 6 The programme for this graduate diploma may include a Dissertation or project of up to 30 points in a subject for which the student is approved by the Academic Head or nominee as suitably qualified.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 8 The programme for each student requires the approval of the relevant Academic Head or nominee prior to enrolment.
- 9 Cross-credits will not be granted toward the Graduate Diploma in Arts.

**Dissertation/Project**

- 10 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 Academic Head or nominee.
- b The dissertation or project topic must be approved by the relevant Academic Head or nominee prior to enrolment in the dissertation or project.
- c The dissertation or project is to be completed and submitted in accordance with the General Regulations – Postgraduate Diplomas.

**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 2019. The 2006 regulations for the Graduate Diploma in Arts were thereby repealed.
- 

**Postgraduate Certificate in Translation – PGCertTrans**

*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 (i) completed the requirements for the Degree of Bachelor of Arts from this University with a Grade Point Average of 5.0 or higher in 45 points above Stage II, or the equivalent as approved by Senate or its representative
  - or
  - (ii) produced evidence to the satisfaction of Senate or its representative, of appropriate academic or professional preparation, equivalent to a degree, to undertake the programme
- and
- b demonstrated competence in one of the languages offered for the Postgraduate Certificate equivalent to at least the level of a B+ grade in a language course above Stage II 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 certificate is at the discretion of the Academic Head or nominee. An interview and written aptitude test may be required.

**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 90 points.

**Structure and Content**

- 5 A student enrolled for this postgraduate certificate must complete the requirement for one of the specialisations listed in the Postgraduate Certificate in Translation Studies Schedule.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 The programme for each student requires the approval of the Academic Head.

**Reassignment**

- 8 A student may apply to reassign courses passed for this postgraduate certificate to the Postgraduate Diploma in Translation Studies or Master of Translation.

**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 2019.

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**Postgraduate Certificate in Translation (PGCertTrans) Schedule**


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Specialisations available:

**Community Translation**
**Requirement:**

- 60 points: TRANSLAT 713, 719

**Multimedia Translation**
**Requirement:**

- 60 points: TRANSLAT 712, 715
- 

**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**

- 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 Academic Head or nominee.

**Duration and Total Points Value**

- 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**

- 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 Academic Heads or nominees concerned is required
  - or*
  - c Applied Behaviour Analysis: 120 points from PSYCH 711, 741, 750, 751, 754.
- The programme for this postgraduate diploma may include a research essay or research project for which the student is approved by the Academic Head or nominee as suitably qualified.
- A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- The programme for each student requires the approval of the relevant Academic Heads or nominees and the Dean of Faculty of Arts.

**Research Essay / Research Project**

- The research essay or research project, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - The research essay or research project topic must be approved by the relevant Academic Head or nominee or Programme Coordinator prior to enrolment.
  - The research essay or research project must be completed and submitted as specified in the General Regulations – Postgraduate Diplomas.

**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. The 2000 regulations for the Postgraduate Diploma in Arts were thereby repealed.
- 

## Postgraduate Diploma in Conflict and Terrorism Studies – PGDipCTS

*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 postgraduate diploma, a student needs to have:
  - a been enrolled in the Degree of Master of Conflict and Terrorism Studies  
and
  - b passed at least 30 points for that degree  
and
  - c been recommended for admission by the Academic Head or nominee.

**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: POLITICS 700, 773  
and
  - b 90 points from courses listed in the Master of Conflict and Terrorism Studies Schedule, excluding POLITICS 792, 793 and 794.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**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 2017.
- 

## Postgraduate Diploma in Indigenous Studies – PGDipIndigSt

*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 postgraduate diploma, a student needs to have:
  - a been enrolled in the Degree of Master of Indigenous Studies  
and
  - b passed at least 30 points for that degree  
and
  - c been recommended for admission by the Academic Head or nominee.

**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: INDIGEN 700  
and
  - b 90 points from courses listed in the Master of Indigenous Studies Schedule, excluding INDIGEN 792.
- 5 The programme for each student must be approved by the Coordinator for the Master of Indigenous Studies.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**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 2017.
- 

**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 of adequate training to the satisfaction of Senate or its representative
 and
  - b at least two years of second language teaching experience  
or
  - c completed the requirements for the Degree of Bachelor of Arts in one of the subjects listed in the Postgraduate Diploma in Language Teaching Schedule.

**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 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 6 The programme for each student requires the approval of the Academic Head or nominee and the Dean of Faculty of 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 2016. The 2015 regulations for the Postgraduate Diploma in Language Teaching were thereby repealed.

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### Postgraduate Diploma in Language Teaching (PGDipLT) Schedule

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**Prerequisite:** A BA with a major in Language Teaching, Linguistics, a language, or a relevant subject as approved by the Academic Head or nominee

**Requirement:**

- 15 points from CHINESE 739, 741, FRENCH 717, GERMAN 760, LANGTCHG 740
- 30 points

*either*

LANGTCHG 733

*or*

LANGTCHG 715 and 15 points from CHINESE 740, 742, LANGTCHG 760

- 75 points from LANGTCHG 700, 710, 715, 716, 739, 740, 746, 752, 756, 760–765, LINGUIST 720–722, 724, 730, 731
- 

## Postgraduate Diploma in Public Policy – PGDipPP

*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 postgraduate diploma, a student needs to have:
- a been enrolled in the Degree of Master of Public Policy
  - and*
  - b passed at least 30 points for that degree
  - and*
  - c been recommended for admission by the Academic Head or nominee.

### 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 60 points: POLICY 701, 702, 769, POLITICS 757
  - and*
  - b 60 points from courses listed in the Master of Public Policy Schedule, excluding POLICY 792 and 794.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 2017.



## 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 from this University with a Grade Point Average of 5.0 or higher in 45 points above Stage II, or the equivalent as approved by Senate or its representative  
or
  - (ii) produced evidence to the satisfaction of Senate or its representative of appropriate academic or professional preparation, equivalent to a degree, to undertake the proposed programme
- and
- b produced evidence of 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 above Stage II 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 Academic Head or nominee. 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 A student enrolled for this postgraduate diploma must complete the requirements as listed in the Postgraduate Diploma of Translation Studies Schedule.
- 6 With the approval of the Academic Head, Special Language Studies 700 level courses (for language study overseas) may be substituted for points from language acquisition courses.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

- 8 A student may apply to reassign courses passed for this postgraduate diploma to the Postgraduate Certificate in Translation or Master of Translation.

### 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 2020. The 2019 regulations for the Postgraduate Diploma in Translation Studies were thereby repealed.

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#### Postgraduate Diploma in Translation Studies (PGDipTranslationStud) Schedule

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##### Requirement:

- 60 points: TRANSLAT 712, 719
- at least 30 points from FRENCH 705, GERMAN 703, 704, ITALIAN 700, JAPANESE 745, MĀORI 712, SPANISH 700, TRANSLAT 713, 715

- up to 30 points from FRENCH 720, ITALIAN 702, SPANISH 723, TRANSLAT 716–718, 726
-

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## REGULATIONS – BUSINESS AND ECONOMICS

### 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
    - (i) 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
    - (ii) A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, must complete ACADENG 104 to fulfill their General Education requirement, or with approval from Senate or its representative, may substitute an alternative Academic English Language Requirement course for 15 points of General Education).
    - (iii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 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 Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses available for this degree.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
  - (i) 15 points from courses offered in the General Education Schedules
  - and*
  - (ii) a further 15 points from courses available for this degree.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

#### 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 the *University 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:

#### Accounting

Stage I courses: ACCTG 101, 102  
 Stage II courses: ACCTG 211–222  
 Stage III courses: ACCTG 311–331, 371, 381, 382

#### Business

Stage I courses: BUSINESS 101, 102  
 Stage II course: BUSINESS 200, 210, 211  
 Stage III courses: BUSINESS 301–304, 310–312, 328, 390

#### Business Analytics

Stage II courses: BUSAN 200, 201  
 Stage III courses: BUSAN 300–305

#### Commercial Law

Stage I course: COMLAW 101  
 Stage II courses: COMLAW 201, 203  
 Stage III courses: COMLAW 301–321, LAWCOMM 422

#### Computer Science

Stage I course: COMPSCI 101  
 Stage II course: COMPSCI 235

#### Economics

Stage I courses: ECON 151, 152  
 Stage II courses: ECON 200–271  
 Stage III courses: ECON 301–381

#### Engineering Science

Stage III course: ENGSCI 31

#### Finance

Stage II courses: FINANCE 251–261  
 Stage III courses: FINANCE 351–362, 383, 384

#### Information Systems

Stage I course: INFOSYS 110  
 Stage II courses: INFOSYS 220–222, 280

Stage III courses: BUSAN 301, INFOSYS 320–330, 338–344

#### Innovation and Entrepreneurship

Stage II courses: INNOVENT 203, 204  
 Stage III courses: INNOVENT 305–308

#### International Business

Stage II courses: INTBUS, 201, 202  
 Stage III courses: INTBUS 300, 305–308

#### Law

Stage IV course: LAWCOMM 422

#### Management

Stage I course: MGMT 101  
 Stage II courses: MGMT 211, 223  
 Stage III courses: MGMT 300, 304, 309, 314, 320, COMLAW 314

#### Marketing

Stage II courses: MKTG 201, 202  
 Stage III courses: MKTG 301–314

#### Mathematics

Stage I courses: MATHS 108, 120, 130, 153  
 Stage II courses: MATHS 208, 250

#### Operations and Supply Chain Management

Stage II courses: OPSMGT 255, 258  
 Stage III courses: OPSMGT 357, 370–385

#### Property

Stage I course: PROPERTY 102

#### Statistics

Stage I course: STATS 108  
 Stage II courses: STATS 207, 208, 210, 255  
 Stage III courses: STATS 301, 310, 320, 326, 340, 370

### BCom core courses:

#### Accounting

ACCTG 101

#### Business

BUSINESS 101 and 102 or 103

#### Commercial Law

COMLAW 101

#### Economics

ECON 151 or 152

**Information Systems**

INFOSYS 110

**Statistics**

STATS 100 or 108

**BCom majors:****Accounting**

- 15 points: ACCTG 102
- 30 points from ACCTG 211, 221, 222
- 30 points from ACCTG 311, 312, 321, 323, 331, 371, 382
- 15 points from ACCTG 311, 312, 321, 323, 331, 371, 382, COMLAW 301, INFOSYS 321, 323

**Business Analytics**

- 15 points from BUSAN 200, STATS 208, 255
- 30 points: BUSAN 201, and BUSAN 304 or INFOSYS 310
- 15 points from BUSAN 300, 301
- a further 15 points from BUSAN 300–305, MKGT 308, OPSMGT 357, STATS 301, 330

**Commercial Law**

- 30 points: COMLAW 201, 203
- 45 points from COMLAW 301–321, LAWCOMM 422

**Economics**

- 45 points: ECON 152, 201, 211
- 45 points from ECON 301–374

**Finance**

- 75 points: ACCTG 102, MATHS 108, 208, FINANCE 251, 261
- 45 points from ACCTG 371, COMLAW 305, ECON 352, FINANCE 351, 361, 362, 383, 384

**Information Systems**

- 30 points: INFOSYS 220, 222
- 45 points (or 60 points if INFOSYS 310 is selected) from BUSAN 301, INFOSYS 300, 320–323, 330, 338–344, OPSMGT 357

**Innovation and Entrepreneurship**

- 30 points: INNOVENT 203, 204
- 30 points: INNOVENT 306

- 15 points from BUSINESS 304, INNOVENT 305, 307, 308

**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**

*The BCom major in International Trade was suspended in 2014. Students who have a current enrolment in this major should contact their faculty for advice regarding completion.*

- 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, COMLAW 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, 304–309, 312, 314

**Operations and Supply Chain Management**

- 45 points: OPSMGT 255, 258, 370
- 30 points (or 45 points if INFOSYS 310 is selected) from BUSAN 305, INFOSYS 310, 321, OPSMGT 357, 371, 372, 376

**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 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 courses listed in the Bachelor of Property Schedule and
  - b (i) 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
  - (ii) A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, must complete ACADENG 104 to fulfill their General Education requirement, or with approval from Senate or its representative, may substitute an alternative Academic English Language Requirement course for 15 points of General Education).

- (iii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### General Education Exemptions

- 3 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses listed in the Bachelor of Commerce Schedule.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:  
 (i) 15 points from courses offered in the General Education Schedules  
*and*  
 (ii) a further 15 points from courses listed in the Bachelor of Commerce Schedule.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### Practical Requirements

- 4 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

- 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 the *University 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 2006. The 1996 regulations for the Degree of Bachelor of Property were thereby repealed.

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#### Bachelor of Property (BProp) Schedule

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##### Requirement:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• 240 points: PROPERTY 102, 211–281, ACCTG 101, BUSINESS 101, 102 or 103, COMLAW 101, ECON 151 or 152, INFOSYS 110, STATS 100 or 108</li> </ul> | <ul style="list-style-type: none"> <li>• 90 points from PROPERTY 311–384</li> <li>• 30 points from courses listed in the General Education Schedules approved for this degree</li> </ul> |
|--|--|

## 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 from the University of Auckland  
*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 with a Grade Point Average of 5 or higher in 45 points at Stage III in that major  
*and*

- d the approval of the Dean of 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 A student enrolled for this degree must complete the requirements for one of the subjects listed in the Bachelor of Commerce (Honours) Schedule.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 6 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.

### Research Essay

- 7 a The research essay is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The research essay topic must be approved by the relevant Head of Department prior to enrolment.
- c The research essay 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 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.
- 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 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

- 12 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Bachelor of Commerce (Honours) were thereby repealed.

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## Bachelor of Commerce (Honours) (BCom(Hons)) Schedule

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### Subjects available:

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#### 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 701, 702
- at least 30 points from ACCTG 711–782
- up to 30 points from FINANCE 705, 751–782
- 30 points: ACCTG 788 Research Essay

#### Commercial Law

**Prerequisite:** A major in Commercial Law or equivalent courses as approved by the Head of Department

**Requirement:**

- LAW 700
- 90 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
- 30 points: COMLAW 788 Research Essay

## Economics

**Prerequisite:** A major in Economics including a pass in each of ECON 301, 311, 321, or equivalent courses as approved by the Head of Department

**Requirement:**

- 30 points: ECON 701, 711
- 15 points from ECON 721, 723
- 45 points from ECON 700, 702–784
- 30 points: ECON 788 Research Essay

## 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 701, 702
- at least 30 points from FINANCE 705, 751–782, including 15 points from FINANCE 751, 761
- up to 30 points from ACCTG 711–782
- 30 points: FINANCE 788 Research Essay

## Global Management and Innovation

**Prerequisite:** A major in International Business, Innovation and Entrepreneurship, or Management, or equivalent courses as approved by the Head of Department

**Requirement:**

- 15 points: BUSINESS 710
- 75 points from BUSINESS 704, 705, GLMI 701-712, 750, 751
- 30 points: GLMI 780 Research Essay

## Information Systems

**Prerequisite:** A major in Information Systems and 15 points at Stage II Statistics or equivalent courses as approved by the Head of Department

**Requirement:**

- 45 points: INFOSYS 720, 750, 751
- 45 points from INFOSYS 700–702, 722–740, OPSMGT 752, 757, 780
- 30 points: INFOSYS 788 Research Essay

## International Business

*The BCom(Hons) in International Business was withdrawn in 2019.*

## Management

*The BCom(Hons) in Management was withdrawn in 2019.*

## Marketing

**Prerequisite:** A major in Marketing and STATS 208 or equivalent courses as approved by the Head of Department

**Requirement:**

- 60 points: MKTG 701, 703–705
- 30 points from MKTG 702, 710, 717, 718
- 30 points: MKTG 788 Research Essay

## Operations and Supply Chain Management

**Prerequisite:** A major in Operations and Supply Chain Management and STATS 208 or 255 or BUSAN 200 or INFOMGMT 290 or equivalent courses as approved by the Head of Department

**Requirement:**

- 15 points: OPSMGT 760
- 30 points from OPSMGT 752, INFOSYS 750, 751
- 45 points from OPSMGT 700, 732, 752, 757, 762–780, INFOSYS 700, 701, 722, 737, 740, 750, 751
- 30 points: OPSMGT 788 Research Essay

# 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.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.



### Dissertation

- 6 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

- 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 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.
- 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 1997 regulations for the Degree of Bachelor of Property (Honours) were thereby repealed.

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#### Bachelor of Property (Honours) (BProp(Hons)) Schedule

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##### Requirement:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• 15 points: PROPERTY 701</li> </ul> | <ul style="list-style-type: none"> <li>• 75 points from PROPERTY 713–786</li> <li>• 30 points: PROPERTY 789 Research Essay</li> </ul> |
|---|---|

## 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 degree, a student must have:
  - a *either*
    - (i) completed the requirements for a relevant Bachelors degree from this University with a Grade Point Average of 5.0 or higher in at least 90 points in the most advanced courses, or the equivalent as approved by Senate or its representative
    - or*
    - (ii) completed the requirements for the Postgraduate Diploma in Business from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
    - or*
    - (iii) (a) completed the requirements for a relevant Bachelors degree as approved by Senate or its representative  
*and*  
(b) completed the requirements for the Postgraduate Certificate in Business from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
  - and*
  - b normally, at least three years' relevant management experience approved by Senate or its representative
  - and*
  - c provided appropriate references and completed any additional tests of academic aptitude and/or interviews prescribed by Senate or its representative.
- 2 In exceptional circumstances Senate or its representative may approve the admission of a student:
  - a who has attained extensive relevant, practical, professional or scholarly experience deemed equivalent by Senate or its representative to the requirements in Regulation 1a
  - and*
  - b who has at least three years' relevant management experience approved by Senate or its representative
  - and*
  - c who has provided appropriate references and completed any additional tests of academic aptitude and/or interviews prescribed by Senate or its representative.

*Note: A relevant undergraduate degree may be in business, engineering, humanities, sciences or technology.*

### Duration and Total Points Value

- 3 A student admitted to this degree must:
  - a pass courses with a total value of 180 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - c must not exceed 220 points for the total enrolment for this degree.

### Structure and Content

- 4 A student enrolled for this degree must complete the requirements as listed in the Master of Business Administration Schedule.
- 5 A student enrolled for this degree must achieve a Grade Point Average of 5.0 or higher in the first 60 points of taught courses. If this Grade Point Average is not achieved, enrolment in the Master of Business Administration cannot continue.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 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.
- 8 The programme for each student requires the approval of the Director of the Programme prior to enrolment.

### Reassignment

- 9 A student may apply to reassign courses passed for this degree to the Postgraduate Certificate in Business.

### 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 2020. The 2019 regulations for the Degree of Master of Business Administration were thereby repealed.

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#### Master of Business Administration (MBA) Schedule

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##### Requirement:

- BUSMBA 700
- 135 points from BUSMBA 701–708, 714, 750–753, 760
- 7.5 points from BUSMBA 709, 710, 713

- 7.5 points from BUSMBA 711, 712, 713
  - 30 points: BUSMBA 770 Project
- 

## The Degree of Master of Business Administration – MBA (Transition only)

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

*Note: The 120 point pathway is being retained as a transition arrangement for applicants who have completed the Postgraduate Diploma in Business in Administration or the Postgraduate Diploma in Business in Māori Development prior to 2019, or who will complete one of these programmes in 2019. This pathway will not be available for admission after 2020.*

### 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
    - or*
    - (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
    - or*
    - (iii) completed the Postgraduate Diploma in Business in Administration with an average grade of B or higher in the courses BUSADMIN 761–768
    - or*

- (iv) completed the Postgraduate Diploma in Business in Māori Development with an average grade of B or higher plus a pass in BUSADMIN 765
- or
- (v) completed the requirements for an equivalent qualification as approved by Senate or its representative
- and
- (vi) normally, at least three years' management experience deemed relevant to the degree by Senate or its representative
- and
- (vii) performed acceptably in any tests of academic aptitude and/or interviews prescribed by Senate or its representative
- or
- b (i) have extensive practical, professional or scholarly experience deemed equivalent to the requirements in Regulation 1a above by Senate or its representative
- and
- (ii) performed acceptably in any tests of academic aptitude and/or interviews as prescribed by Senate or its representative
- and
- (iii) have demonstrated that they have adequate training, experience and ability to proceed with this programme.

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(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 admitted to 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 admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 9 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.
- 10 The programme for each student requires the approval of the Director of the Programme prior to enrolment.

### **Reassignment**

- 11 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**

- 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 2012. The 2006 regulations for the Degree of Master of Business Administration were thereby repealed.

### Master of Business Administration (MBA (Transition only)) Schedule

<b>Requirement:</b> 240 points from <b>Part I</b> <ul style="list-style-type: none"> <li>120 points from BUSADMIN 771–779</li> </ul> or <ul style="list-style-type: none"> <li>120 points from BUSADMIN 761–768</li> </ul> or <ul style="list-style-type: none"> <li>75 points from BUSADMIN 761–764, 768, MAORIDEV 731–734, 738</li> <li>45 points: MAORIDEV 720, 721, 722</li> <li>15 points: BUSADMIN 765</li> </ul>	<b>Part II</b> <ul style="list-style-type: none"> <li>90 points from BUSADMIN 780–790 or other appropriate 700 level courses selected in agreement with the Director of the Programme</li> </ul> or <ul style="list-style-type: none"> <li>15 points from BUSADMIN 766 or 776</li> <li>75 points from BUSADMIN 780–783, 785–790</li> </ul> or <ul style="list-style-type: none"> <li>at least 45 points from BUSADMIN 780–790</li> <li>up to 45 points from one of the subjects listed in the schedule for the Postgraduate Diploma in Business</li> </ul> <b>Part III</b> <ul style="list-style-type: none"> <li>30 points: BUSADMIN 798</li> </ul>
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## 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 from the University of Auckland 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 a Grade Point Average of 5 or higher in 45 points above Stage II in that major

*or*

- (ii) (a) completed the requirements for the Degree of Master of Business Administration from the University of Auckland or an equivalent qualification approved by Senate or its representative  
*and*  
(b) passed at least 90 points above Stage I from courses listed in the Bachelor of Commerce Schedule including at least 45 points above Stage II in the intended subject for this degree  
*and*  
(c) achieved a Grade Point Average of 5 or higher in 45 points in the Stage III courses

*or*

- b (i) (a) completed the requirements for the Degree of Bachelor of Commerce (Honours) from the University of Auckland 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 a Grade Point Average of 5 or higher over the programme

*or*

- (ii) (a) completed the requirements for the Postgraduate Diploma in Commerce from the University of Auckland or an equivalent qualification approved by Senate or its representative  
*and*  
(b) passed the Postgraduate Diploma in Commerce in the subject intended for this degree with a Grade Point Average of 5 or higher over the programme.

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 a Grade Point Average of 5 or higher in 45 points above Stage II in the 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 180 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - c not exceed 220 points for the total enrolment of this degree.
- 5 If a student is enrolled in the Late Year Term in points towards the MCom, then this counts as a semester in respect of the time limits specified in the General Regulations – Masters Degrees.
- 6 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**

- 7 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 A student who has to complete 180 points for this degree must achieve a Grade Point Average of 5.0 or higher in the first 60 points of taught courses. If this Grade Point Average is not achieved, enrolment in the Master of Commerce cannot continue.
- c A student required to complete 180 points for this degree may substitute up to 30 points from other subjects listed in the Master of Commerce Schedule or from other 700 level courses offered at this University as approved by all Heads of Department.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### **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.
- b The thesis or dissertation topic must be approved by the relevant Departmental Postgraduate Committee prior to enrolment.
- c The thesis or dissertation is to be completed and submitted in accordance with the General Regulations – Master Degrees, except for students enrolled in a dissertation in the Late Year Term.

### **Submission of a Dissertation taken in the Late Year Term**

- 10 a A student who has enrolled in a dissertation in the Late Year Term must submit the dissertation by the final Friday of the Late Year Term. If, in exceptional circumstances beyond the student's control, the dissertation has not been able to be completed by this date, Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not exceeding two months.
- b The dissertation is to be submitted in accordance with Regulation 9 of the General Regulations – Masters Degrees.

### **Reassignment**

- 11 A student may apply to reassign courses passed for the Master of Commerce to the Postgraduate Diploma in Commerce.

### **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 in accordance with the General Regulations – Masters Degrees.

### **Commencement**

- 14 These regulations came into force on 1 January 2017. The 2009 regulations for the Degree of Master of Commerce were thereby repealed.

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**Master of Commerce (MCom) Schedule**


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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

**Commercial Law****Requirement:****Research Masters**

- 120 points: COMLAW 796 Thesis

**Economics****Requirement:****Research Masters**

- 120 points: ECON 796 Thesis

**Finance****Requirement:****Research Masters**

- 120 points: FINANCE 796 Thesis

**Global Management and Innovation****Requirement:****Research Masters**

- 120 points: GLMI 796 Thesis

**Information Systems****Requirement:****Research Masters**

- 120 points: INFOSYS 796 Thesis

**Marketing****Requirement:****Research Masters**

- 120 points: MKTG 796 Thesis

**Operations and Supply Chain Management****Requirement:****Research Masters**

- 120 points: OPSMGT 796 Thesis

A student who has to complete 180 points must satisfy the requirements for one of the following subjects:

**Accounting**

**Prerequisite:** A major in Accounting including MATHS 208 or STATS 208, or an equivalent course as approved by the Head of Department

**Requirement:****Research Masters**

- 30 points: ACCTG 701, 702
- 60 points from ACCTG 711–782, FINANCE 705–782
- 90 points: ACCTG 794 Thesis

**Taught Masters**

- 30 points: ACCTG 701, 702
- at least 60 points from ACCTG 711–782
- up to 30 points from FINANCE 705–782
- 60 points: ACCTG 791 Dissertation

**Commercial Law**

**Prerequisite:** A major in Commercial Law, or equivalent as approved by the Head of Department

**Requirement:****Research Masters**

- 30 points: COMLAW 703
- 60 points from COMLAW 747, 748, 757, LAWCOMM 701–789
- 90 points: COMLAW 793 Thesis

**Requirement:****Taught Masters**

- 30 points: COMLAW 703
- 90 points from COMLAW 747, 748, 757, LAWCOMM 701–789
- 60 points: COMLAW 791 Dissertation

**Economics**

**Prerequisite:** A major in Economics including 45 points from ECON 301, 311, 321, or equivalent courses approved by the Head of Department

**Requirement:****Research Masters**

- 30 points: ECON 701, 711, 721, 723
- 15 points from ECON 721, 723
- 45 points from ECON 700, 702–784
- 90 points: ECON 794 Thesis

**Taught Masters**

- 30 points: ECON 701, 711
- 15 points from ECON 721, 723
- 75 points from ECON 700, 702–784
- 60 points: ECON 791 Dissertation

**Finance**

**Prerequisite:** A major in Finance including MATHS 208 or STATS 208, or an equivalent course as approved by the Head of Department

**Requirement:****Research Masters**

- 30 points: FINANCE 701, 702
- 15 points from FINANCE 751, 761
- 45 points from ACCTG 711–782, FINANCE 705–782
- 90 points: FINANCE 794 Thesis

**Taught Masters**

- 30 points: FINANCE 701, 702
- at least 60 points from FINANCE 705–782, including 15 points from FINANCE 751, 761
- up to 30 points from ACCTG 711–782
- 60 points: FINANCE 791 Dissertation

**Global Management and Innovation**

**Prerequisite:** A major in International Business or Management or Innovation and Entrepreneurship, or equivalent as approved by the Head of Department

**Requirement:****Research Masters**

- 15 points: BUSINESS 710
- 15 points from BUSINESS 704, 705
- 60 points from BUSINESS 704, 705, 711, 712, GLMI 701–712, 750, 751
- 90 points: GLMI 794 Thesis

**Taught Masters**

- 15 points: BUSINESS 710
- 15 points from BUSINESS 704, 705
- 90 points from BUSINESS 704, 705, 711, 712, GLMI 701–712, 750, 751
- 60 points: GLMI 791 Dissertation

## Information Systems

**Prerequisite:** A major in Information Systems including 15 points at Stage II in Statistics, or an equivalent course as approved by the Head of Department

**Requirement:**

**Research Masters**

- 45 points: INFOSYS 720, 750, 751
- 45 points from INFOSYS 700–702, 722–740, OPSMG 752, 757, 780
- 90 points: INFOSYS 794 Thesis

**Taught Masters**

- 45 points: INFOSYS 720, 750, 751
- 75 points from INFOSYS 700–702, 722–740, OPSMG 752, 757, 780
- 60 points: INFOSYS 791 Dissertation

## Marketing

**Prerequisite:** A major in Marketing including MATHS 208 or STATS 208, or an equivalent course as approved by the Head of Department

**Requirement:**

**Research Masters**

- 60 points: MKTG 701, 703, 704, 705
- 30 points from MKTG 702, 710, 717–719
- 90 points: MKTG 794 Thesis

**Taught Masters**

- 30 points: MKTG 700
- 90 points from MKTG 701–705, 710, 717, 718
- 60 points: MKTG 791 Dissertation

## Operations and Supply Chain Management

**Prerequisite:** A major in Operations and Supply Chain Management and STATS 208 or 255 or BUSAN 200 or INFOMGMT 290 or equivalent courses as approved by the Head of Department

**Requirement:**

**Research Masters**

- 15 points: OPSMG 760
- 30 points from INFOSYS 750, 751, OPSMG 752
- 45 points from INFOSYS 700, 701, 722, 737, 740, 750, 751, OPSMG 700, 732, 752, 757, 762–780
- 90 points: OPSMG 794 Thesis

**Taught Masters**

- 15 points: OPSMG 760
- 30 points from INFOSYS 750, 751, OPSMG 752
- 75 points from INFOSYS 700, 701, 722, 737, 740, 750, 751, OPSMG 700, 732, 752, 757, 762–780
- 60 points: OPSMG 791 Dissertation

## 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 (i) 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
  - (ii) 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
  - (iii) 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(i) or (ii) above
- and
- b performed acceptably in any tests of academic aptitude and/or interviews prescribed 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 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 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 8 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.
- 9 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

- 10 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.

### Distinction

- 11 This degree may be awarded with Distinction or Merit as specified in the General Regulations – Masters Degrees.

### Variations

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

### Commencement

- 13 These regulations came into force on 1 January 2017. The 2012 regulations for the Degree of Master of Commercialisation and Entrepreneurship were thereby repealed.

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### Master of Commercialisation and Entrepreneurship (MCE) Schedule

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#### Taught Masters

#### Requirement:

#### Part I

- 60 points: COMENT 703, 704, 708

#### Part II

- 45 points: COMENT 705
  - 15 points: COMENT 706
- 

## The Degree of Master of Human Resource Management – MHRM

*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 a Bachelors degree from this University deemed relevant by Senate or its representative, with a Grade Point Average of 5.0 or higher in 90 points of the most advanced courses, or the equivalent as approved by Senate or its representative.
- 2 Admission to this degree is at the discretion of Senate or its representative.

*Note: A relevant undergraduate degree may be in the humanities, sciences, technology or engineering.*

### Duration and Total Points Value

- 3 A student admitted to 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

- 4 a A student enrolled for this degree must complete the requirements as listed in the Master of Human Resource Management Schedule.
- b 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 may, at the discretion of Senate or its representative, be required to substitute approved additional Part III courses from the Master of Management Schedule for courses required for Part II.



- c A student will not normally be permitted to:
  - (i) enrol for Part III unless Part II has been completed with at least a B- grade average.
  - (ii) enrol for Part V unless Part III has been completed with at least a B grade average.

- 5 The programme for each student requires the approval of the Programme Director.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 Cross-credits will not be granted towards the award of the Degree of Master of Human Resource Management.

### Reassignment

- 8 A student may apply to reassign courses passed for this degree to the Master of Management or Postgraduate Diploma in Management or Postgraduate Certificate in Management.

### Variations

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

### Distinction

- 10 This degree may be awarded with Distinction or Merit where a student's overall grade is sufficiently high. Distinction may be awarded where a student has achieved a grade of A- or higher overall. Merit may be awarded where a student has achieved a B+ grade overall.

### Commencement

- 11 These regulations came into force on 1 January 2019. The 2018 regulations for the Degree of Master of Human Resource Management were thereby repealed.

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#### Master of Human Resource Management (MHRM) Schedule

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<b>Taught Masters Requirement:</b> <b>Part I</b> • 30 points: BUSMGT 701–704 <b>Part II</b> • 60 points: BUSMGT 711, 712 or 718, 713, 714	<b>Part III</b> • 60 points: BUSMGT 724, 751, 761, 762 <b>Part IV</b> • 30 points: BUSHRM 701, BUSMGT 717 <b>Part V</b> • 30 points: BUSHRM 702, 710 • 30 points from BUSHRM 703, 711
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## 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 completed the requirements for a Bachelors degree from this University deemed relevant by Senate or its representative with a Grade Point Average of 5.0 or higher in at least 90 points of the most advanced courses, or the equivalent as approved by Senate or its representative.
- 2 Admission to this degree is at the discretion of Senate or its representative.

*Note: A relevant undergraduate degree may be in the humanities, sciences, technology or engineering.*

### Duration and Total Points Value

- 3 A student admitted to 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

- 4 a A student enrolled for this degree must complete the requirements as listed in the Master of International Business Schedule.
- b 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 may, at the discretion of Senate or its representative, be required to substitute additional Part III courses for courses required for Part II.

- c A student will not normally be permitted to:
  - (i) enrol for Part III unless Part II has been completed with at least a B- grade average.
  - (ii) enrol for Part V unless Part III has been completed with at least a B grade average.

- 5 The programme for each student requires the approval of the Programme Director.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 Cross-credits will not be granted towards the award of the Degree of Master of International Business.

### Reassignment

- 8 A student may apply to reassign courses passed for this degree to the Master of Management or Postgraduate Diploma in Management or Postgraduate Certificate in Management.

### Variations

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

### Distinction

- 10 This degree may be awarded with Distinction or Merit where a student's overall grade is sufficiently high. Distinction may be awarded where a student has achieved a grade of A- or higher overall. Merit may be awarded where a student has achieved a B+ grade overall.

### Commencement

- 11 These regulations came into force on 1 January 2019. The 2014 regulations for the Degree of Master of International Business were thereby repealed.

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#### Master of International Business (MIntBus) Schedule

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##### Requirement:

##### Taught Masters

##### Part I

- 30 points: BUSMGT 701–704

##### Part II

- 60 points: BUSMGT 711, 712 or 718, 713, 714

##### Part III

- 45 points: BUSMGT 724, 741, 751
- 15 points from BUSMGT 725, 761

##### Part IV

- 30 points: BUSMGT 717, 742

##### Part V

- 30 points: BUSINT 710, BUSMGT 743
  - 30 points from BUSINT 703, 711
- 

## 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 needs to have completed the requirements for a Bachelors degree from this University deemed relevant by Senate or its representative with a Grade Point Average of 5.0 or higher in 90 points of the most advanced courses, or the equivalent as approved by Senate or its representative.
- 2 Admission to this degree is at the discretion of Senate or its representative.

*Note: A relevant undergraduate degree may be in the humanities, sciences, technology or engineering.*

### Duration and Total Points Value

- 3 A student admitted to this degree must:
  - a pass courses with a total value of 180 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - c not exceed 220 points for the total enrolment for this degree.

### Structure and Content

- 4 a A student enrolled for this degree must complete the requirements as listed in the Master of Management Schedule.
- b 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 may, at the discretion of Senate or its representative, be required to substitute additional Part III courses for courses required for Part II.

- c A student will not normally be permitted to enrol for Part III unless Part II has been completed with a GPA of 4.0 or higher.
- 5 The programme for each student requires the approval of the Programme Director.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 Cross-credits will not be granted towards the award of the Degree of Master of Management.

### Reassignment

- 8 A student may apply to reassign courses passed from this degree to the Postgraduate Diploma in Management or Postgraduate Certificate in Management.

### Variations

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

### Distinction

- 10 This degree may be awarded with Distinction or Merit where a student's overall grade is sufficiently high. Distinction may be awarded where a student has achieved a grade of A- or higher overall. Merit may be awarded where a student has achieved a B+ grade overall.

### Commencement

- 11 These regulations came into force on 1 January 2019. The 2014 regulations for the Degree of Master of Management were thereby repealed.

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#### Master of Management (MMgt) Schedule

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##### Requirement:

##### Taught Masters

##### Part I

- 30 points: BUSMGT 701–704

##### Part II

- 60 points: BUSMGT 711, 712 or 718, 713, 714

##### Part III

- Accounting: 60 points: BUSMGT 731–733, 735
- or
- Business: 60 points: BUSMGT 732, 751, 761, 774
- or
- Human Resource Management: 60 points: BUSMGT 751, 761, 762, 774
- or
- International Business: 60 points: BUSMGT 741, 751, and 725, 774 or 761
- or

- Marketing: 60 points: BUSMGT 751, 752, 754, and 756 or 761

or

- Supply Chain Management: 60 points: BUSMGT 771–774

##### Part IV

- Accounting: 30 points: BUSACT 702, BUSMGT 716

or

- Business: 30 points: BUSMGT 716, 717

or

- Human Resource Management: 30 points: BUSMGT 716, 717

or

- International Business: 30 points: BUSMGT 716, 717

or

- Marketing: 30 points: BUSMGT 716, 717

or

- Supply Chain Management: 30 points: BUSMGT 716 and 717 or 775
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## The Degree of Master of Māori and Indigenous Business – MMAIBus

*The MMAIBus was withdrawn in 2019.*

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## The Degree of Master of Marketing – MMktg

*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 a Bachelors degree from this University deemed relevant by Senate or its representative with a Grade Point Average of 5.0 or higher in at least 90 points of the most advanced courses, or the equivalent as approved by Senate or its representative.
- 2 Admission to this degree is at the discretion of Senate or its representative.

*Note: A relevant undergraduate degree may be in the humanities, sciences, technology or engineering.*

### Duration and Total Points Value

- 3 A student admitted to 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

- 4 a A student enrolled for this degree must complete the requirements as listed in the Master of Marketing Schedule.
- b 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 may, at the discretion of Senate or its representative, be required to substitute additional Part III courses for courses required for Part II.
- c A student will not normally be permitted to enrol:
  - (i) for Part III unless Part II has been completed with at least a B- grade average.
  - (ii) for Part V unless Part III has been completed with at least a B grade average.
- 5 The programme for each student requires the approval of the Programme Director.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 Cross-credits will not be granted towards the award of the Degree of Master of International Business.

### Reassignment

- 8 A student who does not meet the requirements for this degree may apply to reassign courses passed for the Master of Marketing to the Master of Management or the Postgraduate Diploma in Management or the Postgraduate Certificate in Management.

### Variations

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

### Distinction

- 10 This degree may be awarded with Distinction or Merit where a student's overall grade is sufficiently high. Distinction may be awarded where a student has achieved a grade of A- or higher overall. Merit may be awarded where a student has achieved a B+ grade overall.

### Commencement

- 11 These regulations came into force on 1 January 2019. The 2014 regulations for the Degree of Master of Marketing were thereby repealed.

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#### Master of Marketing (MMktg) Schedule

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##### Requirement:

##### Taught Masters

##### Part I

- 30 points: BUSMGT 701–704

##### Part II

- 60 points: BUSMGT 711, 712 or 718, 713, 714

##### Part III

- 45 points: BUSMGT 751, 752, 754
- 15 points from BUSMGT 756, 761

##### Part IV

- 30 points: BUSMGT 717, 755

##### Part V

- 30 points: BUSMGT 743, BUSMKT 710
  - 30 points from BUSMKT 703, 711
- 

## The Degree of Master of Professional Accounting – MProfAcctg

*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 a Bachelors degree from this University deemed relevant by Senate or its representative with a Grade Point Average of 5.0 or higher in at least 90 points of the most advanced courses, or the equivalent as approved by Senate or its representative.
- 2 Admission to this degree is at the discretion of Senate or its representative.

*Note: A relevant undergraduate degree may be in the humanities, sciences, technology or engineering.*

### Duration and Total Points Value

- 3 A student admitted to 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

- 4 a A student enrolled for this degree must complete the requirements as listed in the Master of Professional Accounting Schedule.
- b 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 may, at the discretion of Senate or its representative, be required to substitute additional Part III courses for courses required for Part II.
- c A student will not normally be permitted to:
  - (i) for Part III unless Part II has been completed with at least a B- grade average.
  - (ii) for Part V unless Part III has been completed with at least a B grade average.
- 5 The programme for each student requires the approval of the Programme Director.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 Cross-credits will not be granted towards the award of the Degree of Master of International Business.

### Reassignment

- 8 A student who does not meet the requirements for this degree may apply to reassign courses passed for the Master in Professional Accounting to the Master of Management or the Postgraduate Diploma in Management or the Postgraduate Certificate in Management.

### Variations

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

### Distinction

- 10 This degree may be awarded with Distinction or Merit where a student's overall grade is sufficiently high. Distinction may be awarded where a student has achieved a grade of A- or higher overall. Merit may be awarded where a student has achieved a B+ grade overall.

### Commencement

- 11 These regulations came into force on 1 January 2019. The 2014 regulations for the Degree of Master of Professional Accounting were thereby repealed.

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#### Master of Professional Accounting (MProfAcctg) Schedule

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##### Requirement: Taught Masters

##### Part I

- 30 points: BUSMGT 701–704

##### Part II

- 60 points: BUSMGT 711, 712 or 718, 713, 714

##### Part III

- 60 points: BUSMGT 731–733, 735

##### Part IV

- 30 points: BUSACT 702, BUSMGT 734

##### Part V

- 60 points: BUSACT 701, 703–705
- 

## The Degree of Master of Property – MProp

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either
    - a (i) completed the requirements for the Degree of Bachelor of Property
    - and
    - (ii) passed the courses taken for Part III of that degree with an average grade of B or higher
  - or
    - b (i) completed the requirements for the Degree of Bachelor of Property (Honours)
    - and
    - (ii) achieved an average grade of B or higher

or

- c (i) completed the requirements for the Postgraduate Diploma in Property  
and
- (ii) achieved an average grade of B or higher

or

- d completed the requirements for any other appropriate Bachelors degree or equivalent qualification as approved by Senate or its representative, provided that the average grade in the final year of study was equivalent to B or higher.

- 2 A student who has not completed all the requirements for the Degree of Bachelor of Property but who has:
  - a passed courses with a total value of at least 330 points for that degree  
and
  - b achieved an average grade of B or higher in at least 75 points for Part III  
may, with the approval of the Head of Department of Property, enrol for this degree. The remaining courses for the Degree of Bachelor of Property must be passed within 12 months of initial enrolment for the Master of Property. The Degree of Master of Property will not be awarded until the requirements for the Bachelor of Property have been completed.
- 3 Admission to this degree is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 4 A student admitted to this degree under Regulation 1a, 1d or 2 must:
  - a pass courses with a total value of 180 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - c not exceed 220 points for the total enrolment of this degree.
- 5 If a student is enrolled in the Late Year Term in points towards the MProp, then this counts as a semester in respect of the time limits specified in the General Regulations – Masters Degrees.
- 6 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 of this degree.

### Structure and Content

- 7 a A student enrolled for this degree must complete the requirements as listed in the Master of Property Schedule.
- b A student who has to complete 180 points must achieve a Grade Point Average of 5.0 in the first 60 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Property cannot continue.
- c A student required to complete 180 points for this degree may substitute other 700 level courses offered at this University as approved by Senate or its representative.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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.
- b The thesis or dissertation topic must be approved by the Departmental Postgraduate Committee prior to enrolment.
- c The thesis or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees, except for students enrolled in a dissertation in the Late Year Term.

### Submission of a Dissertation taken in the Late Year Term

- 10 a A student who has enrolled in a dissertation in the Late Year Term must submit the dissertation by the final Friday of the Late Year Term. If, in exceptional circumstances beyond the student's control, the dissertation has not been able to be completed by this date, Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not exceeding two months.

- b The dissertation is to be submitted in accordance with Regulation 9 of the General Regulations – Masters Degrees.

### Reassignment

- 11 A student may apply to reassign courses passed for the Master of Property to the Postgraduate Diploma in Property.

### 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 in accordance with the General Regulations – Masters Degrees.

### Commencement

- 14 These regulations came into force on 1 January 2017. The 2009 regulations for the Degree of Master of Property were thereby repealed.

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#### Master of Property (MProp) Schedule

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

<b>Requirement:</b> <b>Research Masters</b> • 120 points: PROPERTY 796 Thesis	
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A student who has to complete 180 points must satisfy the following requirements:

<b>Requirement:</b> <b>Taught Masters</b> • 15 points: PROPERTY 701 • 105 points from PROPERTY 713–786 • 60 points: PROPERTY 791 Dissertation	<b>Requirement:</b> <b>Research Masters</b> • 15 points: PROPERTY 701 • 75 points from PROPERTY 713–786 • 90 points: PROPERTY 794 Thesis
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## The Degree of Master of Supply Chain Management – MSCM

*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 a relevant Bachelors degree from this University as approved by Senate or its representative with a Grade Point Average of 5.0 or higher in at least 90 points of the most advanced courses, or the equivalent as approved by Senate or its representative.

- 2 Admission to this degree is at the discretion of Senate or its representative.

*Note: A relevant Bachelors degree may be in engineering, humanities, sciences, social sciences or technology.*

### Duration and Total Points Value

- 3 A student admitted to this degree must:
- pass courses with a total value of 240 points  
and
  - complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - not exceed 280 points for the total enrolment for this degree.

### Structure and Content

- 4 a A student enrolled for this degree must complete the requirements as listed in the Master of Supply Chain Management Schedule.
- b A student enrolled for this degree who has previously passed any course, the same as or similar, to those required for this degree must substitute a course(s) approved by Senate or its representative.
- c A student will not normally be permitted to:
- enrol for Part III unless Part II has been completed with a Grade Point Average of 4.0 or higher
  - enrol for Part V unless Part III has been completed with a Grade Point Average of 5.0 or higher.
- 5 The programme for each student requires the approval of the Programme Director.

- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 Cross-credits will not be granted towards the award of the Degree of Master of Supply Chain Management.

### Reassignment

- 8 A student may apply to reassign courses passed for this degree to the Master of Management or Postgraduate Diploma in Management or Postgraduate Certificate in Management.

### Variations

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

### Distinction

- 10 This degree may be awarded with Distinction or Merit where a student's overall grade is sufficiently high. Distinction may be awarded where a student has achieved a grade of A- or higher overall. Merit may be awarded where a student has achieved a B+ grade overall.

### Commencement

- 11 These regulations came into force on 1 January 2020.

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### Master of Supply Chain Management (MSCM) Schedule

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<p><b>Taught Masters Requirement:</b></p> <p><b>Part I</b></p> <ul style="list-style-type: none"> <li>• 30 points: BUSMGT 701–704</li> </ul> <p><b>Part II</b></p> <ul style="list-style-type: none"> <li>• 60 points: BUSMGT 711, 712 or 718, 713, 714</li> </ul>	<p><b>Part III</b></p> <ul style="list-style-type: none"> <li>• 60 points: BUSMGT 771–774</li> </ul> <p><b>Part IV</b></p> <ul style="list-style-type: none"> <li>• 30 points: BUSMGT 717 or 775, BUSSCM 701</li> </ul> <p><b>Part V</b></p> <ul style="list-style-type: none"> <li>• 30 points: BUSSCM 702, 710</li> <li>• 30 points from BUSSCM 703, 711</li> </ul>
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## 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.
- 5 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 Commerce Schedule
  - b up to 45 points from Stage II courses listed in the Bachelor of Commerce Schedule.
- 7 Up to 30 points above Stage I may be taken from other programmes offered by this University.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.



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

### 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 Graduate Diploma in Commerce were thereby repealed.

## 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 90 points.

### Structure and Content

- 4 A student enrolled for this postgraduate certificate must pass courses with a total value of 60 points from the Postgraduate Diploma in Business Schedule or Master of Business Administration Schedule.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 6 The programme for each student must be approved by the Programme Coordinator 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 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 (i) 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

- (ii) 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

- (iii) 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)(i) or (ii) above

and

- b performed acceptably in any tests of academic aptitude and/or interviews prescribed 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 requirements, but who has attained an equivalent qualification or professional experience.
  - 3 Admission to this postgraduate certificate 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 90 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 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 8 Cross-credits will not be granted towards the award of the Postgraduate Certificate in Commercialisation and Entrepreneurship.
- 9 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**

- 10 In exceptional circumstances 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 2017. The 2012 regulations for the Postgraduate Certificate in Commercialisation and Entrepreneurship were thereby repealed.

## **Postgraduate Certificate in Management – PGCertMgt**

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

#### **Admission**

- 1 In order to be admitted to this programme, a student needs to have completed the requirements for a Bachelors 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.
- 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 postgraduate certificate 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

and

c not exceed 90 points for the total enrolment for this postgraduate certificate.

### Structure and Content

- 5 A student who is permitted to enrol for this postgraduate certificate is required to complete 60 points from courses listed in the Postgraduate Certificate in Management Schedule.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 Cross-credits will not be granted towards the award of the Postgraduate Certificate in Management.

### 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 2013.

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#### Postgraduate Certificate in Management (PGCertMgt) Schedule

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##### Requirement:

- 60 points from BUSMGT 701–704, 711–714
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## Postgraduate Certificate in Māori and Indigenous Business – PGCertMAIBus

*The PGCertMAIBus was withdrawn in 2019.*

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## 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 Bachelors 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:
- pass courses with a total value of 120 points
  - and
  - complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 6 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 7 A student enrolled for this postgraduate diploma must pass courses with a total value of 120 points selected from one of the subjects listed in the Postgraduate Diploma in Business Schedule.
- 8 With the approval of the Director of Postgraduate Diploma in Business a student may substitute a course or courses with other courses listed in another subject area in the Postgraduate Diploma in Business Schedule.
- 9 A student who has been credited for another degree or diploma with any course or workshop the same as or similar to those required in the Postgraduate Diploma in Business Schedule will be required to substitute for each course or workshop so credited such additional course(s) or workshop(s) as the Director of Postgraduate Diploma in Business may approve.
- 10 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 Postgraduate Diploma in Business were thereby repealed.

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### Postgraduate Diploma in Business (PGDipBus) Schedule

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#### Administration

##### Requirement:

- 120 points from BUSADMIN 760–769

#### Health Management

*The PGDipBus in Health Management was suspended in 2019. Students who have a current enrolment in this subject should contact their faculty for advice regarding completion.*

##### Requirement:

- 75 points from BUSADMIN 763, 764, 766, HLTHMGT 721, POPLHLTH 719
- 15 points from BUSADMIN 760, 762, 765
- 15 points: POPLHLTH 722
- 15 points from MAORIH 701, POPLHLTH 724, 739

#### Māori Development

##### Requirement:

- 75 points from MAORIDEV 731–734, 738, BUSADMIN 761–764, 768
  - 45 points: MAORIDEV 720, 721, 722
- 

## 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 postgraduate diploma, a student needs to have:
- been enrolled in the Degree of Master of Commerce
  - and
  - passed at least 30 points for that degree
  - and
  - been recommended for admission by the Dean of Faculty of Business and Economics or nominee.

### Duration and Total Points Value

- 2 A student enrolled for this postgraduate diploma must:
- 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 complete the requirements for one of the subjects as listed in the Postgraduate Diploma in Commerce Schedule.

5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Variations

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

### Distinction

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

### Commencement

8 These regulations came into force on 1 January 2019. The 2006 regulations for the Postgraduate Diploma in Commerce were thereby repealed.

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## Postgraduate Diploma in Commerce (PGDipCom) Schedule

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Subjects available:

### Accounting

#### Requirement:

- 30 points: ACCTG 701, 702
- at least 60 points from ACCTG 711–782
- up to 30 points from FINANCE 705, 751–782

### Commercial Law

#### Requirement:

- LAW 700
- 120 points from COMLAW 747, 748, 757, LAWCOMM 701–789

### Economics

#### Requirement:

- 120 points from ECON 700–784

### Finance

#### Requirement:

- 30 points: FINANCE 701, 702
- 15 points from FINANCE 751, 761
- at least 45 points from FINANCE 705, 762, 781, 782

- up to 30 points from ACCTG 711–782

### Global Management and Innovation

#### Requirement:

- 15 points: BUSINESS 710
- 15 points from BUSINESS 704, 705
- 90 points from BUSINESS 704, 705, 711, 712, GLMI 701–712, 750, 751

### Information Systems

#### Requirement:

- 120 points from INFOSYS 700–751, OPSMGT 752, 757

### Marketing

#### Requirement:

- 60 points from MKTG 701, 703–705
- 60 points from MKTG 702, 710–719

### Operations and Supply Chain Management

#### Requirement:

- 120 points from INFOSYS 700–751, OPSMGT 732–752, 757, 760–780
- 

## Postgraduate Diploma in Management – PGDipMgt

*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 Bachelors 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.
- 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 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

and

c not exceed 160 points for the total enrolment for this postgraduate diploma.

### Structure and Content

- 5
  - a A student enrolled for this postgraduate diploma is required to complete 120 points from courses listed in the Postgraduate Diploma in Management Schedule.
  - b A student will not normally be permitted to enrol for Part III unless courses taken towards Part II have been completed with at least a B– grade average.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 Cross-credits will not be granted towards the award of the Postgraduate Diploma in Management.
- 8 A student who does not meet the requirements for this Postgraduate Diploma may apply to reassign courses passed for this Diploma to the Postgraduate Certificate in Management.

### 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 2013.

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#### Postgraduate Diploma in Management (PGDipMgt) Schedule

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##### Requirement:

##### Part I

- 30 points: BUSMGT 701–704

##### Part II

- 60 points: BUSMGT 711–714

##### Part III

- Accounting: 60 points: BUSMGT 731–734
  - Business: 60 points: BUSMGT 724, 732, 751, 761
  - Human Resource Management: 60 points: BUSMGT 724, 751, 761, 762
  - International Business: 60 points: BUSMGT 724, 741, 751, 761
  - Marketing: 60 points: BUSMGT 751, 752, 754, 761
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## Postgraduate Diploma in Māori and Indigenous Business – PGDipMAIBus

*The PGDipMAIBus was withdrawn in 2019.*

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## Postgraduate Diploma in Property – PGDipProp

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a (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.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 Department of Property prior to enrolment.
- c The dissertation is to be completed and submitted in accordance with 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.

### 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 1997 regulations for the Postgraduate Diploma in Property were thereby repealed.

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### Postgraduate Diploma in Property (PGDipProp) Schedule

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#### Requirement:

- 15 points: PROPERTY 701
  - 105 points from PROPERTY 713–786, 790 Research Essay
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## Regulations – Creative Arts and Industries

### Degrees

- 155 The Degree of Bachelor of Architectural Studies – BAS
- 156 The Degree of Bachelor of Dance Studies – BDanceSt
- 157 The Degree of Bachelor of Design – BDes
- 158 The Degree of Bachelor of Fine Arts – BFA
- 159 The Degree of Bachelor of Music – BMus
- 161 The Degree of Bachelor of Urban Planning – BUrbPlan
- 161 The Degree of Bachelor of Dance Studies (Honours) – BDanceSt(Hons)
- 162 The Degree of Bachelor of Fine Arts (Honours) – BFA(Hons)
- 163 The Degree of Bachelor of Music (Honours) – BMus(Hons)
- 165 The Degree of Bachelor of Urban Planning (Honours) – BUrbPlan(Hons)
- 166 The Degree of Master of Architecture – MArch
- 167 The Degree of Master of Architecture (Professional) – MArch(Prof)
- 170 The Degree of Master of Architecture (Professional) and Heritage Conservation – MArch(Prof) HerCons
- 171 The Degree of Master of Architecture (Professional) and Urban Design – MArch(Prof)UrbDes
- 173 The Degree of Master of Architecture (Professional) and Urban Planning (Professional) – MArch(Prof)UrbPlan(Prof)
- 175 The Degree of Master of Community Dance – MCommDance
- 176 The Degree of Master of Dance Movement Therapy – MDMT
- 177 The Degree of Master of Dance Studies – MDanceSt
- 178 The Degree of Master of Fine Arts – MFA
- 180 The Degree of Master of Music – MMus
- 182 The Degree of Master of Urban Design – MUrbDes
- 183 The Degree of Master of Urban Planning – MUrbPlan
- 184 The Degree of Master of Urban Planning (Professional) – MUrbPlan(Prof)
- 185 The Degree of Master of Urban Planning (Professional) and Heritage Conservation – MUrbPlan(Prof)HerCons
- 186 The Degree of Master of Urban Planning (Professional) and Urban Design – MUrbPlan(Prof) UrbDes
- 187 The Degree of Doctor of Fine Arts – DocFA
- 197 The Degree of Doctor of Music – DMus
- 204 The Degree of Doctor of Musical Arts – DMA

### Certificates and Diplomas

- 211 Graduate Diploma in Architectural Studies – GradDipAS
- 212 Graduate Diploma in Music – GradDipMus
- 213 Postgraduate Diploma in Architectural Studies – PGDipAS
- 214 Postgraduate Diploma in Architecture – PGDipArch
- 215 Postgraduate Diploma in Dance Studies – PGDipDanceSt
- 215 Postgraduate Diploma in Fine Arts – PGDipFA
- 216 Postgraduate Diploma in Music – PGDipMus
- 217 Postgraduate Diploma in Therapeutic Dance – PGDipThDance



## **Interfaculty Programmes – Creative Arts and Industries**

- 394 The Degree of Bachelor of Global Studies – BGlobalSt
- 403 The Degree of Master of Heritage Conservation – MHerCons
- 413 Postgraduate Certificate in Heritage Conservation – PGCerHerCons

# REGULATIONS – CREATIVE ARTS AND INDUSTRIES

## 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 330 points as listed in the Bachelor of Architectural Studies Schedule  
and
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 3 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.

### General Education Exemptions

- 4 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses approved by the Head of School of Architecture and Planning.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
  - (i) 15 points from courses offered in the General Education Schedules  
and
  - (ii) a further 15 points from courses approved by the Head of School of Architecture and Planning.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### 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 2018. The 2006 regulations for the Degree of Bachelor of Architectural Studies were thereby repealed.

### Bachelor of Architectural Studies (BAS) Schedule

#### Requirement:

- 330 points: ARCHDES 102, 103, 200, 201, 300, 301, ARCHDRC 103, 104, 203, ARCHHTC 102, 237, 341, ARCHPRM 305, ARCHTECH 108, 207, 210, 314, 315

## 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, through the submission of a CV, written statement and an audition/interview, demonstrate knowledge required for the programme.*

### 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  
and
  - b (i) 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.  
(ii) A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.  
(iii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 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 Schedules who has  
either
  - (i) completed an undergraduate degree at a tertiary institution  
or
  - (ii) been admitted to this degree having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses approved by the Head of Dance Studies Programme.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
  - (i) 15 points from courses offered in the General Education Schedules  
and
  - (ii) a further 15 points from courses approved by the Head of Dance Studies Programme.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### 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

#### Requirement:

At least 300 points, including at least 90 points above Stage II

#### Core Courses

- 90 points: DANCE 107, 110, 112, 120, 131, MĀORI 190

- 90 points: DANCE 210, 212, 220, 222, 231, PACIFIC 110

- 90 points: DANCE 302, 310, 314, 320, 322, 331

#### Optional Courses – at least 30 points from:

- DANCE 121, 201, 207, 211, 215, 250, 300, 301, 312, 315, 350, 351

## The Degree of Bachelor of Design – BDes

*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:
- at least 300 points from courses listed in the Bachelor of Design Schedule
  - 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
  - up to 30 points from courses available for this degree or other Bachelors degrees at this University.
- 3 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by the Senate or its representative for 15 points of General Education.

### General Education Exemptions

- 4 a A student is exempted from the requirement to pass courses offered in the General Education Schedules who has:
- either*
- completed an undergraduate degree at a tertiary institution
- or*
- been admitted to this degree having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses approved by the Academic Head.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
- 15 points from courses offered in the General Education Schedules
- and*
- a further 15 points from courses approved by the Academic Head.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### 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 the *University Calendar*.

### Variations

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

## Commencement

- 7 These regulations came into force on 1 January 2020.

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### Bachelor of Design (BDes) Schedule

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**Requirement:**

- 45 points: DESIGN 100, 101
- 45 points: DESIGN 200, 201

- 75 points: DESIGN 300, 301, 302
  - at least 135 points from DESIGN 210–243
- 

## 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 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.*

### 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 (i) 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
  - (ii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 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.
  - (iv) A student will not 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 Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses approved by the Head of Elam School of Fine Arts.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
  - (i) 15 points from courses offered in the General Education Schedules  
*and*
  - (ii) a further 15 points from courses approved by the Head of School of Fine Arts.

- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### 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 the *University 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

<b>Requirement:</b> <b>Part I</b> <ul style="list-style-type: none"> <li>90 points: FINEARTS 101–104</li> <li>30 points from ARTHIST 109, 115, COMMS 100, 104, MĀORI 101, 103, 104, 130, 190, MEDIA 101, PACIFIC 100, 105, 110, and may include up to 15 points from ACADENG 100, 101, ENGLISH 121, ENGWRIT 101, SCIGEN 101</li> </ul> <b>Part II</b> <ul style="list-style-type: none"> <li>105 points: FINEARTS 204, 207, 208</li> </ul>	<b>Part III</b> <ul style="list-style-type: none"> <li>105 points: FINEARTS 305, 308, 309</li> </ul> <b>Part IV</b> <ul style="list-style-type: none"> <li>120 points: FINEARTS 408, 409</li> </ul> <b>General Education</b> <ul style="list-style-type: none"> <li>30 points from courses in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree</li> </ul>
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## 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 be admitted a student must meet University entry criteria and, through an audition or composition portfolio, demonstrate knowledge required for the Creative Practice specialisations in the programme.*

### 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:
- at least 300 points from courses listed in the Bachelor of Music Schedule, including:
    - at least 180 points above Stage I
    - 60 points: MUS 104, 143, 243, 343
    - the courses specified for one of the specialisations listed in the Bachelor of Music Schedule, of which at least 75 points must be above Stage II
  - and
  - 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 4 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.
- 5 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

- 6 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses approved by the Head of School of Music.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
- (i) 15 points from courses offered in the General Education Schedules  
and
  - (ii) a further 15 points from courses approved by the Head of School of Music.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### 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 School of Music.

### Conjoint Degrees

- 8 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 the *University Calendar*.

### 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 2019. The 2012 regulations for The Degree of Bachelor of Music were thereby repealed.

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## Bachelor of Music (BMus) Schedule

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### Specialisations available:

#### Creative Practice: Classical

##### Requirement:

- 60 points: MUS 104, 143, 243, 343
- 45 points: MUS 203, 204, 205
- 105 points: MUS 120, 121, 220, 221, 224, 320, 321
- 30 points from MUS 191–194, 291–294, 391–394
- 60 points from MUS 103–188, 206–288, 306–389
- a further 30 points from ANTHRO 103, 106, 202, 217, 234, 301, 327, 329, 357, MĀORI 190, MUS 103–397, PACIFIC 110

#### Creative Practice: Composition

##### Requirement:

- 60 points: MUS 104, 143, 243, 343
- 45 points: MUS 203, 204, 205
- 135 points: MUS 110, 111, 145, 210, 211, 214, 310, 311, 314 or 315
- 60 points from MUS 103–188, 206–288, 306–389
- a further 30 points from ANTHRO 103, 106, 202, 217, 234, 301, 327, 329, 357, MĀORI 190, MUS 103–397, PACIFIC 110

#### Creative Practice: Jazz

##### Requirement:

- 60 points: MUS 104, 143, 243, 343
- 45 points: MUS 174, 274, 275
- 90 points: MUS 170, 171, 270, 271, 370, 371
- 45 points: MUS 197, 297, 397
- 60 points from MUS 103–188, 206–288, 306–389
- a further 30 points from ANTHRO 103, 106, 202, 217, 234, 301, 327, 329, 357, MĀORI 190, MUS 103–397, PACIFIC 110

#### Creative Practice: Popular Music

##### Requirement:

- 60 points: MUS 104, 143, 243, 343
- 45 points: MUS 284, 287, 288
- 135 points: MUS 180, 181, 196, 280, 281, 282, 380, 381, 382
- 60 points from MUS 103–188, 206–288, 306–389
- a further 30 points from ANTHRO 103, 106, 202, 217, 234, 301, 327, 329, 357, MĀORI 190, MUS 103–397, PACIFIC 110

#### Music Studies

##### Requirement:

- 120 points: MUS 104, 106, 130, 143, 145, 162, 243, 343
- 45 points:  
either  
Classical Theory: MUS 203–205  
or  
Jazz Theory: MUS 174, 274, 275  
or  
Popular Music Theory: MUS 284, 287, 288
- 105 points from MUS 206, 207, 230, 231, 245–248, 262, 265, 276, 306, 307, 330–334, 340, 345–348, 362–365, 367, 376, 387, 389 and up to 45 points from MUS 190–197, 290–297, 390–397
- 30 points from MUS 103–397
- a further 30 points from ANTHRO 103, 106, 202, 217, 234, 301, 327, 329, 357, MĀORI 190, MUS 103–397, PACIFIC 110

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## The Degree of Bachelor of Urban Planning – BUrbPlan

*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 Urban Planning (Honours) may be awarded the Degree of Bachelor of Urban Planning if, having passed all courses and completed all other requirements for the BUrbPlan(Hons), their performance in the courses is deemed by the Head of School of Architecture and Planning 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.*

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## 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 coursesmay, 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.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Practical Requirements

- 8 In any course that includes performance work of a practical nature a student must comply with the requirements for that course as specified by the Head of Programme.

### Dissertation

- 9
  - 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

- 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 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.
- 12 Where the standard specified in Regulation 11a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Commencement

- 13 These regulations came into force on 1 January 2012.

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#### Bachelor of Dance Studies (Honours) (BDanceSt(Hons)) Schedule

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##### Requirement:

- 90 points: DANCE 720, 722, 724

- 30 points: DANCE 791 Research Project
- 

## 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 a Bachelor of Fine Arts or its equivalent, and achieved a Grade Point Average of 5 or higher in all Fine Arts courses above Stage II, 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).

*Note: 30 points of the General Education requirement must be completed prior to enrolment.*

### 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.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Conjoint Degrees

- 6 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 the *University Calendar*.

### Research Project

- 7 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

- 8 The Bachelor of Fine Arts (Honours) may be awarded with either First Class Honours or Second Class Honours in either First Division or Second Division. The class of Honours shall be determined by the grade achieved in FINEARTS 790.

### 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 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.

### 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 2015. The 2008 regulations for the Degree of Bachelor of Arts (Honours) were thereby repealed.

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### Bachelor of Fine Arts (Honours) (BFA(Hons)) Schedule

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#### Requirement:

- 120 points: FINEARTS 790 Research Project
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## 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 must have:
  - a completed the requirements for the Degree of Bachelor of Music from this University with a Grade Point Average of 5.0 or higher in 75 points above Stage II, or the equivalent as approved by Senate or its representative
  - and
  - b 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 a Grade Point Average of 5.0 or higher in 75 points above Stage II, or the equivalent as approved by Senate or its representative
 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 complete the requirements as listed in the Bachelor of Music (Honours) Schedule.
- 6 Up to 30 points may be substituted from other 700 level courses offered at this University, with the approval of all Heads of Departments concerned.
- 7 The programme for each student must be approved by the Graduate Adviser of Music and the Head of School of Music prior to enrolment.

- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 2020. The 2012 regulations for the Bachelor of Music (Honours) are therefore repealed.

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## Bachelor of Music (Honours) (BMus(Hons)) Schedule

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### Subjects available:

<p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>• 15 points: MUS 743</li> <li>• 30 points from MUS 707, 710, 720, 724, 737, 747, 767, 770, 780</li> <li>• 30 points from MUS 711, 729, 738, 742, 768</li> <li>• 15 points from MUS 701, 752, 753, 754, 755, 756, 760</li> <li>• a further 30 points from MUS 701–790</li> </ul>	<p><b>Jazz Performance</b></p> <p><i>The BMus(Hons) in Jazz Performance was suspended in 2019. Students who have a current enrolment in this subject should contact their faculty for advice regarding completion.</i></p> <p><b>Prerequisite:</b> A major in Jazz Performance</p> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>• 90 points: MUS 770, 771, 772, 773</li> <li>• 30 points from MUS 701–790, ANTHRO 727, 728, 733, 753</li> </ul>
<p><b>Classical Performance</b></p> <p><i>The BMus(Hons) in Classical Performance was suspended in 2019. Students who have a current enrolment in this subject should contact their faculty for advice regarding completion.</i></p> <p><b>Prerequisite:</b> A major in Classical Performance</p> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>• 60 points: MUS 720, 721</li> <li>• 60 points from MUS 701–790, ANTHRO 727, 728, 733, 753</li> </ul>	<p><b>Musicology</b></p> <p><i>The BMus(Hons) in Musicology was withdrawn in 2019.</i></p>
<p><b>Composition</b></p> <p><i>The BMus(Hons) in Composition was suspended in 2019. Students who have a current enrolment in this subject should contact their faculty for advice regarding completion.</i></p> <p><b>Prerequisite:</b> A major in Composition</p> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>• 60 points: MUS 710, and 714 or 715</li> <li>• 60 points from MUS 701–790, ANTHRO 727, 728, 733, 753</li> </ul>	<p><b>Studio Pedagogy</b></p> <p><i>The BMus(Hons) in Studio Pedagogy was suspended in 2019. Students who have a current enrolment in this subject should contact their faculty for advice regarding completion.</i></p> <p><b>Prerequisite:</b> A major in Classical Performance</p> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>• 90 points: MUS 724, 725, 741, 761</li> <li>• 30 points from MUS 701–790, ANTHRO 727, 728, 733, 753</li> </ul>

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## The Degree of Bachelor of Urban Planning (Honours) – BUrbPlan(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 Admission to this programme is at the discretion of Senate or its representative.
- 2 No student on whom the Bachelor of Planning has been conferred or who has passed more than 240 points towards the Bachelor of Planning, or equivalent, may enrol for this degree.

*Note: To be admitted a student must meet University entry criteria and through the submission of a written statement demonstrate knowledge required for the programme.*

### 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 450 points from courses listed in the Bachelor of Urban Planning (Honours) Schedule and
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
- c A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.
- 5 a A student must pass each of Parts I, II, III, and IV as listed in the Bachelor of Urban Planning (Honours) Schedule.
  - b (i) A student will not 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 all of Part I has been completed, or to enrol for Part IV unless all of Part II has been completed.
  - (iv) A student will not be permitted to enrol for Part IV if they have not completed the 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
  - (v) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### General Education Exemptions

- 6 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses approved by the Head of School of Architecture and Planning.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
  - (i) 15 points from courses offered in the General Education Schedules
  - and*

- (ii) a further 15 points from courses approved by the Head of School of Architecture and Planning.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### Variations

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

### Honours

- 8 The Bachelor of Urban Planning (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 courses undertaken in Parts II, III and IV excluding General Education. Students who have passed all courses and completed all other requirements for the BUrbPlan(Hons) but whose performance in the courses is deemed by the Head of School of Architecture and Planning to be not of Honours standard will be awarded the Degree of Bachelor of Urban Planning.

### Commencement

- 9 These regulations came into force on 1 January 2014.

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#### Bachelor of Urban Planning (Honours) (BUrbPlan(Hons)) Schedule

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<b>Requirement:</b> <b>Part I</b> <ul style="list-style-type: none"> <li>• 105 points: URBPLAN 101–105, 110, 111</li> <li>• 15 points from courses listed in the General Education Schedules approved for this degree</li> </ul> <b>Part II</b> <ul style="list-style-type: none"> <li>• 105 points: URBPLAN 201–205, 210, 211</li> </ul>	<ul style="list-style-type: none"> <li>• 15 points from courses listed in the General Education Schedules approved for this degree</li> </ul> <b>Part III</b> <ul style="list-style-type: none"> <li>• 120 points: URBPLAN 301–306, 310, 311</li> </ul> <b>Part IV</b> <ul style="list-style-type: none"> <li>• 120 points: URBPLAN 711–714, 734, 735, 757 Research Project</li> </ul>
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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

### c Sustainable Design

either

(i) 120 point Thesis listed in the Master of Architecture Schedule

or

(ii) 90 point Thesis listed in the Master of Architecture Schedule

and

30 points from the Elective Courses listed in the Master of Architecture Schedule.

6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## 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 2006. The 2003 regulations for the Degree of Master of Architecture were thereby repealed.

### Master of Architecture (MArch) Schedule

<b>Research Masters</b> <b>Requirement:</b> <ul style="list-style-type: none"> <li>• 120 points: ARCHGEN 793 Thesis</li> </ul> or <ul style="list-style-type: none"> <li>• 90 points: ARCHGEN 795 Thesis</li> </ul> <b>Elective Courses:</b> <ul style="list-style-type: none"> <li>• 30 points from ARCHGEN 711–715, 721–725, 731–735, 741–745, URBDES 702</li> </ul>	<b>Sustainable Design</b> <b>Requirement:</b> <ul style="list-style-type: none"> <li>• 120 points: ARCHGEN 793 Thesis</li> </ul> or <ul style="list-style-type: none"> <li>• 90 points: ARCHGEN 795 Thesis</li> </ul> <b>Elective Courses:</b> <ul style="list-style-type: none"> <li>• 30 points from ARCHGEN 711–715, 721–725, 731–735, 741–745, URBDES 702</li> </ul>
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## 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 who has enrolled for this degree must pass courses with a total value of 240 points.

4 The total enrolment for this degree must not exceed 280 points.

### Structure and Content

5 A student enrolled for this degree must complete the requirements as listed in the Master of Architecture (Professional) Schedule.

6 The programme for each student requires the approval of the Head of School of Architecture and Planning.

7 A student enrolled for this degree must, before enrolment in ARCHDES 796, achieve a Grade Point Average of 4.0 or higher over 90 points in the taught courses of this degree. If this Grade Point Average is not achieved, enrolment in the Master of Architecture (Professional) cannot continue.

8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

9 a A student may reassign courses from this degree to the Master of Architecture (Professional) and Urban Planning (Professional) once.

b A student may reassign courses from this degree to the Master of Architecture (Professional) and Heritage Conservation once.

c A student may reassign courses from this degree to the Master of Architecture (Professional) and Urban Design once.

d A student may apply to reassign courses passed for the Master of Architecture (Professional) to the Postgraduate Diploma in Architectural Studies.

e All courses that can be reassigned must be reassigned including courses not completed.

### Deadlines for Completion

10 a A student must complete the requirements for this degree within four semesters if enrolled full-time or eight semesters if enrolled part-time or equivalent.

b A student enrolled in this degree must complete their thesis by the date approved by the Head of School of Architecture and Planning which will be no earlier than the last day of the twelfth week in the final semester of enrolment and no later than the last day of the final semester of enrolment.

c With the approval of the Head of School of Architecture and Planning a student may submit their thesis up to 12 months after the student's initial enrolment in the thesis if enrolled full-time, or its part-time equivalent.

### Completion of Requirements

11 a If in exceptional circumstances beyond the student's control, the thesis has not been able to be completed by the date set under Regulation 10c, Senate or its representative, acting upon the recommendation of the Head of School of Architecture and Planning, may approve a limited extension of time not normally exceeding four months, for the work to be completed. Fees will be as stated in the General Regulations – Masters Degrees, Regulation 4.

b Extensions of time to complete coursework will not be granted beyond the end of the semester(s) of enrolment in the course.

c A student who has failed a course or courses totalling 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 10 in order to complete the coursework component of the degree.

### **Thesis**

- 12 a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The thesis topic and mode of presentation must be approved by the Head of School of Architecture and Planning prior to enrolment in the thesis. The mode of presentation will normally include an exhibition of finished work (including some or all of digital, graphic and/or three-dimensional components) and an oral presentation of the finished work to examiners, supervisors, academic staff and other students in the cohort being examined.
- c The exhibition and oral presentation shall be organised by the Head of School of Architecture and Planning in consultation with the Faculty Student Centre.
- d The exhibition and oral presentation will be followed by the submission of the thesis.
- e Recordings of exhibitions and oral presentations are not deposited in the University Library, nor deposited with the University's digital repository.
- f The student is to submit three temporary-bound copies and a digital copy of their thesis to the Faculty Student Centre in accordance with Regulations 9 and 10.
- g The digital thesis shall be formatted as specified in the Guidelines for Formatting a Digital Thesis at the University of Auckland.
- h The Associate Dean (Postgraduate) of the Faculty is responsible for transmitting the submitted copies to the examiners.
- i Where the outcome of the examination is to award a thesis a passing grade:
- (i) Within one month of being advised of the outcome of the examination, the student must complete any minor corrections required to the satisfaction of the supervisor, deposit one hard-bound copy of the thesis with the appropriate Faculty Student Centre, and deposit a digital copy of the thesis in ResearchSpace in the University Library. The Faculty Student Centre will forward the hard-bound thesis to the University Library and will confirm that the digital copy has been deposited in ResearchSpace.
- (ii) The thesis deposited in digital form will be accessible to authenticated users through the University's digital repository unless embargoed under Regulation 25 of the Examination Regulations.
- j Where the outcome of the examination is to award a thesis a fail grade, the thesis will not be held in the University's Library or digital repository.
- 13 A Certificate of Proficiency course may be reassigned to the coursework component of this degree as specified in Regulation 9 of the Credit Regulations.

### **Variations**

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

### **Honours**

- 15 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### **Commencement**

- 16 These regulations came into force on 1 January 2020. The 2009 regulations for the Degree of Master of Architecture (Professional) were thereby repealed.

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#### **Master of Architecture (Professional) (MARCH(Prof)) Schedule**

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##### **Requirement:**

##### **Research Masters:**

- 90 points: ARCHDES 700, 701, ARCHGEN 703, ARCHPRM 701
- 30 points comprising:
  - up to 15 points from ARCHGEN 711–715
  - up to 15 points from ARCHGEN 721–725
  - up to 15 points from ARCHGEN 731–735, URBDES 702

up to 15 points from ARCHGEN 741–745

up to 15 points from another approved 700 level course offered at this University

- 120 points: ARCHDES 796 Thesis
-



## The Degree of Master of Architecture (Professional) and Heritage Conservation – MArch(Prof)HerCons

*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 meet the admission requirements for the Degrees of Master of Architecture (Professional) and Master of Heritage Conservation.
- 2 Admission to this degree is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 a A student admitted to this degree must pass courses with a total value of 300 points.
- b The total enrolment for this degree must not exceed 340 points.

### Structure and Content

- 4 A student enrolled for this degree must complete requirements as listed in the Master of Architecture (Professional) and Heritage Conservation Schedule.
- 5 The programme for each student requires the approval of the Head of School of Architecture and Planning.
- 6 A student enrolled for this degree must, before enrolment in ARCHDES 796, achieve a Grade Point Average of 4.0 or higher over 120 points in the taught courses of this degree. If this Grade Point Average is not achieved, enrolment in the Master of Architecture (Professional) and Heritage Conservation cannot continue.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Deadlines for Completion

- 8 a A student must complete the requirements for this degree within five semesters if enrolled full-time or ten semesters if enrolled part-time or equivalent.
- b A student enrolled in this degree must complete their thesis by the date approved by the Head of School of Architecture and Planning which will be no earlier than the last day of the twelfth week in the final semester of enrolment and no later than the last day of the final semester of enrolment.
- c With the approval of the Head of School of Architecture and Planning a student may submit their thesis up to 12 months after the student's initial enrolment in the thesis if enrolled full-time, or its part-time equivalent.

### Completion of Requirements

- 9 a If in exceptional circumstances beyond the student's control, the thesis has not been able to be completed by the date set under Regulation 8c, Senate or its representative, acting upon the recommendation of the Head of School of Architecture and Planning, may approve a limited extension of time not normally exceeding four months, for the work to be completed. Fees will be as stated in the General Regulations – Masters Degrees, Regulation 4.
- b Extensions of time to complete coursework will not be granted beyond the end of the semester(s) of enrolment in the course.
- c A student who has failed a course or courses totalling 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 7 in order to complete the coursework component of the degree.

### Thesis

- 10 a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The thesis topic and mode of presentation must be approved by the Head of School of Architecture and Planning prior to enrolment in the thesis. The mode of presentation will normally include an exhibition of finished work (including some or all of digital, graphic and/or three-dimensional components) and an oral presentation of the finished work to examiners, supervisors, academic staff and other students in the cohort being examined
- c The exhibition and oral presentation shall be organised by the Head of School of Architecture and Planning in consultation with the Faculty Student Centre.
- d The exhibition and oral presentation will be followed by the submission of the thesis.

- e Recordings of exhibitions and oral presentations are not deposited in the University Library, nor deposited with the University's digital repository.
- f The student is to submit three temporary-bound copies and a digital copy of their thesis to the Faculty Student Centre in accordance with Regulations 8 and 9.
- g The digital thesis shall be formatted as specified in the Guidelines for Formatting a Digital Thesis at the University of Auckland.
- h The Associate Dean (Postgraduate) of the Faculty is responsible for transmitting the submitted copies to the examiners.
- i Where the outcome of the examination is to award a thesis a passing grade:
  - (i) Within one month of being advised of the outcome of the examination, the student must complete any minor corrections required to the satisfaction of the supervisor, deposit one hard-bound copy of the thesis with the appropriate Faculty Student Centre, and deposit a digital copy of the thesis in ResearchSpace in the University Library. The Faculty Student Centre will forward the hard-bound thesis to the University Library and will confirm that the digital copy has been deposited in ResearchSpace.
  - (ii) The thesis deposited in digital form will be accessible to authenticated users through the University's digital repository unless embargoed under Regulation 25 of the Examination Regulations.
- j Where the outcome of the examination is to award a thesis a fail grade, the thesis will not be held in the University's Library or digital repository.

### Reassignment

- 11 a A student may reassign courses from this degree to the Master of Architecture (Professional) once.
- b A student may reassign courses from this degree to the Master of Heritage Conservation once.
- c A student may apply to reassign courses passed for the Master of Architecture (Professional) and Heritage Conservation to the Postgraduate Diploma in Architectural Studies.
- d All courses that can be reassigned must be reassigned, including courses not completed.

### 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 in accordance with the General Regulations – Masters Degrees.

### Commencement

- 14 These regulations came into force on 1 January 2020. The 2016 regulations for the Degree of Master of Architecture (Professional) and Heritage Conservation were thereby repealed.

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#### Master of Architecture (Professional) and Heritage Conservation (MArch(Prof)HerCons) Schedule

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##### Requirement:

##### Research Masters

- 150 points: ARCHDES 700, 702, ARCHGEN 703, 750–753, ARCHPRM 701
- 30 points comprising:  
up to 15 points from ARCHGEN 711–715

- up to 15 points from ARCHGEN 721–725
  - up to 15 points from ARCHGEN 731–735
  - up to 15 points from ARCHGEN 741–745
  - up to 15 points from another approved 700 level course offered at this University
  - 120 points: ARCHDES 796 Thesis
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## The Degree of Master of Architecture (Professional) and Urban Design – MArch(Prof)UrbDes

*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 meet the admission requirements for the Degree of Master of Architecture (Professional).
- 2 Admission to this degree is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 a A student admitted to this degree must pass courses with a total value of 300 points.
- b The total enrolment for this degree must not exceed 340 points.

### Structure and Content

- 4 A student enrolled for this degree must complete the requirements as listed in the Master of Architecture (Professional) and Urban Design Schedule.
- 5 The programme for each student requires the approval of the Head of School of Architecture and Planning.
- 6 A student enrolled for this degree must, before enrolment in ARCHDES 796, achieve a Grade Point Average of 4.0 or higher over 120 points in the taught courses of this degree. If this Grade Point Average is not achieved, enrolment in the Master of Architecture (Professional) and Urban Design cannot continue.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Deadlines for Completion

- 8 a A student must complete the requirements for this degree within five semesters if enrolled full-time or ten semesters if enrolled part-time or equivalent.
- b A student enrolled in this degree must complete their thesis by the date approved by the Head of School of Architecture and Planning which will be no earlier than the last day of the twelfth week in the final semester of enrolment and no later than the last day of the final semester of enrolment.
- c With the approval of the Head of School of Architecture and Planning a student may submit their thesis up to 12 months after the student's initial enrolment in the thesis if enrolled full-time, or its part-time equivalent.

### Completion of Requirements

- 9 a If in exceptional circumstances beyond the student's control, the thesis has not been able to be completed by the date set under Regulation 8c, Senate or its representative, acting upon the recommendation of the Head of School of Architecture and Planning, may approve a limited extension of time not normally exceeding four months, for the work to be completed. Fees will be as stated in the General Regulations – Masters Degrees, Regulation 4.
- b Extensions of time to complete coursework will not be granted beyond the end of the semester(s) of enrolment in the course.
- c A student who has failed a course or courses totalling 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 7 in order to complete the coursework component of the degree.

### Thesis

- 10 a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The thesis topic and mode of presentation must be approved by the Head of School of Architecture and Planning prior to enrolment in the thesis. The mode of presentation will normally include an exhibition of finished work (including some or all of digital, graphic and/or three-dimensional components) and an oral presentation of the finished work to examiners, supervisors, academic staff and other students in the cohort being examined.
- c The exhibition and oral presentation shall be organised by the Head of School of Architecture and Planning in consultation with the Faculty Student Centre.
- d The exhibition and oral presentation will be followed by the submission of the thesis.
- e Recordings of exhibitions and oral presentations are not deposited in the University Library, nor deposited with the University's digital repository.
- f The student is to submit three temporary-bound copies and a digital copy of their thesis to the Faculty Student Centre in accordance with Regulations 8 and 9.
- g The digital thesis shall be formatted as specified in the Guidelines for Formatting a Digital Thesis at the University of Auckland.
- h The Associate Dean (Postgraduate) of the Faculty is responsible for transmitting the submitted copies to the examiners.
- i Where the outcome of the examination is to award a thesis a passing grade:
  - (i) Within one month of being advised of the outcome of the examination, the student must complete any minor corrections required to the satisfaction of the supervisor, deposit one hard-bound copy of the thesis with the appropriate Faculty Student Centre, and deposit a digital copy of the thesis in ResearchSpace in the University Library. The Faculty Student Centre will forward the hard-bound thesis to the University Library and will confirm that the digital copy has been deposited in ResearchSpace.

- (ii) The thesis deposited in digital form will be accessible to authenticated users through the University's digital repository unless embargoed under Regulation 25 of the Examination Regulations.
- j Where the outcome of the examination is to award a thesis a fail grade, the thesis will not be held in the University's Library or digital repository.

### Reassignment

- 11 a A student may reassign courses from this degree to the Master of Architecture (Professional) once.
- b A student may apply to reassign courses passed for the Master of Architecture (Professional) and Urban Design to the Postgraduate Diploma in Architectural Studies.
- c All courses that can be reassigned must be reassigned including courses not completed.

### 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 in accordance with the General Regulations – Masters Degrees.

### Commencement

- 14 These regulations came into force on 1 January 2020. The 2016 regulations for the Degree of Master of Architecture (Professional) and Urban Design were thereby repealed.

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### Master of Architecture (Professional) and Urban Design (MArch(Prof)UrbDes) Schedule

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#### Requirement:

- 165 points: ARCHDES 700, ARCHGEN 703, ARCHPRM 701, URBDDES 702, 710, 720, URBPLAN 707, 712
- 15 points from ARCHGEN 711–715, 721–725, 741–745, or other 700

level courses offered at this University, as approved by the Head of School of Architecture and Planning

- 120 points: ARCHDES 796 Thesis
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## The Degree of Master of Architecture (Professional) and Urban Planning (Professional) – MArch(Prof)UrbPlan(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 must meet the admission requirements for the Degrees of Master of Architecture (Professional) and the Master of Urban Planning (Professional).
- 2 Admission to this degree is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 a A student admitted to this degree must pass courses with a total value of 360 points.
- b The total enrolment for this degree must not exceed 400 points.

### Structure and Content

- 4 A student enrolled for this degree must complete the requirements as listed in the Master of Architecture (Professional) and Urban Planning (Professional) Schedule.
- 5 The programme for each student requires the approval of the Head of School of Architecture and Planning.
- 6 A student enrolled for this degree must, before enrolment in ARCHDES 797, achieve a Grade Point Average of 4.0 or higher over 180 points in the taught courses of this degree. If this Grade Point Average is not achieved, enrolment in the Master of Architecture (Professional) and Urban Planning (Professional) cannot continue.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Deadlines for Completion

- 8 a A student must complete the requirements for this degree within six semesters if enrolled full-time or twelve semesters if enrolled part-time or equivalent.
- b A student enrolled in this degree must complete their thesis by the date approved by the Head of School of Architecture and Planning which will be no earlier than the last day of the twelfth week in the final semester of enrolment and no later than the last day of the final semester of enrolment.

- c With the approval of the Head of School of Architecture and Planning a student may submit their thesis up to 12 months after the student's initial enrolment in the thesis if enrolled full-time, or its part-time equivalent.

### Completion of Requirements

- 9 a If in exceptional circumstances beyond the student's control, the thesis has not been able to be completed by the date set under Regulation 8c, Senate or its representative, acting upon the recommendation of the Head of School of Architecture and Planning, may approve a limited extension of time not normally exceeding four months, for the work to be completed. Fees will be as stated in the General Regulations – Masters Degrees, Regulation 4.
- b Extensions of time to complete coursework will not be granted beyond the end of the semester(s) of enrolment in the course.
- c A student who has failed a course or courses totalling 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 7 in order to complete the coursework component of the degree.

### Thesis

- 10 a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The thesis topic and mode of presentation must be approved by the Head of School of Architecture and Planning prior to enrolment in the thesis. The mode of presentation will normally include an exhibition of finished work (including some or all of digital, graphic and/or three-dimensional components) and an oral presentation of the finished work to examiners, supervisors, academic staff and other students in the cohort being examined.
- c The exhibition and oral presentation shall be organised by the Head of School of Architecture and Planning in consultation with the Faculty Student Centre.
- d The exhibition and oral presentation will be followed by the submission of the thesis.
- e Recordings of exhibitions and oral presentations are not deposited in the University Library, nor deposited with the University's digital repository.
- f The student is to submit three temporary-bound copies and a digital copy of their thesis to the Faculty Student Centre in accordance with Regulations 8 and 9.
- g The digital thesis shall be formatted as specified in the Guidelines for Formatting a Digital Thesis at the University of Auckland.
- h The Associate Dean (Postgraduate) of the Faculty is responsible for transmitting the submitted copies to the examiners.
- i Where the outcome of the examination is to award a thesis a passing grade:
  - (i) Within one month of being advised of the outcome of the examination, the student must complete any minor corrections required to the satisfaction of the supervisor, deposit one hard-bound copy of the thesis with the appropriate Faculty Student Centre, and deposit a digital copy of the thesis in ResearchSpace in the University Library. The Faculty Student Centre will forward the hard-bound thesis to the University Library and will confirm that the digital copy has been deposited in ResearchSpace.
  - (ii) The thesis deposited in digital form will be accessible to authenticated users through the University's digital repository unless embargoed under Regulation 25 of the Examination Regulations.
- j Where the outcome of the examination is to award a thesis a fail grade, the thesis will not be held in the University's Library or digital repository.

### Reassignment

- 11 a A student may reassign courses from this degree to the Master of Architecture (Professional) once.
- b A student may reassign courses from this degree to the Master of Urban Planning (Professional) once.
- c A student may apply to reassign courses passed for the Master of Architecture (Professional) and Urban Planning (Professional) to the Postgraduate Diploma in Architectural Studies.
- d All courses that can be reassigned must be reassigned, including courses not completed.

### 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 in accordance with the General Regulations – Masters Degrees.

## Commencement

- 14 These regulations came into force on 1 January 2020. The 2016 regulations for the Degree of Master of Architecture (Professional) and Urban Planning (Professional) were thereby repealed.

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### Master of Architecture (Professional) and Urban Planning (Professional) (MArch(Prof)UrbPlan(Prof)) Schedule

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#### Requirement:

- 255 points: ARCHDES 700, 701, ARCHGEN 703, ARCHPRM 701, URBPLAN 701–708, 711, 712, 714
- 15 points from ARCHGEN 711–715, 721–725, 741–745, or other 700

- level courses offered at the University, approved by the Head of School of Architecture and Planning
  - 90 points: ARCHDES 797 Thesis
- 

## The Degree of Master of Community Dance – MCommDance

*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 Postgraduate Diploma in Dance Studies with a Grade Point Average of 5 or higher
    - or*
    - b completed the requirements for the Degree of Bachelor of Dance Studies (Honours) with a Grade Point Average of 5 or higher
    - or*
    - c completed the requirements for an equivalent qualification approved by Senate or its representative, with a Grade Point Average of 5 or higher
  - and*
    - demonstrated the ability to undertake advanced study in Community Dance.
- 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 **Research Masters**  
A student enrolled for this degree must complete the requirements as listed in the Master of Community Dance Schedule.
- 6 The programme for each student must be approved by the relevant Head of Department or Programme Coordinator prior to enrolment.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Thesis

- 8
  - 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

- 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 2015.

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### Master of Community Dance (MCommDance) Schedule

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#### Requirement:

#### Research Masters

- 120 points: DANCE 795 Thesis
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## The Degree of Master of Dance Movement Therapy – MDMT

*The regulations for this degree are to be read in conjunction with all 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 relevant Bachelors degree from this University as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
  - or
  - (ii) completed the requirements for a relevant postgraduate diploma from this University as approved by Senate or its representative, with an Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
- and
- b performed at an acceptable level in any interviews prescribed by Senate or its representative.

#### Notes:

- (i) *A relevant qualification may include Dance Studies, Counselling, Exercise Sciences, Health Sciences, Physical Education, Psychology, Sport Science, Theatre Studies, or qualifications which lead to registration as a health professional.*
- (ii) *The applicant will be required to consent to disclosure of criminal convictions as part of the application process as required by Dance Therapy New Zealand for registration.*

### Duration and Total Points Value

- 2 A student admitted to 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 – Master's Degrees.
- 3 The total enrolment for this degree must not exceed 280 points.

### Structure and Content

- 4 A student enrolled for this degree must complete the requirements as listed in the Master of Dance Movement Therapy Schedule.
- 5 A student enrolled for this degree must, before enrolment in Part II, achieve a Grade Point Average of 5.0 or higher in Part I. If this Grade Point Average is not achieved, enrolment in the Master of Dance Movement Therapy cannot continue.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*, by the end of the first semester of the Master of Dance Movement Therapy.

### 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 Department.
- c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Reassignment

- 8 A student who does not meet the requirement in Regulation 5 may apply to reassign courses passed from this degree to the Postgraduate Diploma in Therapeutic Dance.

### 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 2018.

### Master of Dance Movement Therapy (MDMT) Schedule

#### Research Masters

##### Requirement:

##### Part I

- 120 points: DANCE 724, 772, 773, 774, 775, 776

##### Part II

- 30 points: DANCE 777
- 90 points: DANCE 797 Thesis

## The Degree of Master of Dance Studies – MDanceSt

*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, Postgraduate Diploma in Dance Studies, 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.
- 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:
  - 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 Research Masters

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

*either*

- a 120 point Thesis as listed in the Master of Dance Studies Schedule

*or*

- b (i) 90 point Thesis as listed in the Master of Dance Studies Schedule

*and*

- (ii) 30 points from courses listed in the Master of Dance Studies Schedule.

- 6 The programme for each student must be approved by the relevant Head of Department or Programme Coordinator prior to enrolment.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Thesis

- 8
  - a A thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The thesis topic and mode of presentation for examination must be approved by the Academic Head prior to enrolment.
  - c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

## Performance and Exhibition

- 9
  - a Where performance or exhibition research forms an agreed part of the thesis presentation under Regulation 8b, the examination of the performance or exhibition component shall be organised by the Academic Head in



conjunction with the Faculty Student Centre. The process for the written thesis shall be in accordance with the General Regulations – Masters Degrees.

- b Recordings of performances and exhibitions are not deposited in the University Library, nor deposited with the University's digital repository, except when included within a written thesis submission 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 in accordance with the General Regulations – Masters Degrees.

### Commencement

- 12 These regulations came into force on 1 January 2014. The 2006 regulations for the Degree of Master of Creative and Performing Arts were thereby repealed.

### Master of Dance Studies (MDanceSt) Schedule

<b>Requirement:</b> <b>Research Masters</b> <i>either</i> • 120 points: DANCE 796 Thesis <i>or</i>	<ul style="list-style-type: none"> <li>• 90 points: DANCE 792 Thesis</li> <li>• 30 points from DANCE 730, 765–768, 770, EDCURRIC 750, or from other 700 level courses offered at this University. The approval of all Heads of Departments concerned is required</li> </ul>
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## 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:
  - either*
  - a (i) completed the requirements of a Degree of Bachelor of Fine Arts or an equivalent qualification approved by Senate or its representative
  - and*
  - (ii) attained at least a B average in the final year of that degree
  - or*
  - b (i) (a) completed the requirements for the Degree of Bachelor of Fine Arts (Honours) or an equivalent qualification approved by Senate or its representative
  - and*
  - (b) attained at least a B average in 120 points taken for the Bachelor of Fine Arts (Honours) Research Project
  - or*
  - (ii) (a) completed the requirements for the Postgraduate Diploma in Fine Arts or an equivalent qualification approved by Senate or its representative
  - and*
  - (b) attained at least a B average in 120 points taken for the Postgraduate Diploma in Fine Arts.
- 2 A student who has not gained an average of B or higher as specified in Regulations 1a and 1b must have otherwise shown to the satisfaction of the Dean of Faculty of Creative Arts and Industries capacity to undertake advanced study and research in order to be admitted to the programme.
- 3 Admission to the programme requires the approval of Senate or its representative.

### Total Points Value

- 4 A student admitted to this degree under Regulation 1a must pass courses with a total value of 240 points as listed in the Master of Fine Arts Schedule.
- 5 A student admitted to this degree under Regulation 1b must pass courses with a total value of 120 points as listed in the Master of Fine Arts Schedule.

### Structure and Content

#### 6 Research Masters

A student enrolled for this degree must complete the requirements as listed in the Master of Fine Arts Schedule.

- 7 A student who is required to complete 240 points will not be permitted to enrol for FINEARTS 796 or 797 or 798 unless a Grade Point Average of 5 or higher has been achieved in FINEARTS 795. If this Grade Point Average is not achieved, enrolment in the Master of Fine Arts cannot continue.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Deadlines for Completion

- 9 A student who has to complete:
  - a 240 points must complete within four semesters if enrolled full-time or eight semesters if enrolled part-time or equivalent.
  - b 120 points must complete within two semesters if enrolled full-time or four semesters if enrolled part-time or equivalent.
- 10 A student enrolled in this degree must complete their studio, thesis or research portfolio:
  - a by the date approved by the Head of School of Fine Arts which will be no earlier than the last day of the twelfth week in the final semester of enrolment and no later than the last day of the final semester of enrolment
  - or
  - b up to 12 months if enrolled full-time, or its equivalent part-time, after the student's initial enrolment in the studio, thesis or research portfolio with the approval of the Head of School of Fine Arts.

### Completion of Requirements

- 11 If in exceptional circumstances beyond the student's control, the studio, thesis or research portfolio has not been able to be completed by the date set under Regulation 10b, Senate or its representative, acting upon the recommendation of the Head of School of Fine Arts, may approve a limited extension of time not normally exceeding four months, for the work to be completed. Fees will be as stated in the General Regulations – Masters Degrees, Regulation 4.

### Studio/Research Portfolio

- 12 a The studio or research portfolio, when included in the programme, is to be carried out under the guidance of a supervisor/s appointed by Senate or its representative.
- b The studio or research portfolio topic and mode of presentation must be approved by the Head of School of Fine Arts prior to enrolment.
- c Examination of the studio or research portfolio through exhibition or performance shall be organised by the Head of School of Fine Arts in consultation with the Faculty Student Centre.
- d A student enrolled in FINEARTS 796 or FINEARTS 798 must submit three temporary-bound copies and a digital copy of the written component to the Faculty Student Centre in accordance with Regulations 9 and 10.
- e Where the outcome of a FINEARTS 796 or FINEARTS 798 examination is to award the studio or research portfolio a passing grade:
  - (i) Within one month of being advised of the outcome of the examination, the student must complete any minor corrections required to the satisfaction of the supervisor, deposit one hard-bound copy of the written component, incorporating visual documentation of the practice-based components, with the Faculty Student Centre, and deposit a digital copy of the written component, again incorporating visual documentation of the practice-based components, in ResearchSpace in the University Library. The Faculty Student Centre will forward the hard-bound written component to the University Library and will confirm that the digital copy has been deposited in ResearchSpace.
  - (ii) The written component, incorporating visual documentation of the practice-based components, deposited in digital form will be accessible to authenticated users through the University's digital repository unless embargoed under Regulation 25 of the Examination Regulations.

### Thesis

- 13 a The thesis, when included in the programme, is to be carried out under the guidance of a supervisor/s appointed by Senate or its representative.
- b The thesis topic must be approved by the Head of School of Fine Arts prior to enrolment.
- c The student is to submit three temporary-bound copies and a digital copy of their thesis to the Faculty Student Centre in accordance with Regulations 9 and 10.
- d The digital thesis shall be formatted as specified in the Guidelines for Formatting a Digital Thesis at the University of Auckland.

- e The Associate Dean (Postgraduate) of the Faculty is responsible for transmitting the submitted copies to the examiners.
- f Where the outcome of the examination is to award a thesis a passing grade:
  - (i) Within one month of being advised of the outcome of the examination, the student must complete any minor corrections required to the satisfaction of the supervisor, deposit one hard-bound copy of the thesis with the appropriate Faculty Student Centre, and deposit a digital copy of the thesis in ResearchSpace in the University Library. The Faculty Student Centre will forward the hard-bound thesis to the University Library and will confirm that the digital copy has been deposited in ResearchSpace.
  - (ii) The thesis deposited in digital form will be accessible to authenticated users through the University's digital repository unless embargoed under Regulation 25 of the Examination Regulations.
- g Where the outcome of the examination is to award a thesis a fail grade the thesis will not be held in the University's Library or digital repository.

### Reassignment

- 14 A student who has to complete 240 points for this degree and who does not achieve the required Grade Point Average will have FINEARTS 795 reassigned from the Master of Fine Arts to the Postgraduate Diploma in Fine Arts.

### Variations

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

### Honours

- 16 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

### Commencement

- 17 These regulations came into force on 1 January 2014. The 2008 regulations for the Degree of Master of Fine Arts were thereby repealed.

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### Master of Fine Arts (MFA) Schedule

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

<b>Requirement:</b> <b>Research Masters</b> <ul style="list-style-type: none"> <li>• FINEARTS 796 Masters Studio or FINEARTS 797 Fine Arts Thesis or FINEARTS 798 Fine Arts Research Portfolio</li> </ul>	
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A student who has to complete 240 points must satisfy the following requirements:

<b>Requirement:</b> <b>Research Masters</b> <ul style="list-style-type: none"> <li>• 120 points: FINEARTS 795 Research Portfolio</li> </ul> <i>and</i>	<ul style="list-style-type: none"> <li>• 120 points: FINEARTS 796 Masters Studio or FINEARTS 797 Fine Arts Thesis or FINEARTS 798 Fine Arts Research Portfolio</li> </ul>
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## 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*
  - 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.

### Total Points Value

- 2 A student enrolled for this degree must pass courses with a total value of 120 points.
- 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.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Deadlines for Completion

- 7 A student enrolled for this degree must complete within the time limit specified for Research Masters in the General Regulations – Masters Degrees.

### Completion of Requirements

- 8 If in exceptional circumstances beyond the student's control, the Performance Research Portfolio has not been able to be completed by the date set under Regulation 7, Senate or its representative, acting upon the recommendation of the Head of School of Music, may approve a limited extension of time not normally exceeding four months, for the work to be completed. Fees will be as stated in the General Regulations – Masters Degrees, Regulation 4.

### Thesis

- 9
  - 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 Research Portfolio

- 10
  - a The composition research portfolio and accompanying written thesis is to be carried out under the guidance of a supervisor appointed by the Senate or its representative.
  - b The composition research 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 research portfolio when it is submitted.

### Performance Research Portfolio

- 11
  - a The performance research portfolio and accompanying written thesis is to be carried out under the guidance of a supervisor appointed by the Senate or its representative.
  - b The repertoire must be approved by the Head of School of Music prior to the last day of the first semester of enrolment.
  - c A student completing the Performance specialisation is to present:
    - (i) a written thesis and a concert recital of one to one-and-a-half hours duration, the programme to be approved by the Head of School of Music  
*which may include one of the following:*
    - (ii) a concerto or similar work with orchestra
    - (iii) a lecture recital
    - (iv) a chamber work or works
    - (v) such other work as has been approved by the Head of School of Music.
  - d Live examination through performance shall be organised by the Head of School of Music in consultation with the Faculty Student Centre.
  - e The Head of School of Music is responsible for co-ordinating the live examination.
  - f Recordings of performances are not deposited in the University Library, nor deposited with the University's digital repository.
  - g The performance research portfolio is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Studio Pedagogy Portfolio

- 12
  - a A studio pedagogy portfolio is to be carried out under the guidance of supervisors appointed by Senate or its representative.
  - b The studio pedagogy portfolio will contain a practical component and a written component. The topic must be approved by the Head of School of Music prior to enrolment.
  - c The studio pedagogy portfolio will be submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 14 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

### Commencement

- 15 These regulations came into force on 1 January 2015. The 2006 regulations for the Degree of Master of Music were thereby repealed.

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#### Master of Music (MMus) Schedule

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Specialisations available:

#### Composition

Requirement:

Research Masters

- 120 points: MUS 795 Composition Research Portfolio

#### Performance

Requirement:

Research Masters

- 120 points: MUS 792 Performance Research Portfolio

#### Musicology

Requirement:

Research Masters

- 120 points: MUS 796 Thesis

#### Studio Pedagogy

Requirement:

Research Masters

- 120 points: MUS 798 Studio Pedagogy Research Portfolio
- 

## 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

- 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 Bachelor of Urban Planning (Honours)
  - or
  - d the Degree of Master of Architecture (Professional)
  - or
  - e the Degree of Master of Planning Practice
  - or
  - f the Degree of Master of Urban Planning
  - or
  - g a qualification equivalent to a four-year degree in Landscape Architecture, approved by Senate or its representative
  - or
  - h an equivalent qualification, provided that Senate or its representative is satisfied that the prior degree or equivalent qualification is indicative of ability to undertake advanced study in Urban Design.
- Applicants for admission will be required to submit a portfolio of work that provides evidence of an appropriate level of skill in design and urban analysis, a resume of professional work, and a statement on why they wish to study urban design.

### Duration and Total Points Value

- 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.
- 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.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Reassignment

- 8
  - a A student may reassign courses from this degree to the Master of Architecture (Professional) and Urban Design once.
  - b A student may reassign courses from this degree to the Master of Urban Planning (Professional) and Urban Design once.
  - c All courses that can be reassigned must be reassigned, including courses not completed.

## Variations

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

## Distinction

- 10 This degree may be awarded with Distinction or Merit where a student's overall grade is sufficiently high. Distinction may be awarded where a student has achieved a grade of A- or higher overall. Merit may be awarded where a student has achieved a B+ grade overall.

## Commencement

- 11 These regulations came into force on 1 January 2015. The 2009 regulations for the Degree of Master of Urban Design were thereby repealed.

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### Master of Urban Design (MURbDes) Schedule

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#### Requirement:

##### Core Courses

- 105 points: URBDES 702, 710, 720, URBPLAN 707, 712

#### Elective Courses

- 15 points from URBDES 703, 705
- 

## The Degree of Master of Urban Planning – MURbPlan

*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 Urban Planning or the Degree of Bachelor of Urban Planning (Honours) from this University with a Grade Point Average of 5.0 or higher in URBPLAN 711–714, 734, 735, 757
  - or
  - b completed the requirements of an equivalent qualification as approved by Senate or its representative, that is indicative of their ability to undertake advanced study in Urban Planning, with a Grade Point Average of 5.0 or higher, or its equivalent, in 120 points in the most advanced courses.

## Duration and Total Points Value

- 2 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 3 The total enrolment for this degree must not exceed 160 points.

## Structure and Content

- 4 A student enrolled for this degree must complete the requirements as listed in the Master of Urban Planning Schedule.
- 5 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.

- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### **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.  
c The thesis topic 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 1 January 2018. The 2015 regulations for the Degree of Master of Planning were thereby repealed.

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### **Master of Urban Planning (MURbPlan) Schedule**

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#### **Requirement:**

#### **Research Masters**

- 120 points: URBPLAN 796 Thesis

or

- 30 points from URBPLAN 701–708
  - 90 points: URBPLAN 794 Thesis
- 

## **The Degree of Master of Urban Planning (Professional) – MURbPlan(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:  
*either*  
a completed the requirements for a Bachelors or Masters degree, in a relevant discipline excluding the Degrees of Bachelor of Planning, Bachelor of Urban Planning, Bachelor of Urban Planning (Honours), Master of Planning Practice and Master of Urban Planning, and having:  
(i) achieved an average grade of B or higher in at least 90 points at Stage III or in the final Part in that Bachelors degree  
*or*  
(ii) achieved an average grade of B or higher in at least 90 points for the final Part of that Masters degree  
*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 Urban Planning.

### **Duration and Total Points Value**

- 2 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.  
3 The total enrolment for this degree must not exceed 280 points.

### **Structure and Content**

#### **4 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 Urban Planning (Professional) Schedule.

- 5 Each Part must be completed before the next Part may be taken.  
6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### **Reassignment**

- 7 a A student may reassign courses from this degree to the Master of Architecture (Professional) and Urban Planning (Professional) once.

- b A student may reassign courses from this degree to the Master of Urban Planning (Professional) and Heritage Conservation once.
- c A student may reassign courses from this degree to the Master of Urban Planning (Professional) and Urban Design once.
- d All courses that can be reassigned must be reassigned including courses not completed.

### 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 that does not conform to these regulations.

### Commencement

- 10 These regulations came into force on 1 January 2016. The 2015 regulations for the Degree of Master of Urban Planning were thereby repealed.

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#### Master of Urban Planning (Professional) (MUrbPlan(Prof)) Schedule

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##### Requirement:

##### Taught Masters

##### Part I

- 120 points: URBPLAN 701–708

##### Part II

- 105 points: URBPLAN 711–715

- 15 points from URBPLAN 733–735, 741, 742, 744

*Note: A student who has already passed courses the same as, or similar to, those required for this degree, must substitute alternative courses as approved by the Dean of Faculty of Creative Arts and Industries.*

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## The Degree of Master of Urban Planning (Professional) and Heritage Conservation – MUrbPlan(Prof)HerCons

*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 meet the admission requirements for the Degrees of Master of Urban Planning (Professional) and the Master of Heritage Conservation.
- 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 must:
  - a pass courses with a total value of 300 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - c not exceed 340 points for the total enrolment for this degree.

### Structure and Content

#### 4 Taught Masters

A student enrolled for this degree must complete the requirements as listed in the Master of Urban Planning (Professional) and Heritage Conservation Schedule.

- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

- 6
  - a A student may reassign courses from this degree to the Master of Urban Planning (Professional) once.
  - b A student may reassign courses from this degree to the Master of Heritage Conservation once.
  - c All courses that can be reassigned must be reassigned including courses not completed.

### 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 2016.

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**Master of Urban Planning (Professional) and Heritage Conservation (MUrbPlan(Prof)HerCons) Schedule**


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**Requirement:****Taught Masters**

- 300 points: ARCHGEN 750–754, URBPLAN 701–708, 711, 712, 714, 715
- 

**The Degree of Master of Urban Planning (Professional) and Urban Design – MUrbPlan(Prof)UrbDes**

*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 meet the admission requirements for the Degree of Master of Urban Planning (Professional).
- 2 Admission to this degree is at the discretion of Senate or its representative.

**Duration and Total Points Value**

- a A student admitted to this degree must pass courses with a total value of 300 points.
- b The total enrolment for this degree must not exceed 340 points.

**Structure and Content**

- 4 A student enrolled for this degree must complete the requirements as listed in the Master of Urban Planning (Professional) and Urban Design Schedule.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**Reassignment**

- a A student may reassign courses from this degree to the Master of Urban Planning (Professional) once.
- b A student may reassign courses from this degree to the Master of Urban Design once.
- c All courses that can be reassigned must be reassigned including courses not completed.

**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 2016.

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**Master of Urban Planning (Professional) and Urban Design (MUrbPlan(Prof)UrbDes) Schedule**


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**Requirement:**

- 285 points: URBDES 702, 710, 720, URBPLAN 701–707, 711–715
  - 15 points from URBDES 703, 705
-

## 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 full-time candidature and in no fewer than three years of full-time candidature. Part-time candidature may also be permitted with the approval of the Board of Graduate Studies.
- c The Degree of Doctor of Fine Arts is awarded for a formal and systematic exposition of a coherent programme of advanced creative work that is supported by a written thesis 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) is an original and substantial creative work
  - and
  - (ii) meets internationally recognised standards for such work
  - and
  - (iii) the thesis is an original contribution to the field of Fine Art and demonstrates knowledge of the artistic practices and literature relevant to the creative work undertaken and the ability to exercise critical and analytical judgment of them.
- d The submission of the creative work will normally be:
  - (i) an exhibition, and/or other live performance held after submission of the thesis.
  - or
  - (ii) audio, visual or other recording or documentation submitted together with the thesis.
- e The thesis may not, without prior approval of the Board of Graduate Studies, exceed 30,000 words in total.
- f All research for this degree 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 to the satisfaction of the Head of School of Fine Arts, in consultation with the School of Fine Arts Postgraduate Committee, the level of training and ability that is necessary for the pursuit of a programme of advanced doctoral study in fine arts creative practice and research.

### Admission Essential

- 3 A candidate for the Degree of Doctor of Fine Arts must have applied for admission and been admitted to the University of Auckland.

### Duration

- 4 A candidate must complete the requirements for this degree within not fewer 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

- 5 a Registration and all conditions pertaining to it shall be determined in accordance with Regulation 2 of the General Regulations for Named Doctorates.
- b The following provisional goals are required of all candidates:
  - (i) approval of the full research proposal by the appropriate departmental/faculty postgraduate committee, including full proposals for both creative work and thesis, a provisional title, a discussion of methodology, an outline of the creative work to be undertaken, an outline of the thesis structure and statement of the resources required to complete the research
  - (ii) substantial examples of creative work such as a series of works, exhibition, or performance completed to the satisfaction of the main supervisor

- (iii) a substantial piece of written work, such as a literature review, completed to the satisfaction of the main supervisor
  - (iv) presentation by the student of the research proposal and/or work in progress to an appropriate forum, e.g., seminar, research group, conference, to the satisfaction of the main supervisor
  - (v) ethics approval/s and/or permissions obtained for the research (if required)
  - (vi) attendance at one of the Doctoral Skills Programme Induction Days
  - (vii) completion of the standard doctoral milestone goals relating to induction, English language and academic integrity as prescribed by the Board of Graduate Studies upon commencement of the registration
  - (viii) completion of a health and safety risk assessment and training for any laboratory/studio/field and related work activities.
- c Further provisional goals may be added as per Regulation 2 of the General Regulations for Named Doctorates and as required after the commencement of registration as per Regulation 4a of the General Regulations for Named Doctorates.

### Structure and Content

- 6 A student enrolled for this degree must pass FINEARTS 894 Studio.

### Reviews of Registration

- 7 Reviews of progress and continuation of registration will be made 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.

### Enrolment and Fees

- 9 Enrolment and fees will be determined according to Regulation 5 of the General Regulations for Named Doctorates.

### Submission

#### 10 a Time for Submission

Unless permitted to do otherwise by the Board of Graduate Studies, a candidate must normally submit the creative work and 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.

#### b Copies of Creative Work and Thesis

- (i) In those cases where the submission of the creative work is an exhibition and/or performance, as in Regulation 1d(i), the following will apply:

At least one month prior to the submission of the creative work, all candidates are initially required to submit one copy in temporary binding and one electronic copy in pdf format of the thesis to the School of Graduate Studies. 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."

- (ii) In those cases where the creative work is submitted together with the thesis, as in Regulation 1d(ii), all candidates are initially required to submit two copies of the creative work as documentation and/or as recordings in a standard retrievable form, and one copy of the thesis in temporary binding and one electronic copy of the thesis in pdf format to the School of Graduate Studies by the maximum submission date. The thesis copies should include the following statement to examiners on the first page:

"This creative work and thesis are for examination purposes only and are confidential to the examination process."

#### c Notification of Submission

Three months prior to the expected date of submission of the creative work, or of the creative work and thesis, candidates 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 creative work or thesis on the grounds of conflict of interest, then they may also submit at this time the name of this person or people and a statement in writing as to the nature of the conflict of interest to the Dean of Graduate Studies.

This notice of submission must be approved by the Head of School and, in the case of Regulation 1d(i), must include:

- (i) a brief statement describing the creative work to be examined  
and

- (ii) a statement as to the availability of the creative work for examination  
and
- (iii) confirmation that a suitable venue for such creative work as an exhibition and/or performance is available within the time limit of the enrolment  
and
- (iv) confirmation that the creative work submission will be recorded in a standard retrievable form and two copies deposited with the School of Graduate Studies.

In the case of Regulation 1d(ii), this notice of submission must be approved by the Head of School and must include:

- (v) a brief statement describing the creative work to be examined
- (vi) a statement as to the availability of the creative work for examination; that it will be documented, or recorded in a standard retrievable form, and that two copies will be deposited with the School of Graduate Studies together with the thesis.

**d Declaration as to Originality of the Thesis and Creative Work**

The thesis is to be accompanied by a statutory declaration, signed by the candidate, stating:

- (i) that the creative work and thesis are the candidate's own work
- (ii) whether any part of the creative work and/or thesis (in form or substance) has been submitted or accepted for any other degree or diploma and, where that is the case, clearly setting out the extent to which that earlier work has been incorporated into the thesis
- (iii) that written permission has been obtained for any third-party copyright material reproduced in the creative work and/or thesis that represents a "substantial part" of the other work
- (iv) that the temporary-bound copy and electronic copy of the thesis are identical

**e Co-Authorship**

- (i) 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.
- (ii) Where the thesis includes research reported in published or unpublished co-authored works, 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.
- (iii) Where the creative work 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

**11 a General Provisions**

The Head of School of Fine Arts 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 their place in all of the provisions of this Regulation and Regulations 12 and 13. If either the Head of School or 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 Regulations 12 and 13 of these regulations.

**c Nomination of Examiners**

On notification of submission or intent to submit under Regulation 10c, the Head of School 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 and creative work. 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 research or the preparation of the creative work and/or thesis.

**d Appointment of Examiners**

The Board of Graduate Studies will consider the nominations provided by the Head of School and any submissions made by the candidate under the provisions of Regulation 10c and will appoint two suitably qualified persons who are available to act as examiners. Both examiners must be able to participate in the oral examination in the case of candidates submitting in accordance with Regulation 1d(i); one examiner must be able to participate in the oral examination in the case of candidates submitting in accordance with Regulation 1d(ii).

**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 School

and

(ii) an Associate Dean (Postgraduate), who will chair the Examination Committee

and

(iii) one other person ("the Head of School Nominee") nominated by the Head of School. This person will have knowledge of the general field of the creative work and the thesis, but not necessarily of the research 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 creative work or thesis research or the preparation of the creative work or 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.

**Examination with Exhibition and/or Performance**

12 a In those cases where the submission of the creative work is an exhibition and/or performance as in Regulation 1d(i), the oral examination will proceed as follows:

- (i) The oral examination will take place during the period in which the creative work is being examined and on or near the site of that work.
- (ii) Each examiner will be provided with a copy of the thesis at least one month prior to the final exhibition and/or performance and is to examine the thesis independently prior to the oral examination.
- (iii) Each examiner will attend the final exhibition or performance of the creative work and is to examine the creative work independently prior to the oral examination.
- (iv) The Head of School will arrange the oral 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.
- (v) The Board of Graduate Studies will appoint a person to act as 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 of Creative Arts and Industries.
- (vi) The oral examination must be attended by the candidate, both examiners, the Chair and the Head of School Nominee on the Examination Committee. The Head of School Nominee will not act as examiner and may only participate to the extent requested by the chair. The main supervisor may attend with the agreement of the candidate but may only participate to the extent requested by the Chair.
- (vii) At the oral examination the candidate may give a short introductory presentation concerning the creative work and the thesis.
- (viii) During the oral examination, examiners will discuss with the candidate issues pertinent to the creative work and thesis and relevant matters in the field to which the creative work and thesis belong.
- (ix) No recommendation regarding outcome is to be made at the time of the oral examination; and no discussion of the recommendations listed in Regulation 12b is permitted at this time regardless of whether or not the candidate is present.
- (x) On completion of the oral examination, the Chair will provide a written report to the Board of Graduate Studies attesting to the integrity of the examination.
- (xi) On completion of the oral examination there is to be no communication regarding the examination between the examiners, or between the examiners, the Head of School nominee and the candidate.

**b Examiners' Reports**

Acting independently, the Examiners are required to provide the School of Graduate Studies, within four weeks of attendance at the oral examination, with a written report in English on the quality of the creative work and the thesis according to the criteria outlined in Regulation 1c.

Each report will include one of the following recommendations:

either

(i) to award the degree

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, to the satisfaction of one of the examiners or nominee (who may be the main supervisor), and by a specified date. The examiner should provide a full list of corrections. 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 three 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 subject to revising part or parts of the thesis, to the satisfaction of one of the examiners or nominee (who will be the Head of School), by a specified date. The examiner should provide a full list of revisions. 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. These changes can normally be made within a 3-6 month period
- or
- (b) to award the degree subject to revising part or parts of the thesis, to the satisfaction of the examiner or examiners by a specified date
- or
- (iv) to permit the candidate to revise the creative work and/or thesis, and resubmit it for examination on one further occasion only. This recommendation is made when an examiner concludes that the creative work and/or thesis is not yet of Doctor of Fine Arts standard. The creative work and/or thesis will require either further research, reworking of specific areas, rewriting of specific sections, reconceptualisation, and/or reorganisation in order to reach the required Doctor of Fine Arts standard. The candidate will be permitted to resubmit, normally within a 12 month period
- or
- (v) to refer the creative work and 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 creative work and/or thesis has substantive flaws incompatible with the requirements of a Doctor of Fine Arts
- or
- (vi) not to award the degree.
- c 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 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, if the Examination Committee recommends that the candidate revise the thesis, and the Board of Graduate Studies accepts that recommendation, then the School of Graduate Studies will release the examiners' evaluations (Part 2 of the report) to the candidate. The author of each report will not be identified. Part 2 of the report will also be released for the purposes of judging the Vice-Chancellors Prize for Best Doctoral Thesis for those candidates who have been nominated.
- d 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.
- e **Replacement of Examiners**
- If a report has not been received within one month of the oral examination, the School of Graduate Studies will send a reminder to the examiner and advise that unless the report is received within one further month the appointment of the examiner will be terminated. If the report has not been received within one month of the date of the reminder, the Board of Graduate Studies may appoint a replacement examiner, who will be provided with a recording of the exhibition and/or performance.
- The Board of Graduate Studies reserves the right to appoint a replacement examiner in the event that an examiner provides an inappropriate report.
- f **Consideration of Examiners' Reports**
- Upon receipt of both the examiners' reports, the School of Graduate Studies 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 the examiners' reports from the examiners and, if necessary, from supervisors. If the recommendations of the examiners differ and the Examination Committee considers that the difference 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. The Examination Committee may also contact the Examiners to seek agreement on a list of recommended minor corrections and/or revisions.
- g **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 Regulation 12e 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 award the degree

or

- (iii) to award the degree after specified "minor corrections" have been made to the thesis, to the satisfaction of one of the examiners or nominee (who may be the main supervisor), and by a specified date. This recommendation shall include full details of the work to be undertaken and a time frame for the completion of that work and nominate the party to whose satisfaction the work must be completed.

or

- (iv) (a) to award the degree subject to revising part or parts of the thesis, to the satisfaction of one of the examiners or nominee (who will be the Head of School), by a specified date. This recommendation shall include full details of the work to be undertaken and a time frame for the completion of that work and nominate the party to whose satisfaction the work must be completed. When the Head of School acts as the Examiner's nominee, the nature of the revisions must be such that they can certify that compliance has been achieved. In such cases, the Head of School may discuss the revisions with the Head of School Nominee on the Examination Committee and/or the main supervisor. If the Head of School is unable to assess whether the revisions have been made to the required standard, the revisions to the thesis must be assessed by an examiner.

or

- (b) to award the degree subject to revising part or parts of the thesis, to the satisfaction of the Examiner or Examiners by a specified date. This recommendation shall include full details of the work to be undertaken and a time frame for the completion of that work and nominate the party to whose satisfaction the work must be completed.

or

- (v) to permit the candidate to revise the creative work and/or thesis, 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 this clause. This recommendation shall include a timeframe for the resubmission. The date of resubmission may not be more than 12 months from the date the examiner's reports were forwarded to the Examination Committee by the School of Graduate Studies.

or

- (vi) to refer the creative work and thesis to the appropriate authority within the University for consideration of the award of another degree

or

- (vii) not to award the degree.

#### **h Further Examiners**

In the event that the examiners' reports are in serious conflict the Board of Graduate Studies may appoint independent external examiners to report on any matters it may specify. In this event, the candidate will be kept informed, and Regulations 12b to 12d will apply for the reports of the further examiners. Such examiners will be provided with a recording of the exhibition and/or performance, and with a copy of the thesis.

#### **i Minor Corrections**

In the event that the Board of Graduate Studies requires a candidate to undertake minor corrections, the following provisions apply:

- (i) the Head of School 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
- (ii) if the required minor corrections are completed to the satisfaction of an 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
- (iii) in cases where an 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.

#### **j Revisions**

In the event that the Board of Graduate Studies requires the candidate to undertake revisions to the satisfaction of an examiner or nominee (who will be Head of School), or to the satisfaction of both examiners, the following provisions apply:

- (i) the Head of School 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
- (ii) if the required revisions are completed to the satisfaction of an examiner or nominee (who will be the Head of School), or the examiners, by the specified date, that person will notify the School of Graduate Studies that the degree may be awarded
- (iii) in cases where an examiner or nominee (who will be the Head of School), or the examiners, report 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.

**k Revision and Resubmission**

In the event that the Examination Committee recommends to the Board of Graduate Studies that the candidate should be permitted to revise the creative work and/or thesis and resubmit it on one occasion only, the Examination Committee will recommend a timeframe for the resubmission. The date of resubmission may not be more than 12 months from the date the examiners' reports were forwarded to the Examination Committee by the School of Graduate Studies. If the Board of Graduate Studies accepts the recommendation, the following provisions apply:

- (i) the School of Graduate Studies will inform the candidate of the decision, and will forward copies of Part 2 of the examiners' reports to the candidate
- (ii) within two weeks of the notification from the School of Graduate Studies, the Examination Committee will meet with the candidate and discuss the revisions required
- (iii) the Chair of the Examination Committee will send a written report of the meeting with the candidate to the School of Graduate Studies which will include a recommendation as to the date for resubmission
- (iv) 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
- (v) if the creative work and/or thesis is not resubmitted by the prescribed date, the registration of the candidate will normally be terminated
- (vi) upon resubmission, the revised creative work and/or thesis is to be examined as a whole by the same examiners in accordance with the provisions of Regulation 12, excepting that a further resubmission may not be recommended. If one or both of the original examiners is unavailable to re-examine the creative work and/or thesis, the Board of Graduate Studies will appoint alternative examiner/s
- (vii) a second oral will only be held in the event that the creative work is required to be revised and resubmitted
- (viii) where no amendments to the thesis were required, the examiners shall be provided with a copy of the original thesis for reference purposes but shall not re-examine it
- (ix) where the creative work was not required to be revised and resubmitted, the examiners shall be provided with a recording of the creative work for reference purposes but shall not re-examine it
- (x) upon receipt of both of the examiners' reports, the School of Graduate Studies will provide copies of the new examiners' reports and the original examiners' reports to the Examination Committee and to the supervisor/s on a confidential basis. The procedure followed by the Examination Committee will be that in Regulation 12e. 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 Regulation 12e and a recommendation in accordance with Regulation 12f of these regulations.

**l 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.

**m Copies for Deposit**

- (i) On successful completion of the examination, candidates will be required to deposit two archival records in a standard retrievable form of the examined creative work, and two hardbound copies of the thesis and one digital copy, corrected or revised as may be required, with the School of Graduate Studies. 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 Doctor of Fine Arts 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.
- n**
- (i) The digital thesis and recording of the examined creative work deposited shall be formatted as specified in the Guidelines for Formatting a Digital Thesis at the University of Auckland.
  - (ii) A recording of the examined creative work and a thesis which are deposited in digital form will be accessible through the University's digital repository, unless embargoed under Regulation 25 of the Examination Regulations.

**Examination of Creative Work with the Thesis**

- 13 a In those cases where the creative work is submitted together with the thesis, as in Regulation 1d(ii), Regulations 11a to 11e will apply.

**b Examiners' Reports**

Each examiner will be provided with the recording or documentation of the creative work and an electronic copy of the thesis in pdf format. The recording or documentation of the creative work and a copy of the thesis will be provided to the Examination Committee. The Examiners will independently examine both the thesis



and the creative work. Acting independently, the Examiners are required to provide the School of Graduate Studies, within two months of receipt of the creative work and thesis, with a written report in English on the quality of the creative work and thesis according to the criteria outlined in Regulation 1c.

- c 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, 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 three 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) to award the degree after revisions have been made to the thesis to the satisfaction of the Examiner or nominee (who will be the Head of School), 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. These changes can normally be made within a 3-6 month period.
  - or
  - (iv) to permit the candidate to revise the creative work and/or thesis, and resubmit it for examination on one further occasion only. This recommendation is made when an examiner concludes that the creative work and/or thesis is not yet of Doctor of Fine Arts standard. The creative work and/or thesis will require either further research, reworking of specific areas, rewriting of specific sections, reconceptualisation, and/or reorganisation in order to reach the required Doctor of Fine Arts standard. The candidate will be permitted to resubmit, normally within a 12 month period.
  - or
  - (v) to refer the creative work and 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 creative work and/or thesis has substantive flaws incompatible with the requirements of a Doctor of Fine Arts.
  - or
  - (vi) not to award the degree.
- d 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 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, if the Examination Committee recommends that the candidate proceed to oral or that the candidate revise and resubmit the work prior to an oral, and the Board of Graduate Studies accepts that recommendation, then the School of Graduate Studies will release the examiners’ evaluations (Part 2 of the report) to the candidate. The author of each report will not be identified. Part 2 of the report will also be released for the purposes of judging the Vice-Chancellors Prize for Best Doctoral Thesis for those candidates who have been nominated.
- e 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.
- f **Replacement of Examiners**  
If a report has not been received within two months, the School of Graduate Studies will send a reminder to the examiner and advise 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.
- The Board of Graduate Studies reserves the right to appoint a replacement examiner in the event that an examiner provides an inappropriate report.
- g **Consideration of Examiners’ Reports**  
The Examination Committee will consider the examination reports in accordance with Regulation 9k of the Statute for the Degree of Doctor of Philosophy 2016.

**h 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 Regulation 9k of the Statute for the Degree of Doctor of Philosophy 2016 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 creative work and/or thesis, 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.

**i Further Examiners**

In the event that the examiners' reports are in serious conflict the Board of Graduate Studies may appoint independent external examiners to report on any matters it may specify. In this event, the candidate will be kept informed, and Regulations 13b to 13e will apply for the reports of the further examiners. Such examiners will be provided with the recording or documentation of the creative work and a copy of the thesis.

**j Oral Examination**

In the event that the Board of Graduate Studies accepts a recommendation to proceed to an oral examination, Regulation 9n of the Statute for the Degree of Doctor of Philosophy 2016 will apply.

**k 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 School 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 Regulation 13c(ii)) have been made to the thesis, 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, to the satisfaction of the Oral Examiner or nominee (who will be the Head of School), by a specified date. When the Head of School acts as the Oral Examiner's nominee, the nature of the revisions must be such that they can certify that compliance has been achieved. In such cases, the Head of School may discuss the revisions with the Head of School Nominee on the Examination Committee and/or the main supervisor. If the Head of School is unable to assess whether the revisions have been made to the required standard, the revisions to the thesis must be assessed by the Oral Examiner

*or*

- (b) to award the degree subject to revising part or parts of the thesis, to the satisfaction of the Examiner or Examiners by a specified date

*or*

- (iv) to permit the candidate to revise the creative work and/or thesis, 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 Regulation 13h(iii). This recommendation is made when an examiner concludes that the creative work and/or thesis is not yet of Doctor of Fine Arts standard. The creative work and/or thesis will require either further research, reworking of specific areas, rewriting of specific sections, reconceptualisation, and/or reorganisation in order to reach the required Doctor of Fine Arts standard. The candidate will be permitted to resubmit, normally within a 12 month period.

*or*

- (v) to refer the creative work and 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 13k(iii) and 13k(iv), the report must also state clearly the nature of the revisions recommended.

**l When minor corrections are required, Regulation 9p of the Statute for the Degree of Doctor of Philosophy 2016 applies.**

m When revisions are required, Regulation 9q of the Statute for the Degree of Doctor of Philosophy 2016 applies.

**n Revision and Resubmission**

In the event that the Examination Committee recommends to the Board of Graduate Studies that the candidate should be permitted to revise the creative work and/or thesis prior to an oral examination, Regulations 12j(i-v) of these regulations will apply

and

- (i) upon resubmission, the revised creative work and/or thesis is to be examined as a whole by the same examiners in accordance with the provisions of this Regulation 13, excepting that a further resubmission may not be recommended. If one or both of the original examiners is unavailable to re-examine the thesis, the Board of Graduate Studies will appoint alternative examiner/s
- (ii) upon receipt of both of the examiners' reports, the School of Graduate Studies will provide copies of the new examiners' reports and the original examiners' reports to the Examination Committee and to the supervisor/s on a confidential basis. The procedure followed by the Examination Committee will be that in Regulation 13f. 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 Regulation 13f. The Examination Committee may recommend the appointment of one or more further independent examiners to report on any areas of conflict, and the Board of Graduate Studies may appoint a further examiner in accordance with Regulation 13h of these regulations. If the Examination Committee recommends that an oral examination be held, and the Board of Graduate Studies accepts this recommendation, the School of Graduate Studies will release the examiners' evaluations of the revised thesis (Part 2 of the report) to the candidate no fewer than five working days before the oral examination. The procedure for the oral examination will be that in Regulation 9n of the Statute for the Degree of Doctor of Philosophy 2016. If the Examination Committee recommends that an oral examination should not be held, its report will include one of the following recommendations:
  - (a) to refer the creative work and thesis to the appropriate authority within the University for consideration of the award of another degree
  - or
  - (b) not to award the degree.

o In the event that the Board of Graduate Studies requires that a candidate revise and resubmit the creative work and/or thesis after an oral examination, the Oral Examination Committee will recommend a timeframe for the resubmission. The date of resubmission may not be more than 12 months from the date of the oral examination. In such cases, the following provisions apply:

- (i) the School of Graduate Studies will inform the candidate of the decision and send a copy of the oral examination report to the Examination Committee
- (ii) within two weeks of the notification from the School of Graduate Studies, the Examination Committee will meet with the candidate and discuss the revisions required
- (iii) the Chair of the Examination Committee will send a written report of the meeting with the candidate to the School of Graduate Studies
- (iv) 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
- (v) upon resubmission, the revised creative work and/or thesis is to be examined as a whole by the same examiners in accordance with the provisions of this Regulation 13, excepting that a further resubmission may not be recommended. If one or both of the original examiners is unavailable to re-examine the creative work and/or thesis, the Board of Graduate Studies will appoint alternative examiner/s
- (vi) where no amendments to the thesis were required, the examiners shall be provided with a copy of the original thesis for reference purposes but shall not re-examine it
- (vii) where the creative work was not required to be revised and resubmitted, the examiners shall be provided with a copy of the creative work for reference purposes but shall not re-examine it
- (viii) upon receipt of both of the examiners' reports, the School of Graduate Studies will provide copies of the new examiners' reports, the original examiners' reports and the oral examination report to the Examination Committee and to the supervisor/s on a confidential basis. The procedure followed by the Examination Committee will be that in Regulation 13f. 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 Regulation 13f. The Examination Committee report must recommend one of the following:
  - (a) to appoint one or more further examiners in accordance with Regulation 13h of these regulations to report on any areas of conflict
  - or

(b) to proceed to a second oral examination. In which case Regulation 9n of the Statute for the Degree of Doctor of Philosophy 2016 will apply

or

(c) to award the degree

or

(d) to award the degree after specified “minor corrections” have been made to the thesis to the satisfaction of the Examiner or nominee (who may be the Main Supervisor), by a specified date

or

(e) to refer the creative work and thesis to the appropriate authority within the University for consideration of the award of another degree

or

(f) not to award the degree.

If the Examination Committee recommends that a second oral examination be held, and the Board of Graduate Studies accepts this recommendation, the School of Graduate Studies will release the examiners’ evaluations of the revised thesis (Part 2 of the report) to the candidate no fewer than five working days before the oral examination.

**p Final Decision**

After considering all of the reports of the examiners and the Examination Committee, the Board of Graduate Studies will make the final decision as to the award of the degree.

**q Copies for Deposit**

(i) On successful completion of the examination, candidates will be required to deposit two archival records in a standard retrievable form of the examined creative work, and two hardbound copies of the thesis and one digital copy, corrected or revised as may be required, with the School of Graduate Studies. 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 Doctor of Fine Arts thesis are deposited, these must be accompanied by a statutory declaration signed by the candidate stating that the hardbound copies and the digital copy are the same.

r (i) The digital thesis and recording of the examined creative work deposited shall be formatted as specified in the Guidelines for Formatting a Digital Thesis at the University of Auckland.

(ii) A recording of the examined creative work and a thesis which are deposited in digital form will be accessible through the University’s digital repository, unless embargoed under Regulation 25 of the Examination Regulations.

## Variations

14 In exceptional circumstances the Board of Graduate Studies may approve a personal programme that does not conform to these regulations.

## Appeals

15 Appeals regarding the examination process or decisions of the Board of Graduate Studies must be made according to Regulation 6 of the General Regulations for Named Doctorates.

## Dispute Resolution Procedures

16 Disputes are to be resolved in accordance with Regulation 7 of the General Regulations for Named Doctorates.

## Transitional Arrangements

17 a These regulations came into force on 1 January 2016. The 2006 regulations for the Degree of Doctor of Fine Arts were thereby repealed.

b For a candidate initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this statute to ensure consistency with the provisions of the regulations under which the candidate was enrolled where it is satisfied that the candidate would otherwise be at a disadvantage.

## 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.*

### Preamble

1 a A candidate for the degree of Doctor of Music 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 full-time candidature but

in no fewer than three years of full-time candidature. Part-time candidature may also be permitted with the approval of the Board of Graduate Studies.

- c The Degree of Doctor of Music is awarded for the successful pursuit of a coherent programme of advanced composition that is supported by a written thesis and carried out over the period of registration for the Degree. Upon completion of the programme, candidates must submit a portfolio which, in the opinion of the examiners and the Board of Graduate Studies, satisfies both the following criteria:
  - (i) the consistent demonstration of compositional skills (the composition component) at the highest professional levels, meeting internationally recognised standards for such work
  - and
  - (ii) the provision of written material (the thesis) that demonstrates a knowledge of the artistic practices and literature relevant to the works contained in the composition component and an ability to articulate critical and analytical judgement relating to them.
- d The thesis may not, without the prior permission of the Board of Graduate Studies, exceed 20,000 words in total.
- e All research for this degree 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 Music is required to have:
  - a completed the requirements for the Degree of Master of Music at the University of Auckland with First Class Honours or Second Class Honours First Division, or completed the requirements for the award of a qualification that the Board of Graduate Studies considers to be equivalent to the Degree of Master of Music with First Class Honours or Second Class Honours (First Division) at the University of Auckland
  - and
  - b demonstrated, to the satisfaction of the Head of School of Music, in consultation with appropriate Postgraduate Committee, the level of training and ability that is necessary for the pursuit of a programme of advanced doctoral study in music composition and research.

### Admission Essential

- 3 Every candidate for the Degree of Doctor of Music must have applied for admission and have been admitted to the University of Auckland.

### Duration and Total Points Value

- 4 A candidate enrolled for this degree must complete the requirements for this degree, with a total value of 360 points, within not fewer 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 under Regulation 8 of these regulations.

### Registration

- 5 a Registration and all conditions pursuant to it shall be determined in accordance with Regulation 2 of the General Regulations for Named Doctorates.
- b The following provisional goals are required of all candidates:
  - (i) full proposals for both the composition component and the thesis, including a provisional title, a schedule of research, an outline of compositions yet to be written and a statement of resources required to complete the research, to be approved by the appropriate postgraduate committee
  - (ii) substantial items of compositional and written material, such as a major section from a composed work and a literature review, completed to the satisfaction of the main supervisor
  - (iii) presentation by the student of the proposal and/or work in progress to an appropriate forum, e.g., seminar, research group, conference, to the satisfaction of the supervisors
  - (iv) ethics approval/s and/or permissions obtained for the research (if required)
  - (v) completion of the standard doctoral milestone goals relating to induction, English language and academic integrity as prescribed by the Board of Graduate Studies upon commencement of the registration
  - (vi) completion of a health and safety risk assessment and training for any laboratory/studio/field and related work activities
  - (vii) enrolment in and satisfactory passing of one or more courses as determined by the postgraduate committee.
- c Further provisional goals may be added as per Regulation 2 of the General Regulations for Named Doctorates and as required after the commencement of registration as per Regulation 4a of the General Regulations for Named Doctorates.

## Structure and Content

- 6 a A candidate for this degree must pass MUS 894 Composition.
- b A candidate is to submit for examination a collection of original and substantial musical works of at least sixty minutes' duration (the composition component), consisting of at least three significant items, each of which may be within any of the following classes:
  - (i) orchestral work
  - (ii) work using vocal, keyboard or ensemble resources
  - (iii) music theatre
  - (iv) sonic arts.
- c Sonic arts may be included in work within classes (i), (ii) or (iii) listed in Regulation 6b.
- d A candidate is also to submit for examination a thesis which may address a single research topic or more than one related research topics or provide detailed analytical commentary on the compositions submitted, and which will be linked to the composition component in such a way that the candidate's creative and aesthetic ideals are clearly articulated.

## Reviews of Registration

- 7 Reviews of registration will be made in accordance with 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.

## Enrolment and Fees

- 9 Enrolment and payment of fees will be determined according to Regulation 5 of the General Regulations for Named Doctorates.

## Submission

- 10 a **Copies of Portfolio**  
All candidates are initially required to submit one copy of a portfolio in temporary binding and one electronic copy in pdf format to the School of Graduate Studies. The portfolio consists of the composition component and the thesis, which are to be supplemented by three copies of any accompanying audio or audiovisual files, or those involving other media. Copies should include the following statement to examiners on the first page: "This portfolio 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, a candidate must normally submit the portfolio 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 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 portfolio on the grounds of conflict of interest, then the candidate may also submit at this time the name of this person or persons and a statement in writing as to the nature of the conflict of interest to the Dean of Graduate Studies.
- d **Declaration as to Originality**  
The portfolio is to be accompanied by a statutory declaration, signed by the candidate, stating:
  - (i) that the portfolio is the candidate's own work
  - (ii) that no part of the portfolio has been submitted or accepted for any other degree or diploma
  - (iii) that written permission has been obtained for any third-party copyright material reproduced in the portfolio that represents a "substantial part" of the other work
  - (iv) that the temporary-bound copy and electronic copy of the composition component and thesis are identical, and that the three copies of the accompanying files are identical.
- e **Language of Portfolio**  
The portfolio 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 2016, except that Regulations 9f, 9g, 9l, 9o, 9r (iv-vii), 9s (iv-vii) and 9u of the Statute for the Degree of Doctor of Philosophy 2016 will not apply.

### a **Nomination of Examiners**

On notification of intention to submit under Regulation 10c, the Head of School of Music 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 represented by the portfolio. At least one nominee must be from outside New Zealand. The examiners may not be staff members of the University or have been involved in either the research for or the preparation of the portfolio. Examiners will be appointed in accordance with Regulation 9d of the Statute for the Degree of Doctor of Philosophy 2016.

### b **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 School of Music

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 School of Music. This person will have knowledge of the general field of the portfolio, but not necessarily of the portfolio's techniques and topics, 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 research for or the preparation of the portfolio. 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 must be substituted.

### c **Examiners' Reports**

Each examiner will be provided with electronic copies of the portfolio, together with accompanying audio or audiovisual files, or those involving other media, and, acting independently, is required to provide the School of Graduate Studies, within two months of receipt of the portfolio, with a written report in English on the quality of the work according to the criteria outlined at Regulation 1c. One copy of the portfolio will be provided to the Examination Committee.

- d 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 portfolio 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 any of the material contained in the portfolio.

or

(ii) to award the degree after specified "minor corrections" have been made to the portfolio to the satisfaction of one of the examiners or a nominee (who may be the main supervisor) and by a specified date, and subject to satisfactory performance at the oral examination;

This recommendation can be made when the composition component has reached the required standard but for minor problems such as those involving notation or performance logistics and/or when the thesis has reached the required standard but for minor problems such as inconsistency in terminology, problems connected with referencing or typographical errors. These changes can normally be made within a three-month period. When these corrections are made, the portfolio will meet the standard and then will be ready for permanent binding and placement in the Library.

or

(iii) to award the degree after specified revisions have been made to the portfolio to the satisfaction of the examiner or nominee (who will be the Head of School of Music), 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 substantial, for example in the case of the composition component the need to reshape the structure of a piece, reconsider the use of performing media or achieve higher standards of presentation, or in the case of the thesis the need to analyse data further, rewrite chapters or sections, correct significant lapses in logic or coherence, or achieve higher standards of presentation. These changes can normally be made within a 3-6 month period.

or

(iv) to permit the candidate to revise the portfolio and resubmit it for examination on one further occasion only.

This recommendation is made when an examiner concludes that the portfolio is not yet of doctoral standard. It may require in the case of the composition component a reconsideration of structure, a higher level of understanding of performing media or greater evidence of creative control, and/or in the case of the thesis further research, rewriting of specific sections, reconceptualisation or reorganisation in order to reach the required standard. The candidate will be permitted to resubmit, normally within a twelve-month period.

or

- (v) not to award the degree, but refer the portfolio 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 portfolio demonstrates substantial flaws incompatible with the requirements of a DMus.

or

- (vi) not to award any degree.

#### e Replacement of Examiners

If a report has not been received within two months, the School of Graduate Studies will send a reminder to the examiner and advise them 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.

The Board of Graduate Studies reserves the right to appoint a replacement examiner in the event that an examiner provides an inappropriate report.

#### f Consideration of Examiners' Reports

The examiners' reports will be referred to the Examination Committee as in Regulation 9k of the Statute for the Degree of Doctor of Philosophy 2016. The Examination Committee, which will be provided with a copy of the portfolio and any accompanying audio or audiovisual material, will make a report to the Board of Graduate Studies which includes the nature and outcome of any communication with the examiner/s and/or supervisor/s made under Regulation 9k 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 portfolio and resubmit it for examination on one further occasion only

or

- (iv) not to award the degree, but refer the portfolio to the appropriate authority within the University for consideration of the award of another degree

or

- (v) not to award any degree.

#### g Further Examiners

In the event that the examiners' reports are in serious conflict the Board of Graduate Studies may appoint independent external examiners, as specified in Regulation 9m of the Statute for the Degree of Doctor of Philosophy 2016, to report on any matters it may specify. Such examiners will be provided with copies of the portfolio.

#### h Oral Examination

In the event that the Board of Graduate Studies accepts a recommendation to proceed to an oral examination, Regulation 9n of the Statute for the Degree of Doctor of Philosophy 2016 will apply.

#### i 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 Regulation 11d(ii)) have been made to the portfolio, 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 portfolio, to the satisfaction of the Oral Examiner or nominee (who will be the Head of School of Music), by a specified date. When the Head of School of Music acts as the Oral Examiner's nominee, the nature of the revisions must be such that



they can certify that compliance has been achieved. In such cases, the Head of School of Music may discuss the revisions with the Head of Department Nominee on the Examination Committee and/or the main supervisor. If the Head of School of Music is unable to assess whether the revisions have been made to the required standard, the revisions to the portfolio must be assessed by the Oral Examiner

- (b) to award the degree subject to revising part or parts of the portfolio to the satisfaction of the Examiner or Examiners by a specified date

or

- (iv) to permit the candidate to revise the portfolio, 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 Regulation 11f(iii)

or

- (v) not to award the degree, but refer the portfolio 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 11i(iii) and 11i(iv), the report must also state clearly the nature of the revisions recommended.

- j When minor corrections are required, Regulation 9p of the Statute for the Degree of Doctor of Philosophy 2016 applies. When revisions are required, Regulation 9q of the Statute for the Degree of Doctor of Philosophy 2016 applies.

**k Revision and Resubmission**

In the event that the Examination Committee recommends to the Board of Graduate Studies that the candidate should be permitted to revise the portfolio prior to an oral examination, the Examination Committee will recommend

- (i) a timeframe for the resubmission

The date of resubmission of the portfolio may not be fewer than six months or more than twelve months from the date the examiners' reports were forwarded to the Examination Committee by the School of Graduate Studies. If the Board of Graduate Studies accepts the recommendation, Regulations 9r(i to iii) of the Statutes for the Degree of Doctor of Philosophy Statute 2016 apply

and

- (ii) 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 portfolio is to be resubmitted. The registration of the candidate is to continue under the conditions applying at the first date of submission
  - (iii) if the portfolio is not resubmitted by the prescribed date, the registration of the candidate will normally be terminated
  - (iv) upon resubmission, the portfolio is to be examined by the same examiners in accordance with the provisions of this Regulation, excepting that a further resubmission may not be recommended. If one or both of the original examiners is unavailable to re-examine the portfolio, the Board of Graduate Studies will appoint alternative examiner/s.
  - (v) upon receipt of both of the examiners' reports, the School of Graduate Studies will provide copies of the new examiners' reports and the original examiners' reports to the Examination Committee and to the supervisor/s on a confidential basis. The procedure followed by the Examination Committee will be that in Regulation 11f. 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 Regulation 11f. If the Examination Committee recommends that an oral examination be held, and the Board of Graduate Studies accepts this recommendation, the School of Graduate Studies will release the examiners' reports to the candidate no fewer than five working days before the oral examination. The procedure for the oral examination will be that in Regulations 11h and 11i of these regulations. If the Examination Committee recommends that an oral examination should not be held, its report will include one of the following recommendations:
    - (a) not to award the degree, but refer the portfolio to the appropriate authority within the University for consideration of the award of another degree
- or
- (b) not to award the degree.

- l In the event that the Board of Graduate Studies requires the candidate to revise the portfolio after an oral examination, the Oral Examination Committee will recommend a timeframe for the resubmission. The date of resubmission may not be fewer than six months or more than twelve months from the date of the oral examination. In such cases, Regulation 9s(i-iii) of the Statute for the Degree for the Doctor of Philosophy 2016 and the following provisions apply:

- (i) 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 portfolio is to be resubmitted. The registration of the candidate is to continue under the conditions applying at the first date of submission
- (ii) if the portfolio is not resubmitted by the prescribed date, the registration of the candidate will normally be terminated
- (iii) upon resubmission, the portfolio is to be examined by the same examiners in accordance with the provisions of this Clause, excepting that a further resubmission may not be recommended. If one or both of the original examiners is unavailable, the Board of Graduate Studies will appoint alternative examiner/s.
- (iv) upon receipt of both of the examiners' reports, the School of Graduate Studies will provide copies of the new examiners' reports, the original examiners' reports and the oral examination report to the Examination Committee and to the supervisor/s on a confidential basis.

The procedure followed by the Examination Committee will be that in Regulation 11f. 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 Regulation 11f. The Examination Committee report must recommend one of the following:

(a) to proceed to a second oral examination (in which case Regulations 11h and i of these regulations apply)

or

(b) to award the degree

or

(c) to award the degree after specified "minor corrections" (see Regulation 11d(ii)) have been made to the portfolio to the satisfaction of the Examiner or nominee (who may be the main supervisor), by a specified date

or

(d) not to award the degree, but refer the portfolio to the appropriate authority within the University for consideration of the award of another degree

or

(e) not to award the degree.

If the Examination Committee recommends that a second oral examination be held, and the Board of Graduate Studies accepts this recommendation, the School of Graduate Studies will release the examiners' evaluations of the work (Part 2 of the report) to the candidate no fewer than five working days before the oral examination.

#### m Final Decision

After considering all of the reports of the examiners and Examination Committees, the Board of Graduate Studies will make the final decision as to the award of the degree.

#### n Copies for Deposit

On completion of the examination the candidate must deposit two hardbound copies of the portfolio, corrected or revised as may be required, and of any accompanying audio or audiovisual material, with the School of Graduate Studies. These must be accompanied by a statutory declaration signed by the candidate stating that the hardbound copies and the digital copy are the same. The degree will not be conferred until the candidate has complied with this requirement.

### 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 6 of the General Regulations for Named Doctorates.

### Dispute Resolution Procedures

- 14 Disputes are to be resolved in accordance with Regulation 7 of the General Regulations for Named Doctorates.

### Transitional Arrangements

- 15 a These regulations came into force on 1 January 2016. The 2006 regulations for the Degree of Doctor of Music 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 provisions of these regulations to ensure consistency with the provisions of the regulations under which the candidate was enrolled.

## 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 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.
- b It is expected that this programme will normally be completed in no fewer than 33 months and no more than 36 months of full-time candidature. Part-time candidature may also be permitted with the approval of the Board of Graduate Studies.
- c The Degree of Doctor of Musical Arts is awarded for the successful completion of a coherent programme of advanced performance work that is firmly supported by a written thesis 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:
  - (i) the consistent exhibition of performance skills at the highest professional levels, meeting internationally recognised standards for such work
  - and
  - (ii) the provision of written material (the thesis) that makes an original contribution to the field of knowledge relating to music performance, and shows an ability to articulate critical judgement 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.  
The thesis may not, without the prior permission of the Board of Graduate Studies, exceed 35,000 words in total.
- d All research for this degree 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 Musical Arts is required to have:
  - a completed the requirements for the Degree of Master of Music at the University of Auckland with First Class Honours or Second Class Honours First Division, or completed the requirements for the award of a qualification that the Board of Graduate Studies considers to be equivalent to the Degree of Master of Music with First Class Honours or Second Class Honours (First Division) at the University of Auckland
  - 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 doctoral study in music performance and research.

### Admission Essential

- 3 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

- 4 A candidate enrolled for this degree must normally follow a programme of 36 full-time months (or the part-time equivalent) and pass an approved three-part programme of advanced study in music performance and research with a total value of 360 points.

### Registration

- 5 a Registration and all conditions pursuant to it shall be determined in accordance with Regulation 2 of the General Regulations for Named Doctorates.
- b The following provisional goals are required of all candidates:
  - (i) full proposals for both the thesis and future recitals, including a provisional title, a schedule of research, an outline of repertoire and a statement of resources required to complete the research, to be approved by the appropriate postgraduate committee
  - (ii) a substantial piece of written work, such as a literature review, completed to the satisfaction of the main supervisor
  - (iii) presentation of a minimum of one and maximum of two recitals
  - (iv) presentation by the student of the proposal and/or work in progress to an appropriate forum, e.g., seminar, research group, conference, to the satisfaction of the supervisors
  - (v) ethics approval/s and/or permissions obtained for the research (if required)
  - (vi) completion of the standard doctoral milestone goals relating to induction, English language and

- academic integrity as prescribed by the Board of Graduate Studies upon commencement of the registration
- (vii) completion of a health and safety risk assessment and training for any laboratory/studio/field and related work activities
- (viii) enrolment in and satisfactory passing of one or more courses as determined by the postgraduate committee.
- c Further provisional goals may be added as per Regulation 2 of the General Regulations for Named Doctorates and as required after the commencement of registration as per Regulation 4a of the General Regulations for Named Doctorates.

### Reviews of Registration

- 6 a Reviews of progress and continuation of registration will be made according to Regulation 3 of the General Regulations for Named Doctorates.
- b During provisional registration, a candidate must achieve the provisional goals specified by the Board of Graduate Studies, and successfully complete the requirements for Part I of the degree as specified in Regulation 9 of these regulations.
- c Annual reviews of progress and continuation of registration beyond the period of provisional registration will be made in accordance with Regulation 3d of the General Regulations for Named Doctorates and in relation to Regulation 9 of these regulations below as well as progress on the thesis.

### Changes to the Conditions of Registration

- 7 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.

### Enrolment and Fees

- 8 Enrolment and payment of fees will be determined according to Regulation 5 of the General Regulations for Named Doctorates.

### Structure and Content

- 9 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. For each recital the candidate must provide substantial programme notes of a professional standard. In every case except for the Final Recital, the candidate's proposed programme and programme notes are 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 at least six months before the recital date.

#### Part I

- c During Part I of the degree the candidate will:
  - (i) present a minimum of one and a maximum of two recitals, as prescribed in Regulations 9a, b and f
  - and
  - (ii) provide full proposals and a substantial example of written work
  - and
  - (iii) give a seminar on the thesis research, in consultation with the appropriate supervisor or supervisors.

#### Part II

- d During Part II of the degree the candidate will continue to undertake supervised research in performance, and on the approved thesis topic. 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
  - and
  - (ii) a seminar on the thesis research, in consultation with the appropriate supervisor or supervisors.

#### Part III

- e During Part III of the degree the candidate will complete and submit the thesis, and will present a further seminar and a Final Recital, with a programme that is linked to the thesis 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.

### Recitals

- f All recitals except the Final Recital will be assessed by panels appointed by the Head of School of Music, to whom a report on each recital should be sent. The panels will consist of an internal examiner, an external examiner of international expertise and distinction and the Head of School of Music or nominee, who will act as moderator. Each of the first four recitals must be judged satisfactory in order for the student to progress to the next.

Recitals judged unsatisfactory will be treated as follows:

- (i) the recital should normally be retaken within two months. If circumstances do not allow this, an application may be made to the Head of School of Music for a further month in which to present the recital
- (ii) the original programme must normally be offered again in its entirety. Any alteration of the programme must be approved, in advance, by the Head of School of Music
- (iii) the same examining panel, where possible, will judge the retaken recital. If either examiner or the Head of School of Music nominee should become unavailable, the Head of School of Music will appoint a replacement.

Recitals may only be retaken once; if a retaken recital is judged to be unsatisfactory, the Head of School of Music will recommend to the Board of Graduate Studies that registration in the degree be terminated.

### Submission

#### 10 a Copies of Thesis

All candidates are initially required to submit to the School of Graduate Studies one copy of the thesis in temporary binding and one electronic copy in pdf format. 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, a candidate must normally submit the thesis and undertake the final recital in no fewer than 33 months and no more than 36 months from the Date of Registration if they are full-time students, or no fewer than 66 months and no more than 72 months 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 date of the Final Recital, which should normally be undertaken on or before the maximum submission date, a candidate must notify the School of Graduate Studies in writing of their intention to submit the thesis, which must be received one month before the date of the Final Recital or maximum submission date, whichever is sooner. This notice of submission must be approved by the Head of School of Music and must include details of the programme of the Final Recital, as approved by the Head of School of Music, in accordance with Regulation 9b. 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, then the candidate may also submit to the School of Graduate Studies at this time the name of this person or persons and a statement in writing as to the nature of the conflict of interest. This notice of submission must be approved by the Head of School of Music.

#### d Declaration as to Originality

One month prior to the date of the Final Recital, the candidate must submit to the School of Graduate Studies one copy of the thesis in temporary binding and one electronic copy in pdf format accompanied by a statutory declaration, signed by the candidate, stating:

- (i) that the thesis is the candidate's own work
- (ii) that no part of the thesis has been submitted or accepted for any other degree or diploma
- (iii) that the temporary-bound copy and electronic copy are identical.

#### e 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

- 11 The examination process will follow that of Regulation 9 of the Statute for the Degree of Doctor of Philosophy 2016, except that Regulations 9c, 9e, 9f, 9g, 9i, 9l, 9o, 9r (iv-vii), 9s (iv-vii) and 9u of the Statute for the Degree of Doctor of Philosophy 2016 will not apply.

**a Nomination and Appointment of Examiners**

Upon request to approve a notice of submission as per Regulation 10c of these regulations, the Head of School of Music 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 and creative work. At least one nominee must be from outside New Zealand. The examiners may not be staff members of the University of Auckland or have been involved in either the research for or the preparation of the thesis and recital, and will not therefore have been involved in assessment of any of the first four recitals. Examiners will be appointed in accordance with Regulation 9d of the Statute for the Degree of Doctor of Philosophy 2016. Both examiners must be able to attend the Final Recital in person and one examiner must be able to attend the Oral Examination in person.

**b 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 School of Music

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 School of Music. This person will have 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 or recital. 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 must be substituted.

**c Examination Process**

The final examination will take the thesis and the Final Recital into joint consideration.

d The Final Recital is to be attended by both the examiners and the Head of Department Nominee, and must be recorded in both sound and vision.

e Each examiner will be provided with a copy of the thesis, which is to be examined independently. Within one month after the date of the Final Recital, examiners are required to provide the Board of Graduate Studies with a report on both the thesis and the Final Recital according to the criteria given in Regulation 1c. The examiners will include with their reports one of the following recommendations. The examiners may also combine a recommendation of Regulation 11e(v) of these regulations with the recommendation of (ii), (iii) or (iv).

(i) to award the degree, subject to satisfactory performance at the oral examination;

The thesis and Final Recital 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 thesis.

or

(ii) to award the degree after specified "minor corrections" have been made to the thesis to the satisfaction of one of the examiners or a nominee (who may be the main supervisor) and by a specified date, and subject to satisfactory performance at the oral examination (and in the Final Recital if recommendation (v) is also selected).

This recommendation can be made when the thesis has reached the required standard but for minor problems such as inconsistency in terminology, problems connected with referencing or typographical errors. These changes can normally be made within a three-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) to award the degree after specified revisions have been made to the thesis to the satisfaction of the examiner or nominee (who will be the Head of School of Music), by a specified date, and subject to satisfactory performance at the oral examination (and in the Final Recital if recommendation (v) is also selected).

This recommendation is made when an examiner concludes that the revisions required are not minor, but are substantial, for example the need to analyse data further, rewrite chapters, correct significant lapses in logic or coherence, or achieve higher standards of presentation. These changes can normally be made within a 3-6-month period.

or

(iv) to permit the candidate to revise the thesis 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 doctoral standard. It will require either further research, rewriting of specific sections, reconceptualisation, and/

or reorganisation in order to reach the required standard. The candidate will be permitted to resubmit, normally within a twelve-month period.

and/or

- (v) to permit the candidate to repeat the Final Recital on one further occasion only.

This recommendation is made when an examiner concludes that Final Recital was not yet of doctoral standard. It may require a higher level of professional competence, interpretive reconceptualisation or a greater degree of musical artistry. The candidate will be permitted to offer the Final Recital again, normally within a 12-month period.

or

- (vi) not to award the degree, but refer the thesis and performance (the Final Recital) 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 and performance demonstrated substantial flaws incompatible with the requirements of a DMA.

or

- (vii) not to award any degree.

**f Replacement of Examiners**

- (i) If a report has not been received within one month, the School of Graduate Studies will send a reminder to the examiner and advise them that unless the report is received within a further month the appointment of the examiner will be terminated. If the report has not been received within one month of the date of the reminder, the Board of Graduate Studies may appoint a replacement examiner.
- (ii) The Board of Graduate Studies reserves the right to appoint a replacement examiner in the event that an examiner provides an inappropriate report.

Any replacement examiner will be provided with a digital recording of the Final Recital, as well as with a copy of the thesis.

**g Consideration of Examiners' Reports**

The examiners' reports will be referred to the Examination Committee as in Regulation 9k of the Statute for the Degree of Doctor of Philosophy 2016. The Examination Committee, which will be provided with both a copy of the thesis and a DVD recording of the Final Recital, will make a report to the Board of Graduate Studies which includes the nature and outcome of any communication with the examiner/s and/or supervisor/s made under Regulation 9k 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 resubmit it for examination on one further occasion only

or

- (iv) to permit the candidate to revise the thesis and resubmit it for examination on one further occasion only and retake the Final Recital on one further occasion only

or

- (v) not to award the degree, but refer the thesis and performance (the Final Recital) to the appropriate authority within the University for consideration of the award of another degree

or

- (vi) not to award any degree

**h Further Examiners**

In the event that the examiners' reports are in serious conflict the Board of Graduate Studies may appoint independent external examiners, as in Regulation 9m of the Statute for the Degree of Doctor of Philosophy 2016, to report on any matters it may specify. Such examiners will be provided with a copy of the recording of the Final Recital and the thesis.

**i Oral Examination**

In the event that the Board of Graduate Studies accepts a recommendation to proceed to an oral examination, Regulation 9n of the Statute for the Degree of Doctor of Philosophy 2016 will apply.

**j 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. The Examiners may also combine recommendation Regulation 11j(v) of these regulations with the recommendation of (ii), (iii) or (iv):

either

- (i) to award the degree

or

- (ii) to award the degree after specified “minor corrections” (see Regulation 11e(ii)) have been made to the thesis, to the satisfaction of the Oral Examiner or nominee (who may be the Main Supervisor), and by a specified date, and subject to satisfactory performance in the Final Recital where recommendation (v) is also selected

or

- (iii) (a) to award the degree subject to revising part or parts of the thesis, to the satisfaction of the Oral Examiner or nominee (who will be the Head of School of Music), by a specified date, and subject to satisfactory performance in the Final Recital where recommendation (v) is also selected. When the Head of School of Music acts as the Oral Examiner’s nominee, the nature of the revisions must be such that they can certify that compliance has been achieved. In such cases, the Head of School of Music may discuss the revisions with the Head of Department Nominee on the Examination Committee and/or the Main Supervisor. If the Head of School of Music is unable to assess whether the revisions have been made to the required standard, the revisions to the thesis must be assessed by the Oral Examiner

or

- (b) to award the degree subject to revising part or parts of the thesis to the satisfaction of the Examiner or Examiners by a specified date

or

- (iv) to permit the candidate to revise the thesis, 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 Regulation 11g(iii) or (iv)

and/or

- (v) to permit the candidate to repeat the Final Recital on one further occasion only, but only if the candidate has not already been permitted to retake the Final Recital under Regulation 11g(iv)

or

- (vi) not to award the degree, but refer the thesis and Final Recital to the appropriate authority within the University for consideration of the award of another degree

or

- (vii) not to award the degree.

In the case of recommendations 11j(iii) and 11j(iv), the report must also state clearly the nature of the revisions recommended.

- k When minor corrections are required, Regulation 9p of the Statute for the Degree of Doctor of Philosophy 2016 applies. When revisions are required, Regulation 9q of the Statute for the Degree of Doctor of Philosophy 2016 applies.

**l Revision and Resubmission of the Thesis/Repetition of the Final Recital**

- (i) In the event that the Examination Committee recommends to the Board of Graduate Studies that the candidate should be permitted to revise the thesis, or revise the thesis and retake the Final Recital, prior to an oral examination, the Examination Committee will recommend:
  - (a) a timeframe for the resubmission of the thesis
  - (b) a timeframe for the retaking of the Final Recital, if required.
- (ii) The date of resubmission of the thesis or retaking of the Final Recital may not be fewer than six months or more than twelve months from the date the examiners’ reports were forwarded to the Examination Committee by the School of Graduate Studies. If the Board of Graduate Studies accepts the recommendation, Regulations 9r(i to iii) of the Degree of Doctor of Philosophy Statute 2016 apply

and

- (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 and/or the Final Recital retaken. 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 or the Final Recital is not repeated by the prescribed date, the registration of the candidate will normally be terminated
- (v) upon resubmission of the thesis, or resubmission of the thesis and retaking of the Final Recital, the thesis, and Final Recital if retaken, are to be examined by the same examiners in accordance with the provisions of this Regulation, excepting that a further resubmission or recital may not be recommended. If one or both of the original examiners is unavailable to re-examine the thesis or to attend the repeated Final Recital, the Board of Graduate Studies will appoint alternative examiner/s. In cases where a repeated Final Recital has not been required by the Board of Graduate Studies, examiners will be provided with a copy of the recording of the original.
- (vi) upon receipt of both of the examiners’ reports, the School of Graduate Studies will provide copies of the new examiners’ reports and the original examiners’ reports to the Examination Committee and to the supervisor/s on a confidential basis. The procedure followed by the Examination Committee will be that in Regulation 11g. 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 Regulation 11g. The Examination Committee may recommend the appointment of one or more further independent examiners to report on any areas of conflict, and the Board of Graduate Studies may appoint a further examiner where there is serious conflict between examiners' reports. Further examiners must be provided with a copy of the thesis and a recording of the Final Recital. If the Examination Committee recommends that an oral examination be held, and the Board of Graduate Studies accepts this recommendation, the School of Graduate Studies will release the examiners' reports to the candidate no fewer than five working days before the oral examination. The procedure for the oral examination will be that in Regulations 11i and 11j of these regulations. If the Examination Committee recommends that an oral examination should not be held, its report will include one of the following recommendations:

(a) not to award the degree, but refer the thesis and Final Recital to the appropriate authority within the University for consideration of the award of another degree

or

(b) not to award the degree.

m In the event that the Board of Graduate Studies requires the candidate to revise the thesis and/or repeat the Final Recital after an oral examination, the Oral Examination Committee will recommend a timeframe for the resubmission. The date of resubmission may not be fewer than six months or more than twelve months from the date of the oral examination. In such cases, Regulation 9s(i-iii) of the Statute of the Degree for the Doctor of Philosophy 2016 and the following provisions apply:

- (i) 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 and/or the Final Recital retaken. The registration of the candidate is to continue under the conditions applying at the first date of submission
- (ii) if the thesis is not resubmitted or the Final Recital is not repeated by the prescribed date, the registration of the candidate will normally be terminated
- (iii) upon resubmission, the thesis and/or Final Recital are to be examined by the same examiners in accordance with the provisions of this Regulation, excepting that a further resubmission or recital may not be recommended. If one or both of the original examiners is unavailable to re-examine the thesis or to attend the repeated Final Recital, the Board of Graduate Studies will appoint alternative examiner/s. In cases where a repeated Final Recital has not been required by the Board of Graduate Studies, examiners will be provided with a copy of the recording of the original.
- (iv) upon receipt of both of the examiners' reports, the School of Graduate Studies will provide copies of the new examiners' reports, the original examiners' reports and the oral examination report to the Examination Committee and to the supervisor/s on a confidential basis.

The procedure followed by the Examination Committee will be that in Regulation 11g. 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 Regulation 11g. The Examination Committee report must recommend one of the following:

(a) to appoint one or more further examiners to report on any areas of conflict. Where the Board of Graduate Studies appoints a further examiner, they shall be provided with a copy of the thesis and a recording of the Final Recital as appropriate.

or

(b) to proceed to a second oral examination in cases where the thesis was revised and resubmitted (in which case Regulations 11i and 11j of these regulations apply)

or

(c) to award the degree

or

(d) to award the degree after specified minor corrections (see Regulation 11e(ii)) have been made to the thesis to the satisfaction of the Examiner or nominee (who may be the Main Supervisor), by a specified date

or

(e) not to award the degree, but refer the thesis and Final Recital to the appropriate authority within the University for consideration of the award of another degree

or

(f) not to award the degree.

If the Examination Committee recommends that a second oral examination be held, and the Board of Graduate Studies accepts this recommendation, the School of Graduate Studies will release the examiners' evaluations of the work (Part 2 of the report) to the candidate no fewer than five working days before the oral examination.

**n Final Decision**

After considering all of the reports of the examiners and Examination Committees, the Board of Graduate Studies will make the final decision as to the award of the degree.

**o Copies for Deposit**

On completion of the examination the candidate must deposit two hardbound copies of the thesis and one digital copy, corrected or revised as may be required, and the audio and video recordings of the Final Recital with the School of Graduate Studies. These must be accompanied by a statutory declaration signed by the candidate stating that the hardbound copies and the digital copy are the same. The degree will not be conferred until this requirement has been complied with.

### 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 6 of the General Regulations for Named Doctorates.

### Dispute Resolution Procedures

- 14 Disputes are to be resolved in accordance with Regulation 7 of the General Regulations for Named Doctorates.

### Transitional Arrangements

- 15 a These regulations came into force on 1 January 2016. The 2006 regulations for the Degree of Doctor of Musical Arts were thereby repealed.
- b For a candidate initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the provisions of these regulations to ensure consistency with the provisions of the regulations under which the candidate was enrolled.

## Graduate Diploma in Architectural Studies – GradDipAS

*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 (i) a Bachelors degree in interior architecture, interior design, spatial design or an equivalent qualification, as approved by Senate or its representative
- and*
- (ii) achieved a Grade Point Average of 5.0 or higher for their entry qualification
- or*
- b (i) a Bachelor of Architectural Studies with a major in architectural technology or a three-year Diploma in Architecture or the equivalent, as approved by Senate or its representative
- and*
- (ii) achieved a Grade Point Average of 5.0 or higher for their entry qualification.
- 2 a Applicants will be required to submit a portfolio of work that provides evidence that they have an appropriate level of skill in architectural design and graphic communication.
- b Admission to the graduate diploma is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 A student admitted to this graduate diploma under Regulation 1a must:
- a pass courses with a total value of 150 points
- and*
- b complete within three semesters.
- 4 A student admitted to this graduate diploma under Regulation 1b must:
- a pass courses with a total value of 120 points
- and*
- b complete within two semesters.

### Structure and Content

- 5 A student enrolled for this graduate diploma must complete the requirements as listed in the Graduate Diploma in Architectural Studies Schedule.

- 6 The programme for each student requires the approval of the Head of School of Architecture and Planning or nominee.
- 7 Cross-credits will not be granted towards the Graduate Diploma in Architectural Studies.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 2019.

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### Graduate Diploma in Architectural Studies (GradDipAS) Schedule

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

**Requirement:**

- 120 points: ARCHDES 300, 301, ARCHHTC 341, ARCHPRM 305, ARCHTECH 314, 315

A student who has to complete 150 points must satisfy the following requirements:

**Requirement:**

- 135 points: ARCHDES 300, 301, ARCHPRM 305, ARCHTECH 207, 210, 314, 315

- 15 points from ARCHHTC 341, 376
- 

## 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:
  - either*
  - a 120 points in courses from the subjects or majors listed in the Bachelor of Music Schedule, Bachelor of Music (Honours) Schedule, MUS 620, 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 Schedule, Bachelor of Music (Honours) Schedule, MUS 620
  - 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.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**Practical Requirements**

- 8 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**

- 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 Graduate Diploma in Music were thereby repealed.

**Postgraduate Diploma in Architectural Studies – PGDipAS**

*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 postgraduate diploma, a student needs to have:
- a been enrolled in the Degree of Master of Architecture (Professional), Master of Architecture (Professional) and Heritage Conservation, Master of Architecture (Professional) and Urban Design or Master of Architecture (Professional) and Urban Planning (Professional)
  - and
  - b passed 30 points for that degree
  - and
  - c been recommended for admission by the Academic Head or nominee.

**Duration and Total Points Value**

- 2 A student admitted to 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 in this postgraduate diploma must complete the requirements as listed in the Postgraduate Diploma in Architectural Studies Schedule.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**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 2020.

**Postgraduate Diploma in Architectural Studies (PGDipAS) Schedule**

<b>Requirement:</b> <ul style="list-style-type: none"> <li>• 60 points: ARCHDES 700, ARCHGEN 703, ARCHPRM 701</li> <li>• 30 points from ARCHDES 701, 702, URBDES 710, 720</li> </ul>	<ul style="list-style-type: none"> <li>• 30 points from ARCHGEN 711–715, 721–725, 731–735, 741–745, 750–753, URBDES 702, or other approved 700 level courses offered at this University</li> </ul>
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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 75 points from the Core Courses listed in the Postgraduate Diploma in Architecture Schedule
  - and*
  - b at least 45 points from the Elective Courses listed in the Postgraduate Diploma in Architecture Schedule, as approved by the Head of School of Architecture and Planning.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 in accordance with the General Regulations – Postgraduate Diplomas.

### Commencement

- 9 These regulations came into force on 1 January 2006.

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#### Postgraduate Diploma in Architecture (PGDipArch) Schedule

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##### Requirement:

##### Core Courses

- 75 points: ARCHGEN 702, 799

##### Elective Courses

- 45 points from ARCHGEN 711–715, 721–725, 731–735, 741–745, URBDES 702
-

## Postgraduate Diploma in Dance Studies – PGDipDanceSt

*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.
- 2 Admission to this postgraduate diploma requires acceptance for admission to the programme 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 complete the requirements as listed in the Postgraduate Diploma in Dance Studies Schedule.
- 6 Enrolment in DANCE 791 requires the approval of the Academic Head or nominee.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 2014. The 2006 regulations for the Postgraduate Diploma in Creative and Performing Arts were thereby repealed.

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#### Postgraduate Diploma in Dance Studies (PGDipDanceSt) Schedule

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##### Requirement:

- 90 points: DANCE 720, 722, 724
- 30 points from DANCE 730, 761–768, 770, 791, or from other courses

from 700 level courses offered at this University. The approval of all Heads of Department concerned is required.

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## 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 FINEARTS 756 Research Project or FINEARTS 795 Research Portfolio.
- 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 their 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.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**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 1996 regulations for the Postgraduate Diploma in Fine Arts were thereby repealed.

**Postgraduate Diploma in Music – PGDipMus**

*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 Music  
or
  - b completed the requirements for an equivalent degree approved by Senate or its representative  
or
  - c attained a level of competence approved by Senate or its representative as equivalent to that specified in a or b above, and appropriate for the proposed programme for this postgraduate diploma.
- 2 Admission to this postgraduate diploma is at the discretion of Senate or its representative.

**Duration and Total Points Value**

- 3 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

**Structure and Content**

- 5 Of the 120 points required for this postgraduate diploma, a student must pass:
  - a 120 points from courses listed in the Bachelor of Music (Honours) Schedule for which the student has passed the prerequisite courses  
or
  - b (i) at least 90 points from courses listed in the Bachelor of Music (Honours) Schedule for which the student has passed the prerequisite courses  
and  
(ii) up to 30 points from courses available for any other Postgraduate Diploma or Bachelors Honours degree at this University, with the approval of the relevant Heads of Departments and the Head of School of Music.

- 6 The programme for each student must be approved by the Head of School of Music prior to enrolment.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**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 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**

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

**Practical Requirements**

- 10 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**

- 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.
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## **Postgraduate Diploma in Therapeutic Dance – PGDipThDance**

*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 postgraduate diploma, a student needs to have:
  - a been enrolled in the Degree of Master of Dance Movement Therapy
  - and
  - b passed at least 30 points in that degree
  - and
  - c been recommended for admission by the Academic Head or nominee.

**Duration and Total Points Value**

- 2 A student admitted to 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 in this postgraduate diploma must pass DANCE 724, 772-776.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2018.
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## Regulations – Education and Social Work

### Degrees

- 219 The Degree of Bachelor of Education (Teaching) – BEd(Tchg)
- 221 The Degree of Bachelor of Education (Teaching English to Speakers of Other Languages) – BEd(TESOL)
- 222 The Degree of Bachelor of Human Services – BHumServ
- 223 The Degree of Bachelor of Physical Education – BPE
- 225 The Degree of Bachelor of Social Work – BSW
- 227 The Degree of Bachelor of Sport, Health and Physical Education – BSportHPE
- 229 The Degree of Bachelor of Education (Teaching) (Honours) – BEd(Tchg)(Hons)
- 230 The Degree of Bachelor of Social Work (Honours) – BSW(Hons)
- 232 The Degree of Master of Counselling – MCouns
- 234 The Degree of Master of Education – MEd
- 235 The Degree of Master of Education Practice – MEdPrac
- 237 The Degree of Master of Educational Leadership – MEdLd
- 239 The Degree of Master of Social and Community Leadership – MSCL
- 240 The Degree of Master of Social Work – MSW
- 242 The Degree of Master of Social Work (Professional) – MSW(Prof)
- 243 The Degree of Master of Teaching (Primary) – MTchg(Primary)
- 245 The Degree of Master of Teaching (Secondary) – MTchg(Secondary)
- 247 The Degree of Doctor of Education – EdD

### Certificates and Diplomas

- 249 Foundation Certificate Education – FCertEd
- 250 Foundation Certificate Tohu Tūāpapa Mātauranga – FCertTTM
- 250 Graduate Diploma in Education – GradDipEd
- 251 Graduate Diploma in Teaching (Early Childhood Education) – GradDipTchg(ECE)
- 253 Graduate Diploma in Teaching English in Schools to Speakers of Other Languages – GradDipTESSOL
- 254 Graduate Diploma in Teaching (Primary) – GradDipTchg(Primary)
- 255 Graduate Diploma in Teaching (Secondary) – GradDipTchg(Sec)
- 257 Postgraduate Certificate in Education – PGCertEd
- 258 Postgraduate Certificate in Professional Supervision – PGCertProfSup
- 258 Postgraduate Certificate in Social and Community Leadership – PGCertSCL
- 259 Postgraduate Diploma in Counselling Theory – PGDipCounsTh
- 260 Postgraduate Diploma in Education – PGDipEd
- 262 Postgraduate Diploma in Educational Leadership – PGDipEdLd
- 262 Postgraduate Diploma in Professional Supervision – PGDipProfSup
- 263 Postgraduate Diploma in Social Work – PGDipSW
- 264 Postgraduate Diploma in Teaching (Secondary Field-based) – PGDipTchg(SecFB)

### Interfaculty Programmes – Education and Social Work

- 404 The Degree of Master of Higher Education – MHigherEd
- 408 The Degree of Master of Professional Studies – MProfStuds
- 411 Postgraduate Certificate in Academic Practice – PGCertAcadPrac
- 414 Postgraduate Certificate in Higher Education – PGCertHigherEd
- 416 Postgraduate Diploma in Higher Education – PGDipHigherEd

## REGULATIONS – EDUCATION AND SOCIAL WORK

### 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.*

#### Admission

- 1 To be admitted to this programme a student must have demonstrated the potential to meet the Teaching Council of Aotearoa New Zealand criteria for provisional certification and passed the numeracy and literacy skills assessments.
- 2 Students who have a qualification gained at an overseas institution may be required to provide evidence of language proficiency.
- 3 To be admitted to the Huarahi Māori specialisation students must have passed a Te Reo Māori competency assessment and met the University Entrance Literacy requirements in Te Reo Māori or equivalent.

#### Notes:

*(i) Applicants will be required to consent to disclosure of criminal convictions and safety checks required by the Children's Act 2014.*

*(ii) Personal references and an interview will be required.*

- 4 Admission to this programme is at the discretion of Senate or its representative.

#### Duration and Total Points Value

- 5 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 Credit Regulations.

#### 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 and
  - b 15 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, must complete ENGLISH 121G to fulfill their General Education requirement, or with approval from Senate or its representative, may substitute an alternative Academic English Language Requirement course for 15 points of General Education.

#### English Language Requirements

- 8 A student enrolled for this degree must demonstrate competence in the English language, by passing EDUCSW 199, as prescribed by the Faculty of Education and Social Work, before enrolment in EDPRAC 304 or 307 or EDPRACM 300.

#### General Education Exemptions

- 9 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 120 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 15 points from courses approved by the Dean of Faculty of Education and Social Work.
- c A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### Practical Requirements

- 10 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 practicum course after failing that course requires the permission of the Dean or nominee.
- c At the discretion of Senate or its representative, a student who does not pass a practicum course may be declined permission to re-enrol for this degree.

### Professional Requirements

- 11 a In order to complete the requirements for this degree, a student must be able to meet the criteria for provisional certification of the Teaching Council of Aotearoa New Zealand.
- b A student who, after enrolment, ceases to be able to meet the criteria for provisional certification of the Teaching Council of Aotearoa New Zealand must immediately notify the Dean or nominee.
- c If the Dean or nominee has reason to believe that a student does not meet the criteria for provisional certification of the Teaching Council of Aotearoa New Zealand the Dean or nominee shall advise the student and take into account any written response from the student.
- d If the Dean or nominee is satisfied that the student is not able to meet the criteria for provisional certification of the Teaching Council of Aotearoa New Zealand then they will 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 11e may appeal from that decision to the Council or its duly appointed delegate.

### Termination of Enrolment

- 12 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 the Dean of the Faculty of Education and Social Work and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by the Dean of Faculty of Education and Social Work from attending lectures, classes and any teaching placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 12a may appeal from that decision to the Council or its duly appointed delegate.

### Reassignment

- 13 In exceptional circumstances, and with the approval of Senate or its representative, a student may apply to reassign Stage II or III courses passed for this degree to the Graduate Diploma in Education.

### Variations

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

### Commencement

- 15 These regulations came into force on 1 January 2020. The 2006 regulations for the Degree of Bachelor of Education (Teaching) were thereby repealed.

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## Bachelor of Education (Teaching) (BE(Tchg)) Schedule

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### Early Childhood Education

#### Requirement:

- EDUCSW 199
- 120 points: EDCURRIC 118, EDUCSW 102, EDPRAC 105, EDPROFST 103, 104, EDPROFM 100, EDUC 106, SOCWORK 111
- 150 points: EDCURRIC 207–209, 216, 217, EDPRAC 205, EDPROFST 211, 212, EDPROFM 200, EDUC 203
- 75 points: EDPRAC 307, EDPROFST 308, 315, EDPROFM 300, EDUC 324

### Early Childhood Education – Pasifika

*The Bachelor of Education (Teaching) in Early Childhood Education - Pasifika was suspended in 2017. Students who have a current enrolment in this specialisation should contact their faculty for advice regarding completion.*

#### Requirement:

- 150 points: EDCURRPK 111, 115, 116, 120, 121, EDPRACPK 102, EDPROFPK 102, EDPROFST 100, EDUC 113 or 118, 119
- 90 points: EDCURRPK 210–212, EDPRAC 202, EDPROFST 204, 206
- 105 points: EDCURRPK 313, 322, 353, EDPRAC 306, EDPROFST 313, EDUC 321

**Huarahi Māori****Requirement:**

- EDUCSW 199
- 135 points: EDCURRM 108, 109, 113, 117, 119, EDPRACM 100, EDPROFM 101, 102, EDUCM 106
- 135 points: EDCURRM 201, 203, 205, 206, EDPRACM 204, EDPROFM 203, 204, 208, EDUCM 203
- 75 points: EDPRACM 304, EDPROFM 302, 304, 307, EDUCM 324

**Primary****Requirement:**

- EDUCSW 199
- 135 points: EDCURRIC 108, 109, 113, 117, 119, EDPRAC 100, EDPROFM 100, EDPROFST 102, EDUC 106

- 135 points: EDCURRIC 201, 203, 205, 206, EDPRAC 204, EDPROFM 200, EDPROFST 208, 209, EDUC 203
- 75 points: EDPRAC 304, EDPROFM 300, EDPROFST 307, 309, EDUC 324

**Teachers' specialisation**

*The Bachelor of Education (Teaching) in Teachers' specialisation was suspended in 2017. Students who have a current enrolment in this specialisation should contact their faculty for advice regarding completion.*

**Requirement:**

- at least 60 points from EDPROFST 222, 350, 355, 357, 358
- up to 60 further points from courses above Stage II listed in the Graduate Diploma in Education Schedule

## 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.*

*Note: This is not an initial teacher education qualification.*

**Admission**

- 1 The applicant will be required to consent to disclosure of criminal convictions and safety checks required by the Children's Act 2014. While a record of criminal convictions will not prevent any student from attaining their qualification, it may limit their options with regards to available practical learning opportunities.

**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 listed in the Bachelor of Education (Teaching English to Speakers of Other Languages) Schedule
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - c up to 30 points from courses available for this degree or other Bachelors degrees at this University.
- 4 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by the Senate or its representative for 15 points of General Education.
- 5 The programme for each student requires the approval of Dean of Faculty of Education and Social Work, or nominee, prior to enrolment each year.
- 6 A student enrolled for this degree must demonstrate competence in the English language, by passing EDUCSW 199, as prescribed by the Faculty of Education and Social Work, before enrolment in EDPROFST 306.

**General Education Exemptions**

- 7 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.

- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses available for this degree.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
  - (i) 15 points from courses offered in the General Education Schedules
  - and
  - (ii) a further 15 points from courses available for this degree.

### 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 2020. The 2019 regulations for the Degree of Bachelor of Education (Teaching English to Speakers of Other Languages) were thereby repealed.

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### Bachelor of Education (Teaching English to Speakers of Other Languages (BEd(TESOL)) Schedule

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#### Requirement:

##### Part I

- EDUCSW 199
- 15 points: LANGTCHG 101
- 15 points from EDPROFST 100, EDUCSW 101
- 15 points from EDUC 100, 118, 122
- 15 points from ACADENG 100, 101, 210, ENGLISH 121, ENGWRIT 101
- 30 points from EDUC 113, 115, 116, 117, 119, 121, EDUCSW 102, HUMSERV 101

##### Part II

- 45 points: EDPROFST 207, LANGTCHG 207

- 15 points from EDPROFST 205, EDUC 221, 223, EDUCSW 202, LANGTCHG 202
- 15 points from EDUC 204, 213
- 30 points from EDPROFST 214, 227, 318, EDUC 224, 283

##### Part III

- 45 points: EDPROFST 306, LANGTCHG 301
  - 15 points from EDPROFST 372, EDUC 318, 348
  - 45 points from EDPROFST 313, 324, 325, EDUC 300, 308, 317, 323, 351, 352, 381, 400
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## The Degree of Bachelor of Human Services – BHumServ

*New admissions to the Bachelor of Human Services were suspended in 2015. Students who have a current enrolment in this qualification should contact their Faculty for advice regarding completion.*

*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 have personal qualities suitable for this programme. Personal references may be required.

*Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process. While a record of criminal convictions will not prevent any student from attaining their qualification, it may limit their options with regards to available service-learning opportunities and employment in human services.*

- 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) 255 points from the courses listed in the Core Courses Schedule
    - (iii) 75 points from the courses listed in the Elective Courses Schedule.
  - b
    - (i) 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
    - (ii) A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, must complete ENGLISH 121G to fulfill their General Education requirement, or with approval from Senate or its representative, may substitute an alternative Academic English Language Requirement course for 15 points of General Education).

- (iii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### General Education Exemptions

- 5 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 Schedules must substitute 30 points from courses approved by the Dean of Faculty of Education and Social Work.
- 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 Schedules  
*and*  
 (ii) a further 15 points from courses approved by the Dean of Faculty of Education and Social Work.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### 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 2016. The 2007 regulations for the Degree of Bachelor of Human Services were thereby repealed.

### Bachelor of Human Services (BHumServ) Schedule

<b>Requirement:</b> At least 360 points, including at least 75 points above Stage II including <b>Core Courses – 255 points</b> <ul style="list-style-type: none"> <li>90 points: HUMSERV 101, 102, 104, SOCWORK 111, 112, 114</li> <li>75 points: HUMSERV 201–203, 211, SOCWORK 211</li> <li>90 points: HUMSERV 305, 306, 307, SOCHLTH 313, SOCWORK 312, 356</li> </ul>	<b>Elective Courses – 75 points</b> <ul style="list-style-type: none"> <li>15 points from DISABTY 111, EDUC 122, SOCWORK 113</li> <li>30 points from DISABTY 200, EDUC 200, SOCCHFAM 215, SOCYOUTH 200, YOUTHWRK 253, 281</li> <li>30 points from DISABTY 316, EDUC 341, 352, SOCCHFAM 314, SOCHLTH 334, SOCWORK 353, SOCYOUTH 300</li> </ul> <b>General Education Requirement</b> <ul style="list-style-type: none"> <li>30 points from courses offered in the General Education Schedules approved for this degree</li> </ul>
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### The Degree of Bachelor of Physical Education – BPE

*New admissions to the Degree of Bachelor of Physical Education were suspended in 2016. Students who have a current enrolment in this qualification should contact their faculty for advice regarding completion.*

*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 Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand.*

- 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
    - (i) 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
    - (ii) A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, must complete ENGLISH 121G to fulfill their General Education requirement, or with approval from Senate or its representative, may substitute an alternative Academic English Language Requirement course for 15 points of General Education).
    - (iii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 5 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.

### General Education Exemptions

- 6 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 Schedules must substitute 30 points from courses approved by the Dean of Faculty of Education and Social Work.
- 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 Schedules  
and
  - (ii) a further 15 points from courses approved by the Dean of Faculty of Education and Social Work.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### 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 and Social Work 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.
- d Results may be deferred for courses with a practical component where a student is unable to complete due to illness, injury, or other exceptional circumstances beyond their control.
- e Where results are deferred, assessment of a practical component must be undertaken as soon as practicably possible at a time deemed appropriate by the Head of Programme.

### 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 Teaching Council of Aotearoa New Zealand.
- b A student who ceases to be able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 1998 regulations for the Degree of Bachelor of Physical Education were thereby repealed.

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### Bachelor of Physical Education (BPE) Schedule

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#### 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, 433

#### General Education Requirement

- 30 points from courses offered in the General Education Schedules approved for this degree
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## 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.*

### **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.
- 3 The requirements for this degree must be completed within 16 semesters of initial enrolment.

### **Structure and Content**

- 4 Of the 480 points required for this degree, a student must pass:
  - a at least 450 points from the Bachelor of Social Work Schedule.
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 5 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, must complete ENGLISH 121G to fulfill their General Education requirement, or with approval from Senate or its representative, may substitute an alternative Academic English Language Requirement course for 15 points of General Education).
- 6 The programme for each student must be approved by the Head of Programme.

### **English Language Requirements**

- 7 A student enrolled for this degree must demonstrate competence in the English language, by passing EDUCSW 199, as prescribed by the Faculty of Education and Social Work, before enrolment in SOCWORK 317.

### **General Education Exemptions**

- 8 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses approved by the Dean of Faculty of Education and Social Work.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
  - (i) 15 points from courses offered in the General Education Schedules
  - and*
  - (ii) a further 15 points from courses approved by the Dean of Faculty of Education and Social Work.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### **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 and Social Work.
- 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. The 2001 regulations for the Degree of Bachelor of Social Work were thereby repealed.

## Bachelor of Social Work (BSW) Schedule

<b>Requirement:</b> <ul style="list-style-type: none"> <li>• EDUCSW 199</li> <li>• 105 points: EDUCSW 101, HUMSERV 101, 102, SOCWORK 111–113, 115</li> <li>• 105 points: SOCCHFAM 215, SOCHLTH 231, SOCWORK 211–214, 216</li> <li>• 105 points: SOCCHFAM 332, SOCHLTH 313, SOCWORK 311, 312, 315, 317</li> </ul>	<ul style="list-style-type: none"> <li>• 105 points: SOCWORK 401, 411, 413–415, 426</li> <li>• at least 30 points from SOCCHFAM 382, 431, 482, SOCHLTH 334, 381, 432, 481, SOCWORK 353–383, 484, SOCYOUTH 300, 483</li> <li>• 30 points from courses offered in the General Education Schedules approved for this degree</li> </ul>
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### Majors available:

#### Child and Family Practice

*The BSW in Child and Family Practice was suspended in 2016. Students who have a current enrolment in this major should contact their faculty for advice regarding completion.*

##### 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 353–383, 484, SOCYOUTH 483

- 105 points: SOCCHFAM 215, SOCHLTH 231, SOCWORK 211–214, 216
- 135 points: SOCCHFAM 314, SOCHLTH 313, 334, SOCWORK 311, 312, 315, 317, 356
- 90 points: SOCHLTH 432, SOCWORK 411, 413–415
- at least 15 points from SOCCHFAM 382, 431, 482, SOCHLTH 381, 481, SOCWORK 353, 383, 484, SOCYOUTH 483

#### Youth Services Practice

*The BSW in Youth Services Practice was suspended in 2016. Students who have a current enrolment in this major should contact their faculty for advice regarding completion.*

##### Requirement: 450 points including

- 105 points: HUMSERV 101, 102, SOCWORK 111–115
- 105 points: SOCCHFAM 215, SOCWORK 211–214, 216, SOCYOUTH 233
- 135 points: SOCCHFAM 314, SOCHLTH 313, SOCWORK 311, 312, 315, 317, 356, SOCYOUTH 300
- 90 points: SOCYOUTH 433, SOCWORK 411, 413–415
- at least 15 points from SOCCHFAM 382, 431, 482, SOCHLTH 334, 381, 481, SOCWORK 383, 484, SOCYOUTH 483

#### Health Social Work Practice

*The BSW in Health Social Work Practice was suspended in 2016. Students who have a current enrolment in this major should contact their faculty for advice regarding completion.*

##### Requirement: 450 points including

- 105 points: HUMSERV 101, 102, SOCWORK 111–115

## The Degree of Bachelor of Sport, Health and Physical Education – BSportHPE

*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 the courses listed in the Bachelor of Sport, Health and Physical Education Schedule, including
    - (i) 210 points from the Core Courses listed in the Bachelor of Sport, Health and Physical Education Schedule

(ii) 180 points in courses above Stage I, of which at least 75 points must be above Stage II.

- b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

- 3 A student must consent to the disclosure of criminal convictions and any safety checks as required by the Children's Act 2014 prior to enrolment in EDUCSW 302 and SPORT 204.

*Note: A record of criminal convictions will not prevent any student from attaining their qualification but may limit their options with regards to available service-learning opportunities and employment opportunities.*

- 4 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.

### English Language Requirements

- 5 A student enrolled for this degree must demonstrate competence in the English language, by passing EDUCSW 199, as prescribed by the Faculty of Education and Social Work, before enrolment in EDUCSW 302.

### General Education Exemptions

- 6 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses approved by the Dean of Faculty of Education and Social Work.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:  
 (i) 15 points from courses offered in the General Education Schedules  
*and*  
 (ii) a further 15 points from courses approved by the Dean of Faculty of Education and Social Work.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### Practical Requirements

- 7 a Results may be deferred for courses with a practical component where a student is unable to complete due to illness, injury, or other exceptional circumstances beyond their control.
- b Where results are deferred, assessment of a practical component must be undertaken as soon as practicably possible at a time deemed appropriate by the Programme Leader.

### 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 2017.

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### Bachelor of Sport, Health and Physical Education (BSportHPE) Schedule

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#### Requirement:

- EDUCSW 199
- 90 points: EDCURRIC 132, EDUCSW 101, 102, SPORHPE 101, 102, 103
- 90 points: EDUCSW 201, HEALTHED 201, SPORHPE 201, 202, 203, SPORT 202
- 30 points: EDUCSW 302, 303
- 30 points from DANCE 101, EXERSCI 105, HEALTHED 101, PHYSED 101–104

- a further 90 points from DANCE 101, 131, 210, 231, 310, 331, DISABLY 316, EDCURRIC 357, EXERSCI 101, 103, 105, 201–203, 206, 301, 303, HEALTHED 101, 202, 301, 302, PHYSED 101, 102, 103, 104, 203, 303, POPLHLTH 111, 203, 206, 306, SOCHLTH 313, SPORHPE 301, 303, SPORT 101, 203, 204, 302, 303, 304
-

## 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) from the University of Auckland or an equivalent qualification as approved by Senate or its representative
    - 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 a Grade Point Average of 5 or higher in 45 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 a Grade Point Average of 5 or higher in 45 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 A student enrolled for this degree must complete the requirements as 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 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 9 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.

### Research Portfolio / Research Project

- 10 a A research portfolio or research project, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The research portfolio or research project topic must be approved by the relevant Programme Coordinator and the Dean of Faculty of Education and Social Work prior to enrolment.
- c The research portfolio or research project must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Variations

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

### Honours

- 12 a This degree may be awarded only where a student's overall grade for the Degree of Bachelor of 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).
- 13 Where the standard specified in Regulation 12a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Withdrawal

- 14 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

- 15 These regulations came into force on 1 January 2016. The 2006 regulations for the Degree of Bachelor of Education (Teaching) (Honours) were thereby repealed.

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#### Bachelor of Education (Teaching) (Honours) (BEd(Tchg)(Hons)) Schedule

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##### Requirement:

- 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 700, 754
- 60 points from EDCURRIC 700–705, 708, 714, 715, 718, 720, 728, 729, 740, 750, 760, 763, 791, EDPROF 709, 724, EDPROFST 705–708, 714–728, 732, 737, 738, 751–755, 760, 764, 765, 769, 774–777, 779, 782, EDPROFM 702, EDUC 702–750, 755–767, 776, 777, 787, 791
- 30 points: EDPROFST 790 Research Project

##### or

- 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 700, 754
  - 30 points from EDCURRIC 700–705, 708, 714, 715, 718, 720, 728, 729, 740, 750, 760, 763, 791, EDPROF 709, 724, EDPROFST 705–708, 714–728, 732, 737, 738, 751–755, 760, 764, 765, 769, 774–777, 779, 782, EDPROFM 702, EDUC 702–750, 755–767, 776, 777, 787, 791
  - 60 points: EDPROFST 759 Research Portfolio
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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 In order to be admitted to this degree, a student must have:
  - (i) passed 360 points towards the Degree of Bachelor of Social Work from this University with a Grade Point Average of 5.0 or higher in 60 points above Stage II
  - and
  - (ii) been recommended for admission by the Dean of Faculty of Education and Social Work.
- c Where the Dean of Faculty of Education and Social Work 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 Bachelor of Social Work Schedule
  - and
  - b (i) 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules
  - (ii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - 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 and Social Work.

### 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 and Social Work.
- b The research project topic must be approved by the Dean of Faculty of Education and Social Work 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 Schedules who has:  
*either*  
 (i) completed an undergraduate degree at a tertiary institution  
*or*  
 (ii) been admitted to this degree having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses approved by the Dean of Faculty of Education and Social Work.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:  
 (i) 15 points from courses offered in the General Education Schedules  
*and*  
 (ii) a further 15 points from courses available for this degree.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### 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 and Social Work.
- c A student must continue to meet the requirements for registration throughout the duration of enrolment in the programme as outlined in the programme handbook.

### Termination of Enrolment

- 8 a If the behaviour of a student in a learning or practice environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any practice placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 8a may appeal from that decision to the Council or its duly appointed delegate.

### Award of Honours

- 9 This degree may be awarded only where a student's overall grade for the Degree of Bachelor of Social Work (Honours) is sufficiently high to deserve Honours.

### Withdrawal of Honours

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

### Variations

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

### Commencement

- 12 These regulations came into force on 1 January 2020. The 2018 regulations for the Degree of Bachelor of Social Work (Honours) were thereby repealed.

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

<b>Requirement:</b> <ul style="list-style-type: none"> <li>• 30 points: SOCWORK 711, 713</li> <li>• 30 points: SOCWORK 715</li> </ul>	<ul style="list-style-type: none"> <li>• 15 points: SOCWORK 726</li> <li>• 15 points from SOCCHFAM 731, SOCHLTH 732, SOCWORK 701</li> <li>• 30 points: SOCWORK 780 Research Project</li> </ul>
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## 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 Bachelors 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. 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 and Social Work 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.
- 9 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## 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.

## Research Portfolio

- 11 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

- 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 2011. The 2006 regulations for the Master of Education – Counselling specialisation offered by the University of Auckland were repealed.

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### Master of Counselling (MCouns) Schedule

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

#### Research Masters

##### Requirement:

- 120 points: PROF-COUN 797 Research Portfolio

*Note: A student wishing to enrol in the Research Portfolio of the MCouns*

*should note that EDP-PROFST 750 or PROF-COUN 709 is a prerequisite for enrolment.*

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

#### Research Masters

##### Requirement:

- 90 points: PROF-COUN 701, 705, 706, 708, 709
- 30 points from EDP-PROFST 700–757, 760–788, EDUC 702–764, 767, PROF-COUN 700–704, 707, PROF-SUPV 704, 713, SOCHLTH 732 or 30 points from a 700 level course in another subject as approved by the Associate Dean (Postgraduate)

- 120 points: PROF-COUN 797 Research Portfolio
- Note: A student wishing to enrol in the Research Portfolio of the MCouns should note that EDP-PROFST 750 or PROF-COUN 709 is a prerequisite for enrolment.*
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## 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 completed the requirements for:
  - either
    - a (i) the Postgraduate Diploma in Education from this University, or an equivalent qualification approved by Senate or its representative, with a Grade Point Average of 5 or higher
    - or
    - (ii) the Degree of Bachelor of Education (Teaching) (Honours) from this University, or an equivalent qualification as approved by Senate or its representative, with a Grade Point Average of 5 or higher
  - or
  - b (i) the Degree of Bachelor of Education (Teaching) from this University, or an equivalent qualification recognised for teacher registration as approved by Senate or its representative, with a Grade Point Average of 5 or higher
  - or
  - (ii) the Degree of Bachelor of Arts with a major in Education from this University, or an equivalent qualification as approved by Senate or its representative, with a Grade Point Average of 5 or higher
  - or
  - (iii) an equivalent qualification in education, as approved by Senate or its representative, with a Grade Point Average of 5 or higher
  - or
  - (iv) (a) a Bachelors degree  
and  
(b) the Postgraduate Certificate in Education with a Grade Point Average of 5 or higher, provided that the postgraduate certificate has not been awarded
  - or
  - (v) (a) a relevant professional qualification in education as approved by Senate or its representative, with at least two years of relevant professional experience as approved by the Head of School  
and  
(b) the Postgraduate Certificate in Education with a Grade Point Average of 5 or higher, provided that the postgraduate certificate has not been awarded.
- 2 A student who has not gained a Grade Point Average of 5 or higher as specified in Regulation 1 must have otherwise shown to the satisfaction of the Dean of Faculty of Education and Social Work capacity to undertake advanced study and research in the courses proposed to be taken for this degree in order to be admitted to this programme.
- 3 No student on whom the Degree of Master of Arts in Education has already been conferred by the University of Auckland may enrol for this degree unless specific approval is given by Senate or its representative.
- 4 Admission to the programme requires the approval of Senate or its representative.

### Duration and Total Points Value

- 5 A student admitted to this degree under Regulation 1a 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.
- 6 A student admitted to this degree under Regulation 1b must:
  - a pass courses with a total value of 180 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - c not exceed 220 points for the total enrolment for this degree.

### Structure and Content

- 7 A student enrolled for this degree must complete the requirements as listed in the Master of Education Schedule.
- 8 A student who has to complete 180 points for this degree must achieve a Grade Point Average of 5 or higher in the first 60 points of taught courses in this degree. If the Grade Point Average is not achieved, enrolment for the Master of Education cannot be continued.

- 9 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.
- 10 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

- 11 A student who has to complete 180 points for this degree and who does not achieve the required Grade Point Average in the first 60 points of taught courses may apply to reassign courses passed for the Master of Education to the Postgraduate Diploma in Education or Postgraduate Certificate in Education.

### Thesis

- 12 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 Academic Head or nominee or Postgraduate Committee prior to enrolment.
- c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Transfer from Postgraduate Certificate in Education

- 13 A student who has passed courses towards a Postgraduate Certificate in Education may reassign those courses to this degree provided that the Postgraduate Certificate in Education has not been awarded.

### Variations

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

### Honours

- 15 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 16 These regulations came into force on 1 January 2017. The 2016 regulations for the Degree of Master of Education were thereby repealed.

## Master of Education (MEd) Schedule

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

Research Masters	Requirement:
<b>Prerequisite:</b> at least 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 700, 754, 757	• 120 points: EDPROFST 796 Thesis or EDPROFM 796 Thesis

A student who has to complete 180 points must satisfy the following requirements:

Research Masters	Requirement:
<b>Requirement:</b> <ul style="list-style-type: none"> <li>• 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 700, 754, 757</li> <li>• 60 points from EDCURRIC 700–706, 708–720, 728, 729, 740, 750, 760, 763, 780, 791, EDPRAC 750–752, EDPROF 709, 724, EDPROFM</li> </ul>	700, 701, 702, EDPROFST 700–708, 714–757, 760–779, 782–788, EDSPEC 700, EDUC 700–765, 767, 776, 777, 787, 791, EDUCM 739, SOCCHFAM 700, 734, SOCCLEAD 706 <ul style="list-style-type: none"> <li>• 90 points: EDUC 794 Thesis or EDUCM 794 Thesis</li> </ul>

## The Degree of Master of Education Practice – MEdPrac

*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 (i) (a) a Bachelor's degree
- and*
- (b) a Graduate Diploma in Teaching (Early Childhood Education), Graduate Diploma in Teaching (Primary), Graduate Diploma in Teaching (Secondary), or Postgraduate Diploma in Teaching (Secondary Field-based) from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
- and*
- (c) at least one year of teaching experience
- or*
- (ii) (a) the Degree of Bachelor of Education (Teaching) (Honours) from this University with a Grade Point Average of 5.0 or higher, or its equivalent as approved by Senate or its representative

- and
- (b) at least one year of teaching experience
- or
- b (i) the Degree of Bachelor of Education (Teaching) from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
- or
- (ii) the Degree of Bachelor of Physical Education from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
- and
- (iii) at least two years teaching experience
- or
- c (i) the Degree of Bachelor of Education (Teaching) from this University with a Grade Point Average of 3.5 or higher, or the equivalent as approved by Senate or its representative
- or
- (ii) the Degree of Bachelor of Physical Education from this University with a Grade Point Average of 3.5 or higher, or its equivalent as approved by Senate or its representative
- or
- d (i) (a) a Bachelor's degree
- and
- (b) a Graduate Diploma in Teaching (Early Childhood Education), Graduate Diploma in Teaching English in Schools to Speakers of Other Languages, Graduate Diploma in Teaching (Primary), Graduate Diploma in Teaching (Secondary), or Postgraduate Diploma in Teaching (Secondary Field-based) from this University with a Grade Point Average of 3.5 or higher, or the equivalent as approved by Senate or its representative
- or
- (ii) the Degree of Bachelor of Education (Teaching) (Honours) from this University with a Grade Point Average of 4.0 or higher, or the equivalent as approved by Senate or its representative
- or
- e (i) a Diploma in Teaching or equivalent as approved by Senate or its representative, with at least three years of equivalent full time relevant teaching experience approved by the Programme Leader
- and
- (ii) the Postgraduate Certificate in Education with a Grade Point Average of 5.0 or higher.

### Duration and Total Points Value

- 2 A student admitted to this degree under Regulation 1a and 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.
- 3 A student admitted to this degree under Regulation 1c, 1d, and 1e must:
  - a pass courses with a total value of 180 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - c not exceed 220 points for the total enrolment for this degree.

### Structure and Content

- 4 A student enrolled for this degree must complete the requirements as listed in the Master of Education Practice Schedule.
- 5 A student who has to complete 180 points for this degree must achieve a Grade Point Average of 5.0 or higher in the first 60 points of taught courses. If the Grade Point Average is not achieved, enrolment in the Master of Education Practice cannot be continued.
- 6 Students who have previously completed EDCURRIC 716, EDUC 735, 787, EDPRAC 751 or EDPROFST 754 must substitute EDPROF 702 for EDUC 764.
- 7 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Reassignment

- 9 A student who does not achieve the required Grade Point Average in the first 60 points of taught courses may apply to reassign courses passed for this degree to the Postgraduate Diploma in Education or Postgraduate Certificate in Education.

## Variations

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

## Distinction

- 11 a This degree may be awarded with Distinction or Merit where the overall grade is sufficiently high.
- b Where the requirements for this degree have not been completed in accordance with the time limit specified in the General Regulations – Masters Degrees the student's eligibility for the award of Distinction or Merit will lapse. On the recommendation of the Dean of Faculty, Senate or its representative may approve the retention of the award of Distinction or Merit.
- c Calculation of the award of Distinction or Merit will include the grades given for all courses attempted in this degree. For the purposes of this calculation, Withdrawal, Did Not Sit and Did Not Complete will count as zero.

## Commencement

- 12 These regulations came into force on 1 January 2020. The 2018 regulations for the Degree of Master of Education Practice were thereby repealed.

### Master of Education Practice (MEdPrac) Schedule

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

<b>Taught Masters Requirement:</b> <i>either</i> <ul style="list-style-type: none"> <li>30 points: EDPROF 704</li> <li>at least 30 points from EDCURRIC 700, 720, 740, EDPRAC 703, EDPROF 737, EDPROFST 751, 762, 777, EDUC 716, 747, 755, 767</li> <li>60 points from EDCURRIC 700–705, 708–715, 718–720, 728, 729, 740, 750, 760, 763, 780, 791, EDPRAC 750, 752, EDPROF 702, 704, 709, 724, EDPROFM 700, 701, 702, EDPROFST 702–708, 716–753, 760–779, 782–788, EDSPEC 700, EDUC 703–734, 737–764, 767, 776, 760–779, 782–788, EDSPEC 700, EDUC 703–734, 737–764, 767, 776,</li> </ul>	777, 787, 791, SOCCHFAM 700, 731, 734, SOCCLEAD 706 <i>or</i> <ul style="list-style-type: none"> <li>45 points: EDPROF 702, 703</li> <li>30 points from EDCURRIC 700–705, 708–715, 718–720, 728, 729, 740, 750, 760, 763, 780, 791, EDPRAC 750, 752, EDPROF 702, 704, 709, 724, EDPROFM 700, 701, 702, EDPROFST 702–708, 716–753, 760–779, 782–788, EDSPEC 700, EDUC 703–734, 737–764, 767, 776, 777, 787, 791, SOCCHFAM 700, 731, 734, SOCCLEAD 706</li> <li>45 points: EDPROF 792 Project</li> </ul>
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A student who has to complete 180 points must satisfy the following requirements:

<b>Taught Masters Requirement:</b> <i>either</i> <ul style="list-style-type: none"> <li>30 points: EDPROF 704</li> <li>at least 30 points from EDCURRIC 700, 720, 740, EDPRAC 703, EDPROF 737, EDPROFST 751, 762, 777, EDUC 716, 747, 755, 767</li> <li>120 points from EDCURRIC 700–705, 708–715, 718–720, 728, 729, 740, 750, 760, 763, 780, 791, EDPRAC 750, 752, EDPROF 702, 704, 709, 724, EDPROFM 700, 701, 702, EDPROFST 702–708, 716–753, 760–779, 782–788, EDSPEC 700, EDUC 703–734, 737–764, 767, 776,</li> </ul>	777, 787, 791, SOCCHFAM 700, 731, 734, SOCCLEAD 706 <i>or</i> <ul style="list-style-type: none"> <li>45 points: EDPROF 702, 703</li> <li>90 points from EDCURRIC 700–705, 708–715, 718–720, 728, 729, 740, 750, 760, 763, 780, 791, EDPRAC 750, 752, EDPROF 702, 704, 709, 724, EDPROFM 700, 701, 702, EDPROFST 702–708, 716–753, 760–779, 782–788, EDSPEC 700, EDUC 703–734, 737–764, 767, 776, 777, 787, 791, SOCCHFAM 700, 731, 734, SOCCLEAD 706</li> <li>45 points: EDPROF 792 Project</li> </ul>
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## 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 degree, a student must have:
- either*
- a (i) completed the requirements for the Degree of Bachelor of Education (Teaching) (Honours), or Postgraduate Diploma in Education or Postgraduate Diploma in Educational Leadership from this University with a Grade Point Average of 5.0 or higher
- and*
- (ii) completed EDPROFST 738 or the equivalent as approved by Senate or its representative
- or*
- b (i) have completed the requirements for the Degree of Bachelor of Education (Teaching) from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative

or

- (ii) have completed the requirements for the Degree of Bachelor of Arts with a major in Education from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative

or

- (iii) (a) have completed the requirements for a Bachelors degree, in a relevant subject, as approved by Senate or its representative

and

- (b) the Postgraduate Certificate in Education from this University with a Grade Point Average of 5.0 or higher, provided that the postgraduate certificate has not been awarded

or

- (iv) (a) a relevant professional qualification in education as approved by Senate or its representative

and

- (b) the Postgraduate Certificate in Education from this University with a Grade Point Average of 5.0 or higher, provided that the postgraduate certificate has not been awarded

and

- c 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.

*Note: Relevant subjects may include education, psychology, social work, social sciences and sociology.*

- 2 A student who has met the requirements for admission under Regulation 1a above, and who has not completed EDPROFST 738 or its equivalent must have passed this course within two semesters of enrolment in the Master of Educational Leadership. Should this requirement not be completed, enrolment in any further courses required for the Degree of Master of Educational Leadership will not be permitted until EDPROFST 738 has been completed.

### Duration and Total Points Value

- 3 A student admitted to this degree under Regulation 1a 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.
- 4 A student admitted to this degree under Regulation 1b must:
- a pass courses with a total value of 180 points
- and
- b complete within the time limit specified in the General Regulations – Masters Degrees
- and
- c not exceed 220 points for the total enrolment for this degree.

### Structure and Content

- 5 a A student enrolled for this degree must complete the requirements as listed in the Master of Educational Leadership Schedule.
- b A student who has to complete 180 points must achieve a Grade Point Average of 5.0 or higher in the first 60 points of taught courses taken. If this Grade Point Average is not achieved, enrolment in the Master of Educational Leadership cannot continue.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

- 7 A student may apply to reassign courses passed for this degree to the Postgraduate Diploma in Educational Leadership or Postgraduate Diploma in Education or Postgraduate Certificate in Education.

### Thesis

- 8 a The thesis is to be carried out under the guidance of a supervisor appointed by the Academic Head or nominee.
- b The thesis topic must be approved by the relevant Academic Head or nominee or Postgraduate Committee prior to enrolment.
- c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

## Transfer from Postgraduate Certificate in Education, Postgraduate Diploma in Education or Postgraduate Diploma in Educational Leadership

- 9 A student who has passed courses towards the Postgraduate Certificate in Education, Postgraduate Diploma in Education or Postgraduate Diploma in Educational Leadership may apply to reassign those courses to this degree provided that the postgraduate certificate or postgraduate diploma 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 / Distinction

- 11 This degree may be awarded with either Honours, Distinction or Merit as specified in the General Regulations – Masters Degrees.

### Commencement

- 12 These regulations came into force on 1 January 2020. The 2010 regulations for the Degree of Master of Educational Leadership were thereby repealed.

## Master of Educational Leadership (MEdLd) Schedule

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

<b>Research Masters</b> <b>Prerequisite:</b> 30 points from EDPRAC 751, EDPROFST 757, EDUC 735, 787, or equivalent courses approved by the Academic Head or nominee <b>Requirement:</b> • 120 points from EDPROFST 796 Thesis <b>Taught Masters</b> <b>Requirement:</b> • 60 points from EDPROF 704, 709, 724, EDPROFST 762, 782	• 30 points from EDUC 732, EDPROF 704, 709, 724, EDPROFST 755, 762, 782 • 30 points from EDCURRIC 700–706, 708–720, 728, 729, 740, 750, 760, 763, 780, 791, EDPRAC 750, 751, 752, EDPROF 702, 704, 709, 724, EDPROFM 700, 701, 702, EDPROFST 700–708, 714–755, 757, 760–779, 782–788, EDSPEC 700, EDUC 702–765, 767, 776, 777, 787, 791, SOCCLEAD 706 and any 30-point 700 level course offered by the Faculty of Education and Social Work
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A student who has to complete 180 points must satisfy the following requirements:

<b>Research Masters</b> <b>Requirement:</b> • 30 points: EDPROFST 738 • 30 points from EDPRAC 751, EDPROFST 757, EDUC 735, 787, or other approved research method courses offered by the Faculty of Education and Social Work • 30 points from EDPROF 709, 724, EDPROFST 782, EDUC 732 • 90 points: EDPROF 791 Thesis <b>Taught Masters</b>	<b>Requirement:</b> • 90 points: EDPROF 704, EDPROFST 738, 782 • 60 points from EDPROF 709, 724, EDPROFST 755, 762, EDUC 732 • 30 points from EDCURRIC 700–706, 708–720, 728, 729, 740, 750, 760, 763, 780, 791, EDPRAC 750, 751, 752, EDPROF 702, 704, 709, 724, EDPROFM 700, 701, 702, EDPROFST 700–708, 714–755, 757, 760–779, 782–788, EDSPEC 700, EDUC 702–765, 767, 776, 777, 787, 791, SOCCLEAD 706 and any 30-point 700 level course offered by the Faculty of Education and Social Work
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## The Degree of Master of Social and Community Leadership – MSCL

*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 completed the requirements for:
- either*
- a a Bachelors degree with at least 60 points in social science subjects from a New Zealand university, or an equivalent qualification approved by Senate or its representative, with a Grade Point Average of 5.0 or higher in 75 points above Stage II
- or*
- b (i) a Bachelors degree with at least 60 points in social science subjects from a New Zealand university, or an equivalent qualification approved by Senate or its representative
- and*
- (ii) the Postgraduate Certificate in Social and Community Leadership with a Grade Point Average of 5.0 or higher, provided that the Postgraduate Certificate in Social and Community Leadership has not been awarded
- or*
- c (i) a relevant professional qualification, equivalent to a Bachelors degree of at least 360 points as approved by Senate or its representative, with at least two years of relevant professional experience approved by the Head of School of Counselling, Social Work and Human Services
- and*

- (ii) the Postgraduate Certificate in Social and Community Leadership with a Grade Point Average of 5.0 or higher, provided that the Postgraduate Certificate in Social and Community Leadership has not been awarded.

### Duration and Total Points Value

- 2 A student admitted to this degree must:
  - a pass courses with a total value of 180 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 220 points.

### Structure and Content

#### Research Masters

- 4 a A student enrolled for this degree must complete the requirements as listed in the Master of Social and Community Leadership Schedule.
- b A student may substitute an alternative course the same as, or similar to, SOCWORK 718, as approved by the Academic Head.
- c A student must achieve a Grade Point Average of 5 or higher in the first 60 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Social and Community Leadership cannot continue.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

#### Reassignment

- 6 A student who does not achieve the Grade Point Average specified in Regulation 4c may apply to reassign courses passed for the Master of Social and Community Leadership to the Postgraduate Certificate in Social and Community Leadership.

#### 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 must be approved by the relevant Academic Head or nominee or Postgraduate Committee 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 2017.

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#### Master of Social and Community Leadership (MSCL) Schedule

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##### Research Masters

##### Requirement:

- 60 points: SOCCLEAD 703, 706

- 30 points from: EDUC 735, 787, EDPRAC 751, EDPROFST 754, SOCWORK 718, or another approved 700 level research methods course
  - 90 points: SOCCLEAD 794 Thesis
- 

## 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 and Social Work 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 enrolled for this degree must complete the requirements as listed in the Master of Social Work Schedule.
- b A student who has to complete 240 points for this degree must achieve a Grade Point Average of at least 5.0 in the first 120 points of the coursework component of the degree. If this Grade Point Average is not achieved, enrolment in the Master of Social Work cannot continue.
- c A student may substitute an alternative course the same as, or similar to, SOCWORK 718, as approved by the Academic Head.
- d With the approval of all Academic Heads concerned, up to 30 points may be selected from other 700 level courses offered at this University.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Thesis / Research Portfolio

- 8 a The thesis or 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 The thesis or research portfolio is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Reassignment

- 9 A student may apply to reassign courses passed for the Master of Social Work to the Postgraduate Diploma in Social Work.



### Variations

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

### Honours

- 11 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 12 These regulations came into force on 1 January 2011.

#### Master of Social Work (MSW) Schedule

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

<b>Research Masters Requirement:</b> <ul style="list-style-type: none"> <li>120 points: SOCWORK 796 Thesis</li> <li>or</li> <li>30 points from EDPROFST 743, 744, EDUC 731, 737, 767, PROFCOUN</li> </ul>	704, PROFSUPV 700, 701, 710–712, 714–716, 718, SOCCHFAM 700, 731, 734–736, SOCHLTH 700, 732, 756, 757, SOCWORK 700, 702, 713, 718, 719, 757, 758, 759, SOCYOUTH 736 <ul style="list-style-type: none"> <li>90 points: SOCWORK 797 Research Portfolio</li> </ul>
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A student who has to complete 240 points must satisfy the following requirements:

<b>Research Masters Requirement:</b> <ul style="list-style-type: none"> <li>120 points from EDPROFST 743, 744, EDUC 731, 737, 767, PROFCOUN 704, PROFSUPV 700, 701, 710–712, 714–716, 718, SOCCHFAM 700, 731, 734–736, SOCHLTH 700, 732, 756, 757, SOCWORK 700, 702, 713, 718, 719, 757, 758, 759, SOCYOUTH 736</li> <li>120 points: SOCWORK 796 Thesis</li> </ul>	or <ul style="list-style-type: none"> <li>150 points from EDPROFST 743, 744, EDUC 731, 737, 767, PROFCOUN 704, PROFSUPV 700, 701, 710–712, 714–716, 718, SOCCHFAM 700, 731, 734–736, SOCHLTH 700, 732, 756, 757, SOCWORK 700, 702, 713, 718, 719, 757, 758, 759, SOCYOUTH 736</li> <li>90 points: SOCWORK 797 Research Portfolio</li> </ul>
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### 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:
- 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
  - achieved an average grade of B or higher over 75 points in Stage III of an undergraduate degree
  - and
  - 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 and Social Work 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:
- pass courses with a total value of 240 points
  - and
  - complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - not exceed 280 points for the total enrolment for this degree.

#### Structure and Content

- 5 **Taught Masters**
- A student enrolled in this degree must complete the requirements as listed in the Master of Social Work (Professional) Schedule.
  - A student will not normally be permitted to enrol for Part II unless Part I has been completed.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Practical and Professional Requirements

- 7 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 and Social Work.
- 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

- 8 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 8a may appeal from that decision to the Council or its duly appointed delegate.

### 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 2012.

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

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##### Taught Masters

##### Requirement:

##### Part I:

- 120 points: SOCWORK 721–725

##### Part II:

- 105 points: SOCWORK 712, 713, 734, 735, 739
  - 15 points from SOCCHFAM 731, SOCHLTH 732
- 

## The Degree of Master of Teaching (Primary) – MTchg(Primary)

*New admissions to the Master of Teaching (Primary) were suspended in 2019. Students who have a current enrolment in this qualification should contact their Faculty for advice regarding completion.*

*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. Only persons able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand will be permitted to enrol in this masters programme.*

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed a degree of at least 360 points at the Bachelors or Bachelors Honours level or a Masters degree of at least 240 points from a New Zealand university with a Grade Point Average of 5 or higher
  - or
  - b attained a qualification approved by Senate or its representative as:
    - (i) equivalent to that specified in 1a above
    - and
    - (ii) appropriate for the proposed programme for this degree
  - or
  - c completed a qualification recognised as equivalent by the Teaching Council of Aotearoa New Zealand and New Zealand Qualifications Authority
  - and
  - d demonstrated the potential to meet the Teaching Council of Aotearoa New Zealand criteria for provisional registration. Personal references and an interview will be required.
- 2 Applicants whose first language is not English and who have not had at least three years of tertiary education

with English as the language of instruction will be required to have achieved a minimum overall score of 7.5 IELTS (Academic) with no band lower than 7, or equivalent.

- 3 Applicants are required to pass the Faculty of Education and Social Work's numeracy and literacy skills assessments.

*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 Teaching Council of Aotearoa New Zealand.*

- 4 Admission to this programme is at the discretion of Senate or its representative.

### **Duration and Total Points Value**

- 5 A student enrolled for this degree must follow a programme of two semesters and summer school full-time and pass courses with a total value of 180 points.
- 6 The requirements for this degree must be completed within 12 months of commencing study.
- 7 In exceptional circumstances Senate or its representative may extend this period not exceeding one additional consecutive semester.

### **Structure and Content**

- 8 A student must pass 180 points from the courses listed in the Master of Teaching (Primary) Schedule.
- 9 A student who has failed a course or courses totalling no more than 40 points may be approved by Senate or its representative to enrol for no more than one further consecutive semester.
- 10 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.
- 11 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### **Practicum Requirements**

- 12 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 EDPROF 758 after failing this course requires the permission of the Dean of Faculty of Education and Social Work or nominee. A student may re-enrol on only one further occasion.

### **Professional Requirements**

- 13 a To complete the requirements for this Degree, a student must meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand.
- b A student who ceases to be able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 13e may appeal from that decision to the University of Auckland Council or its duly appointed delegate.

### **Termination of Enrolment**

- 14 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 14a may appeal from that decision to the University of Auckland Council or its duly appointed delegate.

### Reassignment

- 15 A student may apply to reassign courses passed for the Master of Teaching (Primary) to the Postgraduate Diploma in Education.

### Distinction

- 16 a This degree may be awarded with Distinction or Merit where the overall grade is sufficiently high.
- b Where the requirements for this degree have not been completed in accordance with the time limit specified in Regulation 6 the student's eligibility for the award of Distinction or Merit will lapse. On the recommendation of the Dean of Faculty, Senate or its representative may approve the retention of the award of Distinction or Merit.
- c Calculation of the award of Distinction or Merit will include the grades given for all courses attempted in this degree. For the purposes of this calculation, Withdrawal, Did Not Sit and Did Not Complete will count as zero.

### Variations

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

### Commencement

- 18 These regulations came into force on 1 January 2015.

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#### Master of Teaching (Primary) (MTchg(Primary)) Schedule

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##### Taught Masters

##### Requirement:

- 180 points from EDPF07 737–741, 753–758, 766, 767
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## The Degree of Master of Teaching (Secondary) – MTchg(Secondary)

*New admissions to the Master of Teaching (Secondary) were suspended in 2017. Students who have a current enrolment in this qualification should contact their faculty for advice regarding completion.*

*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. Only persons able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand will be permitted to enrol in this master's programme.*

### Admission

- In order to be admitted to this programme, a student needs to have:
  - completed a degree of at least 360 points at the Bachelors or Bachelors Honours level from a New Zealand university with a Grade Point Average of 5 or higher
  - or
  - attained a qualification approved by Senate or its representative as:
    - equivalent to that specified in 1a above
    - and
    - appropriate for the proposed programme for this degree
  - or
  - completed a qualification recognised as equivalent by the Teaching Council of Aotearoa New Zealand and New Zealand Qualifications Authority
  - and
  - completed courses at Stage III or IV in a teaching subject appropriate to the secondary school curriculum
  - and
  - demonstrated the potential to meet the Teaching Council of Aotearoa New Zealand criteria for provisional registration. Personal references and an interview will be required.
- Applicants whose first language is not English and who have not had at least three years of tertiary education with English as the language of instruction will be required to have achieved a minimum overall score of 7.5 IELTS (Academic) with no band lower than 7.
- Applicants are required to pass the Faculty of Education and Social Work's numeracy and literacy skills assessments.

*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 Teaching Council of Aotearoa New Zealand.*

- 4 Admission to this programme is at the discretion of Senate or its representative.

### **Duration and Total Points Value**

- 5 A student enrolled for this degree must follow a programme of two semesters and summer school full-time and pass courses with a total value of 180 points.
- 6 The requirements for this degree must be completed within 12 months of commencing study.
- 7 In exceptional circumstances Senate or its representative may extend this period not exceeding one additional consecutive semester.

### **Structure and Content**

- 8 A student must pass 180 points from the courses listed in the Master of Teaching (Secondary) Schedule.
- 9 A student who has failed a course or courses totalling no more than 40 points may be approved by Senate or its representative to enrol for no more than one further consecutive semester.
- 10 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.
- 11 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### **Practicum Requirements**

- 12 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 EDPROF 758 after failing this course requires the permission of the Dean of Faculty of Education and Social Work or nominee. A student may re-enrol on only one further occasion.

### **Professional Requirements**

- 13 a To complete the requirements for this Degree, a student must meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand.
- b A student who ceases to be able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 13e may appeal from that decision to the University of Auckland Council or its duly appointed delegate.

### **Termination of Enrolment**

- 14 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 14a may appeal from that decision to the University of Auckland Council or its duly appointed delegate.

### **Reassignment**

- 15 A student may apply to reassign courses passed for the Master of Teaching (Secondary) to the Postgraduate Diploma in Education.

### **Distinction**

- 16 a This degree may be awarded with Distinction or Merit where the overall grade is sufficiently high.
- b Where the requirements for this degree have not been completed in accordance with the time limit specified in Regulation 6 the student's eligibility for the award of Distinction or Merit will lapse. On the recommendation

of the Dean of Faculty, Senate or its representative may approve the retention of the award of Distinction or Merit.

- c Calculation of the award of Distinction or Merit will include the grades given for all courses attempted in this degree. For the purposes of this calculation, Withdrawal, Did Not Sit and Did Not Complete will count as zero.

### Variations

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

### Commencement

- 18 These regulations came into force on 1 January 2015.

### Master of Teaching (Secondary) (MTchg(Secondary)) Schedule

#### Taught Masters

#### Requirement:

- 180 points from EDCURSEC 700, 701, EDPROF 701, 737, 738, 741, 757, 758, 766, 767

## 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) is an original contribution to scholarship relating to professional practice in the field of Education  
and
  - (ii) meets internationally recognised standards for such work  
and
  - (iii) demonstrates 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) is satisfactory in its methodology, in the quality and coherence of its written expression, and in its scholarly presentation and format.
- d The thesis may not, without prior permission of the Board of Graduate Studies, exceed 100,000 words in total.
- e 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 must provide a contextual framework and concluding discussion. 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.
- f 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. The thesis must be presented in a consistent format, citation style and typeface.
- g 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.
- h All material which is not the original work of the author of the thesis must:
  - (i) be fully and appropriately attributed  
or
  - (ii) if a substantial part of another work, only be reproduced with the written permission of the copyright owner of the other work.

- i All research for the thesis is to be conducted in accordance with the University of Auckland Guidelines for the Conduct of Research.

### Eligibility

- 2 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 Regulations 2a(i) and (ii)
- and
- b demonstrated an ability to pursue doctoral level research in the field of Education as typically indicated by the assessment of the equivalent of 30 points or more of independent research work
- and
- c had at least two years' professional experience in education or in another professional area considered comparable by the Board of Graduate Studies.

### Admission

- 3 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 additional time by the Board of Graduate Studies under Regulation 8.
- 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 Regulation 8.

### Registration

- 5 a Registration and all conditions pursuant to it shall be determined in accordance with Regulation 2 of the General Regulations for Named Doctorates.
- b The following provisional goals are required of all candidates for this degree:
  - (i) completion of EDPROFST 844 Research Portfolio
  - (ii) completion of a literature review to the satisfaction of the main supervisor
  - (iii) approval of a full thesis proposal by the appropriate postgraduate committee
  - (iv) presentation of the proposal and/or work in progress to an appropriate forum
  - (v) completion of the standard doctoral milestone goals relating to induction, English language, academic integrity and health and safety prescribed by the Board of Graduate Studies upon commencement of the registration.
- c Further provisional goals may be added as per Regulation 2 of the General Regulations for Named Doctorates and as required after the commencement of registration as per Regulation 4a 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 to the satisfaction of the supervisor and external examiner before commencing Part II.

### Reviews of Registration

- 7 Reviews of registration will be made in accordance with 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.

### Enrolment and Fees

- 9 Enrolment and payment of fees will be determined according to Regulation 5 of the General Regulations for Named Doctorates.

### Submissions

- 10 The submission process will follow that of Regulation 8 of the Statute for the Degree of Doctor of Philosophy 2016.

### Examinations

- 11 The examination process will follow that of Regulation 9 of the Statute for the Degree of Doctor of Philosophy 2016, except that:
- a examiners will be requested to assess the thesis according to the criteria of Regulation 1(c) of these regulations and
  - b the Board of Graduate Studies will normally appoint the Doctor of Education Adviser 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 Regulation 6 of the General Regulations for Named Doctorates.

### Dispute Resolution Procedures

- 14 Disputes are to be resolved in accordance with Regulation 7 of the General Regulations for Named Doctorates.

### Transitional Arrangements

- 15 a These regulations came into force on 1 January 2016. The 2006 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.

## Foundation Certificate Education – FCertEd

*New admissions into the FCertEd were suspended in 2018. Students who have a current enrolment in this qualification should contact their faculty for advice regarding completion.*

*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 and Social Work.*

### Duration and Total Points Value

- 2 A student enrolled in this certificate must follow a programme 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.
- 5 A student enrolled in this certificate must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 6 A student who fails a maximum of one course may, with the permission of the Programme Coordinator of the Certificate, complete a subsequent assessment for that course providing that:
  - a the student has achieved an average grade of C+ in the courses taken for this Certificate  
and
  - b achieved a grade of not less than D+ for the course in question.

### 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.

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### Foundation Certificate Education (FCertEd) Schedule

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#### Requirement:

##### Core Courses

- 30 points: EDFOUND 10F, 11F
- 15 points from EDFOUND 15F, 16F

#### Optional Courses

- at least 75 further points from EDFOUND 10F–17F and SOCWORK 10F, 11F
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## Foundation Certificate Tohu Tūāpapa Mātauranga – FCertTTM

*The FCertTTM was withdrawn in 2019.*

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## 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.*

*Note: This is not an initial teacher education qualification.*

### 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 and Social Work 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 Graduate Diploma in Education Schedule, including at least 75 points above Stage II  
or
  - b at least 90 points from courses listed 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 and Social Work prior to enrolment.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Variations

- 7 In exceptional circumstances Senate or its representative may approve a personal course of study which does not conform to these regulations.

### Commencement

- 8 These regulations came into force on 1 January 2006. The 2001 and 2003 regulations for the Graduate Diploma in Education were thereby repealed.

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### Graduate Diploma in Education (GradDipEd) Schedule

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#### Requirement:

120 points, including at least 75 points above Stage II  
*either*

- 120 points from EDCURRIC 201, 203, 205, 206, 207–209, 216, 217, 338, 343–369, 630–632, EDCURRM 200, 201, 203, 321–324, EDCURSEC 601, 602, 604, 614, 636, 638–640, 678, EDPROFM 200, 202–204, 300, 302–304, 321, 322, EDPROFST 208, 209, 211, 212, 220–226, 307–309, 315–371, 386–390, EDUC 203, 324, 341, 381, EDUCM 200, 301

*or*

- at least 90 points from EDCURRIC 338, 344–368, 630–632, EDCURRM 321–324, EDCURRPK 322, 353, EDPROFM 321, 322, EDPROFST 220–226, 316–371, 386–390, 700–702, EDUC 341, 381
  - up to 30 points from EDCURRIC 234–236, 239, 241, 334, 337, 433, EDCURSEC 601, 602, 604, 614, 636, 638–640, 678, EDPROFST 363, 376–378, 703, EDUC 341 or other courses available at this University with the approval of the Programme Coordinator
- 

## 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 Teaching Council of Aotearoa New Zealand will be permitted to enrol in this graduate diploma.*

### Admission

- 1 In order to be admitted to this programme, a student must have:
  - a completed the requirements for:
    - (i) a degree from a New Zealand university or the equivalent as approved by Senate or its representative
    - or*
    - (ii) a qualification recognised as equivalent by the Teaching Council of Aotearoa New Zealand and New Zealand Qualifications Authority
  - and*
  - b demonstrated the potential to meet the Teaching Council of Aotearoa New Zealand criteria for provisional registration and certification.

#### Notes:

- (i) *Applicants will be required to consent to disclosure of criminal convictions and safety checks required by the Children's Act 2014.*
- (ii) *Personal references and an interview will be required.*

- 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 full-time study in an academic year and pass courses with a total value of 150 points.
- 4 In exceptional circumstances, part-time enrolment may be permitted with approval of the Programme Leader.
- 5 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

- 6 A student enrolled for this graduate diploma must complete the requirements as listed in the Graduate Diploma in Teaching (Early Childhood Education) Schedule.

- 7 The programme for each student requires the approval of the Academic Head or nominee prior to enrolment.
- 8 A student who has previously passed any course the same as, or similar to, the courses required for this graduate diploma must substitute an alternative course(s) approved by the Programme Leader.
- 9 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### **Practicum Requirements**

- 10 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 Where a weakness occurs in the practicum component of EDPRAC 600, students will be required to enrol in an extension course and pay tuition fees at the rate of 10 points for each two-month period or part thereof. This provision will only apply when the student's current enrolment in EDPRAC 600 has ended.
- b Re-enrolment in EDPRAC 600 after failing that course requires the permission of the Dean of Faculty of Education and Social Work or nominee.
- c At the discretion of Senate or its representative, a student who does not pass EDPRAC 600 may be declined permission to be readmitted to this graduate diploma.

### **Language Requirements**

- 11 a Students must pass EDUCM 199 in the first year of enrolment.
- b Students must pass EDUCSW 199 in the first semester of enrolment.

### **Professional Requirements**

- 12 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 Teaching Council of Aotearoa New Zealand.
- b A student who ceases to be able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 12e may appeal from that decision to the Council or its duly appointed delegate.

### **Suspension or Termination of Enrolment**

- 13 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 13a may appeal from that decision to the Council or its duly appointed delegate.

### **Reassignment**

- 14 A student may apply to reassign courses passed for this graduate diploma to the Graduate Diploma in Education.

### **Variations**

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

### **Commencement**

- 16 These regulations came into force on 1 January 2020. The 2006 regulations for the Graduate Diploma in Teaching (Early Childhood Education) were thereby repealed.

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**Graduate Diploma in Teaching (Early Childhood Education) (GradDipTchg(ECE)) Schedule**


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**Requirement:**

- EDUCM 199, EDUCSW 199

- 150 points from EDPRAC 600, EDPROFM 600, EDUC 603, EDCURRIC 600, 601, 623, 624, EDCURSEC 682, EDPROFST 605, 607
- 

## Graduate Diploma in 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 and Social Work 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 in 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 in 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.

- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**Variations**

- 7 In exceptional circumstances Senate or its representative may approve a personal course of study which does not conform to these regulations.

**Commencement**

- 8 These regulations came into force on 1 January 2006. The 2004 regulations for the Graduate Diploma in Teaching English in Schools to Speakers of Other Languages were thereby repealed.

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


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**Requirement:**

120 points, including

**Core Courses**

- 60 points: EDPROFST 227, 372–374
- at least 30 points from EDPROFST 226, 375–381

**Elective Courses**

- up to 30 points from EDCURRIC 345, EDCURRM 301, EDPROFST 220, 706, LANGTCHG 710, 740, 747, 749, as approved by the Programme Coordinator
  - up to 15 points may be taken from other courses available at this University with the approval of the Programme Coordinator
-

## 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 Teaching Council of Aotearoa New Zealand will be permitted to enrol in this graduate diploma.*

### Admission

- 1 In order to be admitted to this programme, a student must have:
  - a completed the requirements for:
    - (i) a degree from a New Zealand university or the equivalent as approved by Senate or its representative or
    - (ii) a qualification recognised as equivalent by the Teaching Council of Aotearoa New Zealand and New Zealand Qualifications Authority
  - and
  - b demonstrated the potential to meet the Teaching Council of Aotearoa New Zealand criteria for provisional registration and certification.

#### Notes:

- (i) *Applicants will be required to consent to disclosure of criminal convictions and safety checks required by the Children's Act 2014.*
  - (ii) *Personal references and an interview will be required.*
- 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 full-time study in an academic year and pass courses with a total value of 150 points.
- 4 In exceptional circumstances, part-time enrolment may be permitted with approval of the Programme Leader.
- 5 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

- 6 A student enrolled for this graduate diploma must complete the requirements as listed in the Graduate Diploma in Teaching (Primary) Schedule.
- 7 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.
- 8 A student who has previously passed any course the same as, or similar to, those courses required for this graduate diploma must substitute an alternative course(s) approved by the Programme Leader.
- 9 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Practicum Requirements

- 10 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 Where a weakness occurs in the practicum component of EDPRAC 600, students will be required to enrol in an extension course and pay tuition fees at the rate of 10 points for each two-month period or part thereof. This provision will only apply when the student's current enrolment in EDPRAC 600 has ended.
- c Re-enrolment in EDPRAC 600 after failing that course requires the permission of the Dean of Faculty of Education and Social Work or nominee.
- d At the discretion of Senate or its representative, a student who does not pass EDPRAC 600 may be declined permission to be readmitted to this diploma.

### Language Requirements

- 11 a Students must pass EDUCM 199 in the first year of enrolment.
- b Students must pass EDUCSW 199 in the first semester of enrolment.

### Professional Requirements

- 12 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 Teaching Council of Aotearoa New Zealand.
- b A student who ceases to be able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 12e may appeal from that decision to the Council or its duly appointed delegate.

### Suspension or Termination of Enrolment

- 13 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 13a may appeal from that decision to the Council or its duly appointed delegate.

### Reassignment

- 14 A student may apply to reassign courses passed for this graduate diploma to the Graduate Diploma in Education.

### Variations

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

### Commencement

- 16 These regulations came into force on 1 January 2020. The 2006 regulations for the Graduate Diploma in Teaching (Primary) were thereby repealed.

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

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##### Requirement:

- EDUCM 199, EDUCSW 199

- 150 points from EDPRAC 600, EDPROFM 600, EDUC 603, EDCURRIC 625, 626, 627, EDPROFST 609, EDCURSEC 682
- 

### 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 Teaching Council of Aotearoa New Zealand 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 the equivalent as approved by Senate or its representative  
or
- (ii) a qualification recognised as equivalent by the Teaching Council of Aotearoa New Zealand and New Zealand Qualifications Authority
- and
- b demonstrated the potential to meet the Teaching Council of Aotearoa New Zealand criteria for provisional registration and certification.

**Notes:**

- (i) *Applicants will be required to consent to disclosure of criminal convictions and safety checks required by the Children's Act 2014.*
  - (ii) *Personal references and an interview will be required.*
- 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 full-time study in an academic year and pass courses with a total value of 150 points.
- 4 In exceptional circumstances, part-time enrolment may be permitted with approval of the Programme Leader.
- 5 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**

- 6 A student enrolled for this graduate diploma must complete the requirements as listed in the Graduate Diploma in Teaching (Secondary) Schedule.
- 7 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.
- 8 A student who has previously passed any course the same as, or similar to, the courses required for this graduate diploma must substitute an alternative course(s) approved by the Programme Leader.
- 9 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**Practicum Requirements**

- 10 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 Where a weakness occurs in the practicum component of EDPRAC 600, students will be required to enrol in an extension course and pay tuition fees at the rate of 10 points for each two-month period or part thereof. This provision will only apply when the student's current enrolment in EDPRAC 600 has ended.
- c Re-enrolment in EDPRAC 600 after failing that course requires the permission of the Dean of Faculty of Education and Social Work or nominee.
- d At the discretion of Senate or its representative, a student who does not pass EDPRAC 600 may be declined permission to be readmitted to this graduate diploma.

**Language Requirements**

- 11 a Students must pass EDUCM 199 in the first year of enrolment.
- b Students must pass EDUCSW 199 in the first semester of enrolment.

**Professional Requirements**

- 12 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 Teaching Council of Aotearoa New Zealand.
- b A student who ceases to be able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 Teaching Council of Aotearoa New Zealand 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 12e may appeal from that decision to the Council or its duly appointed delegate.

**Suspension or Termination of Enrolment**

- 13 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 13a may appeal from that decision to the Council or its duly appointed delegate.

### Reassignment

- 14 A student may apply to reassign courses passed for this graduate diploma to the Graduate Diploma in Education.

### Variations

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

### Commencement

- 16 These regulations came into force on 1 January 2020. The 2006 regulations for the Graduate Diploma in Teaching (Secondary) were thereby repealed.

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#### Graduate Diploma in Teaching (Secondary) (GradDipTchg(Sec)) Schedule

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##### Requirement:

- EDUCM 199, EDUCSW 199

- 150 points from EDPRAC 600, EDPROFM 600, EDUC 603, EDCURSEC 682, 691, 692, EDPROFST 613, 614
- 

## Postgraduate Certificate in Education – PGCertEd

*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:  
*either*
  - a the Degree of Bachelor of Education (Teaching) from this University, or an equivalent qualification as approved by Senate or its representative
  - or*
  - b the Degree of Bachelor of Arts with a major in Education from this University, or an equivalent qualification as approved by Senate or its representative
  - or*
  - c a relevant Bachelors degree, as approved by Senate or its representative
  - or*
  - d a relevant professional qualification in education as approved by Senate or its representative, with at least two years of relevant professional experience as approved by the Head of School.
- 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 education 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 90 points.

### Structure and Content

- 5 A student admitted to this postgraduate certificate must pass 60 points from the courses listed in the Postgraduate Certificate in Education Schedule.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 A student admitted to this programme under Regulation 1c must pass one of EDCURRIC 700, EDPROFM 700, EDPROFST 777, EDUC 741.



**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 2017. The 2016 regulations for the Postgraduate Certificate in Education were thereby repealed.

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**Postgraduate Certificate in Education (PGCertEd) Schedule**


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**Requirement:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>60 points from EDCURRIC 700–706, 708–720, 728, 729, 740, 750, 760, 763, 780, 791, EDPRAC 750, 751, 752, EDPROF 702, 704, 709,</li> </ul> | 724, EDPROFM 700, 701, 702, EDPROFST 700–708, 714–755, 757, 760–779, 782–788, EDSPEC 700, EDUC 702–765, 767, 776, 777, 787, 791, EDUCM 739, SOCCHFAM 700, 734, SOCCLEAD 706 |
|---|---|

**Postgraduate Certificate in Professional Supervision – PGCertProfSup**

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

**Admission**

- 1 In order to be admitted to this programme, a student needs to:
- a have completed the requirements for a Bachelors degree approved by Senate or its representative
  - and
  - b be currently employed in health, counselling, social or human services or other appropriate professional context
  - and
  - c have at least three years relevant professional experience.

**Duration and Total Points Value**

- 2 A student enrolled for this postgraduate certificate must:
- a pass courses with a total value of 60 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 3 The total enrolment for this postgraduate certificate must not exceed 80 points.

**Structure and Content**

- 4 A student enrolled in this postgraduate certificate must pass 60 points from the courses listed in the Postgraduate Certificate in Professional Supervision Schedule.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2008.

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**Postgraduate Certificate in Professional Supervision (PGCertProfSup) Schedule**


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**Requirement:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>60 points: PROFSUPV 700, 701</li> </ul> |  |
|--|--|

**Postgraduate Certificate in Social and Community Leadership – PGCertSCL**

*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 must have:
- either
  - a completed the requirements for a Bachelors degree with at least 60 points in social science subjects from a New Zealand university, or an equivalent qualification approved by Senate or its representative
  - or

- b (i) completed the requirements for a relevant qualification deemed appropriate by Senate or its representative  
and
  - (ii) have at least two years' relevant work experience approved as appropriate by the Head of School of Counselling, Human Services and Social Work.
- 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.

### Duration and Total Points Value

- 3 A student admitted to 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 90 points.

### Structure and Content

- 5 A student enrolled for this postgraduate certificate must complete the requirements as listed in the Postgraduate Certificate in Social and Community Leadership Schedule.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2017.

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### Postgraduate Certificate in Social and Community Leadership (PGCertSCL) Schedule

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#### Requirement:

- 60 points: SOCCLEAD 703, 706
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## 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. 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 and Social Work prior to enrolment.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Termination of Enrolment

- 9 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 9a may appeal from that decision to the Council or its duly appointed delegate.

### Distinction

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

### 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 2011. The 2006 regulations for the Postgraduate Diploma in Education – Counselling specialisation offered by the University of Auckland were repealed.

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#### Postgraduate Diploma in Counselling Theory (PGDipCounsTh) Schedule

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##### Requirement:

- 90 points: PROF COUN 701, 705, 706, 708, 709
- 30 points from EDPROFST 700–757, 760–788, EDUC 702–764, 767, PROF COUN 700–704, 707, PROFSUPV 704, 713, SOCHLTH 732 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 Master of Counselling Theory following the award of this postgraduate qualification should note that EDPROFST 750 or PROF COUN 709 is a prerequisite for enrolment.*

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## Postgraduate Diploma in Education – PGDipEd

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
- a completed the requirements for a Bachelors degree in Education from this University or an equivalent degree as approved by Senate or its representative
- or
- b completed the requirements for an Advanced Diploma in Teaching as approved by Senate or its representative and have three years teaching experience
- or
- c completed the requirements for a Graduate Diploma in Education from this University or an equivalent graduate diploma as approved by Senate or its representative
- or
- d if enrolling 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 Teaching Council of Aotearoa New Zealand
- or
- e if enrolling in the Reading Recovery specialisation:

- (i) completed the requirements of a Bachelor of Education (Teaching) degree, or equivalent, as approved by Senate or its representative  
*and*
  - (ii) have at least three years' employment experience deemed relevant to this programme by Senate or its representative  
*and*
  - (iii) have satisfied the Dean of Faculty of Education and Social Work that they have the appropriate training and experience to undertake the programme.
- 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 and Social Work prior to enrolment.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 2016. The 2011 regulations for the Postgraduate Diploma in Education were thereby repealed.

## Postgraduate Diploma in Education (PGDipEd) Schedule

<b>Requirement:</b> <i>either</i> <ul style="list-style-type: none"> <li>120 points from EDCURRIC 700–706, 708–720, 728, 729, 740, 750, 760, 763, 780, 791, EDCURSEC 700, 701, EDPRAC 750, 751, 752, EDPROF 701, 702, 704, 709, 724, 737–741, 753–757, EDPROFST 700–757, 760–788, EDPROFM 700, 701, 702, EDSPEC 700, EDUC 702–765, 767, 776, 777, 787, 791, EDUCM 739, SOCCLEAD 706</li> </ul> <i>or</i>	<ul style="list-style-type: none"> <li>at least 75 points from EDCURRIC 700–706, 708–720, 728, 729, 740, 750, 760, 763, 780, 791, EDCURSEC 700, 701, EDPRAC 750, 751, 752, EDPROF 701, 702, 704, 709, 724, 737–741, 753–757, EDPROFST 700–757, 760–788, EDPROFM 700, 701, 702, EDSPEC 700, EDUC 702–765, 767, 776, 777, 787, 791, EDUCM 739, SOCCLEAD 706</li> <li>up to 45 points from other 700 level courses offered at this University. The approval of all Heads of Departments is required</li> </ul>
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### Specialisations available:

#### Literacy Education

**Prerequisite:** Prior approval from the Dean of Faculty of Education and Social Work

**Requirement:**

- 120 points from EDPROFST 700–708

#### Reading Recovery

**Prerequisite:** Prior approval from the Dean of Faculty of Education and Social Work

**Requirement:**

- 120 points: EDCURRIC 709, 712, EDPROFST 702, 705

*Note 1: A student wishing to enrol in a thesis or research portfolio for the Master of Education following the award of this postgraduate diploma should note that passing of 30 points of approved research methodology courses will be required.*

*Note 2: A student wishing to enrol in the Master of Educational Leadership is advised to include EDPROFST 738 and 757 in the postgraduate diploma.*

## Postgraduate Diploma in 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 and Social Work prior to enrolment.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 2010.

#### Postgraduate Diploma in Educational Leadership (PGDipEdLd) Schedule

<b>Requirement:</b> <ul style="list-style-type: none"> <li>• 30 points: EDPROFST 738</li> <li>• 30 points from EDPRAC 751, EDPROFST 757, EDUC 735, 787</li> </ul>	<ul style="list-style-type: none"> <li>• 60 points from EDCURRIC 718, 740, EDPROF 704, 709, 724, EDPROFST 716, 737, 739, 740, 751, 755, 762, 769, 774, 782, EDUC 732, or other 700 level courses approved by the Programme Head</li> </ul>
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## 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 and Social Work.

#### 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.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

#### 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 2008.

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#### Postgraduate Diploma in Professional Supervision (PGDipProfSup) Schedule

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##### Requirement:

- 60 points: PROFSUPV 700, 701
  - 60 points from PROFSUPV 707, 710–718
- 

### Postgraduate Diploma in Social Work – PGDipSW

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

#### Admission

- 1 In order to be admitted to this programme, a student needs to have completed the requirements for a Bachelor of Social Work from this University or an equivalent degree as approved by Senate or its representative.
- 2 Admission to this postgraduate diploma is at the discretion of Senate or its representative.

#### Duration and Total Points Value

- 3 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 5 A student enrolled for this postgraduate diploma must pass 120 points in courses as listed in the Postgraduate Diploma in Social Work Schedule.
- 6 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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.

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#### Postgraduate Diploma in Social Work (PGDipSW) Schedule

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##### Requirement:

- 120 points from EDPFST 743, 744, EDUC 731, 737, 767, PROF COUN 704, PROFSUPV 700, 701, 710, 712, 714–716, 718, SOCCHFAM 700, 731, 734–736, SOCHLTH 700, 732, 756, 757, SOCWORK 700, 702, 713, 718, 719, 757, 758, 759, SOC YOUTH 736

*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.*

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## Postgraduate Diploma in Teaching (Secondary Field-based) – PGDipTchg(SecFB)

*New admissions to the Postgraduate Diploma in Teaching (Secondary Field-Based) were suspended in 2017. Students who have a current enrolment in this qualification should contact their faculty for advice regarding completion.*

*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.*

*In order to satisfy the requirements of this postgraduate diploma, students are required to be in various teaching environments which will bring them into contact with young persons. Only persons who have demonstrated the potential to meet the criteria for professional registration of the Teaching Council of Aotearoa New Zealand will be permitted to enrol in this postgraduate diploma.*

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for:
    - (i) a Bachelors degree from a New Zealand university with at least a B average  
or
    - (ii) a qualification recognised as equivalent by the New Zealand Qualifications Authority (NZQA)
  - and
  - b passed at least 30 points from 300 or 400 level courses in a teaching subject appropriate to the secondary school curriculum
  - and
  - c demonstrated the potential to meet the Teaching Council of Aotearoa New Zealand criteria for provisional registration. Personal references, an online application and an interview will be required.

*Note: The applicant will be required to consent to disclosure of criminal convictions as part of the applications process consistent with the requirements for professional registration of the Teaching Council of Aotearoa New Zealand.*

- 2 Admission to this postgraduate diploma is at the discretion of the Senate or its representative.

### Duration and Total Points Value

- 3 A student enrolled for this postgraduate diploma must:
  - a follow a programme of the equivalent of two part-time years and pass courses with a total value of 120 points
  - and

- b complete within 36 months of initial enrolment unless, in exceptional circumstances, Senate or its representative extends this period.

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 from the courses listed in the Postgraduate Diploma in Teaching (Secondary Field-based) Schedule.
- 6 The programme for each student requires the approval of the Dean of Faculty of Education and Social Work prior to enrolment.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Practical Requirements

- 8 a In any course that has a practicum and non-practicum component, a student must complete both 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 Faculty of Education and Social Work 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 meet the requirements for this postgraduate diploma, a student must be able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand.
- b A student who ceases to be able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand must immediately notify the Dean of Faculty of Education and Social Work.
- c If the Dean of Faculty of Education and Social Work has reason to believe that a student does not meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand the Dean shall advise the student and take into account any written response from the student.
- d If the Dean of Faculty of Education and Social Work is satisfied that the student is not able to meet the criteria for provisional registration of the Teaching Council of Aotearoa New Zealand 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 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 the 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 the 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 10a may appeal that decision to the Council or its duly appointed delegate.

### Distinction

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

### 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 2013.

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**Postgraduate Diploma in Teaching (Secondary Field-based) – PGDipTchg(SecFB) Schedule**


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**Requirement:**

- 120 points: EDCURSEC 709, 719, EDPRAC 751, 753, EDPROF 700
- 30 points from EDCURRIC 763, EDPROFST 743, 744, EDUC 726, 731, 737, 747, 756, MAORITH 706, POLICY 701, POLITICS 741, 757,

- POPLHLTH 732, 733, 737, 739, PROFCOUN 703, 704, PROFSUPV 700,
  - 10, 714, PSYCH 715, 717, 761, SOCCHFAM 700, 731, 734, SOCHLTH 700, 732, SOCIOL 703, 748, SOCCLEAD 702, SOCWORK 718, 757
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## Regulations – Engineering

### Degrees

- 268 The Degree of Bachelor of Engineering – BE
- 268 The Degree of Bachelor of Engineering (Honours) – BE(Hons)
- 271 The Degree of Master of Earthquake Engineering – MEqEng
- 273 The Degree of Master of Engineering – ME
- 276 The Degree of Master of Engineering Management – MEMgt
- 276 The Degree of Master of Engineering Project Management – MEPM
- 278 The Degree of Master of Engineering Studies – MEngSt

### Certificates and Diplomas

- 282 Graduate Diploma in Engineering – GradDipEng
- 283 Postgraduate Certificate in Earthquake Engineering – PGCertEqEng
- 284 Postgraduate Certificate in Engineering – PGCertEng
- 285 Postgraduate Certificate in Engineering Project Management – PGCertEPM
- 285 Postgraduate Certificate in Geothermal Energy Technology – PGCertGeothermTech
- 286 Postgraduate Certificate in Light Metals Reduction Technology – PGCertLMRTech
- 287 Postgraduate Diploma in Engineering – PGDipEng

### Interfaculty Programmes – Engineering

- 394 The Degree of Bachelor of Global Studies – BGlobalSt
- 397 The Degree of Master of Disaster Management – MDisMgt
- 399 The Degree of Master of Energy – MEnergy
- 401 The Degree of Master of Engineering Geology – MEngGeol
- 406 The Degree of Master of Operations Research – MOR
- 412 Postgraduate Certificate in Disaster Management – PGCertDisMgt
- 412 Postgraduate Certificate in Energy – PGCertEnergy
- 415 Postgraduate Diploma in Energy – PGDipEnergy
- 417 Postgraduate Diploma in Operations Research – PGDipOR

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## REGULATIONS – ENGINEERING

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### 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.*

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### 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.

#### Structure and Content

- 2 A student must pass 480 points from the Bachelor of Engineering (Honours) Schedule including:
  - a 120 points: Part I as listed in the Bachelor of Engineering (Honours) Schedule including 15 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*  
and
  - b 360 points from Parts II, III and IV for one of the areas of specialisation listed in the Bachelor of Engineering (Honours) Schedule.
- 3
  - 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.
- 4 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.

#### General Education Exemptions

- 5 A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 120 points or more of degree-level study at another tertiary institution
  - or
  - d been admitted to this degree with credit from another tertiary institution for the entire Part I of this degree.
- 6 A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 15 points from courses offered at this University.
- 7 A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

## Conjoint Degrees

- 8 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 the *University Calendar*.

## Practical Requirements

- 9 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 9a.

## English Language Requirements

- 10 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 10a.

## Honours

- 11 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

- 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 2008. The 2000 regulations for the Degree of Bachelor of Engineering were thereby repealed.

### Bachelor of Engineering (Honours) (BE(Hons)) Schedule

#### Part I – compulsory for all BE(Hons) students

- 105 points: ACADINT A01, CHEMMAT 121, ELECTENG 101, ENGGEN 115, 121, 131, 140, 199, ENGSCI 111

#### General Education Requirement

15 points from courses listed in the General Education Schedules approved for this degree

### Specialisations available:

#### Biomedical Engineering

##### Requirement:

##### Part II

- 120 points: BIOMENG 221, 241, 261, BIOSCI 107, ENGGEN 204, 299, ENGSCI 211, 233, MEDSCI 142

##### Part III

- 105 points: BIOMENG 321, 341, ENGGEN 303, ENGSCI 314, 331, MEDSCI 205, 309
- 15 points from CHEM 380, 392, COMPSYS 303, ENGSCI 309, 344, 355, 391, EXERSCI 303, MATHS 362, MECHENG 313, 352, 371, MEDSCI 305, 312, 314, another approved course above Stage II offered at this University

##### Part IV

- 60 points: BIOMENG 791, ENGGEN 403, 499, ENGSCI 700
- 60 points from BIOMENG 771, CHEMMAT 753, 754, 757, COMPSYS 705, ELECTENG 722, 733, ENGSCI 711, 712, 740, 741, 753, 772, MATHS 764, 765, MECHENG 743, MEDSCI 703, 737, up to 30 points from other approved 700 level courses offered at this University

#### Chemical and Materials Engineering

##### Requirement:

##### Part II

- 120 points: CHEMMAT 201–206, ENGGEN 204, 299, ENGSCI 211

##### Part III

- 105 points: CHEMMAT 301–303, 305, 306, ENGGEN 303, ENGSCI 311
- 15 points from CHEMMAT 304, 754, 755, 757, or other approved courses offered at this University

##### Part IV

- 90 points: CHEMMAT 750, 751, 752, ENGGEN 403, 499
- 30 points from CHEMMAT 724, 753–757 or other courses approved by the Head of Department

#### Civil Engineering

##### Requirement:

##### Part II

- 120 points: CIVIL 200, 202, 203, ENGGEN 204, 299, ENVENG 200, ENGSCI 211, STRCTENG 200, 201

##### Part III

- 105 points: CIVIL 300, 302, 303, ENGGEN 303, ENGSCI 311, ENVENG 300, STRCTENG 304
- 15 points from CIVIL 301, 304, 305, another approved Stage III course offered at this University

##### Part IV

- 90 points: CIVIL 705, 756, 790, 791, ENGGEN 403, 499
- 30 points from CIVIL 700, 722, 726, 729, 731, 733, 735, 736, 741, 750, 782, ENVENG 701, 740, 747, up to 15 points from an approved 700 level course offered at this University

## Computer Systems Engineering

### Requirement:

#### Part II

- 105 points: COMPSYS 201, 209, ELECTENG 291, 292, ENGGEN 204, 299, ENGSCI 211, SOFTENG 281
- 15 points from ELECTENG 204, SOFTENG 283

#### Part III

- 60 points: COMPSYS 301, 305, ENGGEN 303, ENGSCI 313
- at least 30 points from COMPSYS 303, 304, 306
- up to 30 points from COMPSYS 302, ELECTENG 305, 331, 332, SOFTENG 325, 350, 364, up to 15 points from other courses not below 300 level approved by the Head of Department

#### Part IV

- 60 points: COMPSYS 700, 770, ENGGEN 403, 499
- at least 15 points from COMPSYS 701, 723, 726
- at least 15 points from COMPSYS 704, 705, 725
- up to 30 points from COMPSYS 710–715, 721, 722, 727, ELECTENG 704, 706, 722, 726, 732–734, SOFTENG 701, 751, 761, up to 15 points from other 700 level courses approved by the Head of Department

## Electrical and Electronic Engineering

### Requirement:

#### Part II

- 105 points: COMPSYS 201, ELECTENG 204, 209, 291, ENGGEN 204, 299, ENGSCI 211, SOFTENG 281
- 15 points from ELECTENG 292, SOFTENG 283, 284

#### Part III

- 60 points: ELECTENG 310, 311, ENGGEN 303, ENGSCI 313
- at least 30 points from ELECTENG 305, 309, 331, 332
- up to 30 points from COMPSYS 302–306, ELECTENG 307, SOFTENG 325, 350, 364, other courses above Stage II approved by the Head of Department

#### Part IV

- 60 points: ELECTENG 700, 770, ENGGEN 403, 499
- 60 points from COMPSYS 723–727, ELECTENG 701, 703, 704, 706, 721, 722, 724, 726, 731–736, 738, SOFTENG 753, other 700 level courses approved by the Head of Department

## Engineering Science

### Requirement:

#### Part II

- 90 points: BIOMENG 221, ENGGEN 204, 299, ENGSCI 211, 233, 255, 263
- 30 points from BIOMENG 241, COMPSYS 225, COMPSYS 202, MECHENG 211, STATS 210, other approved courses above Stage I offered at this University

#### Part III

- 90 points: ENGGEN 303, ENGSCI 314, 331, 343, 363, 391
- 30 points from BIOMENG 341, ENGSCI 309, 344, 355, up to 15 points from other approved courses above Stage II offered at this University

#### Part IV

- 60 points: ENGGEN 403, 499, ENGSCI 700, 733
- 60 points from BIOMENG 771, ENGSCI 701, 711, 712, 721, 740–742, 745, 753, 755, 760–763, 768, GEOTHERM 785, MECHENG 711, 712, 743, up to 30 points from other approved 700 level courses offered at this University

## Mechanical Engineering

### Requirement:

#### Part II

- 105 points: ENGGEN 204, 299, ENGSCI 211, MECHENG 211, 222, 235, 236, 242

- 15 points from MECHENG 201 or another course approved by the Head of Department

#### Part III

- 120 points: ENGGEN 303, ENGSCI 311, MECHENG 311, 322, 325, 334, 340, 352

#### Part IV

- 60 points: ENGGEN 403, ENGGEN 499, MECHENG 700, 731
- 60 points from ENGGEN 705, MECHENG 707, 708, 712, 713, 715, 722, 724, 726, 743, 747, 752, other 700 level courses approved by the Head of Department

## Mechatronics Engineering

### Requirement:

#### Part II

- 105 points: ENGGEN 204, 299, ENGSCI 211, MECHENG 211, 222, 235, 242, 270
- 15 points: MECHENG 201 or another course approved by the Head of Department

#### Part III

- 120 points: ENGGEN 303, ENGSCI 311, MECHENG 312, 313, 322, 325, 370, 371

#### Part IV

- 75 points: ENGGEN 403, 499, MECHENG 700, 705, 706
- 45 points from COMPSYS 726, ENGGEN 705, MECHENG 709, 712, 715, 722, 724, 726, 735, 736, 743, 747, 752, other 700 level courses approved by the Head of Department

## Software Engineering

### Requirement:

#### Part II

- 90 points: COMPSYS 201, ENGGEN 204, 299, ENGSCI 211, SOFTENG 206, 281, 283
- 15 points from ELECTENG 291, SOFTENG 282
- 15 points from ELECTENG 204, 292, SOFTENG 284

#### Part III

- 60 points: ENGGEN 303, SOFTENG 306, 325, 350
- at least 15 points from SOFTENG 310, 351
- at least 15 points from SOFTENG 364, 370
- up to 30 points from COMPSYS 367, 373, COMPSYS 303–306, ELECTENG 305, 331, 332, ENGSCI 313, other courses above Stage II approved by the Head of Department

#### Part IV

- 60 points: ENGGEN 403, 499, SOFTENG 700, 770
- 60 points from COMPSYS 705, 723, 726, ELECTENG 733, ENGSCI 760, SOFTENG 701, 702, 710, 711, 750–754, 761, 762, up to 30 points from other 700 level courses approved by the Head of Department

## Structural Engineering

### Requirement:

#### Part II

- 120 points: CIVIL 200, 202, 203, ENGGEN 204, 299, ENVENG 200, ENGSCI 211, STRCTENG 200, 201

#### Part III

- 105 points: CIVIL 300, ENGGEN 303, ENGSCI 311, STRCTENG 300–303
- 15 points from CIVIL 301–303, 305, another approved Stage III course offered at this University

#### Part IV

- 105 points: CIVIL 705, 756, 790, ENGGEN 403, 499, STRCTENG 700, 701
- 15 points from CIVIL 700, 722, 726, 729, 731, 733, 735, 736, 741, 750, 782, 791 ENVENG 701, 740, 747, an approved 700 level course offered at this University

## Engineering Leadership

Stage III course: ENGGEN 388

## The Degree of Master of Earthquake Engineering – MEqEng

*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 completed the requirements for:

either

- a (i) the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from this University in a relevant subject with a Grade Point Average of 5.0 or higher in 120 points above Stage III, or the equivalent as approved by Senate or its representative

or

- (ii) (a) the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from this University, or the equivalent as approved by Senate or its representative

and

- (b) passed 60 points in the Postgraduate Certificate in Engineering, Postgraduate Certificate in Earthquake Engineering or Postgraduate Diploma in Engineering from this University relevant to the Master of Earthquake Engineering with a Grade Point Average of 5.0 or higher, provided that the postgraduate certificate or postgraduate diploma has not been awarded

or

- (iii) (a) a relevant Bachelors degree from this University, as approved by Senate or its representative, with a Grade Point Average of 4.0 or higher in 120 points in the most advanced courses, or the equivalent as approved by Senate or its representative

and

- (b) at least three years of relevant professional experience approved by the Dean of Faculty of Engineering

or

- (iv) (a) a relevant Bachelors degree as approved by Senate or its representative

and

- (b) the Postgraduate Diploma in Engineering from this University with at least 60 points of courses relevant to the Master of Earthquake Engineering with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative

or

- b (i) a relevant Bachelors degree from this University as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher in 120 points in the most advanced courses, or the equivalent as approved by Senate or its representative

or

- (ii) (a) a relevant Bachelors degree as approved by Senate or its representative

and

- (b) passed 60 points in the Postgraduate Certificate in Engineering, Postgraduate Certificate in Earthquake Engineering or Postgraduate Diploma in Engineering from this University relevant to the Master of Earthquake Engineering with a Grade Point Average of 5.0 or higher, provided the postgraduate certificate or postgraduate diploma has not been awarded.

*Note: Whether a degree is considered relevant will depend on the courses taken in that degree. Degrees in Architecture, Civil Engineering or Science for example, may be considered relevant.*

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

### Duration and Total Points Value

3 A student admitted to this degree under Regulation 1a 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.

4 A student admitted to this degree under Regulation 1b must:

- a pass courses with a total value of 180 points

and

- b complete within the time limit specified in the General Regulations – Masters Degrees

and

- c not exceed 220 points for the total enrolment for this degree.

### Structure and Content

- 5 A student enrolled for this degree must complete the requirements as listed in the Master of Earthquake Engineering Schedule.
- 6 A student who has previously passed any course the same as, or similar to, the courses required for this degree must substitute an alternative course as approved by Senate or its representative.
- 7 A student who has to complete 120 points for a Taught Masters must achieve a Grade Point Average of 4.5 or higher in the first 30 points of courses taken for this programme. If this Grade Point Average is not achieved, enrolment in the Master of Earthquake Engineering cannot continue.
- 8 A student who has to complete 180 points must achieve a Grade Point Average of 5.0 or higher in the first 60 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Earthquake Engineering cannot continue.
- 9 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

- 10 A student may apply to reassign courses passed for the Master of Earthquake Engineering to the Postgraduate Diploma in Engineering or Postgraduate Certificate in Earthquake Engineering.

### Thesis / Research Project

- 11 a A thesis or research project, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The topic of the thesis or research project must be approved by the Head of Department prior to enrolment.
- c The thesis or research project is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Transfer from Postgraduate Certificate in Engineering, Postgraduate Certificate in Earthquake Engineering or Postgraduate Diploma in Engineering

- 12 A student who has passed courses towards the Postgraduate Certificate in Engineering, Postgraduate Certificate in Earthquake Engineering, or Postgraduate Diploma in Engineering that are available in this degree may apply to reassign those courses to this degree provided that the postgraduate certificate or postgraduate diploma has not been awarded.

### Variations

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

### Honours / Distinction / Merit

- 14 This degree may be awarded with Honours, Distinction or Merit in accordance with the General Regulations – Masters Degrees.

### Commencement

- 15 These regulations came into force on 1 January 2019.

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#### Master of Earthquake Engineering (MEqEng) Schedule

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

<b>Requirement:</b> <b>Research Masters</b> <ul style="list-style-type: none"> <li>15 points: CIVIL 720</li> <li>15 points from CIVIL 702, 710, 711, 714, 715, 717–719, 724, 725, 727, 741, 742, 744–746, 750</li> <li>90 points: CIVIL 793 or 794 Thesis</li> </ul> <b>Taught Masters</b> <ul style="list-style-type: none"> <li>15 points: CIVIL 720</li> <li>at least 45 points from CIVIL 702, 710, 715, 717, 725, 745, 746, 787–789,</li> </ul>	<ul style="list-style-type: none"> <li>but no more than 30 points from CIVIL 787–789</li> <li>at least 15 points from CIVIL 710, 714, 715, 717–719, 727, 742, 745, 746, 750</li> <li>at least 15 points from CIVIL 702, 724, 725, 741</li> <li>up to 60 points from CIVIL 711, 716, 740, 744, DISMGT 703</li> <li>With the prior approval of the Head of Department, up to 30 points may be replaced by other appropriate 600 and 700 level courses at this or another University</li> </ul>
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A student who has to complete 180 points must satisfy the following requirements:

<b>Requirement:</b> <b>Research Masters</b> <ul style="list-style-type: none"> <li>15 points: CIVIL 720</li> <li>75 points from CIVIL 702, 710, 711, 714, 715, 717–719, 724, 725, 727, 741, 742, 744–746, 750; with the prior approval of the Head of</li> </ul>	<ul style="list-style-type: none"> <li>Department, up to 45 points may be replaced by other appropriate 600 and 700 level courses at this or another University</li> <li>90 points: CIVIL 793 Thesis</li> </ul>
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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 completed:
  - either
    - a (i) the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from this University, or an equivalent degree qualification as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher in 120 points above Stage III or its equivalent
    - or
    - (ii) (a) the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from this University, or an equivalent degree qualification as approved by Senate or its representative  
and  
(b) the Postgraduate Certificate in Engineering or Postgraduate Diploma in Engineering from this University, or an equivalent qualification as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher or its equivalent
    - or
    - (iii) (a) the requirements for a relevant Bachelors degree, as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher, or its equivalent, in 120 points in the most advanced courses  
and  
(b) at least three years of relevant work experience approved by the Dean of Faculty of Engineering
    - or
    - (iv) (a) the requirements for a relevant Bachelors degree, as approved by Senate or its representative  
and  
(b) the Postgraduate Diploma in Engineering from this University, or an equivalent qualification as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher or its equivalent
    - or
    - b (i) the requirements for a relevant Bachelors degree as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher, or its equivalent, in 120 points in the most advanced courses
    - or
    - (ii) (a) the requirements for a relevant Bachelors degree, as approved by Senate or its representative  
and  
(b) passed 60 points in the Postgraduate Certificate in Engineering or Postgraduate Diploma in Engineering from this University relevant to the intended specialisation in the Master of Engineering with a Grade Point Average of 5.0 or higher, provided that the postgraduate certificate or postgraduate diploma has not been awarded.

*Note: Whether a degree is considered relevant will depend on the courses taken in that degree and the specialisation a student intends to complete. As well as degrees in Engineering, degrees in Architecture, Planning, or Science, for example, may be considered relevant to some specialisations.*

- 2 Students must have completed courses relevant to the specialisation in which they intend to enrol, and passed any prerequisite courses prior to enrolment in this programme.
- 3 A student wishing to enrol in courses listed in a specialisation in the Master of Engineering Studies Schedule as part of this programme must satisfy any prerequisites specified for that specialisation.
- 4 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 equivalent professional experience in the engineering profession.

### Duration and Total Points Value

- 5 A student admitted to this degree under Regulation 1a must:
  - a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 6 A student admitted to this degree under Regulation 1b must:
  - a pass courses with a total value of 180 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - c not exceed 220 points for the total enrolment for this degree.



### Structure and Content

- 7 A student enrolled for this degree must complete the requirements for one of the specialisations listed in the Master of Engineering Schedule.
- 8 A student enrolled for this degree who has already passed any course the same or similar to those required for this degree, must substitute an alternative course approved by the appropriate Head of Department.
- 9 A student who has to complete 180 points must achieve a Grade Point Average of 4.0 or higher in at least 30 points of taught courses taken for this degree by the end of the first semester of their enrolment. If this Grade Point Average is not achieved, enrolment in the Master of Engineering cannot continue.
- 10 A student who has to complete 180 points must achieve a Grade Point Average of 5.0 or higher in their first 60 points of taught courses taken for this degree and have completed all taught courses by the end of their second semester of enrolment. If this Grade Point Average is not achieved, enrolment in the Master of Engineering cannot continue.
- 11 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

- 12 A student may apply to reassign courses passed for this degree to the Master of Engineering Studies, Postgraduate Diploma in Engineering or Postgraduate Certificate in Engineering.

### Thesis

- 13
  - 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 At the discretion of the Head of Department the candidate may be required to attend an oral examination.
  - e The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Transfer from Postgraduate Certificate in Engineering or Postgraduate Diploma in Engineering

- 14 A student who has passed courses towards a Postgraduate Certificate in Engineering or Postgraduate Diploma in Engineering that are available for a specialisation in this degree and is eligible to be admitted to this programme, may apply to reassign those courses to the Master of Engineering for that specialisation provided that the postgraduate certificate or postgraduate diploma has not been awarded.

### Variations

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

### Honours

- 16 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

### Commencement

- 17 These regulations came into force on 1 January 2018. The 2014 regulations for the Degree of Master of Engineering were thereby repealed.

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#### Master of Engineering (ME) Schedule

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

#### Bioengineering

##### Requirement:

##### Research Masters

- 120 points: BIOENG 796 ME Thesis (Bioengineering)

#### Chemical and Materials Engineering

##### Requirement:

##### Research Masters

- 120 points: CHEMMAT 796 ME Thesis (Chemical and Materials)

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## Civil Engineering

**Requirement:****Research Masters**

- 120 points: CIVIL 796 ME Thesis (Civil)
- 

## Computer Systems Engineering

**Requirement:****Research Masters**

- 120 points: COMPSYS 796 ME Thesis (Computer Systems)
- 

## Electrical and Electronic Engineering

**Requirement:****Research Masters**

- 120 points: ELECTENG 796 ME Thesis (Electrical and Electronic)
- 

## Engineering Science

**Requirement:****Research Masters**

- 120 points: ENGSCI 796 ME Thesis (Engineering Science)
- 

A student who has to complete 180 points must satisfy the requirements for one of the following specialisations:

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## Chemical and Materials Engineering

**Requirement:****Research Masters**

- at least 60 points from any of the courses, excluding project courses, listed for the Chemical and Materials Engineering or the Food Process Engineering specialisations in the Master of Engineering Studies Schedule
  - 120 points: CHEMMAT 796 ME Thesis (Chemical and Materials)
- 

## Civil Engineering

**Requirement:****Research Masters**

- at least 60 points from any of the courses, excluding project courses, listed for the Civil Engineering, Construction Management, Geotechnical Engineering, or Transportation Engineering specialisations in the Master of Engineering Studies Schedule
  - 120 points: CIVIL 796 ME Thesis (Civil)
- 

## Computer Systems Engineering

**Requirement:****Research Masters**

- at least 60 points from courses, excluding project courses, listed in the Master of Engineering Studies Schedule for the specialisation in Computer Systems Engineering
  - 120 points: COMPSYS 796 ME Thesis (Computer Systems)
- 

## Electrical and Electronic Engineering

**Requirement:****Research Masters**

- at least 60 points from courses, excluding project courses, listed in the Master of Engineering Studies Schedule for the specialisation in Electrical and Electronic Engineering
  - 120 points: ELECTENG 796 ME Thesis (Electrical and Electronic)
- 

## Engineering Science

**Requirement:****Research Masters**

- at least 60 points from courses, excluding project courses, listed in the Master of Engineering Studies Schedule for the specialisation in Engineering Science
  - 120 points: ENGSCI 796 ME Thesis (Engineering Science)
- 

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## Environmental Engineering

**Requirement:****Research Masters**

- 120 points: ENVENG 796 ME Thesis (Environmental)
- 

## Mechanical Engineering

**Requirement:****Research Masters**

- 120 points: MECHENG 796 ME Thesis (Mechanical)
- 

## Mechatronics Engineering

**Requirement:****Research Masters**

- 120 points: MECHTRON 796 ME Thesis (Mechatronics)
- 

## Software Engineering

**Requirement:****Research Masters**

- 120 points: SOFTENG 796 ME Thesis (Software Engineering)
- 

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## Environmental Engineering

**Requirement:****Research Masters**

- at least 60 points from courses, excluding project courses, listed in the Master of Engineering Studies Schedule for the specialisation in Environmental Engineering
  - 120 points: ENVENG 796 ME Thesis (Environmental)
- 

## Mechanical Engineering

**Requirement:****Research Masters**

- at least 60 points from any of the courses, excluding project courses, listed for the Mechanical Engineering or Medical Devices and Technologies specialisations in the Master of Engineering Studies Schedule.
  - 120 points: MECHENG 796 ME Thesis (Mechanical)
- 

## Mechatronics Engineering

**Requirement:****Research Masters**

- 60 points from any of the courses, excluding project courses, listed for the Mechatronics Engineering, Mechanical Engineering, Computer Systems Engineering or Electrical and Electronic Engineering specialisations in the Master of Engineering Studies Schedule
  - 120 points: MECHTRON 796 ME Thesis (Mechatronics)
- 

## Software Engineering

**Requirement:****Research Masters**

- at least 60 points from courses, excluding project courses, listed in the Master of Engineering Studies Schedule for the specialisation in Software Engineering
  - 120 points: 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) from the University of Auckland with a Grade Point Average of 5 or higher in 120 points above Stage III
  - or*
  - b 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
  - or*
  - c (i) completed the requirements for a Bachelors degree relevant to the proposed programme of study, as approved by Senate or its representative, at a level deemed satisfactory by the Dean of Faculty of Engineering
  - and*
  - (ii) completed at least three years' relevant work experience 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 requirements, 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 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 must pass 120 points of courses as specified in the Master of Engineering Management Schedule.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 2014. The 2011 regulations for the Degree of Master of Engineering Management were thereby repealed.

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#### Master of Engineering Management (MEMgt) Schedule

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##### Requirement:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• at least 30 points from CIVIL 703, 704, 765, ENGGEN 705, 722–725, other approved 600 and 700 level courses in offered by the Faculty of Engineering</li> </ul> | <ul style="list-style-type: none"> <li>• at least 30 points from BUSADMIN 761–764, 766</li> <li>• 45 points: ENGGEN 766 Project</li> </ul> |
|---|--|

## The Degree of Master of Engineering Project Management – MEPM

*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
  - either*
  - (a) the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from this University with

a Grade Point Average of 4.0 or higher in 120 points above Stage III, or the equivalent as approved by Senate or its representative

or

(b) a relevant Bachelors Honours degree from this University with a Grade Point Average of 4.0 or higher, or the equivalent as approved by Senate or its representative

or

(c) a relevant Postgraduate Diploma with a Grade Point Average of 4.0 from this University, or the equivalent as approved by Senate or its representative

and

(ii) at least two years of relevant professional experience approved by the Dean of Faculty of Engineering

or

b (i) the requirements for a relevant Bachelors degree from this University with a Grade Point Average of 4.0 or higher in 120 points above Stage II, or the equivalent as approved by Senate or its representative

and

(ii) at least two years of relevant professional experience approved by the Dean of Faculty of Engineering.

2 In exceptional circumstances Senate or its representative may approve admission of a student who has:

a attained extensive, practical, professional or scholarly experience in the engineering profession deemed equivalent to the requirement in Regulation 1

and

b performed at an acceptable level in any tests of academic aptitude and/or interviews prescribed by Senate or its representative.

*Note: A relevant qualification may include Applied Science, Architecture, Commerce, Construction, Information Technology, Science and Technology.*

### Duration and Total Points Value

3 A student admitted to this degree under Regulation 1a 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.

4 A student admitted to this degree under Regulation 1b or 2 must:

a pass courses with a total value of 180 points

and

b complete within the time limit specified in the General Regulations – Masters Degrees

and

c not exceed 220 points for the total enrolment for this degree.

### Structure and Content

5 Students must achieve a Grade Point Average of 4.0 or higher in 30 points of taught courses taken for this degree by the end of the first semester of their enrolment. If this Grade Point Average is not achieved, enrolment in the Master of Engineering Project Management cannot continue.

6 A student who has to complete 180 points must achieve a Grade Point Average of 5.0 or higher in their first 60 points of taught courses taken for this degree and have completed their first 60 points of taught courses by the end of their second semester of enrolment. If this is not achieved, enrolment in the Master of Engineering Project Management cannot continue.

7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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.

### Reassignment

10 A student who has not met the requirement in Regulation 5 or 6 may apply to reassign courses passed for this degree to the Postgraduate Certificate in Engineering Project Management.

### Commencement

11 These regulations came into force on 1 January 2018.

### Master of Engineering Project Management (MEPM) Schedule

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

<b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>• 60 points: CIVIL 703, ENGGEN 730, 731, 736</li> <li>• 30 points from CIVIL 704, 708, 709, 716, ENGGEN 705, 732–735,</li> </ul>	ENGSCI 755, MECHENG 752, other approved 600 and 700 level courses in the Faculty of Engineering <ul style="list-style-type: none"> <li>• 30 points: ENGGEN 792 or 794 Research Project</li> </ul>
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A student who has to complete 180 points must satisfy the following requirements:

<b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>• 60 points: CIVIL 703, ENGGEN 730, 731, 736</li> <li>• 90 points from CIVIL 704, 708, 709, 716, ENGGEN 705, 732–735,</li> </ul>	ENGSCI 755, MECHENG 752, other approved 600 and 700 level courses in the Faculty of Engineering <ul style="list-style-type: none"> <li>• 30 points: ENGGEN 792 or 794 Research Project</li> </ul>
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## 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 completed:

either

a (i) the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from this University, or an equivalent degree qualification as approved by Senate or its representative, with a Grade Point Average of 4.0 or higher in 120 points above Stage III or its equivalent

or

(ii) (a) the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from this University, or an equivalent degree qualification as approved by Senate or its representative  
and

(b) passed 60 points in the Postgraduate Certificate in Engineering or Postgraduate Diploma in Engineering from this University relevant to the intended specialisation in the Master of Engineering Studies with a Grade Point Average of 4.0 or higher, provided that the postgraduate certificate or postgraduate diploma has not been awarded

or

(iii) (a) the requirements for a relevant Bachelors degree, as approved by Senate or its representative, with a Grade Point Average of 4.0 or higher, or its equivalent, in 120 points in the most advanced courses  
and

(b) at least three years of relevant work experience approved by the Dean of Faculty of Engineering

or

(iv) (a) the requirements for a relevant Bachelors degree as approved by Senate or its representative  
and

(b) the Postgraduate Diploma in Engineering from this University, or an equivalent qualification as approved by Senate or its representative, with a Grade Point Average of 4.0 or higher, or its equivalent

or

(v) a Bachelors degree of at least four years duration equivalent to 1a(iv) with a Grade Point Average of 4.0 or higher in 120 points above Stage III, or the equivalent as approved by Senate or its representative

or

b (i) the requirements for a relevant Bachelors degree as approved by Senate or its representative, with a Grade Point Average of 4.0 or higher, or its equivalent, in 120 points in the most advanced courses

or

(ii) (a) the requirements for a relevant Bachelors degree, as approved by Senate or its representative  
and

(b) passed 60 points in the Postgraduate Certificate in Engineering or Postgraduate Diploma in Engineering from this University relevant to the intended specialisation in the Master of Engineering Studies with a Grade Point Average of 4.0 or higher, provided that the postgraduate certificate or postgraduate diploma has not been awarded.

*Note: Whether a degree is considered relevant will depend on the courses taken in that degree and the specialisation a student intends to complete. As well as degrees in Engineering, degrees in Architecture, Planning, or Science, for example, may be considered relevant to some specialisations.*

2 For entry to a specialisation in this programme, students must have completed courses relevant to the

specialisation, passed any prerequisite courses prior to enrolment in this programme and satisfied any prerequisites specified for the specialisation in the Master of Engineering Studies Schedule.

- 3 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 in the engineering profession.

### **Duration and Total Points Value**

- 4 A student admitted to this degree under Regulation 1a 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.
- 5 A student admitted to this degree under Regulation 1b must:
  - a pass courses with a total value of 180 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - c not exceed 220 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 Engineering Studies Schedule.
- 7 If these requirements include courses the same as, or similar to, those already passed by a student, alternative courses must be substituted as approved by the appropriate Head of Department.
- 8 This degree will be conferred with an endorsement as to the chosen area of specialisation.
- 9 A student who has to complete 120 points for a Taught Masters must achieve a Grade Point Average of 3.5 or higher in the first 30 points of courses taken for this programme. If this Grade Point Average is not achieved, enrolment in the Master of Engineering Studies cannot continue.
- 10 A student who has to complete 180 points must achieve a Grade Point Average of 4.0 or higher in the first 60 points of courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Engineering Studies cannot continue.
- 11 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### **Reassignment**

- 12 A student may apply to reassign courses passed to the Postgraduate Diploma in Engineering or Postgraduate Certificate in Engineering.

### **Thesis / Research Portfolio / Dissertation / Research Project**

- 13 a A thesis, research portfolio, research 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.
- b The topic of a thesis, dissertation or research project and the elements of a research portfolio must be approved by the Head of Department prior to enrolment.
- c At the discretion of the Head of Department, a thesis, dissertation, research project or research portfolio candidate may be required to attend an oral examination.
- d The thesis, research portfolio, research project or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### **Transfer from Postgraduate Certificate in Light Metals Reduction Technology**

- 14 A student who has passed courses towards a Postgraduate Certificate in Light Metals Reduction Technology that are available for the Light Metals Reduction Technology specialisation may reassign those courses to this specialisation in this degree provided that the Postgraduate Certificate in Light Metals Reduction Technology has not been awarded.

### **Transfer from Postgraduate Certificate in Engineering or Postgraduate Diploma in Engineering**

- 15 A student who has passed courses towards the Postgraduate Certificate in Engineering or Postgraduate Diploma in Engineering that are available for a specialisation in this degree may apply to reassign those courses to this specialisation provided that the postgraduate certificate or postgraduate diploma has not been awarded.

## Variations

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

## Honours / Distinction / Merit

- 17 This degree may be awarded with either Honours, Distinction or Merit in accordance with the General Regulations – Masters Degrees.

## Commencement

- 18 These regulations came into force on 1 January 2020. The 2018 regulations for the Degree of Master of Engineering Studies were thereby repealed.

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### Master of Engineering Studies (MEngSt) Schedule

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

#### Chemical and Materials Engineering

##### Requirement:

##### Taught Masters

- at least 45 points from CHEMMAT 713, 721, 724, 752–755, 771–773, 787–789, MECHENG 742
- up to 75 points from CHEMMAT 712, 722, 756, 757, ENERGY 721, ENVSCI 711, FOODSCI 703, MECHENG 743
- up to 45 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department

#### Civil Engineering

##### Requirement:

##### Taught Masters

- at least 45 points from CIVIL 702, 704, 707–710, 717, 723–725, 740, 745, 763–766, 769–772, 787–789, 792, 795, but no more than 45 points from CIVIL 787–789, 795
- up to 75 points from CIVIL 701, 703, 706, 711, 713–716, 718–722, 726, 727, 730–734, 741, 742, 744, 750, 754, 758–762, 767, 768, 773–775, 782, 791, ENGGEN 734, 769
- up to 30 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department

#### Computer Systems Engineering

##### Requirement:

##### Taught Masters

- at least 45 points from COMPSYS 701, 704, 705, 726–729, 787–789, 795, ELECTENG 704, 706, 734, SOFTENG 701, 751, but no more than 45 points from COMPSYS 787–789, 795
- up to 75 points from COMPSYS 710, 711, 713–715, 721–725, ELECTENG 722, 726, 732, 733, SOFTENG 761
- up to 30 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department

#### Construction Management

##### Requirement:

##### Taught Masters

- at least 45 points from CIVIL 704, 707, 709, 765, 787–789, 795, but no more than 45 points from CIVIL 787–789, 795
- up to 75 points from CIVIL 703, 708, 716, 743, 791, 792, ENGGEN 734, ENGSCI 755, other approved 600 and 700 level courses offered at this University

#### Electrical and Electronic Engineering

##### Requirement:

##### Taught Masters

- at least 45 points from COMPSYS 726, 727, ELECTENG 704, 706, 734, 737–741, 787–789, 795, but no more than 45 points from ELECTENG 787–789, 795

- up to 75 points from ELECTENG 701, 703, 721, 722, 724, 726, 731–733, 735, 736
- up to 30 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department

#### Engineering Science

##### Requirement:

##### Taught Masters

- 45 points from ENGSCI 787–789, 795
- up to 75 points from BIOMENG 771, ENGSCI 711, 712, 721, 740–742, 745, 753, 760–763, 768, 772, GEOTHERM 785
- up to 30 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department

#### Environmental Engineering

##### Requirement:

##### Taught Masters

- at least 45 points from ENVENG 701–703, 705, 707, 746, 747, 750, 787–789, 795, but no more than 45 points from ENVENG 787–789, 795
- up to 75 points from ENVENG 706, 719, 740, 744, 752
- up to 30 points from appropriate ENVSCI 600 and 700 level courses, subject to approval by the Head of Department
- up to 30 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department

#### Food Engineering

##### Requirement:

##### Research Masters

- 90 points: CHEMMAT 776 or 777 Research Portfolio
- 30 points from CHEMMAT 771–773

##### Taught Masters

- at least 15 points from CHEMMAT 772, 773, 778
- up to a further 75 points from BIOSCI 741, CHEMMAT 752, 756, 757, 772, 773, 778, ENGGEN 732, 769, FOODSCI 703, 706–709, 740, or other approved 600 or 700 level courses offered at this University
- 30 points: CHEMMAT 779 Research Project

#### Food Process Engineering

*From 1 January 2020 Food Process Engineering has been renamed as Food Engineering*

#### Geotechnical Engineering

**Prerequisite:** CIVIL 324 or 728 or equivalent

##### Requirement:

##### Taught Masters

- 30 points from CIVIL 751, 752, 788, 789
- at least 15 points from CIVIL 702, 723–725

- up to 60 points from CIVIL 701, 720–722, 726, 728, 741, 754, ENGSCI 711, ENVENG 746, 752
- at least 15 points but no more than 30 points from EARTHSCI 705, 770–772

With the prior approval of the Head of Department, up to 45 points may be replaced by other appropriate 600 and 700 level courses offered at this or another university

## Mechanical Engineering

### Requirement:

#### Taught Masters

- at least 45 points from MECHENG 711, 714, 719, 728, 742, 751, 753, 787–789, 795, but no more than 45 points from MECHENG 787–789, 795
- up to 75 points from ENGGEN 705, 769, MECHENG 701, 702, 712, 713, 715, 717, 722, 724, 726, 735, 736, 743, 747, 752
- up to 30 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department

## Mechatronics Engineering

### Requirement:

#### Taught Masters

- at least 45 points from MECHENG 710, 719, 720, 728, 730, 751, 753, 787–789, 795, but no more than 45 points from MECHENG 787–789, 795
- up to 75 points from COMPSYS 704, 705, 723, 726, ELECTENG 706, 733, ENGGEN 705, 769, 770, MECHENG 709, 722, 724, 726, 735, 736, 752
- up to 30 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department

## Medical Devices and Technologies

### Requirement:

#### Research Masters

- 30 points from ENGGEN 770, 771 or other approved 600 or 700 level courses
- 90 points: ENGGEN 793 Research Portfolio

#### Taught Masters

- 30 points: ENGGEN 770, 771
- 30 points from CIVIL 703, CHEMMAT 740, 741, ENGGEN 705, MECHENG 728, 730, 752, MEDSCI 703, PHYSICS 780, or other

- approved 600 or 700 level courses offered at this University
- 60 points: ENGGEN 791 Project

## Plastics

*From 1 January 2020 Plastics has been renamed as Polymer Engineering*

## Polymer Engineering

### Requirement:

#### Taught Masters

- 60 points: POLYMER 700, 704–706
- 15 points from CHEMMAT 721, 753, ENGGEN 769, MECHENG 742, 743, 751, 752, PSYCH 715, an approved 600 or 700 level course offered at this University
- 45 points: MECHENG 795 Research Project

## Software Engineering

### Requirement:

#### Taught Masters

- at least 45 points from COMPSYS 704, 705, 726, 727, SOFTENG 701, 751, 754, 755, 787–789, 795, but no more than 45 points from SOFTENG 787–789, 795
- up to 75 points from COMPSYS 711, 715, 725, 734, SOFTENG 702, 710, 711, 750, 752, 753, 761, 762
- up to 30 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department

## Transportation Engineering

### Requirement:

#### Taught Masters

- at least 45 points from CIVIL 763–766, 769–772, 779, 787–789, but no more than 45 points from CIVIL 779, 787–789
- up to 75 points from CIVIL 758, 759, 761, 762, 767, 768, 773–775

With the prior approval of the Head of Department, up to 45 points may be replaced by other appropriate courses offered at this or another university

## Yacht Engineering

*The MEngSt in Yacht Engineering was withdrawn in 2019.*

A student who has to complete 180 points must satisfy the requirement for one of the following specialisations:

## Civil Engineering

### Requirement:

#### Taught Masters

- at least 45 points from CIVIL 702, 704, 707–710, 717, 723–725, 740, 745, 763–766, 769–772, 787–789, 792, 795, but no more than 60 points from CIVIL 787–789, 795
- up to 135 points from CIVIL 701, 703, 706, 711, 713–716, 718–722, 726, 727, 730–734, 741, 742, 744, 750, 754, 758–762, 767, 768, 773–775, 782, 791, ENGGEN 734, 769
- up to 45 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department

## Computer Systems Engineering

### Requirement:

#### Taught Masters

- at least 45 points from COMPSYS 701, 704, 705, 726–729, 787–789, 795, ELECTENG 704, 706, 734, SOFTENG 701, 751, but no more than 60 points from COMPSYS 787–789, 795
- up to 135 points from COMPSYS 710, 711, 713–715, 721–725, ELECTENG 722, 726, 732, 733, SOFTENG 761
- up to 45 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department

## Construction Management

### Requirement:

#### Taught Masters

- at least 45 points from CIVIL 704, 707, 709, 765, 787–789, 795, but no more than 45 points from CIVIL 787–789, 795
- at least 30 points from CIVIL 703, 708, 716, 791, 792
- up to 105 points from CIVIL 743, ENGGEN 734, ENGSCI 755, other approved 600 and 700 level courses offered at this University

## Electrical and Electronic Engineering

### Requirement:

#### Taught Masters

- at least 45 points from COMPSYS 704, 705, 726, 727, ELECTENG 704, 706, 734, 737–741, 787–789, 795, but no more than 60 points from ELECTENG 787–789, 795
- up to 135 points from ELECTENG 701, 703, 721, 722, 724, 726, 731–733, 735, 736
- up to 45 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department



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## Engineering Science

**Requirement:****Taught Masters**

- at least 45 points, but no more than 60 points, from ENGSCI 787–789, 795
  - up to 135 points from BIOMENG 771, ENGSCI 711, 712, 721, 740–742, 745, 753, 760–763, 768, 772, GEOTHERM 785
  - up to 45 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department
- 

## Environmental Engineering

**Requirement:****Taught Masters**

- at least 45 points from ENVENG 701–703, 705, 707, 746, 747, 750, 787–789, 795, but no more than 60 points from ENVENG 787–789, 795
  - up to 75 points from ENVENG 706, 719, 740, 744, 752
  - up to 45 points from appropriate ENVSCI 600 and 700 level courses, subject to approval by the Head of Department
  - up to 45 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department
- 

## Food Engineering

**Requirement:****Taught Masters**

- at least 15 points from CHEMMAT 772, 773, 778
  - up to a further 135 points from BIOSCI 741, CHEMMAT 752, 756, 757, 772, 773, 778, ENGGEN 732, 769, FOODSCI 703, 706–709, 740, or other approved 600 or 700 level courses offered at this University
  - 30 points: CHEMMAT 779 Research Project
- 

## Mechanical Engineering

**Requirement:****Taught Masters**

- at least 45 points from MECHENG 711, 714, 719, 728, 742, 751, 753, 787–789, 795, but no more than 60 points from MECHENG 787–789, 795
  - up to 135 points from ENGGEN 705, 769, MECHENG 701, 702, 712, 713, 715, 717, 722, 724, 726, 735, 736, 743, 747, 752
  - up to 45 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department
- 

## Mechatronics Engineering

**Requirement:****Taught Masters**

- at least 45 points from MECHENG 710, 719, 720, 728, 730, 751, 753, 787–789, 795, but no more than 45 points from MECHENG 787–789, 795
  - up to 135 points from COMPSYS 704, 705, 723, 726, ELECTENG 706, 733, ENGGEN 705, 769, 770, MECHENG 709, 722, 724, 726, 735, 736, 752
  - up to 45 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department
- 

## Polymer Engineering

**Requirement:****Taught Masters**

- 60 points: POLYMER 700, 704–706
  - 75 points from CHEMMAT 721, 753, ENGGEN 769, MECHENG 742, 743, 751, 752, PSYCH 715; up to 45 points from approved 600 and 700 level courses offered at this University
  - 45 points: MECHENG 795 Research Project
- 

## Software Engineering

**Requirement:****Taught Masters**

- at least 45 points from COMPSYS 704, 705, 726, 727, SOFTENG 701, 751, 754, 755, 787–789, 795, but no more than 60 points from SOFTENG 787–789, 795
  - up to 135 points from COMPSYS 711, 715, 725, 734, SOFTENG 702, 710, 711, 750, 752, 753, 761, 762
  - up to 45 points from appropriate 600 and 700 level courses offered at this University, subject to approval by the Head of Department
- 

## Transportation Engineering

**Requirement:****Taught Masters**

- at least 45 points from CIVIL 763–766, 769–772, 779, 787–789, but no more than 60 points from CIVIL 779, 787–789
  - 30 points from CIVIL 660, 661, 758, 759
  - up to 105 points from CIVIL 761, 762, 767, 768, 773–775
- With the prior approval of the Head of Department, up to 45 points may be replaced by appropriate courses offered at this or another university
- 

## Yacht Engineering

*The MEngSt in Yacht Engineering was withdrawn in 2019.*

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## Graduate Diploma in Engineering – GradDipEng

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a *either*
    - (i) completed the requirements for any Bachelors degree approved by Senate or its representative
    - or
    - (ii) received a professional qualification in Engineering approved by Senate or its representative
    - or
    - (iii) attained an equivalent level of practical experience in the engineering profession as approved by Senate or its representative
  - or
  - b attained a level of technical competence in Engineering equivalent to at least Parts I and II of the Degree of Bachelor of Engineering (Honours), as may be approved by the Dean of Faculty of Engineering.

### Duration and Total Points Value

- 2 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

### Structure and Content

- 3 Of the 120 points required for this graduate diploma, a student must pass:
  - a at least 45 points from courses, excluding Project courses, listed in the Master of Engineering Studies Schedule.
  - b up to 75 points from:
    - (i) courses, excluding Project courses, listed for Parts III and IV in the Bachelor of Engineering (Honours) Schedule
    - (ii) courses listed in the Graduate Diploma in Engineering Schedule
    - (iii) up to 30 points from courses listed for Parts I and II in the Bachelor of Engineering (Honours) Schedule, with the specific approval of the Dean of Faculty of Engineering.
- 4 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 5 The programme for each student requires the approval of the Dean of Faculty of Engineering.

### 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 Graduate Diploma in Engineering were thereby repealed.

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#### Graduate Diploma in Engineering (GradDipEng) Schedule

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##### Courses available:

- ENGEN 601, 602, 622, 623
- 

## Postgraduate Certificate in Earthquake Engineering – PGCertEqEng

*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 postgraduate certificate, a student needs to have completed:
  - a the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from this University in a relevant subject, or an equivalent degree qualification as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher in 120 points above Stage III or its equivalent
  - or
  - b (i) the requirements for a Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from this University in a relevant subject with a Grade Point Average of 3.0 or higher in 120 points above Stage III, or the equivalent as approved by Senate or its representative
  - and
  - (ii) at least three years of relevant work experience approved by the Dean of Faculty of Engineering
  - or
  - c a relevant Bachelors degree as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher in 75 points above Stage II.

### Duration and Total Points Value

- 2 A student admitted to 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 90 points.

### Structure and Content

- 4 Of the 60 points required for this postgraduate certificate, a student must pass:
  - a 15 points: CIVIL 720
  - and

- b 45 points from courses listed in the Master of Earthquake Engineering Schedule, excluding CIVIL 793 and 794.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2020. The 2019 regulations for the Postgraduate Certificate in Earthquake Engineering were thereby repealed.

## Postgraduate Certificate in Engineering – PGCertEng

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have completed the requirements for:
  - either
    - a the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from this University with a Grade Point Average of 2.5 or higher in 120 points above Stage III, or the equivalent as approved by Senate or its representative
  - or
    - b a relevant Bachelors degree from this University with a Grade Point Average of 3.0 or higher in 75 points above Stage II, or the equivalent 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 90 points.

### Structure and Content

- 5 Of the 60 points required for this postgraduate certificate, a student must pass:
  - either
    - a 60 points from courses, excluding project courses, listed in the Master of Engineering Studies Schedule, of which at least 30 points must be from courses in Chemical and Materials Engineering, Civil Engineering, Computer Systems Engineering, Electrical and Electronic Engineering, Energy Technology, Engineering General, Engineering Science, Environmental Engineering, Mechanical Engineering, or Software Engineering
  - or
    - b 60 points as specified in the specialisation listed in the Postgraduate Certificate in Engineering Schedule.
- 6 This certificate will be conferred with an endorsement as to an area of specialisation only if Regulation 5b is satisfied.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2020. The 2014 regulations for the Postgraduate Certificate in Engineering were thereby repealed.

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### Postgraduate Certificate in Engineering (PGCertEng) Schedule

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Specialisation available:

#### Plastics

*From 1 January 2020 Plastics has been renamed as Polymer Engineering.*

#### Polymer Engineering

##### Requirement:

- 60 points: POLYMER 700, 704–706
- 

## Postgraduate Certificate in Engineering Project Management – PGCertEPM

*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

- In order to be admitted to this postgraduate certificate, a student needs to have:
  - been enrolled in the Degree of Master of Engineering Project Management  
*and*
  - passed at least 30 points for that degree  
*and*
  - been recommended for admission by the Dean or nominee.

### Duration and Total Points Value

- A student admitted to this postgraduate certificate must:
  - pass courses with a total value of 60 points  
*and*
  - complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- The total enrolment for this postgraduate certificate must not exceed 90 points.

### Structure and Content

- Of the 60 points required for this postgraduate certificate, a student must pass:
  - 45 points: CIVIL 703, ENGGEN 730, 731  
*and*
  - 15 points from courses listed in the Master of Engineering Project Management Schedule or other approved courses offered at this University, excluding ENGGEN 792 and 794.
- A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 2018.
- 

## 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

- In order to be admitted to this programme, a student needs to have completed the requirements for:
  - the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from this University with a Grade Point Average of 2.5 or higher over 120 points above Stage III, or the equivalent as approved by Senate or its representative  
*either*
  - the Degree of Bachelor of Science from this University with a Grade Point Average of 2.5 or higher over 75 points above Stage II, or the equivalent as approved by Senate or its representative  
*or*
  - the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) or Bachelor of Science from

this University, or the equivalent as approved by Senate or its representative, with at least three years of professional experience in the geothermal industry approved by the Dean of Engineering or nominee.

### 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 90 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.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2020. The 2006 regulations for the Postgraduate Certificate in Geothermal Energy Technology were thereby repealed.

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### Postgraduate Certificate in Geothermal Energy Technology (PGCertGeothermTech) Schedule

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#### 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 90 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.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2004 regulations for the Postgraduate Certificate in Light Metals Reduction Technology were thereby repealed.

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**Postgraduate Certificate in Light Metals Reduction Technology (PGCertLMRTech) Schedule**


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**Requirement:**

- 60 points: CHEMMAT 717, 718, 726, 727
- 

## Postgraduate Diploma in Engineering – PGDipEng

*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 Engineering or Bachelor of Engineering (Honours) from this University with a Grade Point Average of 2.5 or higher in 120 points above Stage III, or the equivalent as approved by Senate or its representative
- or
- b a relevant Bachelors degree from this University with a Grade Point Average of 3.0 or higher in 75 points above Stage II, or the equivalent as approved by Senate or its representative.

*Note: Whether a degree is considered relevant will depend on the courses taken in that degree and the specialisation a student intends to complete. As well as degrees in Engineering, degrees in Architecture, Planning, or Science, for example, may be considered relevant to some specialisations.*

- 2 Students must have completed any prerequisite courses required for their specialisation prior to admission.
- 3 In exceptional circumstances, Senate or its representative may approve admission of a student who has not met the requirements in Regulation 1 and 2, but who has attained an equivalent qualification or extensive professional experience in engineering.

### Duration and Total Points Value

- 4 A student admitted to 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 90 points from courses in one of the specialisations listed in the Master of Engineering Studies Schedule, excluding project and research portfolio courses, and excluding the Geotechnical Engineering, Light Metals Reduction Technology and Medical Devices and Technologies specialisations
  - and
  - b up to 30 points from other approved 600 or 700 level courses offered at this or another university.
- 7 Up to 45 points may be replaced by other appropriate approved 600 and 700 level courses offered at this or another university.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Distinction

- 9 This postgraduate diploma may be awarded with Distinction or Merit 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.

### Commencement

- 11 These regulations came into force on 1 January 2020. The 2018 regulations for the Postgraduate Diploma in Engineering were thereby repealed.
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## Regulations – Law

### Degrees

- 289 The Degree of Bachelor of Laws – LLB
- 290 The Degree of Bachelor of Laws (Honours) – LLB(Hons)
- 291 The Degree of Master of Laws – LLM
- 294 The Degree of Master of Legal Studies – MLS
- 296 The Degree of Master of Taxation Studies – MTaxS

### Certificates and Diplomas

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- 298 Graduate Diploma in Law – GradDipLaw
- 299 Postgraduate Certificate in Law – PGCertLaw

### Interfaculty Programmes – Law

- 394 The Degree of Bachelor of Global Studies – BGlobalSt
- 397 The Degree of Master of Disaster Management – MDisMgt
- 408 The Degree of Master of Professional Studies – MProfStuds
- 412 Postgraduate Certificate in Disaster Management – PGCertDisMgt

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## REGULATIONS – LAW

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### 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 offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 3
  - a Except as permitted under Regulation 9, 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.

*Note: A student completing Part II will be permitted to commence Part III concurrently, subject to prerequisites and points limits.*

- 4 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.

#### General Education Exemptions

- 5 A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 120 points or more of degree-level study at another tertiary institution.
- 6 A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

#### Written Work and Practical Requirements

- 7 In order to complete the requirements of LAW 400 or LAW 499 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

- 8 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 the *University Calendar*.

#### Graduate Admission

- 9 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 75 points towards LLB Part I. Such a student will normally be required to pass satisfactorily LAW 121G, 131 and 141 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, 131 and 141, provided that the applicant has demonstrated to the satisfaction of the Dean an aptitude for legal studies, and provided that LAW 121G, 131 and 141 are taken concurrently with the Part II course(s).



### Courses from Other Programmes

- 10 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

- 11 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

- 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. The 1996 regulations for the Degree of Bachelor of Laws were thereby repealed.

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### Bachelor of Laws (LLB) Schedule

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#### Requirement:

##### Part I

120 points including:

- 45 points: LAW 121 or 121G, 131, 141 and either
- 75 points from courses prescribed for one other undergraduate degree programme at this University or
- 60 points from courses prescribed for one other undergraduate degree programme at this University and
- 15 points from courses listed in the General Education Schedules available for the non-Law degree or the conjoint degree

##### Notes:

(i) a student enrolling in LLB Part I will, in respect of the courses other than LAW 121G, 131 and 141, be required to enrol in the degree of the University of Auckland for which such courses are prescribed or available.

(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 fulfil this requirement concurrently with Parts II–IV. In this case the points will be additional to the requirements of Parts II–IV.

##### Part II

- 130 points: LAW 201, 211, 231, 241, 298

##### Part III

- 55 points: LAW 301, 306, 316
- 65 points from LAW 456, 458, LAWCOMM 401–462, LAWENVIR 401–421, 424–432, LAWGENRL 401–459, LAWPUBL 401–470, COMLAW 303, 304

##### Part IV

- LAW 498 or 499
  - 110 points from LAW 456, 458, LAWCOMM 401–462, LAWENVIR 401–421, 424–432, LAWGENRL 401–459, LAWPUBL 401–470, COMLAW 303, 304
- 

## 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.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Conjoint Degrees

- 6 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 the *University Calendar*.

### Dissertation

- 7
  - 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

- 8 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

- 9 A student whose work does not satisfy the standard specified in Regulation 8, 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

- 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 (Honours) were thereby repealed.

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#### Bachelor of Laws (Honours) (LLB(Hons)) Schedule

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##### Requirement:

- 20 points from LAWHONS 702–749
  - 40 points: LAWHONS 789 Dissertation
- 

## 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 an equivalent qualification in Law as approved by Senate or its representative
  - or
  - (ii) (a) completed the requirements of a relevant qualification as approved by Senate or its representative  
and  
(b) been in practice as a barrister or solicitor, in New Zealand or elsewhere, for no less than two years full-time or the equivalent part-time

and

- b (i) gained a Grade Point Average of 5.0 or higher in 120 points in the most advanced courses taken for the Bachelor of Laws or Bachelor of Laws (Honours) or an 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 Point Average of 5.0 or higher has been achieved in such courses and/or dissertation
- or
- (iii) passed, for a Postgraduate Certificate in Law, at least 60 points in 700 level courses, provided that a Grade Point Average of 5.0 or higher has been achieved in these courses
- or
- (iv) otherwise shown to the satisfaction of Senate or its representative 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 700
    - 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 700
    - 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 700 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.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Transfer from Postgraduate Certificate in Law or Postgraduate Diploma in Legal Studies

- 9 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**

- 10 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**

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

### **Honours / Distinction / Merit**

- 12 This degree may be awarded with Honours, Distinction or Merit as specified in the General Regulations – Masters Degrees.

### **Commencement**

- 13 These regulations came into force on 1 January 2016. The 2006 regulations for the Degree of Master of Laws were thereby repealed.

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## **Master of Laws (LLM) Schedule**

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### **Courses available for LLM:**

<p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>• LAW 700</li> </ul> <p><i>and at least 120 points from</i></p> <ul style="list-style-type: none"> <li>• LAW 701, LAWCOMM 702–792, LAWENVIR 702–785, LAWGENRL 702–785, LAWPUBL 705–785</li> <li>• LAW 790 Dissertation</li> <li>• LAW 796 Thesis 1</li> <li>• LAW 797 Thesis 2</li> <li>• LAW 794 Research Portfolio 1</li> <li>• LAW 798 Research Portfolio 2</li> </ul> <p><b>Requirement:</b></p> <p><b>Research Masters</b></p> <p><i>either</i></p> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 120 points: LAW 797 Thesis 2</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 90 points: LAW 796 Thesis 1</li> <li>• 30 points from LAW 760, 790, 792, LAWCOMM 702–790, LAWENVIR 702–785, LAWGENRL 702–785, LAWPUBL 705–785</li> </ul>	<p><i>or</i></p> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• LAW 794 Research Portfolio 1</li> <li>• 30 points from LAW 701, 760, 790, LAWCOMM 702–790, LAWENVIR 702–785, LAWGENRL 702–785, LAWPUBL 705–785</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• LAW 798 Research Portfolio 2</li> </ul> <p><b>Requirement:</b></p> <p><b>Taught Masters</b></p> <p><i>either</i></p> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 120 points from LAW 701, 760, 790, 792, LAWCOMM 702–792, LAWENVIR 702–785, LAWGENRL 702–785, LAWPUBL 705–785</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 30 points: LAW 790 Dissertation</li> <li>• 90 points from LAW 701, 760, LAWCOMM 702–792, LAWENVIR 702–785, LAWGENRL 702–785, LAWPUBL 705–785</li> </ul>
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### **LLM specialisations:**

#### **Corporate and Commercial Law**

- LAW 701, 760, 790, LAWCOMM 702–792, LAWPUBL 707
- Such other 700 level courses as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

#### **Environmental Law**

- LAW 760, 790, LAWENVIR 702–785
- Such other 700 level courses as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

#### **Human Rights Law**

- LAW 760, 790, LAWGENRL 702, 712, LAWPUBL 725, 726, 732, 736, 740, 741–744, 760, 761, 770–778

- Such other 700 level courses as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

#### **International Law**

- LAW 760, 790, LAWCOMM 702, 715, 723, 733, 734, 738, 739, 770, 771, 774, LAWENVIR 702, 710, 725, LAWGENRL 722, LAWPUBL 726, 732, 736, 743, 744–785
- Such other 700 level courses as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

#### **Litigation and Dispute Resolution**

- LAW 760, 790, LAWCOMM 702, 723, 726, LAWGENRL 771, 772, LAWPUBL 736
- Such other 700 level courses as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

**Public Law**

- LAW 760, 790, LAWGENRL 702, 712, 722, LAWPUBL 705–785

- Such other 700 level courses as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

**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 from this University, or equivalent qualification as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher in 60 points above Stage II, or the equivalent as approved by Senate or its representative
    - or*
    - (ii) a Bachelors (Honours) degree from this University, or equivalent qualification as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher in 60 points above Stage III, or the equivalent as approved by Senate or its representative
    - or*
    - (iii) (a) a Bachelors degree from this University, or equivalent qualification as approved by Senate or its representative
    - and*
    - (b) a postgraduate qualification equivalent to one year's advanced study, with a Grade Point Average of 5.0 or higher in 60 points, as approved by Senate or its representative
  - 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.
  - or*
  - c (i) the Degree of Bachelor of Commerce in Commercial Law from this University, or an equivalent qualification as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher in 60 points above Stage II, or the equivalent as approved by Senate or its representative
  - or*
  - (ii) a Bachelors degree from this University, or an equivalent qualification as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher in 60 points above Stage II, or the equivalent as approved by Senate or its representative
  - and*
  - d shown to the satisfaction of the Dean of Faculty of Law the capacity to undertake the courses for this degree.

**Duration and Total Points Value**

- 2 A student admitted to this degree under Regulation 1a 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.
- 3 A student admitted to this degree under Regulation 1c must:
  - a pass courses with a total value of 180 points
  - and*
  - b complete within the time limit specified in the General Regulations – Master Degrees
  - and*
  - c not exceed 220 points for the total enrolment for this degree.

**Structure and Content**

- 4 A student enrolled for this degree must complete the requirements as listed in the Master of Legal Studies Schedule.
- 5 The programme for each student requires the approval of the Dean of Faculty of Law.
- 6 An exemption from LAW 700 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.
- 7 A student may be permitted to substitute up to 30 points from LAW 760, 790, LAWCOMM 701–790, LAWENVIR 701–785, LAWGENRL 701–785, LAWPUBL 701–785 for LAW 701 where the student has demonstrated to the satisfaction

of the Dean of Faculty of Law advanced knowledge of the New Zealand legal system, its sources, structure and method.

- 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.
- 10 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Thesis / Dissertation

- 11 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, 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

- 12 A student who is eligible to be admitted to this degree under Regulation 1 and has passed courses towards a Postgraduate Certificate in Law that are available for this degree may reassign those courses to this degree, provided that the Postgraduate Certificate in Law has not been awarded.

### Variations

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

### Honours / Distinction / Merit

- 14 This degree may be awarded with Honours, Distinction or Merit as specified in the General Regulations – Masters Degrees.

### Commencement

- 15 These regulations came into force on 1 January 2018. The 2009 regulations for the Degree of Master of Legal Studies were thereby repealed.

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### Master of Legal Studies (MLS) Schedule

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

<b>Requirement:</b> <b>Research Masters</b> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 30 points: LAW 701</li> <li>• 90 points: LAW 794 Research Portfolio 1 or LAW 796 Thesis 1</li> </ul> <b>Taught Masters</b> <ul style="list-style-type: none"> <li>• LAW 700</li> </ul>	<ul style="list-style-type: none"> <li>• 30 points: LAW 701</li> <li>• 90 points from LAW 760, 790, LAWCOMM 701–789, LAWENVIR 701–785, LAWGENRL 701–785, LAWPUBL 701–785</li> <li>• At least 40 points from LAW 760, 790, 792, LAWCOMM 701–779, 792, LAWENVIR 701–785, LAWGENRL 701–785, LAWPUBL 701–785</li> </ul>
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A student who has to complete 180 points must satisfy the following requirements:

<b>Requirement if admitted under Regulation 1c(i):</b> <b>Research Masters</b> <i>either</i> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 90 points from LAW 701, 760, 790, 792, LAWCOMM 701–792, LAWENVIR 701–785, LAWGENRL 701–785, LAWPUBL 701–785</li> <li>• 90 points: LAW 794 Research Portfolio 1 or LAW 796 Thesis 1</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 60 points from LAW 701, 760, 790, 792, LAWCOMM 701–792, LAWENVIR 701–785, LAWGENRL 701–785, LAWPUBL 701–785</li> <li>• 120 points: LAW 797 Thesis 2 or LAW 798 Research Portfolio 2</li> </ul> <b>Taught Masters</b> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 180 points from LAW 701, 760, 790, 792, LAWCOMM 701–792, LAWENVIR 701–785, LAWGENRL 701–785, LAWPUBL 701–785, including at least 45 points from LAW 760, 790, LAWCOMM 701–775, 789, 790, 792, LAWENVIR 701–785, LAWGENRL 701–785, LAWPUBL</li> </ul>	701–785 <b>Requirement if admitted under Regulation 1c(ii):</b> <b>Research Masters</b> <i>either</i> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 30 points: LAW 701</li> <li>• 60 points from LAW 760, 790, LAWCOMM 701–785, 792, LAWENVIR 701–785, LAWGENRL 701–785, LAWPUBL 701–785</li> <li>• 90 points: LAW 794 Research Portfolio 1 or LAW 796 Thesis 1</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 30 points: LAW 701</li> <li>• 30 points from LAW 760, 790, LAWCOMM 701–790, LAWENVIR 701–785, LAWGENRL 701–785, LAWPUBL 701–785</li> <li>• 120 points: LAW 797 Thesis 2 or LAW 798 Research Portfolio 2</li> </ul> <b>Taught Masters</b> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 30 points: LAW 701</li> </ul>
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- 150 points from LAW 760, 790, 792, LAWCOMM 701–792, LAWENVIR 701–785, LAWGENRL 701–785, LAWPUBL 701–785, including at

least 45 points from LAW 760, 790, LAWCOMM 701–775, 789, 790, 792, LAWENVIR 701–785, LAWGENRL 701–785, LAWPUBL 701–785

### MLS Specialisations:

#### Corporate and Commercial Law

- LAW 701, 760, 790, 792, LAWCOMM 702–792, LAWPUBL 707
- Such other 700 level courses as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

#### Environmental Law

- LAW 760, 790, LAWENVIR 702–785
- Such other 700 level courses as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

#### Human Rights Law

- LAW 760, 790, LAWGENRL 702, 712, LAWPUBL 725, 726, 732, 736, 740–744, 760, 761, 770–778
- Such other 700 level courses as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

#### International Law

- LAW 760, 790, LAWCOMM 702, 715, 723, 733, 734, 738, 739, 770, 771, 774, LAWENVIR 702, 710, 725, LAWPUBL 726, 732, 736, 743, 744–785
- Such other 700 level courses as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

#### Litigation and Dispute Resolution

- LAW 760, 790, LAWCOMM 702, 723, 726, LAWGENRL 771, 772, LAWPUBL 736
- Such other 700 level courses as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

#### Public Law

- LAW 760, 790, LAWGENRL 702, 712, 722, LAWPUBL 705–785
- Such other 700 level courses as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

## 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

- In order to be admitted to this programme, a student needs to have:
  - either*
  - a completed the requirements for one of the following:
    - (i) the Degree of Bachelor of Commerce (Honours)
    - or*
    - (ii) the Degree of Bachelor of Laws
    - or*
    - (iii) the Degree of Bachelor of Laws (Honours)
    - or*
    - (iv) the Postgraduate Diploma in Business in Business Taxation and an undergraduate degree approved by Senate or its representative
    - or*
    - (v) an equivalent qualification approved by Senate or its representative
  - and*
  - b passed the specified prerequisite courses or such other alternative courses approved by Senate or its representative
  - and*
  - c achieved a Grade Point Average of 5.0 or higher in their last equivalent full-time year of study
  - and*
  - d shown to the satisfaction of the Programme Director the capacity to undertake advanced study and research in the courses proposed to be taken for this degree
  - or*
  - e completed the requirements for one of the following:
    - (i) the Degree of Bachelor of Commerce
    - or*
    - (ii) an equivalent qualification approved by Senate or its representative
  - and*
  - f achieved a Grade Point Average of 5.0 or higher in their last equivalent full-time year of study
  - and*
  - g shown to the satisfaction of the Programme Director the capacity to undertake the courses for this degree.
- As a condition of admission, students admitted under Regulation 1a may be required to take LAW 701 for a Certificate of Proficiency.

### Duration and Total Points Value

- A student admitted to this degree under Regulation 1a 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.
- 4 A student admitted to this degree under Regulation 1e must:
- a pass courses with a total value of 180 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - c not exceed 220 points for the total enrolment for this degree.

### Structure and Content

- 5 A student enrolled for this degree must complete the requirements as listed in the Master of Taxation Studies Schedule.
- 6 A student admitted under Regulation 1e may be required to take LAW 701 as part of this degree.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Thesis / Dissertation

- 8 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

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

### Honours / Distinction / Merit

- 10 This degree may be awarded with Honours, Distinction or Merit in accordance with the General Regulations – Masters Degrees.

### Commencement

- 11 These regulations came into force on 1 January 2018. The 2006 regulations for the Degree of Master of Taxation Studies were thereby repealed.

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### Master of Taxation Studies (MTaxS) Schedule

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

Requirement:	Taught Masters
<b>Research Masters</b> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 30 points: COMLAW 740</li> <li>• 90 points: LAWCOMM 794 Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 30 points: COMLAW 740</li> <li>• 90 points from COMLAW 747, 748, 757, LAWCOMM 775–792, including at least 15 points from LAWCOMM 775, 789, 790, 792</li> </ul>

A student who has to complete 180 points must satisfy the following requirements:

Requirement:	Taught Masters
<b>Research Masters</b> <ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 30 points: COMLAW 740</li> <li>• 60 points from COMLAW 747, 748, 757, LAW 701, LAWCOMM 775–792</li> <li>• 90 points: LAWCOMM 794 Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• LAW 700</li> <li>• 30 points: COMLAW 740</li> <li>• 105 points from COMLAW 747, 748, 757, LAW 701, LAWCOMM 775–790</li> <li>• 45 points: LAWCOMM 792 Dissertation</li> </ul>

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### 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 700.
- 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 LAWGENRL 443 or LAW 701.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

#### **Reassignment From Certificate of Proficiency**

- 9 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.
- 10 Cross-credits will not be granted toward this graduate certificate.

#### **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 2008.

## **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 700.

- 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 LAWGENRL 443 or LAW 701.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

#### **Reassignment From Certificate of Proficiency**

- 9 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.
- 10 Cross-credits will not be granted toward this graduate diploma.

#### **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 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 90 points.

#### **Structure and Content**

- 4 Of the 60 points required for this postgraduate certificate, a student must pass:
  - a LAW 700 and at least 60 points from courses listed in the Master of Laws Schedule, other than LAW 790, 794, 796, 797, 798.
  - 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 or LAW 701 for a Certificate of Proficiency.
  - c The programme for each student requires the approval of the Dean of Faculty of Law prior to enrolment.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2006.

## Regulations – Medical and Health Sciences

### Degrees

- 301 The Degree of Bachelor of Health Sciences – BHSc
- 302 The Degree of Bachelor of Medical Imaging – BMedImag
- 302 The Degree of Bachelor of Medicine and Bachelor of Surgery – MBChB
- 304 The Degree of Bachelor of Nursing – BNurs
- 305 The Degree of Bachelor of Optometry – BOptom
- 308 The Degree of Bachelor of Pharmacy – BPharm
- 309 The Degree of Bachelor of Biomedical Science (Honours) – BBiomedSc(Hons)
- 310 The Degree of Bachelor of Health Sciences (Honours) – BHSc(Hons)
- 311 The Degree of Bachelor of Medical Imaging (Honours) – BMedImag(Hons)
- 313 The Degree of Bachelor of Medical Science (Honours) – BMedSc(Hons)
- 314 The Degree of Bachelor of Nursing (Honours) – BNurs(Hons)
- 315 The Degree of Master of Audiology – MAud
- 316 The Degree of Master of Biomedical Science – MBiomedSc
- 318 The Degree of Master of Clinical Education – MClined
- 319 The Degree of Master of Clinical Pharmacy – MClinPharm
- 320 The Degree of Master of Health Leadership – MHLthLd
- 322 The Degree of Master of Health Practice – MHLthPrac
- 324 The Degree of Master of Health Psychology – MHealthPsych
- 325 The Degree of Master of Health Sciences – MHSc
- 327 The Degree of Master of Nursing – MNurs
- 329 The Degree of Master of Nursing Practice – MNursPrac
- 330 The Degree of Master of Nursing Science – MNSc
- 331 The Degree of Master of Public Health – MPH
- 333 The Degree of Doctor of Medicine – MD

### Certificates and Diplomas

- 338 Certificate in Health Sciences – CertHSc
- 338 Diploma in Paediatrics – DipPaed
- 339 Postgraduate Certificate in Clinical Education – PGCertClinEd
- 340 Postgraduate Certificate in Clinical Pharmacy – PGCertClinPharm
- 341 Postgraduate Certificate in Health Leadership – PGCertHLthLd
- 341 Postgraduate Certificate in Health Sciences – PGCertHSc
- 343 Postgraduate Certificate in Public Health – PGCertPH
- 344 Postgraduate Diploma in Biomedical Science – PGDipBiomedSc
- 345 Postgraduate Diploma in Clinical Education – PGDipClinEd
- 346 Postgraduate Diploma in Clinical Pharmacy – PGDipClinPharm
- 347 Postgraduate Diploma in Health Leadership – PGDipHLthLd
- 347 Postgraduate Diploma in Health Psychology – PGDipHealthPsych
- 348 Postgraduate Diploma in Health Sciences – PGDipHSc
- 350 Postgraduate Diploma in Obstetrics and Medical Gynaecology – PGDipObstMedGyn
- 351 Postgraduate Diploma in Public Health – PGDipPH

### Interfaculty Programmes – Medical and Health Sciences

- 397 The Degree of Master of Disaster Management – MDisMgt
- 412 Postgraduate Certificate in Disaster Management – PGCertDisMgt

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## REGULATIONS – MEDICAL AND HEALTH SCIENCES

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### 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 135 points from the Core Courses listed in the Bachelor of Health Sciences Schedule
  - b up to 120 points from the Elective Courses listed in the Bachelor of Health Sciences Schedule
  - c the requirements of a major as specified in the Bachelor of Health Sciences Schedule
  - d
    - (i) 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
    - (ii) A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.
    - (iii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

#### General Education Exemptions

- 3
  - a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.
  - b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses available for this degree.
  - c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
    - (i) 15 points from the courses offered in the General Education Schedules
    - and*
    - (ii) a further 15 points from other courses available for this degree.
  - d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

#### Conjoint Degrees

- 4 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 the *University Calendar*.

#### 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 2006 regulations for the Degree of Bachelor of Health Sciences were thereby repealed.

### Bachelor of Health Sciences (BHSc) Schedule

<b>Requirement:</b> <b>Core Courses:</b> <ul style="list-style-type: none"> <li>135 points: HLTHPSYC 122, MAORHTH 201, POPLHLTH 101, 102, 111, 202, 204, 210, STATS 101</li> </ul> <b>Elective Courses:</b> <ul style="list-style-type: none"> <li>up to 120 points selected from the following courses, with no more than 45 points from the Stage I courses listed.</li> </ul>	<b>Stage I courses:</b> ANTHRO 100, 102, BIOSCI 107, CHEM 110, ECON 151, 152, GENDER 101, GEOG 102, HISTORY 102, MĀORI 130, MEDSCI 142, PHIL 104, PSYCH 108, 109, SOCIOL 101, 103 <b>Stage II courses:</b> POPLHLTH 203, 206–208, 211–216 <b>Stage III courses:</b> MAORHTH 301, POPLHLTH 301, 303–307, 310–316, SOCSICIPH 300
Major available:	
<b>Population Health</b> <ul style="list-style-type: none"> <li>30 points: POPLHLTH 300, 302</li> <li>at least 15 points from MAORHTH 301, POPLHLTH 312, 313</li> </ul>	<ul style="list-style-type: none"> <li>at least 15 points from POPLHLTH 301, 303, 304, 311, 316</li> <li>a further 15 points from MAORHTH 301, POPLHLTH 305–307, 312, 313</li> </ul>

### The Degree of Bachelor of Medical Imaging – BMedImag

*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

- Students who enrol for the Degree of Bachelor of Medical Imaging (Honours) may be awarded the Degree of Bachelor of Medical Imaging if, having passed all courses and completed all other requirements for a BMedImag(Hons), their performance in the courses is deemed by the Head of the School of Medical Sciences 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 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

- In order to be admitted to this programme, a student needs to have:
  - either
    - completed the requirements for the courses listed in Part I of the MBChB Schedule on a full-time basis, with a Grade Point Average of 6.0 or higher
    - or
    - successfully completed, normally in the minimum academic time and no more than five years prior to the date of application, a degree, postgraduate degree or postgraduate diploma from a New Zealand university with a Grade Point Average of 6.0 or higher or equivalent
    - or
    - met the requirements of a special entry scheme
  - and
  - demonstrated in accordance with approved selection criteria the 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.
- Students selected for admission under Regulation 1a(i) will be admitted to MBChB Part II.
  - Students selected for admission under Regulation 1a(ii) or Regulation 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

- 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.
  - Enrolment for the degree will normally be continuous. In exceptional circumstances Senate or its representative, on the recommendation of the Head of Programme, may grant a period of suspension from enrolment not normally exceeding two consecutive semesters.
  - 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 (i) 15 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree.
  - (ii) A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.
  - (iii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 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 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.
- d 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 Schedules 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 having completed 120 points or more of degree-level study at another tertiary institution.
- b A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

## 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.

## Fitness to Practise Requirements

- 9 a In order to complete the requirements for this degree, a student must meet the applicable fitness to practise requirements for this programme, as outlined in the Faculty of Medical and Health Sciences' Fitness to Practise Policy.
- b Where a student is being investigated with regard to a fitness to practise matter under the policy, and there is a concern that the student's attitudes or behaviour are inappropriate, offensive, disruptive, or may pose a risk of harm to the welfare of any party, that student's attendance at lectures, classes and any clinical, industry or practise attachments may be suspended by the Deputy Dean of the Faculty of Medical and Health Sciences pending the outcome of the investigation.
- c If a student is found, after due and fair inquiry, and taking into account any written response from the student, to be not fit to practise, the student's enrolment in the programme may be suspended or terminated in accordance with the policy.
- d Where a student's enrolment in the programme has been terminated under Regulation 9c, any application to re-enrol may be declined.
- e A student whose enrolment is suspended or terminated under Regulation 9c or their application to re-enrol declined under Regulation 9d may apply to the Deputy Vice-Chancellor (Academic) for the appeal of that decision in accordance with the policy.

## Commencement

- 10 These regulations came into force on 1 January 2019. The 2006 regulations for the Degree of Bachelor of Medicine and Bachelor of Surgery were thereby repealed.

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

<b>Requirement:</b> <b>Part I</b> 105 points • BHSc: BIOSCI 107, CHEM 110, MEDSCI 142, POPLHLTH 101, 102, 111, HLTHPSYC 122 <i>or</i> • BSc in Biomedical Science: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160, POPLHLTH 111 <b>Part II</b> • 120 points: MBCHB 221 <b>Part III</b> • 120 points: MBCHB 311, 321	<b>Part IV</b> • 120 points: MBCHB 401 <b>Part V</b> • 120 points: MBCHB 501 <b>Part VI</b> • 120 points: MBCHB 551 <b>General Education</b> <b>Part I</b> • 15 points from courses listed in the General Education Schedules approved for this degree
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## The Degree of Bachelor of Nursing – BNurs

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

### Duration and Total Points Value

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

### Structure and Content

- 2 Of the 360 points required for this degree, a student must pass:
- 345 points from the Parts as listed in the Bachelor of Nursing Schedule  
*and*
  - 15 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 3 a Each Part must normally be completed before the next Part may be taken. However, a student who has failed to pass Part I 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 successive Part.
- b A student who fails twice to pass the same Part will not be permitted to continue with the degree.
- 4 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.

### General Education Exemptions

- 5 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 120 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 15 points from courses approved by the Head of School of Nursing.
- c A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### Practical Requirements

- 6 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

- 7 A student enrolled for this degree must demonstrate competence in the English language, by passing NURSING 199, as prescribed by the School of Nursing, prior to enrolment in NURSING 201.

### Fitness to Practise Requirements

- 8 a In order to complete the requirements for this degree, a student must meet the applicable fitness to practise requirements for this programme, as outlined in the Faculty of Medical and Health Sciences' Fitness to Practise Policy.
- b Where a student is being investigated with regard to a fitness to practise matter under the policy, and there is a concern that the student's attitudes or behaviour are inappropriate, offensive, disruptive, or may pose a risk of harm to the welfare of any party, that student's attendance at lectures, classes and any clinical, industry or practise attachments may be suspended by the Deputy Dean of the Faculty of Medical and Health Sciences pending the outcome of the investigation.
- c If a student is found, after due and fair inquiry, and taking into account any written response from the student, to be not fit to practise, the student's enrolment in the programme may be suspended or terminated in accordance with the policy.
- d Where a student's enrolment in the programme has been terminated under Regulation 6c, any application to re-enrol may be declined.
- e A student whose enrolment is suspended or terminated under Regulation 8c or their application to re-enrol declined under Regulation 8d may apply to the Deputy Vice-Chancellor (Academic) for the appeal of that decision in accordance with the policy.

### Conjoint Degrees

- 9 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 the *University Calendar*.

### 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 Bachelor of Nursing were thereby repealed.

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#### Bachelor of Nursing (BNurs) Schedule

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##### Requirement:

##### Part I

- 105 points: BIOSCI 107, MEDSCI 142, NURSING 104, 105, 199, POPLHLTH 111, HLTHPSYC 122
- 15 points from courses listed in the General Education Schedules approved for this degree

##### Part II

- 120 points: NURSING 201, 202

##### Part III

- 120 points: NURSING 301, 302
- 

## 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 full-time 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 (i) 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
    - (ii) A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.
    - (iii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 5 In exceptional circumstances up to 120 points of credit as approved by the Head of School 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 Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.
  - b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses listed in the Bachelor of Science Schedule.
  - c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
    - (i) 15 points from the courses offered in the General Education Schedules and
    - (ii) a further 15 points from other courses listed in the Bachelor of Science Schedule.
  - d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### 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 Medical and Health Sciences 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 School, 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 School of Optometry and Vision Science determines.
- d Where a weakness occurs in the clinical practice component, in accordance with examination regulation 21, 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 provision will only apply when the student's current enrolment period has ended.

### Fitness to Practise Requirements

- 11 a In order to complete the requirements for this degree, a student must meet the applicable fitness to practise requirements for this programme, as outlined in the Faculty of Medical and Health Sciences' Fitness to Practise Policy.
- b Where a student is being investigated with regard to a fitness to practise matter under the policy, and there is a concern that the student's attitudes or behaviour are inappropriate, offensive, disruptive, or may pose a risk of harm to the welfare of any party, that student's attendance at lectures, classes and any clinical, industry or practise attachments may be suspended by the Deputy Dean of the Faculty of Medical and Health Sciences pending the outcome of the investigation.
- c If a student is found, after due and fair inquiry, and taking into account any written response from the student, to be not fit to practise, the student's enrolment in the programme may be suspended or terminated in accordance with the policy.
- d Where a student's enrolment in the programme has been terminated under Regulation 11c, any application to re-enrol may be declined.
- e A student whose enrolment is suspended or terminated under Regulation 11c or their application to re-enrol declined under Regulation 11d may apply to the Deputy Vice-Chancellor (Academic) for the appeal of that decision in accordance with the policy.

### 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 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 ten 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

- 14 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

<p><b>Requirement:</b></p> <p><b>Part I</b></p> <ul style="list-style-type: none"> <li>• 90 points: BIOSCI 101, 106, 107, CHEM 110, PHYSICS 160, MEDSCI 142</li> <li>• 15 points from courses listed in the Bachelor of Science Schedule, or POPLHLTH 111</li> </ul> <p><b>Part II</b></p> <ul style="list-style-type: none"> <li>• 105 points: OPTOM 216, 263, 272, MEDSCI 203</li> </ul> <p><b>Part III</b></p> <ul style="list-style-type: none"> <li>• 120 points: OPTOM 316, 345, 353, 375, MEDSCI 202</li> </ul> <p><b>Part IV</b></p> <ul style="list-style-type: none"> <li>• 90 points: OPTOM 416, 430, 442, 450</li> <li>• 30 points: OPTOM 783 Research Project</li> </ul>	<p><b>Part V</b></p> <ul style="list-style-type: none"> <li>• 120 points: OPTOM 510, 520, 561</li> <li>• as required under Regulation 10c, and with permission of the Head of School, OPTOM 392, 492, 592</li> </ul> <p><b>General Education Requirement:</b></p> <p><b>Part I</b></p> <ul style="list-style-type: none"> <li>• 15 points from courses listed in the General Education Schedules approved for this degree</li> </ul> <p><b>Part II</b></p> <ul style="list-style-type: none"> <li>• 15 points from courses listed in the General Education Schedules approved for this degree</li> </ul>
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## 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.*

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a (i) completed the requirements for courses listed in Part I of the Bachelor of Pharmacy Schedule, or an equivalent programme of study deemed appropriate by Senate or its representative, with a minimum average grade of B over the courses specified  
or
  - (ii) successfully completed, no more than five years prior to the date of application, with at least the equivalent of a B average grade, a degree or postgraduate diploma deemed appropriate by Senate or its representative  
or
  - (iii) met the requirements of a special entry scheme  
and
  - b demonstrated in accordance with approved selection criteria the qualities determined by the Faculty of Medical and Health Sciences as appropriate for a person seeking a qualification as a pharmacist. This requirement will normally include an interview.

*Note: The applicant will also be required to consent to a Police check and a Vulnerable Children's Act (VCA) check.*
- 2 Students selected for admission under Regulations 1a(ii) or 1a(iii) may be required to successfully complete some or all of the courses listed in Part I in the Bachelor of Pharmacy Schedule before proceeding to Part II.

### Duration and Total Points Value

- 3 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 Admissions Regulations and/or the Credit Regulations.
- b Study for this degree must be pursued in continuous semesters. 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 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 (i) 15 points offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree.
  - (ii) A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.
  - (iii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 5 a 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.
- b A student who fails twice to pass the same Part will not be permitted to continue with the degree.

### English Language Requirements

- 6 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 PHARMACY 213.

### General Education Exemptions

- 7 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 having completed 120 points or more of degree-level study at another tertiary institution.

- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 15 points from other courses offered at this University in consultation with the Head of School of Pharmacy.
- c A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedule is nonetheless required to complete the Academic Integrity course.

### Practical Requirements

- 8 A student enrolled for this degree must carry out satisfactorily such practical or clinical work as the Head of School of Pharmacy may require.

### Honours

- 9 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 the First Division or Second Division.

### Fitness to Practise Requirements

- 10 a In order to complete the requirements for this degree, a student must meet the applicable fitness to practise requirements for this programme, as outlined in the Faculty of Medical and Health Sciences' Fitness to Practise Policy.
- b Where a student is being investigated with regard to a fitness to practise matter under the policy, and there is a concern that the student's attitudes or behaviour are inappropriate, offensive, disruptive, or may pose a risk of harm to the welfare of any party, that student's attendance at lectures, classes and any clinical, industry or practice attachments may be suspended by the Deputy Dean of the Faculty of Medical and Health Sciences pending the outcome of the investigation.
- c If a student is found, after due and fair inquiry, and taking into account any written response from the student, to be not fit to practise, the student's enrolment in the programme may be suspended or terminated in accordance with the policy.
- d Where a student's enrolment in the programme has been terminated under Regulation 10c, any application to re-enrol may be declined.
- e A student whose enrolment is suspended or terminated under Regulation 10c or their application to re-enrol declined under Regulation 10d may apply to the Deputy Vice-Chancellor (Academic) for the appeal of that decision in accordance with the policy.

### 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 2016. The 2015 regulations for the Degree of Bachelor of Pharmacy were thereby repealed.

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#### Bachelor of Pharmacy (BPharm) Schedule

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##### Requirement:

##### Part I

- 60 points: BIOSCI 107, CHEM 110, MEDSCI 142, POPLHLTH 111
- 45 points from courses prescribed for one other undergraduate degree at this University
- 15 points from courses listed in the General Education Schedules approved for this degree

##### Part II

- PHARMACY 199
- 120 points: PHARMACY 211, 212, 213

##### Part III

- 120 points: PHARMACY 311, 312

##### Part IV

- 120 points: PHARMACY 410, 411, 412
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## The Degree of Bachelor of Biomedical Science (Honours) – BBiomedSc(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 with a major in Biomedical Science from this University, or an equivalent qualification as approved by Senate or its representative

and

b passed 90 points in courses above Stage II with a grade point average of 6.5 or higher

and

c the approval of the Head of School of Medical 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 complete the requirements as listed in the Bachelor of Biomedical Science (Honours) Schedule.

5 The programme for each student must be approved by the Head of School of Medical Sciences.

6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course, as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Thesis

7 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 Head of School of Medical Sciences.

b The thesis topic must be approved by the relevant Departmental Postgraduate Committee prior to enrolment.

c The thesis is to be completed and submitted in accordance with 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 Biomedical Science (Honours) is sufficiently high to deserve Honours.

b Should a student fail to qualify for the award of the Degree of Bachelor of Biomedical Science (Honours) Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Biomedical Science.

10 Where the standard specified in Regulation 9a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Commencement

11 These regulations came into force on 1 January 2017.

### Bachelor of Biomedical Science (Honours) (BBIomedSc(Hons)) Schedule

#### Requirement:

- 30 points from BIOINF 701, BIOSCI 736, 737, 741, 746, 755–759, HLTHPSYC 716, MEDSCI 700, 703–723, 727, 729–740, 743

- 90 points: MEDSCI 785 Thesis

## 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.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Dissertation

- 7 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

- 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 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.
- 10 Where the standard specified in Regulation 9a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Commencement

- 11 These regulations came into force on 1 January 2009.

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#### Bachelor of Health Sciences (Honours) (BHSc(Hons)) Schedule

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##### Requirement:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• 30 points: POPLHLTH 758, 767</li> <li>• 30 points from HLTHINFO 728, HLTHMG 729, MAORIH 709, 710,</li> </ul> | <ul style="list-style-type: none"> <li>POPLHLTH 704, 708, 711, 712, 715, 718–720, 724, 732, 735–738, 752, 765</li> <li>• 60 points: POPLHLTH 780 Dissertation</li> </ul> |
|---|--|
- 

## The Degree of Bachelor of Medical Imaging (Honours) – BMedImag(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 (i) completed the requirements for courses listed in Part I of the Bachelor of Medical Imaging (Honours) Schedule, or an equivalent programme of study deemed appropriate by Senate or its representative, with a Grade Point Average of 5.0 or higher in the courses specified
  - or
  - (ii) successfully completed, no more than five years prior to the date of application, with at least the

equivalent of a Grade Point Average of 5.0 or higher, a degree or postgraduate diploma deemed appropriate by Senate or its representative

or

(iii) met the requirements of a special entry scheme

and

b demonstrated in accordance with approved selection criteria the qualities determined by the Faculty of Medical and Health Sciences as appropriate for a person seeking a qualification as a Medical Imaging technologist. This requirement will normally include an interview.

- 2 Students selected for admission under Regulations 1a(ii) or 1a(iii) may be required to successfully complete some or all of the courses listed in Part I in the Bachelor of Medical Imaging (Honours) Schedule before proceeding to Part II.

### Duration and Total Points Value

- 3 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 Admissions Regulations and/or the Credit Regulations.
- b Study for this degree must be pursued in continuous semesters. 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 480 points required for this degree, a student must pass:
- a 465 points: Parts I-IV as listed in the Bachelor of Medical Imaging (Honours) Schedule.
- b (i) 15 points offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree.
- (ii) A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.
- (iii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 5 a 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.
- b A student who fails twice to pass the same Part will not be permitted to continue with the degree.

### English Language Requirements

- 6 A student enrolled for this degree must demonstrate competence in the English language, by passing MEDIMAGE 199, as prescribed by the Head of the School of Medical Sciences, prior to enrolment in Part III.

### General Education Exemptions

- 7 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 having completed 120 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 15 points from other courses offered at this University in consultation with the Head of School of Medical Sciences.
- c A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedule is nonetheless required to complete the Academic Integrity course.

### Practical Requirements

- 8 A student enrolled for this degree must carry out satisfactorily such practical or clinical work as the Head of School of Medical Sciences may require.

### Honours

- 9 a This degree may be awarded with Honours where a student's overall grade is sufficiently high. There are two classes of Honours: First Class Honours and Second Class Honours. Second Class Honours are awarded in either the First Division or Second Division.

- b Students who have passed all courses and completed all other requirements for a BMedImag(Hons) but whose performance in the courses is deemed by the Head of the School of Medical Sciences to be not of Honours standard will be awarded the degree of Bachelor of Medical Imaging.

### Fitness to Practise Requirements

- 10 a In order to complete the requirements for this degree, a student must meet the applicable fitness to practise requirements for this programme, as outlined in the Faculty of Medical and Health Sciences' Fitness to Practise Policy.
- b Where a student is being investigated with regard to a fitness to practise matter under the policy, and there is a concern that the student's attitudes or behaviour are inappropriate, offensive, disruptive, or may pose a risk of harm to the welfare of any party, that student's attendance at lectures, classes and any clinical, industry or practice attachments may be suspended by the Deputy Dean of the Faculty of Medical and Health Sciences pending the outcome of the investigation.
- c If a student is found, after due and fair inquiry, and taking into account any written response from the student, to be not fit to practise, the student's enrolment in the programme may be suspended or terminated in accordance with the policy.
- d Where a student's enrolment in the programme has been terminated under Regulation 10c, any application to re-enrol may be declined.
- e A student whose enrolment is suspended or terminated under Regulation 10c or their application to re-enrol declined under Regulation 10d may apply to the Deputy Vice-Chancellor (Academic) for the appeal of that decision in accordance with the policy.

### 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 2019.

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#### Bachelor of Medical Imaging (Honours) (BMedImag(Hons)) Schedule

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##### Requirement:

##### Part I

- 105 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160, POPLHLTH 111
- 15 points from courses listed in the General Education Schedules approved for this degree

##### Part II

- MEDIMAGE 199

- 120 points: CLINIMAG 201, HLTHPSYC 122, MEDIMAGE 201, 202, 203, MEDSCI 201, 203, 205

##### Part III

- 120 points: CLINIMAG 301, 302, MEDIMAGE 301–306

##### Part IV

- 60 points: CLINIMAG 401, MEDIMAGE 740
  - 60 points from CLINIMAG 705–720, MEDIMAGE 701–722
- 

## 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.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Thesis

- 7
  - 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 relevant Head of School.
  - b The thesis topic must be approved by the relevant Head of School prior to enrolment.
  - 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 must be completed and submitted in accordance with the General Regulations – Bachelors Honours Postgraduate Degrees.

### Honours

- 8
  - 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.
- 9 Where the standard specified in Regulation 8a is achieved, Honours will be awarded 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.

### Commencement

- 11 These regulations came into force on 1 January 2010.

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#### Bachelor of Medical Science (Honours) (BMedSc(Hons)) Schedule

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##### Requirement:

- 30 points from CLINED 703–716, HLTHINFO 723, 728, 730, MAORIHTH 701, 709–711, MEDSCI 700–723, 727–740, 743, PAEDS 719, POPLHLTH 701–755, 760–774, POPLPRAC 758, or other 700 level courses approved by the Head of School of Medicine

- 90 points: MEDSCI 784 Thesis
  - or
  - 120 points: MEDSCI 786 Thesis
- 

## 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.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Dissertation

- 7 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

- 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 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.
- 10 Where the standard specified in Regulation 9a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Commencement

- 11 These regulations came into force on 1 January 2006. The 2003 regulations for the Degree of Bachelor of Nursing (Honours) were thereby repealed.

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#### Bachelor of Nursing (Honours) (BNurs(Hons)) Schedule

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##### Requirement:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>30 points from NURSING 782, POPLHLTH 701, 704, 705, 706, or other courses approved by the Head of School of Nursing</li> </ul> | <ul style="list-style-type: none"> <li>30 points: NURSING 770</li> <li>60 points: NURSING 795 Dissertation</li> </ul> |
|---|---|

## 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 degree, a student must have:
- a completed the requirements for a relevant Bachelors degree from this University with a Grade Point Average of 5.0 or higher in 60 points above Stage II, or the equivalent as approved by Senate or its representative and
- b demonstrated in accordance with approved selection criteria determined by the Faculty of Medical and Health Sciences the ability and personal qualities necessary for a person seeking a qualification as an Audiologist. This will normally require an interview.
- 2 In exceptional circumstances, Senate or its representative may approve the admission of an applicant who has relevant practical, professional or scholarly experience deemed equivalent to the requirements in Regulation 1.

*Note: A relevant degree may include subjects in one of health sciences, public health, or science. Whether a degree is considered relevant will also depend on the courses taken; relevant areas may include physiology and psychology.*

### 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 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 The programme for each student must be approved by the Head of School of Population Health prior to enrolment.
- 8 A student enrolled for this degree must, before enrolment in Part II, achieve a Grade Point Average of 4.0 or higher in Part I. If this Grade Point Average is not achieved, enrolment in the Master of Audiology cannot continue.

## Practical and Clinical Requirements

- 9 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

- 10 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.

## Reassignment

- 11 A student may apply to reassign courses passed for the Master of Audiology to the Postgraduate Diploma in Health Sciences.

## 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 2020. The 2010 regulations for the Degree of Master of Audiology were thereby repealed.

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### Master of Audiology (MAud) Schedule

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#### Research Masters

#### Requirement:

#### Part I

- 120 points: AUDIOL 701, 702, 704, 713–716

#### Part II

- 30 points: AUDIOL 718
  - 90 points: AUDIOL 796 Thesis
- 

## The Degree of Master of Biomedical Science – MBiomedSc

*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 Science with a major in biomedical science, or an equivalent degree as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher in 90 points at Stage III
- or*
- b completed the requirements for a Bachelor of Science (Honours) in Biomedical Science or a Postgraduate Diploma in Biomedical Science, or an equivalent qualification approved by Senate or its representative, with a Grade Point Average of 5.0 or higher.

**Duration and Total Points Value**

- 2 A student admitted to this degree under Regulation 1a must:
  - a pass courses with a total point value of 240 points  
and
  - b complete within with the time limit specified in the General Regulations – Masters Degrees  
and
  - c not exceed 280 points for the total enrolment of this degree.
- 3 A student admitted to this degree under Regulation 1b must:
  - a pass the 120 point thesis  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - c not exceed 160 points for the total enrolment of this degree.

**Structure and Content**

- 4 A student enrolled for this degree must complete the requirements as listed in the Master of Biomedical Science Schedule.
- 5 A student who has to complete 240 points must achieve a Grade Point Average of 5.0 or higher across their best 120 points of courses before being allowed to enrol in MEDSCI 796.
- 6 A student enrolled in this programme must complete the University of Auckland Academic Integrity Course, as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 The programme for each student must be approved by the Head of School of Medical Sciences prior to enrolment.

**Reassignment**

- 8 A student may apply to reassign courses passed for the Master of Biomedical Science to the Postgraduate Diploma in Biomedical Science.

**Thesis**

- 9
  - a The thesis must 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 Departmental Postgraduate Committee prior to enrolment.
  - c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

**Honours**

- 10 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

**Variations**

- 11 In exceptional circumstances, Senate or its representative may approve a personal programme of study that does not conform to these regulations.

**Commencement**

- 12 These regulations came into force on 1 January 2017.

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**Master of Biomedical Science (MBiomedSc) Schedule**


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

<b>Research Masters Requirement:</b> <ul style="list-style-type: none"> <li>120 points: MEDSCI 796 Thesis</li> </ul>	
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A student who has to complete 240 points must satisfy the following requirements:

<b>Research Masters Requirement:</b> <ul style="list-style-type: none"> <li>30 points: MEDSCI 743, 744</li> <li>90 points from BIOINF 701–704, BIOSCI 736, 737, 741, 746, 755–759, EXERSCI 703, 704, 706, 708, 712, HLTHPSYC 716, MAORITH</li> </ul>	701, MEDIMAGE 701, MEDSCI 700, 703–746, PHARMACY 752, 753, POPLHLTH 706, 708, 709, 738, 739, 763, 765, POPLPRAC 758 <ul style="list-style-type: none"> <li>120 points: MEDSCI 796 Thesis</li> </ul>
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## 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 have:
  - a (i) 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
  - (ii) 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 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.
- 3 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

- 4 A student wishing to enrol in the nursing courses listed in the Master of Clinical Education Schedule must hold current registration as a nurse in New Zealand.
- 5 A student enrolled for this degree must complete the requirements as listed in the Master of Clinical Education Schedule.
- 6 A student who has to complete 240 points must achieve a Grade Point Average of 5.0 or higher in the first 120 points of taught courses for this degree prior to enrolment in CLINED 790, 796, or 797. If this Grade Point Average is not achieved, students may apply to reassign courses passed to the Postgraduate Diploma in Clinical Education.
- 7 With the approval of the Head of School of Medicine students may substitute up to 30 points from the approved courses listed in the Master of Clinical Education Schedule with other relevant postgraduate courses.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 9 The programme for each student must be approved by the Head of School of Medicine prior to enrolment.

### 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 Head of School of Medicine.
- b The thesis or dissertation topic must be approved by the Head of School of Medicine 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

- 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 2013. The 2007 regulations for the Degree of Master of Clinical Education were thereby repealed.

### Master of Clinical Education (MClined) Schedule

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

<b>Research Masters</b> <ul style="list-style-type: none"> <li>120 points: CLINED 796 Thesis or CLINED 797 Research Portfolio</li> </ul>	<b>Taught Masters</b> <ul style="list-style-type: none"> <li>60 points from CLINED 703–719, NURSING 735, 741, POPLHLTH 701</li> <li>60 points: CLINED 790 Dissertation</li> </ul>
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A student who has to complete 240 points must satisfy the following requirements:

<b>Research Masters</b> <ul style="list-style-type: none"> <li>120 points: Option 1 or 2 as listed in the Postgraduate Diploma in Clinical Education Schedule</li> <li>120 points: CLINED 796 Thesis or CLINED 797 Research Portfolio</li> </ul>	<b>Taught Masters</b> <ul style="list-style-type: none"> <li>120 points: Option 1 or 2 as listed in the Postgraduate Diploma in Clinical Education Schedule</li> <li>60 points from CLINED 703–719, NURSING 735, 741, POPLHLTH 701</li> <li>60 points: CLINED 790 Dissertation</li> </ul>
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## The Degree of Master of Clinical Pharmacy – MClinPharm

*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:
  - either*
    - a have completed the requirements for the Degree of Bachelor of Pharmacy or an equivalent pharmacy qualification, approved 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 have completed the requirements for the Postgraduate Diploma in Clinical Pharmacy, 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 pharmacist in New Zealand or as a pharmacist in the country of domicile.

### 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.
- 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.
- 4 The total enrolment for this degree must not exceed 280 points for a student admitted under Regulation 1a or 160 points for a student admitted under Regulation 1b.

### Structure and Content

- 5 A student admitted to this degree under Regulation 1a must complete the requirements of the 240 point option in the Master of Clinical Pharmacy Schedule. Before enrolment for the thesis or research portfolio, the student must complete, with an average grade of at least B, 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 Clinical Pharmacy.
- 6 A student admitted to this degree under Regulation 1b must complete the requirements of the 120 point option in the Master of Clinical Pharmacy Schedule.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 8 The programme for each student must be approved by the Head of School of Pharmacy prior to enrolment.

### Thesis / Research Portfolio

- 9 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 Head of School of Pharmacy.

- b The thesis or research portfolio topic must be approved by the Head of School of Pharmacy prior to enrolment.
- c The thesis or research portfolio 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 research portfolio 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 research portfolio must be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Practical Requirements

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

### 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 2012.

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#### Master of Clinical Pharmacy (MClinPharm) Schedule

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

<b>Requirement:</b> <b>Research Masters</b> <ul style="list-style-type: none"> <li>• 120 points: PHARMACY 796 Thesis or PHARMACY 797 Research Portfolio</li> </ul>	
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A student who has to complete 240 points must satisfy the following requirements:

<b>Requirement:</b> <b>Research Masters</b> <ul style="list-style-type: none"> <li>• 60 points: PHARMACY 764, 765</li> </ul>	<ul style="list-style-type: none"> <li>• 60 points from PHARMACY 762, 763, 766–768</li> <li>• 120 points: PHARMACY 796 Thesis or PHARMACY 797 Research Portfolio</li> </ul>
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## The Degree of Master of Health Leadership – MHLthLd

*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 deemed relevant by Senate or its representative with a Grade Point Average of 5.0 or higher in the 90 points or equivalent of the most advanced courses taken towards this entry qualification
  - or
  - b completed the requirements for a Bachelors Honours degree or Postgraduate Diploma deemed relevant by Senate or its representative, with a Grade Point Average of 5.0 or higher.
- 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 relevant professional experience.
- 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 180 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - c not exceed 220 points for the total enrolment of 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 of this degree.

### Structure and Content

- 6 A student enrolled for this degree must complete the requirements for one of the specialisations as listed in the Master of Health Leadership Schedule.
- 7 A student must achieve a Grade Point Average of 5.0 or higher across their best 60 points of courses before being allowed to enrol in HLTHMGT 755.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 9 The programme for each student must be approved by the relevant Head of School prior to enrolment.

### Reassignment

- 10 A student who does not achieve the Grade Point Average required to enrol in HLTHMGT 755 may apply to reassign courses passed for the Master of Health Leadership to the Postgraduate Diploma in Health Leadership or the Postgraduate Certificate in Health Leadership.

### 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 2016.

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### Master of Health Leadership (MHlthLd) Schedule

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

#### Clinical Quality and Safety

##### Requirement:

- 45 points from HLTHMGT 721, 754, POPLHLTH 705, 722, 724 or other approved course
- 30 points: MEDICINE 700, 702
- 45 points: HLTHMGT 755 Project in Health Leadership

#### Global Health

##### Requirement:

- 45 points from HLTHMGT 721, 754, POPLHLTH 705, 722, 724 or other approved course

- 30 points: POPLHLTH 715, 752
- 45 points: HLTHMGT 755 Project in Health Leadership

#### Health Management

##### Requirement:

- 45 points from HLTHMGT 721, 754, POPLHLTH 705, 722, 724 or other approved course
- 30 points: HLTHMGT 729, POPLHLTH 719
- 45 points: HLTHMGT 755 Project in Health Leadership

A student who has to complete 180 points must satisfy the requirements for one of the following specialisations:

#### Clinical Quality and Safety

##### Requirement:

- 75 points: HLTHMGT 721, 754, POPLHLTH 705, 722, 724
- 30 points: MEDICINE 700, 702
- 30 points from HLTHINFO 728, HLTHMGT 724, 725, 729, MAORIHTH 701, POPLHLTH 709, 718, 719, 739, 760, or other courses as approved by the Head of School of Medicine
- 45 points: HLTHMGT 755 Project in Health Leadership

#### Global Health

##### Requirement:

- 75 points from HLTHMGT 721, 754, POPLHLTH 705, 722, 724
- 30 points: POPLHLTH 715, 752

- 30 points from DEVELOP 702, 710, 713, HLTHINFO 728, HLTHMGT 724, 725, MAORIHTH 701, POPLHLTH 719, 739, 760, or other courses as approved by the Head of School of Population Health
- 45 points: HLTHMGT 755 Project in Health Leadership

#### Health Management

##### Requirement:

- 75 points: HLTHMGT 721, 754, POPLHLTH 705, 722, 724
- 30 points: HLTHMGT 729, POPLHLTH 719
- 30 points from HLTHINFO 728, HLTHMGT 724, 725, MAORIHTH 701, POPLHLTH 718, 720, 739, 760, or other courses as approved by the Head of School of Population Health
- 45 points: HLTHMGT 755 Project in Health Leadership



## The Degree of Master of Health Practice – MHlthPrac

*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 deemed relevant by Senate or its representative, with a Grade Point Average of 5.0 or higher in 60 points above Stage II
  - or
  - b completed the requirements for a Bachelors Honours degree or Postgraduate Diploma deemed relevant by Senate or its representative, with a Grade Point Average of 5.0 or higher.
- 2 In exceptional circumstances Senate or its representative may approve admission of a student who has:
  - a attained extensive relevant, practical, professional or scholarly experience deemed equivalent by Senate or its representative to the requirement in Regulation 1a
  - and
  - b performed at an acceptable level in any tests of academic aptitude and/or interviews prescribed by Senate or its representative.

*Note: A relevant degree may be one which qualifies the holder for registration as a health professional, or be in a relevant subject such as Health Sciences, Nursing, Pharmacy, Public Health or Social Work.*

### Duration and Total Points Value

- 3 A student admitted to this degree under Regulation 1 or 2 must:
  - a pass courses with a total value of 180 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - c not exceed 220 points for the total enrolment in this degree.
- 4 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 of this degree.

### Structure and Content

- 5 A student enrolled for this degree must complete the requirements for one of the specialisations listed in the Master of Health Practice Schedule.
- 6 A student enrolled for this degree must achieve a Grade Point Average of 5.0 or higher in 45 points of taught courses prior to enrolment in HLTHSCI 795 or POPLHLTH 790.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 8 The programme for each student must be approved by the relevant Head of School prior to enrolment.

### Reassignment

- 9 A student who does not achieve the Grade Point Average required in Regulation 6 may apply to reassign courses passed for this degree to the Postgraduate Diploma in Health Sciences or the Postgraduate Certificate in Health Sciences.

### 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 2018.

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**Master of Health Practice (MHIthPrac) Schedule**


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

**Addiction Studies**
**Requirement:**
**Taught Masters**

- 60 points: POPLHLTH 737, POPLPRAC 707, 708
- 60 points: POPLHLTH 790 Dissertation
- or*
- 60 points: POPLHLTH 737, POPLPRAC 707, 708
- 15 points from MAORIHTh 701, PAEDS 712, POPLHLTH 722, 738, 739, 747, 766, 768, 773, 774, POPLPRAC 702, 707, 712, 754, 765
- 45 points: HLTHSCI 795 Research Project

**Health Promotion**
**Requirement:**
**Taught Masters**

- 60 points: POPLHLTH 700, 733, 734, POPLPRAC 710
- 60 points: POPLHLTH 790 Dissertation
- or*
- 60 points: POPLHLTH 700, 733, 734, POPLPRAC 710
- 15 points from POPLHLTH 705, 715, 717, 718, 720, 725, 726, 736, 737, 739, 752, 766, POPLPRAC 712, MAORIHTh 701, 705
- 45 points: HLTHSCI 795 Research Project

**Infant, Child and Adolescent Mental Health**
**Requirement:**
**Taught Masters**

- at least 30 points from PSYCHIAT 730, 740, 741, 747, 766, 768, 769, 770, 773
- up to 30 points from HLTHMGT 754, MAORIHTh 701, PAEDS 712, 719, POPLHLTH 724, 739, POPLPRAC 754, or other approved 700 level courses offered at this University
- 60 points: HLTHSCI 790 Dissertation

*or*

- at least 45 points from PSYCHIAT 730, 740, 741, 747, 766, 768, 769, 770, 773
- up to 30 points from HLTHMGT 754, MAORIHTh 701, PAEDS 712, 719, POPLHLTH 724, 739, POPLPRAC 754, or other approved 700 level courses offered at this University
- 45 points: HLTHSCI 795 Research Project

**Pacific Health**
**Requirement:**
**Taught Masters**

- 60 points: POPLHLTH 700, 739, POPLPRAC 710, 711
- 60 points: POPLHLTH 790 Dissertation
- or*
- 60 points: POPLHLTH 700, 739, POPLPRAC 710, 711
- 15 points from HLTHMGT 754, MAORIHTh 701, POPLHLTH 715, 717, 718, 720, 725, 732, 734, 735, 736, 737, 752, 765, 766
- 45 points: HLTHSCI 795 Research Project

**Population Mental Health**
**Requirement:**
**Taught Masters**

- 45 points: POPLHLTH 700, 735, 736
- 15 points: POPLPRAC 702, 710, 754
- 60 points: POPLHLTH 790 Dissertation
- or*
- 45 points: POPLHLTH 700, 735, 736
- 15 points: POPLPRAC 702, 710, 754
- 15 points from MAORIHTh 701, POPLHLTH 732, 733, 734, 737, 739, 766, POPLPRAC 702, 754
- 45 points: HLTHSCI 795 Research Project

A student who has to complete 180 points must satisfy the requirements for one of the following specialisations:

**Addiction Studies**
**Requirement:**
**Taught Masters**

- 60 points: POPLHLTH 737, POPLPRAC 707, 708
- 15 points from POPLHLTH 701, 704, 705, 767
- 30 points from POPLHLTH 738, 768, 773, 774, POPLPRAC 712, 765
- at least 15 points from MAORIHTh 701, PAEDS 712, POPLHLTH 721, 722, 738, 739, 747, 766, 768, 773, 774, POPLPRAC 702, 707, 712, 754, 765
- and*
- 60 points: POPLHLTH 790 Dissertation
- or*
- 45 points: HLTHSCI 795 Research Project

**Health Promotion**
**Requirement:**
**Taught Masters**

- 60 points: POPLHLTH 700, 722, 733, 734
- 15 points from POPLHLTH 701, 704
- 15 points from POPLHLTH 705, 720, POPLPRAC 710, 712
- at least 30 points from MAORIHTh 701, 705, POPLHLTH 705, 715, 717, 718, 720, 725, 726, 736, 737, 739, 752, 766, POPLPRAC 712
- and*
- 60 points: POPLHLTH 790 Dissertation
- or*
- 45 points: HLTHSCI 795 Research Project

**Infant, Child and Adolescent Mental Health**
**Requirement:**
**Taught Masters**

- 60 points: PSYCHIAT 740, 747, 768
- 15 points from POPLHLTH 701, 704, 705, 767
- at least 30 points from PSYCHIAT 730, 741, 766, 769, 770, 773
- up to 15 points from HLTHMGT 754, MAORIHTh 701, PAEDS 712, 719, POPLHLTH 724, 739, POPLPRAC 754, or other approved 700 level courses offered at this University
- and*
- 60 points: HLTHSCI 790 Dissertation
- or*
- 45 points: HLTHSCI 795 Research Project

**Pacific Health**
**Requirement:**
**Taught Masters**

- 90 points: POPLHLTH 700, 722, 739, POPLPRAC 710, 711, 712
- 15 points from POPLHLTH 701, 704, 705
- 15 points from HLTHMGT 754, MAORIHTh 701, POPLHLTH 715, 717, 718, 720, 725, 732, 734, 735, 736, 737, 752, 765, 766
- and*
- 60 points: POPLHLTH 790 Dissertation
- or*
- 45 points: HLTHSCI 795 Research Project

## Population Mental Health

### Requirement:

#### Taught Masters

- 75 points: POPLHLTH 700, 722, 735, 736, POPLPRAC 712
- 15 points from POPLPRAC 702, 710, 754
- 15 points from POPLHLTH 701, 704, 705

- at least 15 points from MAORH 701, POPLHLTH 702, 732, 733, 734, 737, 739, 766, POPLPRAC 702, 754
- and
- 60 points: POPLHLTH 790 Dissertation
- or
- 45 points: HLTHSCI 795 Research Project

## The Degree of Master of Health Psychology – MHealthPsych

*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 a Bachelor of Science or Bachelor of Arts degree with a major in Psychology (or equivalent) with an average grade in the final year of study that is equivalent to a B or higher.

### Duration and Total Points Value

- 2 A student admitted to 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

- 3 A student enrolled for this degree must pass courses with a total value of 240 points as listed in the Master of Health Psychology Schedule.
- 4 A student must, before enrolment for the thesis 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.
- 5 A student enrolled for this degree who has already passed any course the same as, or similar to, those required under Regulation 3 must substitute an alternative course as approved by the Head of School of Medicine.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Thesis

- 7 The thesis 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 Medicine.
- 8 The thesis topic must be approved by the Head of School of Medicine prior to enrolment.
- 9 The thesis topic is to embody the results obtained by the student in an investigation into an area of health psychology.
- 10 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.
- 11 The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### 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 1 January 2013.

### Master of Health Psychology (MHealthPsych) Schedule

<b>Requirement:</b> <b>Research Masters</b> <ul style="list-style-type: none"> <li>• 60 points: HLTHPSYC 714, 715, 719, 720</li> <li>• 60 points from 700 level courses in Exercise Sciences, Health</li> </ul>	Psychology, Population Health, Psychiatry, or Psychology as approved by the Programme Coordinator <ul style="list-style-type: none"> <li>• 120 points: HLTHPSYC 796 Thesis</li> </ul>
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## 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

- In order to be admitted to this programme, a student needs to have:
  - either
  - 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
  - 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.
- In order to be admitted to a specialisation within this programme a student needs to have completed the specified prerequisite programmes or courses.

### Duration and Total Points Value

- A student admitted to this degree under Regulation 1a must:
  - pass courses with a total value of 240 points
  - and
  - complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - 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
  - and
  - complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - not exceed 160 points for the total enrolment for this degree.

### Structure and Content

- A student wishing to enrol in any of NURSING 701–789, NURSPRAC 701–719 must hold current registration as a nurse in New Zealand.
- A student wishing to enrol in any of CLINIMAG 705–720, MEDIMAG 701–722 must hold current registration with the New Zealand Medical Radiation Technologists Board, or as a Medical Radiation Technologist in their country of domicile, and must satisfy the Head of School of Medical Sciences that they have adequate access to clinical work in circumstances approved by the University of Auckland.
- A student wishing to enrol in any of PROFCCOUN 707, SOCWORK 718, SOCCHFAM 700, 734 must hold an undergraduate degree recognised as a professional qualification by the Social Workers Registration Board.
- A student wishing to enrol in any of OPTOM 757, 759 or 791 must hold current registration as an optometrist in New Zealand.
- A student enrolled for this degree must complete the requirements as listed in the Master of Health Sciences Schedule.
- The programme for each student must be approved by the relevant Head of School prior to enrolment.
- 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 a Grade Point Average of 5.0 or higher in the first 120 points of taught courses for the degree. If this is not achieved, students may apply to reassign courses passed for this degree to the Postgraduate Diploma in Health Sciences.
- A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Practical Requirements

- 13 A student enrolled for this degree who is required to carry out practical or clinical work must satisfactorily complete such work to the standard that the Faculty of Medical and Health Sciences requires.
- 14 Where a weakness is identified in a clinical practice component of any course, students may be required to enrol in a clinical remediation course in addition to the requirements of their programme.

### Suspension or Termination of Enrolment

- 15 a If a student is required to undertake clinical or practice experience as part of their programme, and their behaviour, attitude or circumstances is found, after due and fair inquiry, to be inappropriate, offensive or disruptive in this 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 16a may appeal from that decision to the Council or its duly appointed delegate.

### Fitness to Practise Requirements

- 16 a Students in the Nutrition and Dietetics specialisation must meet the applicable fitness to practise requirements, as outlined in the Faculty of Medical and Health Sciences' Fitness to Practice Policy.
- b Where a student is being investigated with regard to a fitness to practise matter under the policy, and there is a concern that the student's attitudes or behaviour are inappropriate, offensive, disruptive, or may pose a risk of harm to the welfare of any party, that student's attendance at lectures, classes and any clinical, industry or practise attachments may be suspended by the Deputy Dean of the Faculty of Medical and Health Sciences pending the outcome of the investigation.
- c If a student is found, after due and fair inquiry, and taking into account any written response from the student, to be not fit to practise, the student's enrolment in the programme may be suspended or terminated in accordance with the policy.
- d Where a student's enrolment in the programme has been terminated under Regulation 16c, any application to re-enrol may be declined.
- e A student whose enrolment is suspended or terminated under Regulation 16c or their application to re-enrol declined under Regulation 16d may apply to the Deputy Vice-Chancellor (Academic) for the appeal of that decision in accordance with the policy.

### Variations

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

### Honours

- 18 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees

### Commencement

- 19 These regulations came into force on 1 January 2018. The 2012 regulations for the Degree of Master of Health Sciences were thereby repealed.

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### Master of Health Sciences (MHS) Schedule

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

#### Research Masters

- 120 points: HLTHSCI 796 Thesis
- or
- 120 points: HLTHSCI 797 Research Portfolio
- or
- 30 points from AUDIOL 701, 702, 704, 713–715, BIOINF 701, BIOSCI 755–759, CLINED 703–719, CLINIMAG 705–720, DIETETIC 703, 707–709, EDUC 741, 742, HLTHINFO 722–725, 728, 730, HLTHMGT 721–754, HLTHPSYC 714–721, 743, 744, 755, 757, 758, HLTHSCI 700–708, MAORITH 701, 705–711, MEDIMAGE 701–722, MEDSCI 700–743, MEDICINE 703, 740–742, NURSING 701–789, NURSPRAC 701–719, OBSTGYN 705, 712, 713, 715, 716, 724, 725, OPHTHAL 703–706, OPTOM 757, 759, PAEDS 700, 704–722, PHARMACY

750–754, 760, 761, POPLHATH 700–755, 760–774, POPLPRAC 702–771, PROFCON 707, PROFSUPV 710, PSYCHIAT 713, 721, 722, 730, 740, 741, 747, 766–774, SOCWORK 718, SOCCHFAM 700, 734

- 90 points: HLTHSCI 793 Research Portfolio or OPTOM 791 Research Portfolio

and

30 points from courses listed in the Master of Health Sciences Schedule

#### Taught Masters

- 60 points from AUDIOL 701, 702, 704, 713–715, BIOINF 701, BIOSCI 755–759, CLINED 703–719, CLINIMAG 705–720, DIETETIC 703, 707–709, EDUC 741, 742, HLTHINFO 722–725, 728, 730, HLTHMGT 721–754, HLTHPSYC 714–721, 743, 744, 755, 757, 758, HLTHSCI

700–708, MAORIH 701, 705–711, MEDIMAGE 701–722, MEDSCI 700–743, MEDICINE 703, 740–742, NURSING 701–789, NURSPRAC 701–719, OBSTGYN 705, 712, 713, 715, 716, 724, 725, OPHTHAL 703–706, OPTOM 757, 759, PAEDS 700, 704–722, PHARMACY 750–754, 760, 761, POPLHLTH 700–753, 758–774, POPLPRAC

702–771, PROFCON 707, PROFSUPV 710, PSYCHIAT 713, 721, 722, 730, 740, 741, 747, 766–774, SOCWORK 718, SOCCHFAM 700, 734  
• 60 points: HLTHSCI 790 Dissertation or POPLHLTH 755 Research Project

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

#### Research Masters

- 120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences Schedule
  - 120 points HLTHSCI 796 Thesis
- or
- 120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences Schedule
  - 120 points: HLTHSCI 797 Research Portfolio
- or
- 120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences Schedule
  - 30 points from AUDIOL 701, 702, 704, 713–715, BIOINF 701, BIOSCI 755–759, CLINED 703–719, CLINIMAG 705–720, DIETETIC 703, 707–709, EDUC 741, 742, HLTHINFO 722–725, 728, 730, HLTHMGT 721–754, HLTHPSYC 714–721, 743, 744, 755, 757, 758, HLTHSCI 700–708, MAORIH 701, 705–711, MEDIMAGE 701–722, MEDSCI 700–743, MEDICINE 703, 740–742, NURSING 701–789, NURSPRAC 701–719, OBSTGYN 705, 712, 713, 715, 716, 724, 725, OPHTHAL 703–706, OPTOM 757, 759, PAEDS 700, 704–722, PHARMACY 750–754, 760, 761, POPLHLTH 700–753 758–774, POPLPRAC 702–771,

PROFCOUN 707, PROFSUPV 710, PSYCHIAT 713, 721, 722, 730, 740, 741, 747, 766–774, SOCWORK 718, SOCCHFAM 700, 734

- 90 points: HLTHSCI 793 Research Portfolio

#### Taught Masters

- 120 points from a specialisation as listed in the Postgraduate Diploma in Health Sciences Schedule
- 60 points from AUDIOL 701, 702, 704, 713–715, BIOINF 701, BIOSCI 755–759, CLINED 703–719, CLINIMAG 705–720, DIETETIC 703, 707–709, EDUC 741, 742, HLTHINFO 722–725, 728, 730, HLTHMGT 721–754, HLTHPSYC 714–721, 743, 744, 755, 757, 758, HLTHSCI 700–708, MAORIH 701, 705–711, MEDIMAGE 701–722, MEDSCI 700–743, MEDICINE 703, 740–742, NURSING 701–789, NURSPRAC 701–719, OBSTGYN 705, 712, 713, 715, 716, 724, 725, OPHTHAL 703–706, OPTOM 757, 759, PAEDS 700, 704–722, PHARMACY 750–754, 760, 761, POPLHLTH 700–753, 758–774, POPLPRAC 702–771, PROFCON 707, PROFSUPV 710, PSYCHIAT 713, 721, 722, 730, 740, 741, 747, 766–774, SOCWORK 718, SOCCHFAM 700, 734
- 60 points: HLTHSCI 790 Dissertation or POPLHLTH 755 Research Project

Specialisation available:

#### Addiction and Mental Health

*The MHSc in Addiction and Mental Health was withdrawn in 2019.*

#### Nutrition and Dietetics

**Prerequisite:** BSc in Food Science and Nutrition including BIOSCI 358, MEDSCI 301, 312, 315, POPLHLTH 305, or equivalent

#### Requirement:

- 150 points: DIETETIC 703, 707–709, MAORIH 701, POPLHLTH 701, 765
- 90 points: DIETETIC 793 Thesis

## The Degree of Master of Nursing – MNurs

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

### Admission

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

*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

*or*

- (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 enrolled for this degree must complete the requirements as listed in the Master of Nursing Schedule.
- 5 A student who has to complete 240 points must achieve a Grade Point Average of 5.0 or higher in the first 120 points from the taught courses of the degree. If this Grade Point Average is not achieved, students may apply to reassign courses passed for this degree to the Postgraduate Diploma in Health Sciences.
- 6 A student enrolled for this degree who has already passed any course(s) the same as, or similar to, the courses required for this degree must substitute an alternative course(s) approved by the Head of School of Nursing or nominee.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 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.

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### Master of Nursing (MNurs) Schedule

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

<b>Research Masters</b> <i>either</i> <ul style="list-style-type: none"> <li>• 120 points: NURSING 796 Thesis or NURSING 797 Research Portfolio</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• 30 points from NURSING 710–789, NURSPRAC 701–722, POPLHLTH 718, 746, POPLPRAC 720–724, 756, 758, 761, 766–771</li> <li>• 90 points: NURSING 790 Research Portfolio</li> </ul> <b>Taught Masters</b> <i>either</i>	<ul style="list-style-type: none"> <li>• 60 points from NURSING 710–789, NURSPRAC 701–722, POPLHLTH 718, 746, POPLPRAC 720–724, 756, 758, 761, 766–771</li> <li>• 60 points: NURSING 795 Dissertation</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• 30 points from NURSING 746, 785</li> <li>• 60 points from NURSING 710–789, NURSPRAC 701–722, POPLHLTH 718, 746, POPLPRAC 720–724, 756, 758, 761, 766–771</li> <li>• 30 points: NURSING 701 Clinical Project</li> </ul>
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A student who has to complete 240 points must satisfy the following requirements:

<b>Research Masters</b> <i>either</i> <ul style="list-style-type: none"> <li>• 120 points from the Advanced Nursing or Mental Health Nursing specialisation as listed in the Postgraduate Diploma in Health Sciences Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• 120 points: NURSING 796 Thesis or NURSING 797 Research Portfolio</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• 120 points from the Advanced Nursing or Mental Health Nursing specialisation as listed in the Postgraduate Diploma in Health Sciences Schedule</li> </ul>
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- 30 points from NURSING 710–789, NURSPRAC 701–722, POPLHLTH 718, 746, POPLPRAC 720–724, 756, 758, 761, 766–771
- 90 points: NURSING 790 Research Portfolio

**Taught Masters***either*

- 30 points from NURSING 746, 785
- 120 points from the Advanced Nursing or Mental Health Nursing specialisation as listed in the Postgraduate Diploma in Health Sciences Schedule
- 60 points from NURSING 710–789, NURSPRAC 701–722, POPLHLTH

718, 746, POPLPRAC 720–724, 756, 758, 761, 766–771

- 30 points: NURSING 701 Clinical Project

*or*

- 120 points from the Advanced Nursing or Mental Health Nursing specialisation as listed in the Postgraduate Diploma in Health Sciences Schedule
- 60 points from NURSING 710–789, NURSPRAC 701–722, POPLHLTH 718, 746, POPLPRAC 720–724, 756, 758, 761, 766–771
- 60 points: NURSING 795 Dissertation

## The Degree of Master of Nursing Practice – MNursPrac

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

### Admission

- In order to be admitted to this programme a student needs to have:
  - completed the requirements for the Degree of Bachelor of Nursing, or its equivalent as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher in 120 points above Stage II
  - or*
  - completed the requirements of the Degree of Bachelor of Nursing (Honours) or the Postgraduate Diploma in Health Sciences in Advanced Nursing or Mental Health Nursing, or their equivalent, as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher
- and*
  - hold current registration as a registered nurse in New Zealand and have a minimum of two years post registration clinical practice experience
  - or*
  - hold current registration as a registered nurse with an overseas nursing regulatory body approved by the Head of School of Nursing and have a minimum of two years post registration clinical practice experience
- and*
  - satisfy the Head of School of Nursing that they have adequate access to practical work to undertake the programme at a facility approved by the University of Auckland.

### Duration and Points Value

- A student admitted to this degree under Regulation 1a(i) must:
  - pass courses with a total value of 180 points
  - and*
  - complete within the time limit specified in the General Regulations – Masters Degrees
  - and*
  - not exceed 220 points for the total enrolment for this degree.
- A student admitted to this degree under Regulation 1a(ii) must:
  - pass courses with a total value of 120 points
  - and*
  - complete within the time limit specified in the General Regulations – Masters Degrees
  - and*
  - not exceed 160 points for the total enrolment for this degree.

### Structure and Content

- A student enrolled for this degree must complete the requirements as listed in the Master of Nursing Practice Schedule.
- A student must achieve a Grade Point Average of 5.0 or higher in 60 points of taught courses prior to enrolment in NURSING 701 or NURSING 746.
- A student admitted to this programme must complete the University of Auckland Academic Integrity course as specified in the Enrolment and programme regulations, Academic Integrity, of the *University Calendar*.
- The programme for each student must be approved by the Head of School of Nursing prior to enrolment.

### Reassignment

- A student who does not achieve the Grade Point Average required to enrol in NURSING 701 or NURSING 746 may apply to reassign courses passed for the Master of Nursing Practice to the Postgraduate Diploma in Health Sciences or Postgraduate Certificate in Health Sciences.



### Variations

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

### Distinction

- 10 This degree may be awarded with Distinction or Merit where a student's overall grade is sufficiently high. Distinction may be awarded where a student has achieved a grade of A- or higher overall. Merit may be awarded where a student has achieved a B+ grade overall.

### Commencement

- 11 These regulations came into force on 1 January 2017.

#### Master of Nursing Practice (MNursPrac) Schedule

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

<b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>at least 60 points from NURSING 701, 746, 785</li> <li>up to 60 points from NURSING 701–789, NURSPRAC 701–722,</li> </ul>	POPLHLTH 718, 746, POPLPRAC 720–724, 756, 758, 761, 766–771
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A student who has to complete 180 points must satisfy the following requirements:

<b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>at least 60 points from NURSING 701, 746, 785</li> <li>up to 120 points from NURSING 701–789, NURSPRAC 701–722,</li> </ul>	POPLHLTH 718, 746, POPLPRAC 720–724, 756, 758, 761, 766–771
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## The Degree of Master of Nursing Science – MNSc

*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 degree a student must have completed the requirements for a relevant Bachelor or Bachelors honours degree or its equivalent as approved by Senate or its representative, with a Grade Point Average of 5.0 or higher in 75 points above Stage II.

Notes:

(i) A relevant degree may include one of health sciences or science. Whether a degree is considered relevant will also depend on the courses taken; relevant areas may include physiology and psychology.

(ii) Applicants will be required to consent to a disclosure of criminal convictions and safety checks required by the Children's Act 2014 to ensure they meet the requirements of the Health Practitioners Competence Assurance Act 2003.

### Duration and Total Points Value

- 2 A student admitted to this degree must:
- pass courses with a total value of 240 points and
  - complete within four semesters, and in accordance with Regulations 2a(i-v) of the General Regulations – Masters Degrees
- 3 Students must complete within five years of the date of commencement of study, including any periods of suspension
- 4 The total enrolment for this degree must not exceed 280 points.

### Structure and Content

- 5 A student enrolled for this degree must complete the requirements as listed in the Master of Nursing Science Schedule.
- 6 A student must achieve a Grade Point Average of 5.0 or higher in the first 60 points of courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Nursing Science cannot continue.
- 7 A student who has previously passed any course the same as, or similar to, those required for this degree, must substitute an alternative course(s) approved by the Head of School of Nursing.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity course as specified in the Enrolment and programme regulations, Academic Integrity, of the *University Calendar*.

### English Language Requirements

- 9 A student enrolled for this degree must demonstrate competence in the English Language, by passing NURSING 199, or its equivalent, as prescribed by the Head of School of Nursing, prior to enrolment.

### Research Project

- 10 a The research project 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 research project is to embody the results obtained by the student in an investigation into an area of Nursing.
- c The research project is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Practical Requirements

- 11 A student enrolled for this degree who is required to carry out practical or clinical work must satisfactorily complete such work to the standard that the Faculty of Medical and Health Sciences requires.

### Fitness to Practice Requirements

- 12 a In order to complete the requirements for this degree, a student must meet the applicable fitness to practice requirements for this programme, as outlined in the Faculty of Medical and Health Sciences' Fitness to Practice Policy.
- b Where a student is being investigated with regard to a fitness to practice matter under the policy, and there is a concern that the student's attitudes or practice are inappropriate, offensive, disruptive, or may pose a risk of harm to the welfare of any party, that student's attendance at lectures, classes and any clinical, industry or practice attachments may be suspended by the Deputy Dean of the Faculty of Medical and Health Sciences pending the outcome of the investigation.
- c If a student is found, after due and fair inquiry, and taking into account any written response from the student, to be not fit to practice, the student's enrolment in the programme may be suspended or terminated in accordance with the policy.
- d Where a student's enrolment in the programme has been terminated under Regulation 12c, any application to re-enrol may be declined.
- e A student whose enrolment is suspended or terminated under Regulation 12c or whose application to re-enrol is declined under Regulation 12d may apply to the Deputy Vice-Chancellor (Academic) for the appeal of that decision in accordance with the policy.

### Reassignment

- 13 A student may apply to reassign courses passed from this degree to the Postgraduate Certificate in Health Sciences in Health Sciences or Postgraduate Diploma in Health Sciences in Health Sciences.

### Variations

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

### Honours

- 15 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 16 These regulations came into force on 1 January 2020.

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#### Master of Nursing Science (MNSc) Schedule

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##### Requirement:

- 210 points: MAORH701, NURSING 742, 746, 780, 787, NURSPRAC 721, 722

- 30 points: NURSING 789 Research Project
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## 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.
- 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 enrolled for this degree must complete the requirements as listed in the Master of Public Health Schedule.
- 5 A student who has to complete 240 points must achieve a Grade Point Average of 5.0 or higher in the first 120 points of taught courses for this degree prior to enrolment in POPLHLTH 790, 793, or 796. If this Grade Point Average is not achieved, students may apply to reassign courses passed for this degree to the Postgraduate Diploma in Public Health.
- 6 A student who has to complete 240 points for this degree and who has completed the requirements for the Degree of Bachelor of Health Sciences from this University or an equivalent qualification, cannot enrol in POPLHLTH 760 and must select another approved 700 level course listed in the Master of Health Sciences Schedule or Master of Public Health Schedule.
- 7 A student who has already passed any course the same as, or similar to, those required for this degree, must select another approved 700 level course listed in the Master of Health Sciences Schedule or Master of Public Health Schedule.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 9 The programme for each student must be approved by the Head of School of Population Health prior to enrolment.

### 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 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

- 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 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:

<b>Research Masters</b> <ul style="list-style-type: none"> <li>120 points: POPLHLTH 796 Thesis</li> </ul> <b>Taught Masters</b> <ul style="list-style-type: none"> <li>60 points from HLTHINFO 722–725, 728, 730, HLTHMGMT 721–754,</li> </ul>	MAORIH 701, 705–711, MEDSCI 709, POPLHLTH 700–737, 739, 750–753, 760–763, 765, 767, 769–772, 774, 776, POPLPRAC 710–712, 715, 716 <ul style="list-style-type: none"> <li>60 points: POPLHLTH 790 Dissertation</li> </ul>
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A student who has to complete 240 points must satisfy the following requirements:

<b>Research Masters</b> <ul style="list-style-type: none"> <li>120 points from courses listed in the Master of Health Sciences or Master of Public Health Schedule</li> <li>120 points: POPLHLTH 796 Thesis</li> </ul> or <ul style="list-style-type: none"> <li>30 points from courses listed in the Master of Health Sciences or Master of Public Health Schedule</li> <li>90 points: POPLHLTH 793 Research Portfolio</li> </ul>	<b>Taught Masters</b> <ul style="list-style-type: none"> <li>120 points from courses listed in the Postgraduate Diploma in Public Health Schedule</li> <li>60 points from HLTHINFO 722–725, 728, 730, HLTHMGMT 721–754, MAORIH 701, 705–711, MEDSCI 709, POPLHLTH 700–737, 739, 750–753, 760–763, 765, 767, 769–772, 774, 776, POPLPRAC 710–712, 715, 716</li> <li>60 points: POPLHLTH 790 Dissertation</li> </ul>
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## The Degree of Doctor of Medicine – MD

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

### Preamble

- 1 a A candidate for the Degree of Doctor of Medicine is required to pursue an approved programme of advanced study and research as an enrolled student of the University.
- b A candidate for the Degree of Doctor of Medicine may draw upon original studies completed prior to registration that have not been submitted as part of a previous degree or diploma.
- c 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.
- d 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) is an original contribution to any branch of medicine or medical science
  - and
  - (ii) meets internationally recognised standards for such work
  - and
  - (iii) demonstrates 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) is satisfactory in its methodology, in the quality and coherence of its written expression, and in its scholarly presentation and format.
- e The thesis may not, without prior permission of the Board of Graduate Studies, exceed 100,000 words in total.
- f 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 must provide a contextual framework and concluding discussion. 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.
- g 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. The thesis must be presented in a consistent format, citation style and typeface.
- h 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.
- i 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.

- j 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 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 Regulation 2a(i) of this regulation
- and
- b demonstrated an ability to pursue doctoral level research in the field of medicine or medical science, as measured by the prior completion of 30 points or more of postgraduate level or equivalent research to an appropriate standard
- 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.

### Admission

- 3 Every candidate for the Degree of Doctor of Medicine must have applied for admission and been admitted to the University of Auckland.

### Duration

- 4 a A candidate will normally be required to complete the requirements for the degree within not less than three full-time years and not more than four full-time years, or the part-time equivalent, from the date of registration unless permitted to do otherwise by the Board of Graduate Studies.
- b A candidate who draws upon original studies completed prior to registration may, with the permission of the Board of Graduate Studies, complete the requirements for the degree in less than three years. The minimum time for completion will not be less than one full-time year or part-time equivalent.

### Registration

- 5 a Registration and all conditions pursuant to it shall be determined in accordance with Regulation 2 of the General Regulations for Named Doctorates.
- b A minimum of four goals will normally be prescribed by the Board of Graduate Studies for completion during the period of provisional registration.

### Structure and Content

- 6 A candidate enrolled for this degree must pass MEDSCI 896 Thesis.

### Reviews of Registration

- 7 Reviews of registration will be made in accordance with 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.

### Enrolment and Fees

- 9 Enrolment and payment of fees will be determined according to Regulation 5 of the General Regulations for Named Doctorates.

### Submission

- 10 a All candidates are required to submit one copy 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 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, then the candidate 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 Dean of Graduate Studies.

- 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 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 copy and electronic copy are identical.
- d 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 Regulations 1g and 1h in the PhD Statute) 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.
- 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

- 11 The examination process will follow that of Regulation 9 of the PhD Statute, except that Regulations 9a, b, c, d, e, f, g and i will not apply, and
  - a The Associate Dean (Postgraduate) of the Faculty of Medical and Health Sciences, the Head of Department, and/or the Dean of the Faculty may nominate another person to the Board of Graduate Studies to be authorised to act in their place in all of the provisions of this Regulation 11 and Regulation 9 of the PhD Statute where it applies. If either the Head of Department or the Associate Dean (Postgraduate) or the Dean of the Faculty 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 Regulation 11 or Regulation 9 of the PhD Statute where it applies.
  - c **Nomination of Examiners**  
On notification of submission or intent to submit under Regulation 10b, 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 must 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 Regulation 10b and will appoint two suitably qualified persons who are available to act as examiners. One examiner must be able to participate in any oral examination in person.
  - e **Appointment of Examination Committee**  
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 Faculty of Medical and Health Sciences, and the Head of School of Medicine, for all Doctor of Medicine examinations.
  - f **Examiners' Reports**  
Each examiner will be provided with an electronic copy of the thesis in PDF format 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 of Regulation 1(c) of these regulations. A copy of the thesis will be provided to the Examination Committee.
  - g **Recommendation of Examiners**  
The examiners will include with their reports one of the following recommendations:
    - (i) to award the degree.  
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 to the satisfaction

of the Chair of the Doctor of Medicine Examination Committee or nominee, who may be the Main Supervisor, by a specified date.

This recommendation is made when the thesis has reached the required standard but for minor problems such as inconsistency in terminology, referencing problems, or typographical errors. When these are corrected, the thesis will meet the standard and then will be ready for permanent binding and placement in the Library.

or

- (iii) (a) to award the degree after revisions have been made to the thesis to the satisfaction of the Doctor of Medicine Examination Committee, by a specified date, and subject to satisfactory performance at any oral examination.

This recommendation is made when the Examiner concludes that the revisions required are not minor, but are substantive including re-analysis of data, or rewriting of chapters, or corrections of significant lapses in logic or coherence. These changes can normally be made within a 3–6 month period. The Examiner should indicate whether or not they regard an Oral Examination as appropriate.

or

- (b) to award the degree after revisions have been made to the thesis to the satisfaction of the Examiner by a specified date, and subject to satisfactory performance at any oral examination. The Examiner should indicate whether or not they regard an Oral Examination as appropriate.

This recommendation is made when the Examiner concludes that the revisions required are not minor, but are substantive including re-analysis of data, or rewriting of chapters, or corrections of significant lapses in logic or coherence. The nature of the revisions must be such that subject-specific knowledge is required and the Examiner wishes to see and approve the changes. These changes can normally be made within a 3–6 month period.

or

- (iv) to permit the candidate to revise the thesis and resubmit it for examination on one further occasion only. This recommendation is made when the Examiner concludes that the thesis is not yet of MD standard. It will require either further research, rewriting of specific sections, reconceptualisation, and/or reorganisation in order to reach the required MD standard. The candidate will be permitted to resubmit, normally within a 12 month period.

or

- (v) not to award the degree, but refer the thesis to the appropriate authority within the University for consideration of the award of another degree.

This recommendation is made when the Examiner is of the opinion that the thesis has substantive flaws incompatible with the requirements of a MD.

or

- (vi) not to award any degree.

#### **h Recommendation of the Doctor of Medicine Examination Committee**

The Doctor of Medicine Examination Committee will make a report to the Board of Graduate Studies which includes the nature and outcome of any communications with examiners and/or supervisors made under Regulation 9k (PhD Statute) 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 award the degree

or

- (iii) to award the degree after specified “minor corrections” have been made to the thesis to the satisfaction of the Doctor of Medicine Examination Committee or nominee, who may be the main supervisor, by a specified date

or

- (iv) (a) to award the degree subject to revising part or parts of the thesis to the satisfaction of the Doctor of Medicine Examination Committee or nominee, who must be the Head of Department, by a specified date

or

- (b) to award the degree subject to revising part or parts of the thesis to the satisfaction of the Examiner or Examiners by a specified date

or

- (v) to permit the candidate to revise the thesis and resubmit it for examination on one further occasion only, but only if the candidate has not already been permitted to revise and resubmit

or

- (vi) to refer the thesis to the appropriate authority within the University for consideration of the award of another degree

or

- (vii) not to award the degree

- or  
(viii) to require the candidate to undergo an Oral Examination.
- i In the case of recommendations (iv) and (v), the report must also state clearly the nature of the revisions recommended.
- j Where a candidate is required to revise and resubmit the thesis before any oral examination, Regulation 9r of the PhD Statute will apply, except that the examiners shall examine the revised thesis as a whole in accordance with Regulation 11g of these regulations rather than Regulation 9g of the PhD Statute, excepting that a further resubmission may not be recommended, and that the recommendations available to the Examination Committee at Regulation 9r(vii) of the PhD Statute are replaced by those detailed at Regulation 11h of these regulations.
- k Oral Examination**
- (i) An Oral Examination will be held only on the recommendation of the Doctor of Medicine Examination Committee or as required by the Board of Graduate Studies.
- (ii) An oral examination will only be held where there is a reasonable doubt regarding the adequacy of the thesis and/or the appropriate recommendation and where, in the opinion of the Committee or of the Board of Graduate Studies, an oral examination is the most appropriate way of addressing those doubts.
- (iii) Should an oral examination be required, the Board of Graduate Studies will appoint a Head of Department Nominee in accordance with Regulation 9e of the PhD Statute, and the Oral Examination and the remainder of the examination process will proceed as per Regulation 9n to 9t of the PhD Statute, except that:
- a) Where a candidate has previously revised and resubmitted their thesis in accordance with Regulation 11h(v) of the Doctor of Medicine regulations no subsequent revision and resubmission is permitted.
- b) Where an oral examination results in the candidate being required to revise and resubmit the thesis:
- (i) the examiners shall examine the revised thesis as a whole in accordance with Regulation 11g of the Doctor of Medicine regulations rather than Regulation 9g of the PhD Statute, excepting that a further revision and resubmission may not be recommended
- and
- (ii) the composition of the Examination Committee for the revised and resubmitted thesis at Regulation 9s(vii) of the PhD Statute shall revert to that of the Doctor of Medicine Examination Committee appointed in accordance with Regulation 11e of the Doctor of Medicine regulations but include, where that person is not already included, the Head of Department Nominee appointed in accordance with Regulation 9e of the PhD Statute
- and
- (iii) The recommendations available to the Examination Committee at Regulation 9s(vii) of the PhD Statute after consideration of the examiners' reports for the revised and resubmitted thesis shall be replaced by those detailed at Regulation 11h of the Doctor of Medicine regulations.
- l Copies for Deposit**
- (i) On successful completion of the examination, candidates will be required to deposit two hardbound copies of the thesis and one digital copy, corrected as may be required, with the Graduate Centre. The degree will not be conferred until the candidate has complied with this requirement.
- (ii) When two hardbound copies and a digital copy of the 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.
- g (i) The digital thesis deposited shall be formatted as specified in the Guidelines for Formatting a Digital Thesis.
- (ii) A thesis which is deposited in digital form will be accessible through the University's digital repository, unless embargoed under Regulation 25 of the Examination Regulations.

### Variations

- 12 In exceptional circumstances the Board of Graduate Studies may approve a 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 6 of the General Regulations for Named Doctorates.

### Dispute Resolution Procedures

- 14 Disputes are to be resolved according to Regulation 7 of the General Regulations for Named Doctorates.



### Transitional Arrangements

- 15 a These regulations came into force on 1 January 2016. The 2009 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 these regulations 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.

## 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.
- 5 A student enrolled in this certificate must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2006. The 2001 regulations for the Certificate in Health Sciences were thereby repealed.

### Certificate in Health Sciences (CertHSc) Schedule

#### Requirement:

##### Option 1

- 120 points: MAORITH 21H–30H

#### Option 2

- up to 108 points from MAORITH 21H–29H
- at least 12 points from MAORITH 31H, 32H

## 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.
- 4 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**Practical Requirements**

- 5 Each student must have completed six months of paediatric training in a hospital approved by Senate or its representative.
- 6 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.

**Variations**

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

**Commencement**

- 8 These regulations came into force on 1 January 2006. The 1996 regulations for the Diploma in Paediatrics were thereby repealed.
- 

**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 the Head of School of Medicine
  - 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 90 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 School of Medicine up to 15 points may be selected from other relevant postgraduate courses.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 7 The programme for each student must be approved by the Head of School of Medicine prior to enrolment.

**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 2007.

### Postgraduate Certificate in Clinical Education (PGCertClinEd) Schedule

**Requirement:**

- 30 points: CLINED 715, NURSING 741
- at least 15 points from CLINED 703, 705, 706, 711–713, 716, 718, 719

- up to 15 points from a relevant postgraduate course approved by the Head of School of Medicine

### Postgraduate Certificate in Clinical Pharmacy – PGCertClinPharm

*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**

- In order to be admitted to this programme, a student needs to:
  - have completed the requirements for the Degree of Bachelor of Pharmacy or an equivalent pharmacy qualification, approved by Senate or its representative  
and
  - hold current registration as a pharmacist in New Zealand or as a pharmacist in the country of domicile.
- In order to be admitted to the specialisation in Prescribing, a student needs to:
  - be a New Zealand registered pharmacist who holds current registration in New Zealand  
and
  - have completed the Postgraduate Diploma in Clinical Pharmacy or an equivalent qualification  
and
  - hold an appropriate position involving patient care acceptable to the Head of School of Pharmacy  
and
  - have access to a designated medical prescriber who is acceptable to the Head of School of Pharmacy.
- A student who has completed the requirements for the Postgraduate Certificate in Clinical Pharmacy in one specialisation may, with the permission of Senate or its representative, enrol for the Postgraduate Certificate in Clinical Pharmacy in another specialisation.

**Duration and Total Points Value**

- A student enrolled for this postgraduate certificate must:
  - pass courses with a total value of 60 points  
and
  - complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- The total enrolment for this postgraduate certificate must not exceed 90 points.

**Structure and Content**

- A student enrolled for this postgraduate certificate must pass 60 points in courses listed in the Postgraduate Certificate in Clinical Pharmacy Schedule.
- A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**Practical Requirements**

- Students enrolled for this postgraduate certificate 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.

**Commencement**

- These regulations came into force on 1 January 2012.

### Postgraduate Certificate in Clinical Pharmacy (PGCertClinPharm) Schedule

**Requirement:**

- 60 points: PHARMACY 764, 765

**Specialisation available:**
**Prescribing**

**Prerequisite:** PGDipClinPharm or equivalent

**Requirement:**

- 60 points: PHARMACY 769, 770

## Postgraduate Certificate in Health Leadership – PGCertHlthLd

*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 postgraduate certificate, a student needs to have:
  - a been enrolled in the Degree of Master of Health Leadership or Postgraduate Diploma of Health Leadership and
  - b passed at least 30 points for that qualification and
  - c been recommended for admission by the Academic Head or nominee.

### Duration and Total Points Value

- 2 A student admitted to 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 90 points.

### Structure and Content

- 4 A student enrolled for this postgraduate certificate must pass 60 points from courses listed in the Postgraduate Certificate in Health Leadership Schedule.
- 5 The programme for each student must be approved by the relevant Head of School prior to enrolment.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2019. The 2016 regulations for the Postgraduate Certificate in Health Leadership were thereby repealed.

#### Postgraduate Certificate in Health Leadership (PGCertHlthLd) Schedule

##### Requirement:

- at least 30 points from HLTHMG 721, 754, POPLHLTH 705, 722, 724
- up to 30 points from HLTHMG 729, MEDICINE 700, 702, POPLHLTH 715, 719, 752

## 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.
- 3 a To gain admission to the Medical Imaging or Mammography specialisations a student needs to have completed

an undergraduate degree in Medical Imaging or an equivalent qualification, and hold current registration with the Medical Radiation Technologists Board or as a Medical Radiation Technologist in their country of domicile and

- b satisfy the Head of School of Medical Sciences that, if it is required for the programme, they have adequate access to clinical work to undertake the programme in circumstances approved by the University of Auckland.

### 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 90 points.

### Structure and Content

- 6 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.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 8 The programme for each student must be approved by the relevant Head of School prior to enrolment.

### Practical Requirements

- 9 A student enrolled for this postgraduate certificate who is required to carry out practical or clinical work must satisfactorily complete such work to the standard that the Faculty of Medical and Health Sciences requires.
- 10 Where a weakness is identified in a clinical practice component of any course, students may be required to enrol in a clinical remediation course in addition to the requirements of their programme.

### 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 2004 regulations for the Postgraduate Certificate in Health Sciences were thereby repealed.

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## Postgraduate Certificate in Health Sciences (PGCertHSc) Schedule

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### Specialisations available:

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#### Advanced Nursing

##### Requirement:

either

- 60 points from HLTHSCI 700–708, NURSING 732, 733, 735, 741, 742, 744–780, 783, NURSPRAC 701–718, other courses approved by the Head of School of Nursing

or

- 60 points from NURSING 742, 746, 770, 773, NURSPRAC 705, 710–712, POPLPRAC 756, 758, 761, 767, 768, other courses approved by the Head of School of Nursing

or

- 60 points from NURSING 742, 746, 773, NURSPRAC 704, 710, POPLHLTH 746, POPLPRAC 720, 722, 723, 724, other courses approved by the Head of School of Nursing

or

- 60 points from HLTHSCI 703, NURSING 742, 746, 773, 774, 776, NURSPRAC 718, 719, POPLPRAC 761, other courses approved by the Head of School of Nursing
- 

#### Alcohol and Drug Studies

##### Requirement:

- 60 points: POPLHLTH 737, POPLPRAC 707, 708

#### Health Informatics

##### Requirement:

- 45 points from HLTHINFO 723, 728, 730
  - 15 points from HLTHINFO 725, HLTHMG 721, 729, 754, POPLHLTH 722
- 

#### Infant, Child and Adolescent Mental Health

##### Requirement:

- 60 points: PSYCHIAT 740, 747, 768

or

- at least 45 points from PSYCHIAT 740, 747, 768, 769, 770

and

up to 15 points from other courses approved by the Head of School of Medicine

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#### Mammography

##### Requirement:

- 15 points: MEDIMAGE 702
- 30 points: MEDIMAGE 707, CLINIMAG 708
- 15 points from courses listed in the Master of Health Sciences Schedule approved by the Head of School

## Medical Imaging

### Requirement:

- 30 points: MEDIMAGE 701, 702
- at least 15 points from MEDIMAGE 707–722, CLINIMAG 705–720
- up to 15 points from courses listed in the Master of Health Sciences Schedule approved by the Head of School

## Mental Health

*The PGCertHSc in Mental Health was suspended in 2017. Students who have a current enrolment in this specialisation should contact their faculty for advice regarding completion.*

### Requirement:

- at least 45 points from POPLHLTH 735, 736, POPLPRAC 702, 712, 754
- up to 15 points from MAORHITH 701, POPLHLTH 733, 734, 739, POPLPRAC 707 or other courses approved by the Head of School of Population Health

## Mental Health Nursing

### Requirement:

- 60 points from HLTHSCI 703, NURSING 742, 746, 773, 774, 776, NURSPRAC 718, 719, POPLPRAC 761, other courses approved by the Head of School of Nursing

## Palliative Care

### Requirement:

- 60 points from POPLHLTH 746, POPLPRAC 702, 720–724, SOCHLTH 732

## Pharmaceutical Science

### Requirement:

- 60 points from PHARMACY 750–761

## Sports Medicine

*The PGCertHSc in Sports Medicine was suspended in 2018. Students who have a current enrolment in this specialisation should contact their faculty for advice regarding completion.*

### Requirement:

- 60 points: POPLPRAC 743–746

## Women's Health

### Requirement:

- at least 45 points from OBSTGYN 712–716
- up to 15 points from OBSTGYN 724, 725

## Youth Health

### Requirement:

- 45 points from NURSING 773, PAEDS 710, 712, 719, 721, POPLHLTH 732, PROFCOUN 700
- 15 points from another 700 level course listed in the Master of Health Sciences or Master of Public Health Schedules

## 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

- In order to be admitted to this postgraduate certificate, a student needs to have:
  - been enrolled in the Degree of Master of Public Health or Postgraduate Diploma in Public Health
  - passed at least 30 points for that qualification
  - been recommended for admission by the Academic Head or nominee.

### Duration and Total Points Value

- A student enrolled for this postgraduate certificate must:
  - pass courses with a total value of 60 points
  - complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- The total enrolment for this postgraduate certificate must not exceed 90 points.

### Structure and Content

- Of the 60 points required for this postgraduate certificate, a student must pass:
  - 30 points: MAORHITH 701, POPLHLTH 760
  - 15 points from POPLHLTH 708, 709
  - 15 points from HLTHINFO 722–725, 728, 730, HLTHMG 721–754, MAORHITH 701, 705–711, MEDSCI 709, POPLHLTH 700–737, 739, 750–753, 760–763, 765, 767, 769–772, 774, 776, POPLPRAC 710–712, 715, 716
- A student who has completed the requirements for the Degree of Bachelor of Health Sciences from this University, or an equivalent qualification, cannot enrol in POPLHLTH 760 and must select an alternative course from Regulation 4c.
- A student who has previously passed MAORHITH 301, cannot enrol in MAORHITH 701 and must select an alternative course from Regulation 4c.

- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 8 The programme for each student must be approved by the Head of School of Population Health prior to enrolment.

### 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 2018. The 2006 regulations for the Postgraduate Certificate in Public Health were thereby repealed.

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## Postgraduate Certificate in Public Health (PGCertPH) Schedule

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### Specialisations available:

#### Effective Practice

*The PGCertPH in Effective Practice was suspended in 2017. Students who have a current enrolment in this specialisation should contact their faculty for advice regarding completion.*

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

#### Environmental Health

*The PGCertPH in Environmental Health was suspended in 2017. Students who have a current enrolment in this specialisation should contact their faculty for advice regarding completion.*

- 30 points: POPLHLTH 725, 726
- 15 points: POPLHLTH 760
- 15 points from MAORIH 701, POPLHLTH 718, POPLHLTH 733, or other courses approved by the Head of School of Population Health

#### Health Promotion

*The PGCertPH in Health Promotion was suspended in 2017. Students who have a current enrolment in this specialisation should contact their faculty for advice regarding completion.*

- 45 points: POPLHLTH 733, 734, 760
  - 15 points from POPLHLTH 735, 736, POPLPRAC 710, 711
- 

## Postgraduate Diploma in Biomedical Science – PGDipBiomedSc

*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 Bachelors degree deemed relevant by Senate or its representative.
- 2 In exceptional circumstances Senate or its representative may approve admission of a student who does not meet the above requirements, but who has attained the equivalent qualification or relevant professional experience.

### 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: MEDSCI 743, 744
  - and
  - b 90 points from courses listed in the Master of Biomedical Science Schedule, excluding MEDSCI 796.
- 6 The programme for each student must be approved by the Head of School of Medical Sciences prior to enrolment.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 2017.
- 

**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 School of Medicine
  - 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 School of Medicine and with the approval of Senate or its representative, credit to this postgraduate diploma the courses passed for the Postgraduate Certificate in Clinical Education, or the Postgraduate Certificate in Academic Practice.

**Duration and Total Points Value**

- 3 A student enrolled for this postgraduate diploma must:
- a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

**Structure and Content**

- 5 A student enrolled for this postgraduate diploma who has completed the requirements for the Postgraduate Certificate in Clinical Education:
- a must pass 120 points from Option 1 in the Postgraduate Diploma in Clinical Education Schedule.
  - b With the approval of the Head of School of Medicine 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 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 8 The programme for each student must be approved by the Head of School of Medicine 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 1 January 2007.



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**Postgraduate Diploma in Clinical Education (PGDipClinEd) Schedule**


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**Requirement:****Option 1**

- 30 points from CLINED 715, NURSING 741
- 30 points from CLINED 703, 712, 716
- at least 30 points from CLINED 703–719, NURSING 735, POPLHLTH 701

- up to 30 points from other courses approved by the Head of School of Medicine

**Option 2**

- 60 points: HIGHED 701, 702
  - 60 points from CLINED 703–719, POPLHLTH 701
- 

**Postgraduate Diploma in Clinical Pharmacy – PGDipClinPharm**

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

**Admission**

- 1 In order to be admitted to this programme, a student needs to:
  - a have completed the requirements for the Degree of Bachelor of Pharmacy or an equivalent pharmacy qualification, approved by Senate or its representative
  - and
  - b hold current registration as a pharmacist in New Zealand or as a pharmacist in the country of domicile.
- 2 A student who has completed the requirements for the Postgraduate Certificate in Clinical Pharmacy 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 Clinical Pharmacy.

**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 from courses listed in the Postgraduate Diploma in Clinical Pharmacy Schedule.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**Practical Requirements**

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

**Variations**

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

**Distinction**

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

**Commencement**

- 10 These regulations came into force on 1 January 2012.
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**Postgraduate Diploma in Clinical Pharmacy (PGDipClinPharm) Schedule**


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**Requirement:**

- 60 points: PHARMACY 764, 765
  - 60 points from PHARMACY 762, 763, 766–768
-

## Postgraduate Diploma in Health Leadership – PGDipHlthLd

*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 postgraduate diploma, a student needs to have:
  - a been enrolled in the Degree of Master of Health Leadership  
and
  - b passed at least 30 points for that degree  
and
  - c been recommended for admission by the Academic Head or nominee.

### Duration and Total Points Value

- 2 A student admitted to this programme 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 complete 120 points from the courses listed in the Postgraduate Diploma in Health Leadership Schedule.
- 5 The programme for each student must be approved by the relevant Head of School prior to enrolment.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2019. The 2016 regulations for the Postgraduate Certificate in Health Leadership were thereby repealed.

### Postgraduate Diploma in Health Leadership (PGDipHlthLd) Schedule

#### Requirement:

- 75 points: HLTHMG 721, 754, POPLHLTH 705, 722, 724
- 30 points from HLTHMG 729, MEDICINE 700, 702, POPLHLTH 715, 719, 752

- 15 points from any of the courses listed in the Master of Health Leadership Schedule

## 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.
- 2 A student who has not completed all of the requirements for a Masters Degree in Health Psychology (or its equivalent), but who has completed 120 points towards that degree (or its equivalent) may, with the approval of the programme director, enrol for this postgraduate diploma. The requirements for the Masters degree must be completed within 12 months of the commencement of the Postgraduate Diploma in Health Psychology. Should these requirements not be completed within these 12 months, enrolment for the Postgraduate Diploma in Health Psychology will be suspended until they are completed.

### Duration and Total Points Value

- 3 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 150 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 180 points.

### Structure and Content

- 5 A student enrolled for this postgraduate diploma must pass 150 points from the courses listed in the Postgraduate Diploma in Health Psychology Schedule.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2013. The 2006 regulations for the Postgraduate Diploma in Health Psychology were thereby repealed.

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### Postgraduate Diploma in Health Psychology (PGDipHealthPsych) Schedule

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#### Requirement:

- 150 points: HLTHPSYC 742, 745, 746
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## 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 postgraduate diploma a student must 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 of relevant professional experience approved by the relevant Head of School.
- 2 A student who has completed the requirements for the Postgraduate Certificate in Health Sciences from this University or an equivalent qualification as approved by Senate or its representative, may on the recommendation of the relevant Head of School, credit the courses passed from the Postgraduate Certificate in Health Sciences to the Postgraduate Diploma 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, be admitted to the Postgraduate Diploma in Health Sciences in another specialisation.
- 4 a Students applying for the Medical Imaging specialisation must hold current registration with the New Zealand Medical Radiation Technologists Board in the Medical Imaging Technologist scope of practice or as a Medical Imaging Technologist in their country of domicile and if it is required, confirm that they have adequate access to clinical work at a facility approved by the Programme Director.  
 b Students applying for the Magnetic Resonance Imaging, Nuclear Medicine, or Ultrasound specialisation must confirm that they have adequate access to clinical work at a facility approved by the Programme Director.

### 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 7, must substitute an alternative course as approved by the relevant Head of School.
- 9 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 10 The programme for each student must be approved by the Head of School prior to enrolment.

### Practical Requirements

- 11 A student enrolled for this degree who is required to carry out practical or clinical work must satisfactorily complete such work to the standard that the Faculty of Medical and Health Sciences requires.
- 12 Where a weakness is identified in a clinical practice component of any course, students may be required to enrol in a clinical remediation course in addition to the requirements of their programme.

### Variations

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

### Distinction

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

### Commencement

- 15 These regulations came into force on 1 January 2020. The 2012 regulations for the Postgraduate Diploma in Health Sciences were thereby repealed.

## Postgraduate Diploma in Health Sciences (PGDipHSc) Schedule

### Approved Research Methods Courses:

MEDSCI 743, NURSING 782, OPHTHAL 703, POPLHLTH 701, 704–708, 711, 712

### Specialisations available:

#### Advanced Nursing

##### Requirement:

either

- 120 points from HLTHSCI 700–708, NURSING 732, 733, 735, 737, 741, 742, 744–770, 773–780, 782, 785–787, NURSPRAC 701–722, other courses approved by the Head of School of Nursing

or

- 120 points from NURSING 742, 746, 770, 773, 782, 785, NURSPRAC 705, 710–712, 717, POPLPRAC 756, 758, 760, 761, 767, 768, other courses approved by the Head of School of Nursing

or

- 120 points from NURSING 742, 745, 746, 773, 782, 785, NURSPRAC 704, 710, 717, POPLHLTH 746, POPLPRAC 720, 722, 723, 724, other courses approved by the Head of School of Nursing

or

- 120 points from HLTHSCI 703, NURSING 742, 744–746, 773, 774, 776, 782, 785, NURSPRAC 717–719, POPLPRAC 761, other courses approved by the Head of School of Nursing

#### Alcohol and Drug Studies

##### Requirement:

- 60 points: POPLHLTH 737, POPLPRAC 707, 708
- 30 points from POPLHLTH 738, 753, 768, 773, 774, POPLPRAC 712, 765
- 15 points from POPLHLTH 701, 704, 705, 767
- 15 points from HLTHMGT 721, MAORIH 701, PAEDS 712, POPLHLTH 736, 738, 739, 747, 753, 768, 773, 774, POPLPRAC 707, 712, 754, 765

#### Health Informatics

##### Requirement:

- 75 points: HLTHINFO 723, 728, 730, POPLHLTH 709, 724
- 15 points from HLTHMGT 729, 754
- 15 points from POPLHLTH 701, 706, 707, 767
- 15 points from COMPSI 732, 760, HLTHINFO 722, 724, 725, HLTHMGT 721, INFOSYS 720, 722, OPSMGT 757, POPLHLTH 717, 718, 722

#### Health Promotion

##### Requirement:

- 60 points: POPLHLTH 700, 722, 733, 734
- 15 points from POPLHLTH 701, 704
- 15 points from POPLHLTH 705, 720, POPLPRAC 710, 712
- 30 points from MAORIH 701, 705, POPLHLTH 705, 715, 717, 718, 720, 725, 726, 736, 737, 739, 752, 766, 746, POPLPRAC 712

#### Infant, Child and Adolescent Mental Health

##### Requirement:

- at least 30 points from PSYCHIAT 740, 747, 768
- at least 15 points from POPLHLTH 701, 704, 705, 708, 767
- at least 45 points from PSYCHIAT 730, 740, 741, 747, 766, 768–770, 773
- up to 30 points from HLTHMGT 754, MAORIH 701, PAEDS 712, 719, POPLHLTH 724, 739, POPLPRAC 754, or other approved 700 level courses offered at this University

## Magnetic Resonance Imaging

### Requirement:

- 60 points: MEDIMAGE 701, 702, 714, 715
- 45 points: CLINIMAG 710–712
- 15 points from courses listed in the Master of Health Sciences Schedule approved by the Head of School

## Medical Imaging

### Requirement:

- 30 points: MEDIMAGE 701, 702
- 60 points from MEDIMAGE 707–722, CLINIMAG 705–720
- 30 points from courses listed in the Master of Health Sciences Schedule approved by the Head of School

## Mental Health Nursing

### Requirement:

- 120 points from HLTHSCI 703, NURSING 742, 744–746, 773, 774, 776, 782, 785, NURSPRAC 717–719, POPLPRAC 761, other courses approved by the Head of School of Nursing

## Nuclear Medicine

### Requirement:

- 105 points: MEDIMAGE 701, 702, 708, 720, CLINIMAG 705, 706, 716
- 15 points from an approved 700 level course listed in the Master of Health Sciences Schedule

## Pacific Health

### Requirement:

- 75 points: POPLHLTH 700, 722, 739, POPLPRAC 710, 712
- 15 points from POPLHLTH 711, 746
- 15 points from POPLHLTH 701, 704, 705
- 15 points from HLTHMGT 754, MAORIH 701, POPLHLTH 715, 717, 718, 720, 725, 732, 734, 735, 736, 737, 752, 765, 766

## Palliative Care

### Requirement:

- 90 points from POPLHLTH 746, POPLPRAC 702, 720–724, SOCHLTH 732

- 15 points from POPLHLTH 701, 709
- 15 points from courses listed in the Master of Health Sciences Schedule

## Pharmaceutical Science

### Requirement:

- 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

## Population Mental Health

### Requirement:

- 75 points: POPLHLTH 700, 722, 735, 736, POPLPRAC 712
- 15 points from POPLPRAC 702, 710, 754
- 15 points from POPLHLTH 701, 704, 705
- 15 points from MAORIH 701, POPLHLTH 732, 733, 734, 737, 739, 746, 766, POPLPRAC 702, 754

## Ultrasound

### Requirement:

- 60 points: MEDIMAGE 701, 702, 716, 717
- 45 points: CLINIMAG 713, 715, 720
- 15 points from CLINIMAG 709, 719

## Youth Health

### Requirement:

- 75 points: EDUC 747, PAEDS 712, 719, POPLHLTH 732, POPLPRAC 754, PROFCOUN 700, SOCCLEAD 701
- 15 points from POPLHLTH 701, 704, 705, 708, 767
- 30 points from MAORIH 701, NURSING 773, PAEDS 710, 714, 721, 722, POPLHLTH 735–737, 739, POPLPRAC 702, 712, 724, PSYCHIAT 740, 766, 769, 770

# 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

- In order to be admitted to this programme, a student needs to:
  - 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
  - hold current registration either with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile
 and
  - 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

- A student enrolled for this postgraduate diploma must:
  - pass courses with a total value of 120 points
 and
  - 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

- 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.
- 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 Medicine.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Practical Requirements

- 7 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

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

### Distinction

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

### Commencement

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

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

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##### Requirement:

- 120 points: OBSTGYN 712, 713, 715–717, 721, 722
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## Postgraduate Diploma in Public Health – PGDipPH

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a completed the requirements for a degree deemed relevant by Senate or its representative
  - or*
  - b (i) completed the requirements for a health professional qualification that is deemed appropriate by Senate or its representative
  - and*
  - (ii) at least two years' relevant work experience approved by the Head of School of Population Health
  - and*
  - c satisfied the Head of School of Population Health that they have appropriate training and experience to undertake the programme.
- 2 A student who has completed the requirements of the Postgraduate Certificate in Public Health or its equivalent, may on the recommendation of the Head of School of Population Health, and with the approval of Senate or its representative, credit to this postgraduate diploma, the courses passed for the Postgraduate Certificate in Public Health.

### Duration and Total Points Value

- 3 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 5 Of the 120 points required for this postgraduate diploma, a student must pass:
  - either*

- a (i) 45 points: MAORIRTH 701, POPLHLTH 760, 776  
 (ii) 15 points from POPLHLTH 708, 709  
 (iii) 15 points from POPLHLTH 701–707, 767  
 (iv) at least 45 points from HLTHINFO 722–725, 728, 730, HLTHMGT 721–754, MAORIRTH 701, 705–711, MEDSCI 709, POPLHLTH 700–737, 739, 750–753, 760–763, 765, 767, 769–772, 774, 776, POPLPRAC 710–712, 715, 716

or

- b the 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 from this University, or an equivalent qualification, cannot enrol in POPLHLTH 760 and must select an alternative course from Regulation 5a(iv).
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 8 The programme for each student must be approved by the Head of School of Population Health 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 2001 regulations for the Postgraduate Diploma in Public Health were thereby repealed.

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## Postgraduate Diploma in Public Health (PGDipPH) Schedule

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### Specialisation available:

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#### Māori Health

##### Requirement:

- 60 points: MAORIRTH 701, 710, POPLHLTH 760, 776
- 15 points from POPLHLTH 708, 709
- 15 points from POPLHLTH 701–707, 767
- 30 points from MAORIRTH 705, 706, 709, 711, or another 700 level course approved by the Head of School

##### Requirement:

- 45 points: POPLHLTH 739, 760, POPLPRAC 711
- 15 points from POPLHLTH 708, 709
- 15 points from POPLHLTH 701–707, 767
- at least 30 points from POPLHLTH 715, 752, POPLPRAC 716
- up to 15 points from courses listed in the Master of Public Health Schedule

#### Pacific Health

*The PGDipPH in Pacific Health was suspended in 2017. Students who have a current enrolment in this specialisation should contact their faculty for advice regarding completion.*

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## Regulations – Science

### Degrees

- 354 The Degree of Bachelor of Science – BSc
- 361 The Degree of Bachelor of Advanced Science (Honours) – BAdvSci(Hons)
- 364 The Degree of Bachelor of Science (Honours) – BSc(Hons)
- 367 The Degree of Master of Data Science – MDataSci
- 368 The Degree of Master of Environmental Science – MEnvSci
- 369 The Degree of Master of Information Technology – MInfoTech
- 371 The Degree of Master of Marine Conservation – MMarineCons
- 372 The Degree of Master of Marine Studies – MMarineSt
- 373 The Degree of Master of Science – MSc
- 379 The Degree of Master of Speech Language Therapy Practice – MSLTPrac
- 381 The Degree of Doctor of Clinical Psychology – DClinPsy

### Certificates and Diplomas

- 384 Graduate Diploma in Science – GradDipSci
- 385 Postgraduate Certificate in Information Technology – PGCertInfoTech
- 386 Postgraduate Diploma in Applied Psychology – PGDipAppPsych
- 386 Postgraduate Diploma in Clinical Psychology – PGDipClinPsych
- 388 Postgraduate Diploma in Forensic Science – PGDipForensic
- 388 Postgraduate Diploma in Information Technology – PGDipInfoTech
- 389 Postgraduate Diploma in Science – PGDipSci

### Interfaculty Programmes – Science

- 394 The Degree of Bachelor of Global Studies – BGlobalSt
- 396 The Degree of Master of Bioscience Enterprise – MBioEnt
- 397 The Degree of Master of Disaster Management – MDisMgt
- 401 The Degree of Master of Engineering Geology – MEngGeol
- 406 The Degree of Master of Operations Research – MOR
- 408 The Degree of Master of Professional Studies – MProfStuds
- 412 Postgraduate Certificate in Disaster Management – PGCertDisMgt
- 414 Postgraduate Diploma in Bioscience Enterprise – PGDipBioEnt
- 417 Postgraduate Diploma in Operations Research – PGDipOR



## REGULATIONS – SCIENCE

### 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 subject codes listed in the Bachelor of Science Schedule
    - (iii) (a) at least one major, as listed in the Bachelor of Science Schedule, and 15 points from a capstone course listed in the Bachelor of Science Schedule  
or  
(b) one specialisation, as listed in the Bachelor of Science Schedule.
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
  - c up to 30 points from courses available for other programmes offered at this University.
- 3 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.
- 4 a A student may include one or more modules from the modules available in the Bachelor of Science Schedule.
  - b (i) One module from the Schedule of another degree may be included.
  - (ii) If a module from the Schedule of another degree is completed, the courses will be counted under Regulation 2a.

#### General Education Exemptions

- 5 a A student is exempted from the requirement to pass courses offered in the General Education Schedules 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 having completed 240 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses available for this degree.
- c A student admitted to this degree, who has completed between 120 and 235 points inclusive of degree-level study at another tertiary institution, must pass:
  - (i) 15 points from courses offered in the General Education Schedules
  - and*
  - (ii) a further 15 points from courses available for this degree.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

#### Practical Requirements

- 6 In any course that includes assessed practical work as well as other assessed work, it may be required that a student must obtain passes in both the practical and the other work in order to pass that course as a whole.

Where this is specified a student who passes the practical work but who fails the other work may, at the discretion of the Academic Head, have the result for the practical work carried forward when the course is retaken.

### 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 the *University Calendar*.

### Special Cases

- 8 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 examiners 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 an advanced or accelerated Stage I course but is certified by the examiners as having reached a pass in an equivalent Stage I course in the same subject having a lower entry requirement, the student may be credited with the latter course. The relevant Academic Head shall certify to Senate or its representative that the failed course is an advanced or accelerated course.

### 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 2019. The 2006 regulations for the Degree of Bachelor of Science were thereby repealed.

## Bachelor of Science (BSc) Schedule

### Courses available for the BSc:

#### Anthropology

Stage I courses: ANTHRO 101, 102  
 Stage II courses: ANTHRO 200, 201, 205–208, 235, 252  
 Stage III courses: ANTHRO 306, 309, 317, 318, 322, 328, 337, 348, 349, 352, 353, 365, 367, 399

#### Astrosciences

Stage I course: ASTRO 100

#### Biological Sciences

Stage I courses: BIOSCI 100–109  
 Stage II courses: BIOSCI 201–220  
 Stage III courses: BIOSCI 320–396, 399

#### Business Analytics

*Only for students in the Information and Technology Management major*

Stage II course: BUSAN 201  
 Stage III courses: BUSAN 300–302

#### Chemistry

Stage I courses: CHEM 100–150  
 Stage II courses: CHEM 250–260  
 Stage III courses: CHEM 310–392, 397–399

#### Civil Engineering

Stage II courses: CIVIL 220, 221  
 Stage III course: CIVIL 322

#### Communication

Stage II course: COMMS 208

#### Computer Science

Stage I courses: COMPSCI 101–130

Stage II courses: COMPSCI 210–289  
 Stage III courses: COMPSCI 313–393, 399

#### Data Science

Stage I course: DATASCI 100

#### Earth Sciences

Stage I courses: EARTHSCI 102, 105, 120  
 Stage II courses: EARTHSCI 202, 203, 205, 206, 208, 220, 261, 262  
 Stage III courses: EARTHSCI 303, 305, 307, 315, 320, 360, 361, 372, 388, 390, 399

#### Ecology

Stage III course: ECOLOG 301

#### Economics

*Only for students in a Mathematics or Statistics major with a GPA of at least 5 and a B grade or higher in MATHS 120 and 130, or 153*

Stage II courses: ECON 201, 211, 221  
 Stage III courses: ECON 301, 311

#### Education

Stage II course: EDUC 201

#### Electrical Engineering

*Only for students in the Physics major*

Stage II courses: ELECTENG 209, 210, 292  
 Stage III course: ELECTENG 303, 331

#### Engineering Science

Stage III course: ENGSCI 391

**Environmental Change**

Stage III course: ENVCHG 300

**Environmental Engineering**

Stage III course: ENVENG 333

**Environmental Science**

Stage I course: ENVSCI 101

Stage II courses: ENVSCI 201, 203

Stage III courses: ENVSCI 301, 303, 399

**Exercise Sciences**

Stage I courses: EXERSCI 101–105

Stage II courses: EXERSCI 201–206

Stage III courses: EXERSCI 301–309, 399

**Finance**

*Only for students in a Mathematics or Statistics major with a GPA of at least 5 and a B grade or higher in MATHS 120 and 130, or 153*

Stage II course: FINANCE 261

Stage III courses: FINANCE 361, 362

**Food Science**

Stage I course: FOODSCI 100

Stage II courses: FOODSCI 200, 202

Stage III courses: FOODSCI 302–304, 399

**Geographic Information Science**

Stage II courses: GISCI 241, 242

Stage III courses: GISCI 341, 343, 399

**Geography**

Stage I courses: GEOG 101–140

Stage II courses: GEOG 202–262

Stage III courses: GEOG 302–352, 399

**Geophysics**

Stage II course: GEOPHYS 213

Stage III courses: GEOPHYS 310–361, 399

**Information Management**

*Only for students in the Information and Technology Management major*

Stage I course: INFOMGMT 192

Stage III course: INFOMGMT 399

**Information Systems**

Stage II courses: INFOSYS 220–222

Stage III courses: INFOSYS 300, 310, 320–330, 338–344

**Linguistics**

Stage I courses: LINGUIST 100, 101, 103

Stage II courses: LINGUIST 200, 201

Stage III courses: LINGUIST 300, 301, 305

**Logic and Computation**

Stage II course: LOGICOMP 201

Stage III courses: LOGICOMP 300–302

**Marine Science**

Stage I course: MARINE 100

Stage II course: MARINE 202

Stage III courses: MARINE 302–304, 399

**Mathematics**

Stage I courses: MATHS 102–199

Stage II courses: MATHS 202–270

Stage III courses: MATHS 302–384, 399

**Medical Imaging**

*Only for students in the Biomedical Science specialisation*

Stage III courses: MEDIMAGE 302, 306

**Medical Science**

Stage I course: MEDSCI 142

Stage II courses: MEDSCI 201–206

Stage III courses: MEDSCI 301–320

**Pacific Studies**

Stage I course: PACIFIC 100

**Philosophy**

Stage I courses: PHIL 101, 104

Stage II courses: PHIL 200, 210, 216, 222, 250, 260, 261, 263

Stage III courses: PHIL 315, 351

**Pharmacology**

Stage III course: PHARMCOL 399

**Physics**

Stage I courses: PHYSICS 102–160

Stage II courses: PHYSICS 201–245

Stage III courses: PHYSICS 331–390, 399

**Physiology**

Stage III course: PHYSIOL 399

**Psychology**

Stage I courses: PSYCH 108, 109

Stage II courses: PSYCH 200–209

Stage III courses: EXERSCI 304, PSYCH 300–364, 370, 399

**Science General**

Stage I course: SCIGEN 101

Stage II course: SCIGEN 201

Stage III courses: SCIGEN 301, 310

**Science Scholars**

*Only for Science Scholars students*

Stage I course: SCISCHOL 100

Stage II course: SCISCHOL 202

Stage III course: SCISCHOL 302

**Statistics**

Stage I courses: STATS 100–150

Stage II courses: STATS 201–290

Stage III courses: STATS 301–389, 399

**Sustainability**

Stage I course: SUSTAIN 100

Stage II course: SUSTAIN 200

Stage III course: SUSTAIN 300

## Urban Planning

*Only for students in the Geographic Information Science major*

**Stage I course:** URBPLAN 103

**Stage II courses:** URBPLAN 203, 205

## Wine Science

**Stage II course:** WINESCI 201

## Capstone courses available:

ANTHRO 399, BIOMED 399, BIOSCI 399, CHEM 397–399, COMPSCI 399, DATASCI 399, EARTHSCI 399, ENVSCI 399, EXERSCI 399, FOODSCI 399, GEOG 399, GEOPHYS 399, GISCI 399, INFOSYS 310, INFOMGMT 399,

LOGICOMP 399, MARINE 399, MATHS 399, PHARMCOL 399, PHYSICS 399, PHYSIOL 399, PSYCH 399, STATS 399

## BSc majors:

### Anthropological Science

*Not available for conjoins*

- 30 points: ANTHRO 101, 102
- 30 points: ANTHRO 200, 201
- 15 points from ANTHRO 205–208, 235, 252
- 15 points: ANTHRO 309
- 30 points from ANTHRO 306, 317, 318, 322, 328, 337, 348, 349, 352, 353, 365, 367

### Biological Sciences

*either*

- 60 points: BIOSCI 101, 108, 109, STATS 101
- 15 points: BIOSCI 220
- a further 30 points from BIOSCI 201–290
- 45 points from BIOSCI 301–390, MARINE 303

*or one of the following pathways:*

#### Biochemistry and Cell Biology

- 75 points: BIOSCI 101, 106, 108, 109, STATS 101
- 15 points from CHEM 110, 120
- 45 points: BIOSCI 201, 203, 220
- 30 points: BIOSCI 350, 353
- 15 points from BIOSCI 326, 349, 351, 355, 356

#### Biotechnology

- 75 points: BIOSCI 101, 106, 108, 109, STATS 101
- 15 points from CHEM 110, 120, 150
- 75 points: BIOSCI 203, 204, 220, INNOVENT 203, SCIGEN 201
- 60 points: BIOSCI 326, 347, 348, INNOVENT 307

#### Ecology

- 60 points: BIOSCI 101, 108, 109, STATS 101
- 30 points: BIOSCI 206, 220
- 15 points from BIOSCI 204, 205, 207, 208
- 15 points from ENVSCI 201, MARINE 202, STATS 201
- 15 points from BIOSCI 333, 396, MARINE 303
- 15 points: BIOSCI 394
- 15 points from BIOSCI 320, 325, 334, 347
- 45 points from BIOSCI 320, 324–326, 333, 334, 335, 337, 347, 394–396, ENVSCI 301, MARINE 303, STATS 302, 330, 340

#### Evolution

- 60 points: BIOSCI 101, 108, 109, STATS 101
- 45 points: BIOSCI 202, 210, 220
- 45 points: BIOSCI 322, 355, 395

#### Genetics

- 60 points: BIOSCI 101, 108, 109, STATS 101
- 15 points from CHEM 110, 120, 150
- 45 points: BIOSCI 201, 202, 220
- 30 points: BIOSCI 351, 355
- 15 points from BIOSCI 322, 324, 326, 347, 349, 353, 356

#### Marine Biology

- 60 points: BIOSCI 101, 108, 109, STATS 101
- 30 points: BIOSCI 206, 220
- 15 points from BIOSCI 207, 208
- 45 points: BIOSCI 328, 333, 334

#### Microbiology

- 60 points: BIOSCI 101, 108, 109, STATS 101
- 15 points from CHEM 110, 120, 150

- 15 points from BIOSCI 201, 202, 203
- 30 points: BIOSCI 204, 220
- 30 points: BIOSCI 347, 348
- 15 points from BIOSCI 324, 349

#### Plant Biology

- 60 points: BIOSCI 101, 108, 109, STATS 101
- 30 points: BIOSCI 205, 220
- 15 points from BIOSCI 202, 203, 204, 206
- 45 points: BIOSCI 324, 325, 326

#### Zoology

- 60 points: BIOSCI 101, 108, 109, STATS 101
- 60 points: BIOSCI 207, 208, 210, 220
- 30 points: BIOSCI 335, 337
- 15 points from BIOSCI 320, 329

## Biotechnology

*The BSc in Biotechnology was suspended in 2018. Students who have a current enrolment in this major should contact their faculty for advice regarding completion.*

*Not available for conjoins*

#### Major must include:

- 60 points: BIOSCI 101, 106, 107, CHEM 110 or 120
- 90 points: BIOSCI 201–204, SCIGEN 201, STATS 101, 108 or BIOSCI 209
- 60 points: BIOSCI 350, 351, 349 or 356, 353 or 354
- 30 points: INNOVENT 203, 204
- 30 points from BIOSCI 340, 347, 348, MEDSCI 314

## Chemistry

- 30 points: CHEM 110, 120
- 15 points from MATHS 108, 110, 130, PHYSICS 120
- 45 points: CHEM 251, 252, 253
- 15 points: CHEM 351
- 30 points from CHEM 310, 320, 330, 340, 360, 380, 390

## Computer Science

- 45 points: COMPSCI 110, 120, 130
- 45 points: COMPSCI 210, 220, 230
- 45 points from COMPSCI 300–379

## Earth Sciences

*either*

- 30 points: EARTHSCI 120, GEOG 101
- 15 points: EARTHSCI 220
- 30 points from EARTHSCI 202, 203, 208, 261, 262
- 15 points: EARTHSCI 320
- 30 points from EARTHSCI 303–305, 307, 360, 361, 372, GEOG 331, 332, 334, 351

*or one of the following pathways:*

#### Geology

- 45 points: EARTHSCI 102, 120, GEOG 101
- 15 points: EARTHSCI 220
- 45 points from EARTHSCI 202, 203, 208, 262

- 15 points: EARTHSCI 320
- 45 points from EARTHSCI 303–305, 307, 361, 372

**Climate**

- 45 points: EARTHSCI 102, 120, GEOG 101
- 30 points: EARTHSCI 220, 261
- 30 points from EARTHSCI 202, 203, 208, 262, GEOPHYS 213
- 15 points: EARTHSCI 320
- 45 points from EARTHSCI 360, GEOG 332, 334, GEOPHYS 311

**Earth Surface Processes**

- 30 points: EARTHSCI 120, GEOG 101
- 15 points from EARTHSCI 102, GEOG 140
- 30 points: EARTHSCI 220, 262
- 15 points from EARTHSCI 202, 261
- 15 points from EARTHSCI 202, 261, ENVSCI 203, GISCI 241
- 15 points: EARTHSCI 320
- 15 points from GEOG 331, 351
- 15 points from EARTHSCI 303, 307, 372, GEOG 331, 351
- 15 points from EARTHSCI 303, 307, 372, GEOG 331, 351, GISCI 341, 343

**Ecology**

*The BSc in Ecology was suspended in 2018. Students who have a current enrolment in this major should contact their faculty for advice regarding completion.*

- 75 points: BIOSCI 101, 104, ENVSCI 101, GEOG 101, STATS 101 or 108
- 45 points: BIOSCI 206, 209, ENVSCI 201
- at least 15 points from BIOSCI 333, 394, 396, MARINE 303
- 45 points from ANTHRO 349, BIOSCI 320–337, 347, 394–396, ENVSCI 301, GEOG 317–320, 330–332

**Environmental Science**

- 30 points: ENVSCI 101, STATS 101
- 30 points: ENVSCI 201, 203
- 15 points from BIOSCI 206, 220, CHEM 260, EARTHSCI 261, 262, GEOG 205, 210, 250, 261, 262, GISCI 241, 242, MARINE 202
- 30 points: ENVSCI 301, 303
- 15 points from BIOSCI 394, 396, GEOG 332, 334, 352, GISCI 341, MARINE 302, SCIGEN 301

**Exercise Sciences**

- 30 points: EXERSCI 101, 103
- 45 points: EXERSCI 201, 203, 204
- 15 points: EXERSCI 305
- 30 points from EXERSCI 301, 303, 304

**Geographic Information Science**

- 15 points: GEOG 140
- 15 points from GEOG 101, 102
- 15 points from COMPSCI 101–130, STATS 101, URBPLAN 103
- 30 points: GISCI 241, 242
- 15 points from BIOSCI 220, COMPSCI 230, ENVSCI 203, STATS 201, 220, URBPLAN 203, 205
- 30 points from GEOG 342, GISCI 341, 343
- a further 15 points from COMPSCI 313–373, GEOG 342, GISCI 341, 343, SCIGEN 301, STATS 301–380

**Geography**

- 30 points: GEOG 101, 102
- 15 points: GEOG 250
- 15 points from GEOG 202, 205, 261, 262
- a further 15 points from GEOG 202, 205, 261, 262, GISCI 241, 242
- 45 points from EARTHSCI 360, GEOG 302–352, GISCI 341–343

**Geophysics**

- 30 points from EARTHSCI 120, PHYSICS 120 or 160
- *either*

30 points: MATHS 108 or 110, 208

*or*

- 45 points: MATHS 120, 130, 250
- 15 points from MATHS 253, 260
- 60 points: GEOPHYS 213, 310, 311, PHYSICS 201
- 15 points from GEOPHYS 361, PHYSICS 332

**Information and Technology Management**

*Not available for conjoints*

- 45 points: COMPSCI 101 or 130, INFOMGMT 192, INFOSYS 110
- 30 points: BUSAN 201, COMPSCI 230 or INFOSYS 220
- 15 points from COMPSCI 215, INNOVENT 203, OPSMGT 258, SCIGEN 201
- 45 points from BUSAN 300–302, 305, COMPSCI 345, INFOSYS 300, 320–323, 330, 338, 339, 341, OPSMGT 357

**Logic and Computation**

*Not available for conjoints*

- 30 points: COMPSCI 120, PHIL 101
- 15 points from COMPSCI 130, LINGUIST 100, PHIL 105
- 15 points from COMPSCI 220, LINGUIST 200, PHIL 216
- 15 points from COMPSCI 225, MATHS 254, 255
- 15 points: PHIL 222
- 30 points: COMPSCI 350, PHIL 315
- 30 points from COMPSCI 320, 367, LINGUIST 300, LOGICOMP 301, MATHS 315, PHIL 306, 322, 323

**Marine Science**

- 30 points: MARINE 100, STATS 101
- 15 points from BIOSCI 108, 109
- 15 points from GEOG 101, GEOG 140
- 15 points: MARINE 202
- 15 points from BIOSCI 220, ENVSCI 203, STATS 201
- 15 points from BIOSCI 206, 208, GEOG 262, GISCI 241
- 15 points: MARINE 302
- 30 points from BIOSCI 328, 333, 334, EARTHSCI 303, 360, GEOG 351, MARINE 303

**Mathematics**

*either*

- 45 points from MATHS 120, 130, 162, 199
- 15 points: MATHS 250
- 30 points from MATHS 253, 254, 255, 260, 270
- 45 points from MATHS 302–363

*or one of the following pathways:*

**Applied Mathematics**

- 45 points from MATHS 120, 130, 162, 199
- 45 points: MATHS 250, 260, 270
- 30 points: MATHS 340, 361
- 15 points from MATHS 362, 363

**Pure Mathematics**

- 45 points from MATHS 120, 130, 162, 199
- 45 points from MATHS 250, 253, 254, 255
- 30 points: MATHS 320, 332
- 15 points from MATHS 315, 326, 328, 333, 340

**Operations Research**

*The BSc in Operations Research was suspended in 2013. Students who have a current enrolment in this major should contact their faculty for advice regarding completion.*

**First or single Major must include**

- 45 points: STATS 255, 320, ENGSCI 391
- at least 15 points from STATS 301, 310, 325, 326, 370, 380, COMPSCI 320
- at least 15 points from STATS 301–389, MATHS 326, 328, 361, OPSMGT 370, 371

**Second Major must include**

- 45 points: STATS 255, 320, ENGSCI 391
- at least 15 points from STATS 301, 310, 325, 326, 370, 380, COMPSCI 320

**Pharmacology**

- 15 points from BIOSCI 106, CHEM 110
- 30 points: BIOSCI 107, MEDSCI 142
- 30 points from BIOSCI 203, MEDSCI 203, 205, 206
- 15 points: MEDSCI 204
- 30 points: MEDSCI 318, 319
- 15 points from MEDSCI 320, PHARMCOL 399

**Physics***either*

- 15 points from PHYSICS 120, 160
- 15 points: PHYSICS 121

*either*

30 points: MATHS 108 or 110, 208

*or*

45 points: MATHS 120, 130, 250

- 15 points from MATHS 253, 260
- 45 points: PHYSICS 201–203
- 15 points from ELECTENG 303, 331, MEDSCI 309, PHYSICS 331–335, 340, 356, 371, 390
- 30 points from PHYSICS 331–335, 340, 356, 390

*or one of the following pathways:***Medical Physics and Imaging Technology**

- 15 points from PHYSICS 120, 160
- 30 points: BIOSCI 107, MEDSCI 142
- 90 points: MEDSCI 205, 206, PHYSICS 121, 201, 202, 244

*either*

30 points: MATHS 108 or 110, 208

*or*

45 points: MATHS 120, 130, 250

- 15 points from MATHS 253, 260
- 75 points: MEDSCI 309, PHYSICS 203, 333, 340, 390

**Photonics**

- 15 points from PHYSICS 120, 160
- 15 points: PHYSICS 121

*either*

30 points: MATHS 108 or 110, 208

*or*

45 points: MATHS 120, 130, 250

- 15 points from MATHS 253, 260
- 75 points: ELECTENG 210 or 292, PHYSICS 201–203, 244
- 75 points: ELECTENG 209 or 331, 303, PHYSICS 333, 340, 390

**Physiology**

- 30 points: BIOSCI 107, MEDSCI 142
- 15 points from CHEM 110, PHYSICS 120 or 160
- 30 points: MEDSCI 205, 206
- 15 points from MEDSCI 201, 203, 204
- 45 points from MEDSCI 309, 311, 312, 316, 317

**Psychology**

- 30 points: PSYCH 108, 109
- 15 points from STATS 100–125
- 45 points from PSYCH 200–209
- 45 points from EXERSCI 304, PSYCH 300–326, THEOREL 314

**Statistics***either*

- 15 points from STATS 101–125
- a further 15 points from DATASCI 100, STATS 101–150
- 15 points from STATS 201, 208, 210, 225
- a further 30 points from STATS 201–255, MATHS 208 or 250
- 15 points from STATS 310, 325, 330, 380
- a further 30 points from STATS 301–380, ENGSCI 391

*or one of the following pathways:***Applied Statistics**

- 15 points from STATS 101, 108
- 15 points from DATASCI 100, STATS 125, 150
- 15 points from STATS 201, 208
- 30 points from STATS 220, 240, 255
- 15 points from STATS 330, 380
- 30 points from STATS 301, 302, 326, 330, 331, 380, MATHS 302

**Statistics and Probability**

- 15 points from STATS 101, 108
- 15 points: STATS 125
- 15 points from MATHS 108–153
- 15 points from STATS 210, 225
- 30 points from MATHS 208, 250, STATS 201, 208, 210, 220, 225, 240, 255
- 15 points from STATS 310, 325, 330, 380
- a further 30 points from STATS 301–380, ENGSCI 391

**BSc specialisations:****Biomedical Science***Not available for conjoints**either*

- 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160

- 15 points from BIOSCI 201–203
- 15 points from MEDSCI 201–206
- 45 points from BIOSCI 201–204, EXERSCI 206, MEDSCI 201–206
- 15 points: BIOSCI 220
- 60 points from BIOSCI 347–358, MEDIMAGE 302, 306, MEDSCI 300–320

- 15 points: BIOMED 399

*or one of the following pathways:***Anatomical Imaging Science**

- 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160
- 15 points from BIOSCI 201–203
- 60 points: BIOSCI 220, MEDSCI 201, 203, 206
- 15 points from BIOSCI 201–204, EXERSCI 206, MEDSCI 201–206
- 45 points: MEDIMAGE 302, 306, MEDSCI 300
- 15 points from BIOSCI 347–358, MEDSCI 300–320
- 15 points: BIOMED 399

**Cancer Biology and Therapeutics**

- 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160
- 75 points: BIOSCI 201, 202, 220, MEDSCI 203, 204
- 15 points from BIOSCI 201–204, EXERSCI 206, MEDSCI 201–206
- 45 points: BIOSCI 356, MEDSCI 302, 319
- 15 points from BIOSCI 347–358, MEDIMAGE 302, 306, MEDSCI 300–320
- 15 points: BIOMED 399

**Cardiovascular Biology**

- 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160
- 45 points: BIOSCI 220, MEDSCI 205, 206
- 15 points from BIOSCI 201–203
- 15 points from MEDSCI 201, 203, 204
- 15 points from BIOSCI 201–204, EXERSCI 206, MEDSCI 201–206
- 30 points: MEDSCI 309, 311
- 15 points from BIOSCI 353, MEDSCI 320
- 15 points from BIOSCI 347–358, MEDIMAGE 302, 306, MEDSCI 300–320
- 15 points: BIOMED 399

**Cellular and Molecular Biomedicine**

- 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160

- 45 points: BIOSCI 201, 203, 220
- 15 points from MEDSCI 201–206
- 30 points from BIOSCI 201–204, EXERSCI 206, MEDSCI 201–206
- 30 points: BIOSCI 350, 353
- 30 points from BIOSCI 347–358, MEDIMAGE 302, 306, MEDSCI 300–320
- 15 points: BIOMED 399

**Genetics**

- 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160
- 45 points: BIOSCI 201, 202, 220
- 15 points from MEDSCI 201–206
- 30 points from BIOSCI 201–204, EXERSCI 206, MEDSCI 201–206
- 30 points: BIOSCI 351, 355
- 30 points from BIOSCI 347–358, MEDIMAGE 302, 306, MEDSCI 300–320
- 15 points: BIOMED 399

**Infection and Immunity**

- 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160
- 60 points: BIOSCI 201, 220, MEDSCI 202, 203
- 30 points from BIOSCI 201–204, EXERSCI 206, MEDSCI 201–206
- 45 points: BIOSCI 349, MEDSCI 301, 314
- 15 points from BIOSCI 347–358, MEDIMAGE 302, 306, MEDSCI 300–320
- 15 points: BIOMED 399

**Neuroscience**

- 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160
- 75 points: BIOSCI 220, MEDSCI 201, 204, 205, 206
- 15 points from BIOSCI 201–203
- 30 points: MEDSCI 317, 320
- 15 points from MEDSCI 309, 316
- 15 points from BIOSCI 347–358, MEDIMAGE 302, 306, MEDSCI 300–320
- 15 points: BIOMED 399

**Nutrition and Metabolism**

- 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160
- 90 points: BIOSCI 202, 203, 220, EXERSCI 206, MEDSCI 203, 205
- 45 points: BIOSCI 358, MEDSCI 312, 315
- 15 points from BIOSCI 347–358, MEDIMAGE 302, 306, MEDSCI 300–320
- 15 points: BIOMED 399

**Reproduction and Development**

- 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160
- 90 points: BIOSCI 201–203, 220, MEDSCI 201, 205
- 45 points: BIOSCI 356, MEDSCI 312, 313
- 15 points from BIOSCI 347–358, MEDIMAGE 302, 306, MEDSCI 300–320
- 15 points: BIOMED 399

**Data Science***Not available for conjoins*

- 60 points: COMPSCI 120, 130, STATS 101, 125
- either*

- 15 points: MATHS 108
- or*
- 30 points: MATHS 120, 130
- 90 points: COMPSCI 220, 225, MATHS 208 or 250, STATS 201, 210 or 225, 220
- 90 points: COMPSCI 320, 351, 367 or 361, STATS 330, 369, 380
- 15 points from COMPSCI 399, DATASCI 399, STATS 399

**Food Science and Nutrition***Not available for conjoins**either of the following pathways***Food Science**

- 105 points: BIOSCI 101, 106, CHEM 110, 120, FOODSCI 100, MATHS 110, STATS 108
- 60 points: BIOSCI 203, 204, FOODSCI 200, 202
- 60 points: BIOSCI 348, FOODSCI 301, 303, 306
- 15 points: FOODSCI 399

*or***Nutrition**

- 120 points: BIOSCI 101, 106, 107, CHEM 110, FOODSCI 100, MEDSCI 142, POPLHLTH 111, STATS 108
- 105 points: BIOSCI 202, 203, EXERSCI 206, FOODSCI 200, MEDSCI 203, 205, POPLHLTH 206
- 60 points: BIOSCI 358, FOODSCI 303, MEDSCI 315, POPLHLTH 305
- 15 points from FOODSCI 301, MEDSCI 301, 312
- 15 points from BIOSCI 201, FOODSCI 301, 304, MEDSCI 301, POPLHLTH 301, SCIGEN 201
- 15 points: FOODSCI 399

**Green Chemical Science***Not available for conjoins*

- 75 points: BIOSCI 106, CHEM 110, 120, ENVSCI 101, PHYSICS 160
- 15 points from MATHS 108, 110, 120, 130, STATS 101, 108
- 15 points from BIOSCI 101, 109, EARTHSCI 120, GEOG 101, MEDSCI 142, SCIGEN 101, SUSTAIN 100
- 15 points from BIOSCI 101, 109, EARTHSCI 103, GEOG 101, MATHS 108, 110, MEDSCI 142, STATS 101
- 75 points: CHEM 251, 252, 253, 260, ENVSCI 201
- 15 points from BIOSCI 203, 204, 206, EARTHSCI 261, GEOPHYS 213, MEDSCI 204, SCIGEN 201, SUSTAIN 200
- 60 points: CHEM 351, 360, 397, ENVSCI 301
- 15 points from CHEM 310, 320, 330, 340, 380, 390, SUSTAIN 300
- 15 points from BIOSCI 333, 347, ENVSCI 303, MARINE 303, SCIGEN 301

**Medicinal Chemistry***Not available for conjoins*

- 75 points: BIOSCI 101, 107, CHEM 110, 120, MEDSCI 142
- 15 points from MATHS 108, 110, 130, PHYSICS 120, 160, STATS 101
- 90 points: BIOSCI 201, 203, CHEM 251, 253, MEDSCI 204, 205
- 15 points from BIOSCI 202, 204, CHEM 252, 260, MEDSCI 202, 203
- 60 points: CHEM 330, 390, 392, MEDSCI 318
- 15 points from BIOSCI 349, 351, 353, 355, 356, CHEM 320, 340, 351, 360, MEDSCI 206, 320
- 15 points: CHEM 398

**Modules available:****Data Analysis**

- 15 points from STATS 101, 108
- 15 points from STATS 201, 208
- 15 points from STATS 301, 330, 340

**Exercising the Body and Mind**

- 15 points: EXERSCI 105
- 15 points from EXERSCI 202, 204

- 15 points: EXERSCI 304

**Quantitative Critical Thinking and Communication**

- 30 points: SCIGEN 101, STATS 150
- 15 points from STATS 201, 208

**Science in Society**

- 45 points: SCIGEN 101, 201, 301

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**Science Scholars**

*Only for Science Scholars students*

- 15 points from SCIGEN 101, SCISCHOL 100, MÅORI 130, PHIL 100
  - 30 points: SCISCHOL 202, 302
- 

**Software Development**

- 45 points from COMPSCI 101, 130, 230, 235, 331
- 

**Spatial Data Analysis**

- 30 points from GEOG 140, GISCI 241, 242
  - 15 points from GISCI 341, 343
- 

**Studies in Food and Health**

- 30 points: FOODSCI 100, 200
  - 15 points from FOODSCI 301, EXERSCI 206
- 

**Studies in Urban Wellbeing**

- 30 points: GEOG 104, SOCSCIPH 200
  - 15 points from GEOG 305, 307, SOCSCIPH 300
- 

**Sustainability**

- 45 points: SUSTAIN 100, 200, 300
- 

## The Degree of Bachelor of Advanced Science (Honours) – BAdvSci(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.

**Structure and Content**

- 2 Of the 480 points required for this degree, a student must pass:
  - a at least 420 points from courses listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule, including
    - (i) at least 300 points above Stage I, including at least 210 points above Stage II
    - (ii) courses in a minimum of three subject codes
    - (iii) at least 120 points at 700 level, including a research project or dissertation of between 30 and 60 points
    - (iv) a specialisation as listed in the Bachelor of Advanced Science (Honours) Schedule
    - (v) the core courses as listed in the Bachelor of Advanced Science (Honours) Schedule
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - c up to 30 points from courses available for other programmes offered at this University.
- 3 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.
- 4
  - a A student may include one or more modules from the modules available in the Bachelor of Science Schedule.
  - b
    - (i) One module from the Schedule of another degree may be included.
    - (ii) If a module from the Schedule of another degree is completed, the courses will be counted under Regulation 2a.
- 5 A student must achieve a Grade Point Average of 5.0 or higher in each successive two semesters of full-time enrolment, or the part-time equivalent, taken towards this degree. If this Grade Point Average is not achieved, enrolment in the Bachelor of Advanced Science (Honours) cannot continue.

**Reassignment**

- 6 A student who does not achieve the Grade Point Average specified in Regulation 5 may apply to reassign courses passed for this degree to the Postgraduate Diploma in Science and/or the Bachelor of Science.

**General Education Exemptions**

- 7
  - a A student is exempted from the requirement to pass courses offered in the General Education Schedules who has:
 

*either*

    - (i) completed an undergraduate degree at a tertiary institution

*or*

    - (ii) been admitted to this degree having completed 240 points of degree level study at another tertiary institution.



- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses available for this degree.
- c A student admitted to this degree having completed between 120 and 135 points of degree level study from another tertiary institution must pass:
  - (i) 15 points from courses offered in the General Education Schedules
  - and
  - (ii) a further 15 points from courses available for this degree.
- d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### Practical Requirements

- 8 In any course that includes assessed practical work as well as other assessed work, it may be required that a student must obtain passes in both the practical and the other work in order to pass that course as a whole. Where this is specified, a student who passes the practical work but who fails the other work may in these circumstances, at the discretion of the Academic Head, have the result for the practical work carried forward when the course is retaken.

### Honours

- 9 a This degree may be awarded with Honours where a student's overall grade in 120 points of 700 level courses, including the research project or dissertation, is sufficiently high. There are two classes of Honours: First Class Honours and Second Class Honours. Second Class Honours are awarded in either the First Division or Second Division.
- b Students who have passed all courses and completed all other requirements for a BAdvSci(Hons) but whose performance in the courses is deemed by the Dean of Science to be not of Honours standard will be awarded the degree of Bachelor of Science and the Postgraduate Diploma in Science instead.

### Conjoint Degrees

- 10 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 the University Calendar.

### Special Cases

- 11 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 examiners 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 an advanced or accelerated Stage I course but is certified by the examiners as having reached a pass in an equivalent Stage I course in the same subject having a lower entry requirement, the student may be credited with the latter course. The relevant Academic Head shall certify to Senate or its representative that the failed course is an advanced or accelerated course.

### 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 2019.

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#### Bachelor of Advanced Science (Honours) (BAdvSci(Hons)) Schedule

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##### Requirement: Core Courses

- 15 points from SCIGEN 101, SCISCHOL 100, SUSTAIN 100, MĀORI 130
- 15 points from SCIGEN 201, SCISCHOL 202, SUSTAIN 200

- 15 points from SCIGEN 301, SCISCHOL 302, SUSTAIN 300
  - SCISCHOL 100, 202 and 302 are only available to Science Scholars students*
- 

#### Specialisations:

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##### Chemistry

- 30 points: CHEM 110, 120
- 15 points from MATHS 108, 110, 130, PHYSICS 120
- 60 points: CHEM 251–254
- 30 points: CHEM 351, 352

- 45 points from CHEM 310, 320, 330, 340, 360, 380, 390
  - 60 points from CHEM 710–751, 760, 780
  - 60 points: CHEM 793 Dissertation
-

## Computational Biology

- 75 points: BIOSCI 101, 108 or 109, COMPSCI 120, 130, STATS 101
- 60 points: BIOSCI 202 or 203, COMPSCI 220, 225, BIOSCI 220 or STATS 201
- a further 15 points from any Stage II course in Biological Sciences
- 15 points: COMPSCI 369
- 15 points from STATS 330, 331
- 15 points from any Stage III course in Biological Sciences
- 15 points from Stage III courses in Biological Sciences, Computer Science, Mathematics, Statistics
- 60 points: BIOINF 701, 702, 704, BIOSCI 702
- 15 points from any 700 level course in Biological Sciences, Computer Science, Mathematics, Statistics
- 30 points: COMPSCI 789 Dissertation

## Computer Science

- 45 points: COMPSCI 110, 120, 130
- 60 points: COMPSCI 210, 220, 230, 289
- 15 points from COMPSCI 215, 225, 235
- 60 points from COMPSCI 313, 315, 316, 320, 331, 335, 340, 345, 350, 351, 367, 369, 373
- 15 points: COMPSCI 389
- 60 points from COMPSCI 701–710, 711, 715, 720, 725, 726, 727, 732, 734, 742, 747, 750–753, 760, 765, 767, 773
- 30 points from any relevant 700 level course with Head of Department approval
- 30 points: COMPSCI 789 Dissertation

## Ecology

- 75 points: BIOSCI 101, 108, 109, ENVSCI 101, STATS 101
- 75 points: BIOSCI 206, 210, 220, ENVSCI 201, 203
- 15 points from BIOSCI 333, MARINE 303
- 60 points: BIOSCI 394, 396, ENVSCI 301, ECOLOG 301
- 30 points: ENVSCI 701 or BIOSCI 752, ENVSCI 705
- 30 points from BIOSCI 724, 725, 729, 730, 731, 733, 734, 735, 739, 747, 748, 749, ENVSCI 702, 704, 711, 713, 714, 716, 733, 734, 737, ENVMTG 742, 744
- 60 points: ECOLOG 789 Dissertation

## Environmental Change

- 45 points: EARTHSCI 120, ENVSCI 101, GEOG 101
- 15 points from BIOSCI 106, CHEM 110, STATS 101
- 45 points: EARTHSCI 220, 261, 262
- 15 points from BIOSCI 220, EARTHSCI 203, ENVSCI 203, GISCI 241
- 45 points: ENVCHG 300, GEOG 332, 334
- 30 points from BIOSCI 394, EARTHSCI 303, 307, 360, ENVSCI 301, 303, GEOG 320, 324, 325, 331, 351, 352, GISCI 341, MARINE 302
- 15 points from EARTHSCI 732, GEOG 730, 749
- 15 points from ENVMTG 742, ENVSCI 704, 705, GEOG 748
- 30 points from EARTHSCI 705, 720, 732, 754, ENVMTG 741, 743, 744, 746, ENVSCI 704–738, GEOG 730, 745–749, 770–772, GEOPHYS 712
- 60 points: ENVCHG 789 Project

## Geology

- 45 points: EARTHSCI 102, 120, GEOG 101
- 75 points: EARTHSCI 202, 203, 208, 220, 262
- 30 points: EARTHSCI 315, 320
- 45 points from EARTHSCI 303–307, 361–372
- 60 points from EARTHSCI 703–780, GEOPHYS 761
- 60 points: EARTHSCI 785 Dissertation

## Green Chemical Science

*Not available for conjoint degrees*

### Requirement:

- 75 points: BIOSCI 106, CHEM 110, 120, ENVSCI 101, PHYSICS 160
- 15 points from MATHS 108, 110, 120, 130, STATS 101, 108

- 15 points from BIOSCI 101, 109, EARTHSCI 120, GEOG 101, MEDSCI 142
- 75 points: CHEM 251, 252, 253, 260, ENVSCI 201
- 15 points from BIOSCI 203, 204, 206, EARTHSCI 261, GEOPHYS 213, MEDSCI 204, SCIGEN 201
- 45 points: CHEM 351, 360, ENVSCI 301
- 15 points from CHEM 310, 320, 330, 340, 380, 390
- 15 points from BIOSCI 333, 347, ENVSCI 303, MARINE 303, SCIGEN 301
- 15 points from CHEM 310, 320, 330, 340, 380, 390, BIOSCI, 333, 347, ENVSCI 303, MARINE 303, SCIGEN 301
- 30 points from CHEM 710–751, 780
- 30 points: CHEM 760, ENVSCI 714
- 60 points: CHEM 793 Dissertation

## Marine Science

- 30 points: MARINE 100, STATS 101
- 15 points from BIOSCI 108, 109
- 15 points from GEOG 101, 140
- 15 points: MARINE 202
- 15 points from BIOSCI 220, ENVSCI 203, STATS 201
- 15 points from BIOSCI 206, 208, GEOG 262, GISCI 241
- 30 points: MARINE 302, 304
- 45 points from BIOSCI 328, 333, 334, EARTHSCI 303, 360, GEOG 351, MARINE 303
- 30 points: MARINE 701, 702
- 15 points from BIOSCI 761, CHEM 795, ENVSCI 701
- 15 points from BIOSCI 724, 725, 727, 733, 738, 739, 749, CHEM 770, EARTHSCI 720, ENVMTG 742, 744, ENVSCI 702, 704, 714, FOODSCI 703, 708, GEOG 730, 748, 771, MARINE 703, PHYSICS 731
- 60 points: MARINE 780 Dissertation

## Mathematics

- 45 points: MATHS 120, 130, 162, 199
- 60 points: MATHS 250, 253, 254, 260
- 60 points: MATHS 320, 332, 340, 361
- 15 points from MATHS 362, 363
- 90 points from MATHS 701–789
- 30 points: MATHS 776 Research Project

## Physics

- 45 points: MATHS 120, 130, PHYSICS 121
- 15 points: MATHS 250
- 15 points from MATHS 253, 260
- 60 points: PHYSICS 201, 202, 203, 245
- 60 points from PHYSICS 331–380
- 15 points: PHYSICS 390
- 75 points from PHYSICS 701–780
- 45 points: PHYSICS 786 Dissertation

## Psychology

- 30 points: PSYCH 108, 109
- 15 points from STATS 100–125
- 45 points from PSYCH 200–209
- 30 points: PSYCH 306, 370
- 30 points from EXERSCI 304, PSYCH 300, 303, 305, 308–326, THEOREL 314
- 15 points: PSYCH 744
- 75 points from PSYCH 700–770
- 15 points: PSYCH 779
- 30 points: PSYCH 780 Research Project

## Statistics

- 15 points from STATS 101, 108
- 45 points: MATHS 120, 130, STATS 125
- 15 points from STATS 201, 208
- 30 points: MATHS 250, STATS 225

- 30 points: STATS 310, 313
- 30 points from ENGSCI 391, STATS 301, 302, 320, 325, 326, 330, 331, 369, 370, 380
- 15 points from STATS 779, 782
- 45 points from STATS 701, 702, 703, 705, 708, 720–731, 737–773, 776–787

- 30 points from STATS 701, 702, 703, 705, 708, 720–731, 737–773, 776–787, or other approved 700 level courses offered by the faculty
- 30 points: STATS 781 Project

## 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 from the University of Auckland including at least 90 points above Stage II or attained an equivalent qualification as approved by Senate or its representative
  - and
  - b attained at least a B average in 45 points above Stage II in the relevant subject major as specified in the Bachelor of Science regulations or equivalent
  - 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 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.

*Note: Applicants to Preparatory Clinical Psychology must be able to demonstrate professional attributes suitable for becoming a clinical psychologist. A written supplementary application, personal references and an interview will normally be required.*

### 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 between 30 and 90 points must be included. Where the dissertation is of less than 90 points, the points 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 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 8 The programme for each student must be approved by the relevant Head of Department, Director of School or equivalent.

### Project / Dissertation

- 9
  - 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

- 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 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.
- 12 Where the standard specified in Regulation 11a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

## Commencement

- 13 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Science (Honours) were thereby repealed.

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## Bachelor of Science (Honours) (BSc(Hons)) Schedule

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### Subjects available:

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#### Applied Mathematics

**Prerequisite:** A major in Applied Mathematics or Mathematics or an equivalent subject approved by the Academic Head or nominee, including MATHS 340, 361 and MATHS 362 or 363, or equivalent courses approved by the Academic Head or nominee

**Requirement:**

- at least 45 points from MATHS 761–770
- up to 45 points from approved 700 level courses in Mathematics or related subjects with approval of the Head of Department
- 30 points: MATHS 776 Research Project

#### Bioinformatics

**Prerequisite:** A major in Bioinformatics or Biological Sciences and COMPSCI 220 or equivalent as approved by the Director and at least 90 points at Stage III

**Requirement:**

- 45 points: BIOINF 702, 704, BIOSCI 702
- 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
- 45 points: BIOINF 789 Project

#### Biological Sciences

**Prerequisite:** At least 90 points at Stage III including at least 60 points from Stage III Biological Sciences. With the permission of the Director of the School of Biological Sciences, up to 15 points at Stage III in related courses may be substituted.

**Requirement:**

- 15 points: BIOSCI 762
  - 45 points: BIOSCI 788 Dissertation
- and
- 60 points from BIOINF 701, BIOSCI 724–746, 749–761
- or
- 45 points from BIOINF 701, BIOSCI 724–759 and a further 15 points, subject to approval by the Head of School of Biological Sciences, from 700 level courses in a related subject

#### Biomedical Science

*The BSc(Hons) in Biomedical Science was suspended in 2016. Students who have a current enrolment in this subject should contact their faculty for advice regarding completion.*

**Prerequisite:** A major in Biomedical Science and at least 90 points at Stage III

**Requirement:**

- 30 points from BIOINF 701, BIOSCI 736, 737, 741, 746, 755–759,

HLTHPSYC 716, MEDSCI 701–723, 725–734, 737–740

- 90 points: BIOMED 791 Research Portfolio

#### Biotechnology

**Prerequisite:** A major in Biotechnology, or equivalent as approved by the Director, and at least 90 points at Stage III

**Requirement:**

- 30 points from BIOSCI 741, 752, 759
- 30 points: SCIENT 701, 703
- 15 points: BIOSCI 762
- 45 points: BIOTECH 788 Dissertation

#### Chemistry

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

**Requirement:**

- 60 points: CHEM 793 Dissertation
- and
- 60 points from CHEM 710–780
- or
- 45 points from CHEM 710–780 and a further 15 points, subject to approval by the Head of Department, from 700 level courses in a related subject

#### Computer Science

**Prerequisite:** A major in Computer Science and at least 90 points at Stage III

**Requirement:**

- at least 60 points from BIOINF 702, COMPSCI 701–716, 720–777
- up to 30 points from 700 level courses in a related subject with approval of the Head of Department
- 30 points: COMPSCI 789 Research Project

#### Earth Sciences

**Prerequisite:** A major in Earth Sciences, Geography, or Geology and at least 90 points at Stage III with at least 45 points at Stage III in Earth Sciences or Geology courses or GEOG 330, 331, 334, 351, 360 or equivalent

**Requirement:**

- at least 60 points from EARTHSCI 703–772, GEOG 730, 745, 746, 770–772, GEOPHYS 760, 761
- up to 30 points from 700 level courses as approved by the Programme Coordinator
- 30 points: EARTHSCI 789 Research Project

## Exercise Sciences

**Prerequisite:** A major in Sport and Exercise Science, Exercise Sciences or equivalent as approved by the Head of Department and at least 90 points at Stage III

**Requirement:**

- 15 points: EXERSCI 705
- at least 30 points from EXERSCI 702–704, 706–714 and up to 30 points from approved 700 level courses offered at this University
- 45 points: EXERSCI 780 Dissertation

## Food Science

**Prerequisite:** A major in Food Science or Food Science and Nutrition and at least 90 points at Stage III

**Requirement:**

- at least 30 points from CHEMMAT 757, FOODSCI 706–710
- up to 30 points from MEDSCI 709, 710, BIOSCI 741 or other courses approved by Programme Director
- 60 points: FOODSCI 788 Dissertation

## Geography

**Prerequisite:** A major in Geography or Earth Sciences and at least 90 points at Stage III with at least 45 points at Stage III in Geography

**Requirement:**

- 15 points: GEOG 701
- at least 60 points from EARTHSCI 705, 713, 732, ENVMTG 741–762, ENVSCI 704, 713, 737, 738, GEOG 712–779
- up to 15 further points, subject to approval by the Academic Head
- 30 points: GEOG 789 Research Project

## Geophysics

**Prerequisite:** At least 90 points at Stage III including at least 30 points from GEOPHYS 310–361 and 15 points from EARTHSCI 301–307, 372, GEOPHYS 310–361, MATHS 302–389, PHYSICS 331–390

**Requirement:**

- 45 points from EARTHSCI 763, GEOPHYS 711–713, 761, PHYSICS 743
- 45 points from approved 600 or 700 level courses in Earth Sciences, Geophysics, Mathematics or Physics, or other Science subjects approved by the Head of Department
- 30 points: GEOPHYS 789 Research Project

## Green Chemical Science

**Prerequisite:** A major or specialisation in Chemistry or Green Chemical Science, or an equivalent subject approved by the Director, including CHEM 360 and ENVSCI 301 or equivalent courses approved by the Director

**Requirement:**

- 30 points from CHEM 710–751, 780
- 30 points: CHEM 760, ENVSCI 714
- 60 points: CHEM 793 Dissertation

## Logic and Computation

**Prerequisite:** A major 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 Research Project

## Mathematics

**Prerequisite:** A major in Mathematics or an equivalent subject approved by the Academic Head or nominee, including MATHS 332, and MATHS 320 or 328 or equivalent courses approved by the Academic Head or nominee. MATHS 302 may be substituted for one of MATHS 320, 328, 332

**Requirement**

*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  
*and*  
• 30 points: MATHS 776 Research Project

## Medical Physics and Imaging Technology

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

**Requirement:**

- 45 points: MEDSCI 703, 737, PHYSICS 780
- 15 points: PHYSICS 743
- 15 points from MEDSCI 701–740, PHYSICS 703–780, 791, 792
- 45 points: PHYSICS 787 Project

## Medicinal Chemistry

**Prerequisite:** A major in Medicinal Chemistry and at least 90 points at Stage III

**Requirement:**

- 15 points: CHEM 735
- 45 points from CHEM 710–780, BIOSCI 757, 759, MEDSCI 708, 715, 716, 721, 722
- 60 points: CHEM 793 Dissertation

## Pharmacology

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

**Requirement:**

*either*

- 60 points from MEDSCI 700, 701, 715–723, 744

*or*

- 45 points from MEDSCI 700, 701, 715–723, 744

15 points from 700 level courses in a related subject approved by the Head of Department

*and*

- 60 points: PHARMCOL 787 Dissertation

## Photonics

**Prerequisite:** A major in Physics including ELECTENG 209, and ELECTENG 210 or 292, and ELECTENG 303 or 331 or equivalent courses approved by the Academic Head or nominee

**Requirement:**

- 15 points from PHYSICS 726, 752
- at least 15 points from ELECTENG 726, 732, PHYSICS 743
- up to 45 points from other 600 or 700 level courses in Physics or related subjects approved by the Head of Department
- 45 points: PHYSICS 787 Project

## Physics

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

**Requirement:**

- 45 points from PHYSICS 703–788, 791, 792

*and either*

- a further 45 points from GEOPHYS 761–780, MATHS 720, 725, 761–770, PHYSICS 701–780, 791, 792
- up to 30 points from other approved 700 level courses offered at this University
- 30 points: PHYSICS 789 Research Project

## Physiology

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

**Requirement:**

- 30 points: MEDSCI 733, 743
- 30 points from MEDSCI 701, 703, 717, 727–732, 734, 737, 739, 744
- 60 points: PHYSIOL 787 Dissertation

## Psychology

**Prerequisite:** A major in Psychology and at least 90 points at Stage III including PSYCH 306

**Requirement:**

either

- 15 points: PSYCH 779
- 75 points from PSYCH 700–770, 775
- 30 points: PSYCH 780 Research Project

or

**Preparatory Clinical Psychology**

- 15 points: PSYCH 779
- 60 points: PSYCH 708, 718, 723
- 15 points from PSYCH 700–770, 775
- 30 points: PSYCH 780 Research Project

## Statistics

**Prerequisite:** A major in Statistics and at least 90 points at Stage III and including STATS 210 or 225

**Requirement:**

- 15 points from STATS 779, 782, or equivalent
- at least 45 points from STATS 701–703, 705, 708–787, BIOINF 704, POPLHLTH 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 781 Project

## The Degree of Master of Data Science – MDataSci

*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 degree, a student must have completed the requirements for:
  - a (i) the Degree of Bachelor of Science in Data Science from this University with a Grade Point Average of 4.5 or higher in 75 points above Stage II, or the equivalent as approved by Senate or its representative
  - or
  - (ii) the Degree of Bachelor of Science with a double major in Computer Science and Statistics from this University with a Grade Point Average of 4.5 or higher in 75 points above Stage II, or the equivalent as approved by Senate or its representative
  - or
  - b (i) the Degree of Bachelor of Science with a major in Computer Science or Statistics from this University with a Grade Point Average of 4.5 or higher in 75 points above Stage II, or the equivalent as approved by Senate or its representative
  - and
  - (ii) STATS 101, or an equivalent course approved by the Director.

### Duration and Total Points Value

- 2 A student admitted to this degree under Regulation 1a must:
  - a pass courses with a total value of 180 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - c not exceed 220 points for the total enrolment in this degree.
- 3 A student admitted to this degree under Regulation 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 in this degree.

### Structure and Content

- 4 a A student enrolled for this degree must complete the requirements as listed in the Master of Data Science Schedule.
- b A student who has to complete 180 points must achieve a Grade Point Average of 4.0 or higher in the first 60 points of taught courses prior to enrolment in DATASCI 792. If this Grade Point Average is not achieved, enrolment in the Master of Data Science cannot continue.
- c A student who has to complete 240 points must achieve a Grade Point Average of 4.0 or higher in the first 120 points of taught courses prior to enrolment in DATASCI 792. If this Grade Point Average is not achieved, enrolment in the Master of Data Science cannot continue.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the University Calendar.

**Dissertation**

- 6 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 relevant Academic Head or nominee prior to enrolment.
- c The dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

**Reassignment**

- 7 A student who does not achieve the Grade Point Average specified in Regulation 4 may apply to reassign courses passed for this degree to the Postgraduate Diploma in Science.

**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 2020. The 2019 regulations for the Degree of Master of Data Science were thereby repealed.

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**Master of Data Science (MDataSci) Schedule**


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A student who has to complete 180 points must satisfy the following requirements:

<b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>• 60 points: COMPSCI 752, 760, STATS 763, 769</li> <li>• at least 15 points from STATS 705, 730, 783, 784, 787</li> <li>• at least 15 points from COMPSCI 711, 720, 734, 750, 753</li> <li>• up to 45 points from COMPSCI 705, 715, 732, 761, 765, 767, ENGSCI</li> </ul>	711, 755, 760–763, 768, HLTHINFO 723, 728, 730, INFOSYS 700, 720, 722, 737, 740, MATHS 715, 761, 765, 766, 769, 770, OPSMG 752, 757, 760, 766, SCIENT 701, 702, 705, STATS 701, 710, 726, 731, 770, 779, 780, or other 700 level courses offered at this University approved by the Director <ul style="list-style-type: none"> <li>• 45 points: DATASCI 792 Dissertation</li> </ul>
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A student who has to complete 240 points must satisfy the following requirements:

<b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>• 60 points from COMPSCI 717, 751, 762, STATS 707, 762, 765, 782, or other approved 700 level courses offered at this University</li> <li>• 60 points: COMPSCI 752, 760, STATS 763, 769</li> <li>• at least 15 points from STATS 705, 730, 783, 784, 787</li> <li>• at least 15 points from COMPSCI 711, 720, 734, 750, 753</li> </ul>	<ul style="list-style-type: none"> <li>• up to 45 points from COMPSCI 705, 715, 732, 761, 765, 767, ENGSCI 711, 755, 760–763, 768, HLTHINFO 723, 728, 730, INFOSYS 700, 720, 722, 737, 740, MATHS 715, 761, 765, 766, 769, 770, OPSMG 752, 757, 760, 766, SCIENT 701, 702, 705, STATS 701, 710, 726, 731, 770, 779, 780, or other approved 700 level courses offered at this University</li> <li>• 45 points: DATASCI 792 Dissertation</li> </ul>
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**The Degree of Master of Environmental Science – MEnvSci**

*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:
  - a the Degree of Bachelor of Science from this University with a Grade Point Average of at least 5.0 or higher in 75 points above Stage II in Environmental Science, or the equivalent as approved by Senate or its representative and
  - b any prerequisites for the courses in the subject area in which they wish to enrol.

*Note: Relevant subjects may include environmental science, geography, biology, chemistry, earth sciences and geology.*

**Duration and Total Points Value**

- 2 A student enrolled for this degree must:
  - a pass courses with a total value of 180 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 220 points.

### Structure and Content

- 4 A student enrolled for this degree must complete the requirements as listed in the Master of Environmental Science Schedule.
- 5 A student must achieve a Grade Point Average of 5.0 or higher in the first 60 points of taught courses in order to enrol in ENVSCI 794.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Thesis / Research Project

- 7
  - a The thesis or research project is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The thesis or research project topic must be approved by the relevant Academic Head or nominee prior to enrolment.
  - c The thesis or research project is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Reassignment

- 8 A student may apply to reassign courses passed for this degree to the Postgraduate Diploma in Science in Environmental Science.

### 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 2019.

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#### Master of Environmental Science (MEnvSci) Schedule

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##### Requirement:

##### Research Masters

- 30 points: ENVSCI 701, 705
- at least 30 points from ENVSCI 702–704, 706–738
- up to 30 points from EARTHSCI 705, 720, GEOG 730, 745–749, 771, ENVMGT 742, 744, MARINE 703, other approved 700 level courses
- 90 points: ENVSCI 794 Thesis

##### Taught Masters

- 15 points: ENVSCI 711
  - at least 105 points from ENVSCI 701–707, 713–738
  - up to 30 points from EARTHSCI 705, 720, GEOG 730, 745–749, 771, ENVMGT 742, 744, MARINE 703
  - up to 30 points from approved 700 level courses
  - 30 points: ENVSCI 790 Project
- 

## The Degree of Master of Information Technology – MInfoTech

*This qualification is awarded jointly by the University of Auckland and the University of Waikato.*

*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 completed the requirements for:
  - either
    - a a Bachelors Honours degree from this University with a Grade Point Average of 4.5 or higher in 75 points above Stage III, including at least 45 points in an IT related field at postgraduate level, or the equivalent as approved by Senate or its representative
  - or
    - b (i) a Bachelors degree from this University with a Grade Point Average of 4.5 or higher in 75 points at Stage III or above, including at least 45 points in an IT related field, or the equivalent as approved by Senate or its representative
  - or
    - (ii) (a) a Bachelors degree from this University, or an equivalent degree qualification as approved by Senate or its representative
  - and
    - (b) the Postgraduate Certificate in Information Technology from this University with a Grade Point Average of 4.5 or higher, or the equivalent



or

- c a Bachelors degree from this University with a Grade Point Average of 4.5 or higher in 75 points at Stage III or above, or the equivalent as approved by Senate or its representative.
- 2 In exceptional circumstances, Senate or its representative may approve the admission of a student who has at least three years of extensive, relevant, practical, professional or scholarly experience deemed equivalent to the requirements in Regulation 1.

### Duration and Total Points Value

- 3 A student admitted to this degree under Regulation 1a must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within two semesters if enrolled full-time or eight semesters if enrolled part-time
  - and
  - c not exceed 160 points for the total enrolment for this degree.
- 4 A student admitted to this degree under Regulation 1b must:
  - a pass courses with a total value of 180 points
  - and
  - b complete within three semesters if enrolled full-time and 12 semesters if enrolled part-time
  - and
  - c not exceed 220 points for the total enrolment for this degree.
- 5 A student admitted to this degree under Regulation 1c must:
  - a pass courses with a total value of 240 points
  - and
  - b complete within four semesters if enrolled full-time and 12 semesters if enrolled part-time
  - and
  - c not exceed 280 points for the total enrolment for this degree.
- 6 Unless approval has been granted by Senate or its representative to complete under Regulation 3 or 4, a student admitted to this degree under Regulation 2 must:
  - a pass courses with a total value of 240 points
  - and
  - b complete within four semesters if enrolled full-time and 12 semesters if enrolled part-time
  - and
  - c not exceed 280 points for the total enrolment for this degree.

### Structure and Content

- 7 A student enrolled for this degree must complete the requirements as listed in the Master of Information Technology Schedule.
- 8 A student who has to complete 120 points must achieve a Grade Point Average of 4.0 or higher in the first 60 points of taught courses taken for this degree prior to enrolment in COMPSCI 778. If this Grade Point Average is not achieved, enrolment in the Master of Information Technology cannot continue.
- 9 A student who has to complete 180 points must achieve a Grade Point Average of 4.0 or higher in the first 120 points of taught courses taken for this degree prior to enrolment in COMPSCI 778. If this Grade Point Average is not achieved, enrolment in the Master of Information Technology cannot continue.
- 10 A student who has to complete 240 points must achieve a Grade Point Average of 4.5 or higher in the first 60 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Information Technology cannot continue.
- 11 A student who has to complete 240 points must achieve a Grade Point Average of 4.0 or higher in the first 180 points of taught courses taken for this degree prior to enrolment in COMPSCI 778. If this Grade Point Average is not achieved, enrolment in the Master of Information Technology cannot continue.
- 12 A student who has previously passed any courses the same as, or similar to, the courses required for this degree must substitute an alternative course(s) approved by the Director of the ICT Graduate School.
- 13 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

- 14 A student who does not achieve the Grade Point Average specified in Regulations 8, 9, 10 or 11 may apply to reassign courses passed for this degree to the Postgraduate Diploma in Information Technology or Postgraduate Certificate in Information Technology.

### Variations

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

### Honours

- 16 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 Where the requirements for the degree have not been completed in accordance with the time limits specified in Regulations 3, 4, 5 and 6, the 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.
- c The calculation for the overall grade to determine the award of Honours will include the grades given for all courses attempted in the degree. For the purposes of grade or mark calculation, Withdrawn, Did Not Sit and Did Not Complete will count as zero.

### Commencement

- 17 These regulations came into force on 1 January 2018. The 2017 regulations for the Degree of Master of Information Technology were thereby repealed.

#### Master of Information Technology (MInfoTech) Schedule

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

<b>Requirement:</b> <b>Taught Masters</b> <ul style="list-style-type: none"> <li>at least 45 points from HLTHINFO 722–730, GLMI 701, 706, 708–712, INFOSYS 700, 701, 720, 725, 740, 750, 751, OPSMG 757, SCIENT</li> </ul>	701, or papers listed in the University of Waikato Master of Information Technology Schedule <ul style="list-style-type: none"> <li>up to 15 points from approved 600 or 700 level courses</li> <li>60 points: COMPSCI 778 Internship</li> </ul>
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A student who has to complete 180 points must satisfy the following requirements:

<b>Requirement:</b> <b>Taught Masters</b> <ul style="list-style-type: none"> <li>at least 45 points from COMPSCI 701–777, COMPSYS 701–729, ELECTENG 722, 726, 728, 732, 733, INFOSYS 722, 727, 730, 735, 737, SOFTENG 701–761, STATS 705, 707, 762</li> </ul>	<ul style="list-style-type: none"> <li>at least 45 points from HLTHINFO 722–730, GLMI 701, 706, 708–712, INFOSYS 700, 701, 720, 725, 740, 750, 751, OPSMG 757, SCIENT 701, STATS 779, or papers listed in the University of Waikato Master of Information Technology Schedule</li> </ul>
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A student who has to complete 240 points must satisfy the following requirements:

<b>Requirement:</b> <b>Taught Masters</b> <ul style="list-style-type: none"> <li>at least 45 points from COMPSCI 701–777, COMPSYS 701–729, ELECTENG 722, 726, 728, 732, 733, INFOSYS 722, 727, 730, 735, 737, SOFTENG 701–761, STATS 705, 707, 762</li> </ul>	<ul style="list-style-type: none"> <li>at least 45 points from HLTHINFO 722–730, INFOSYS 700, 701, 720, 725, 740, 750, 751, GLMI 701, 706, 708, 709, 710, 711, 712, OPSMG 757, SCIENT 701, STATS 779, or papers listed in the University of Waikato Master of Information Technology Schedule</li> </ul>
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### The Degree of Master of Marine Conservation – MMarineCons

*The regulations for this programme 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 degree, a student must:
- either*
- a have completed the requirements for a Bachelors degree with a Grade Point Average of 4.0 or higher in 75 points above Stage II including at least 45 points in a relevant subject, or the equivalent as approved by Senate or its representative
- or*
- b (i) have completed the requirements for a Bachelors degree with a Grade Point Average of 4.0 or higher in 75 points above Stage II, or the equivalent as approved by Senate or its representative
- and*
- (ii) have at least three years of relevant professional experience approved by Senate or its representative.
- 2 In exceptional circumstances, Senate or its representative may approve the admission of a student who has at least three years of scholarly experience deemed equivalent to the requirements in Regulation 1a, and extensive, relevant, practical, or professional experience.

*Note: Relevant subjects may include biology and marine ecology, conservation biology, environmental management, environmental law, environmental policy and social science.*

**Duration and Total Points Value**

- 3 A student enrolled for this degree must:
  - a pass courses with a total value of 180 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 220 points.

**Structure and Content**

- 5 A student enrolled for this degree must complete the requirements as listed in the Master of Marine Conservation Schedule.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**Reassignment**

- 7 A student may apply to reassign courses passed for this degree to the Postgraduate Diploma in Science in Marine Science.

**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 2020.

**Master of Marine Conservation (MMarineCons) Schedule**

<b>Requirement:</b> <b>Research Masters</b> <ul style="list-style-type: none"> <li>• 45 points: MARINE 701, 703, 705</li> <li>• 45 points from BIOSCI 724, 727, 735, 738, 739, 761, ENVSCI 701, 702, 705, 711, 733, ENVMT 741, 742, 744, 746, GEOG 730, 748, INDIGEN 711, LAWENVIR 710, 721, 770, MAORI 732, MARINE 702, PACIFIC 702, 704, other approved 700 level courses offered at this University</li> <li>• 90 points: MARINE 795 Thesis</li> </ul>	<b>Taught Masters</b> <ul style="list-style-type: none"> <li>• 45 points: MARINE 701, 703, 705</li> <li>• 105 points from BIOSCI 724, 727, 735, 738, 739, 761, ENVSCI 701, 702, 705, 711, 733, ENVMT 741, 742, 744, 746, GEOG 730, 748, INDIGEN 711, LAWENVIR 710, 721, 770, MAORI 732, MARINE 702, PACIFIC 702, 704, other approved 700 level courses offered at this University</li> <li>• 30 points: MARINE 790 Project</li> </ul>
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**The Degree of Master of Marine Studies – MMarineSt**

*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 the Degree of Bachelor of Science with a Grade Point Average of at least 5 or higher in 75 points above Stage II  
or
  - (ii) attained an equivalent qualification as approved by Senate or its representative  
and
  - b approval of the Programme Director.

**Duration and Total Points Value**

- 2 A student enrolled for this degree must:
  - a pass courses with a total value of 180 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 220 points.

**Structure and Content**

- 4 A student enrolled for this degree must complete the requirements as listed in the Master of Marine Studies Schedule.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

- 6 A student who does not meet the requirements of this degree may apply to reassign courses passed for the Master of Marine Studies to the Postgraduate Diploma in Science in Marine Science.

### 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 2017.

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#### Master of Marine Studies (MMarineSt) Schedule

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##### Requirement:

##### Research Masters

- 60 points: BIOSCI 727, ENVSCI 702, MARINE 701, 702
- 30 points from approved 700 level courses in Bioinformatics, Biological Sciences, Chemistry, Environmental Science, Environmental Management, Geography, Geophysics, Marine Science, Physics and Statistics listed in the Postgraduate Diploma in Science Schedule
- 90 points: MARINE 794 Thesis

##### Taught Masters

- 60 points: BIOSCI 727, ENVSCI 702, MARINE 701, 702
  - 60 points from approved 700 level courses in Bioinformatics, Biological Sciences, Chemistry, Environmental Science, Environmental Management, Geography, Geophysics, Marine Science, Physics and Statistics listed in the Postgraduate Diploma in Science Schedule
  - 60 points: MARINE 792 Project
- 

## 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 Grade Point Average of 5.0 in 75 points above Stage II, including at least 45 points in the relevant subject major 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 Grade Point Average of 4.0 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 Grade Point Average of 4.0 in 90 points taken for the Postgraduate Diploma in Science. 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 In exceptional circumstances Senate or its representative may approve the admission of a student who has completed the requirements of a Bachelor of Science, or an equivalent qualification, and has significant relevant professional scientific experience.
- 4 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

- 5 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.
- 6 A student admitted to this degree under Regulation 1b or 3 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

- 7 A student enrolled for this degree must complete the requirements for one of the subjects as listed in the Master of Science Schedule.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Thesis / Research Portfolio / Dissertation

- 9 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.
  - (i) The thesis or dissertation topic for the 120 point MSc must be approved by the relevant Departmental Postgraduate Committee prior to enrolment in the degree.
  - (ii) The thesis or dissertation topic for the 240 point MSc must be approved by the relevant Departmental Postgraduate Committee prior to enrolment in the thesis or dissertation.
- 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

- 10 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

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

## Honours / Distinction / Merit

- 12 This degree may be awarded with either Honours, Distinction, or Merit in accordance with the General Regulations – Masters Degrees.

## Commencement

- 13 These regulations came into force on 1 January 2017. The 2010 regulations for the Degree of Master of Science were thereby repealed.

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### Master of Science (MSc) Schedule

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

#### Applied Mathematics

**Prerequisite:** A BSc(Hons) or PGDipSci in Applied Mathematics

**Requirement:**

**Research Masters**

- 120 points: MATHS 795 MSc Thesis in Applied Mathematics

#### Bioinformatics

**Prerequisite:** A BSc(Hons) in Bioinformatics, or a PGDipSci in Bioinformatics including BIOSCI 761, or an equivalent qualification as approved by the Programme Director

**Requirement:**

**Research Masters**

- 120 points: BIOINF 796 MSc Thesis in Bioinformatics

#### Biological Sciences

**Prerequisite:** A BSc(Hons) in Biological Sciences, or a PGDipSci in Biological Sciences including BIOSCI 761, or an equivalent qualification as approved by the Director

**Requirement:**

**Research Masters**

- 120 points: BIOSCI 796 MSc Thesis in Biological Sciences

#### Biomedical Science

*The MSc in Biomedical Science was suspended in 2016. Students who have a current enrolment in this subject should contact their faculty for advice regarding completion.*

**Prerequisite:** A BSc(Hons) in Biomedical Science, or a PGDipSci in Biomedical Science, or an equivalent qualification as approved by the Board of Studies (Biomedical Science)

**Requirement:**

**Research Masters**

- 120 points: BIOMED 796 MSc Thesis in Biomedical Science

#### Biosecurity and Conservation

**Prerequisite:** A PGDipSci in Biosecurity including BIOSCI 761 or ENVSCI 701, or an equivalent qualification as approved by the Director, School of Biological Sciences, or the Director, School of Environment

**Requirement:**

**Research Masters**

- 120 points: BIOSEC 796 Thesis in Biosecurity and Conservation

#### Biotechnology

**Prerequisite:** A BSc(Hons) or PGDipSci in Biotechnology or Biological Sciences including BIOSCI 761

**Requirement:**

**Research Masters**

- 30 points from BIOINF 701, BIOSCI 724–746, 749–759
- 90 points: BIOTECH 794 Thesis

#### Chemistry

**Prerequisite:** A BSc(Hons) or PGDipSci in Chemistry including CHEM 795

**Requirement:**

**Research Masters**

- 120 points: CHEM 796 MSc Thesis in Chemistry

#### Clinical Exercise Physiology

**Prerequisite:** A PGDipSci in Clinical Exercise Physiology or equivalent qualification as approved by the Head of Department

**Requirement:**

**Taught Masters**

- 75 points: EXERSCI 773, 774, 775
- 45 points: EXERSCI 792 Dissertation

#### Computer Science

**Prerequisite:** A BSc(Hons) or PGDipSci in Computer Science

**Requirement:**

**Research Masters**

- 120 points: COMPSCI 796 MSc Thesis in Computer Science

#### Earth Sciences

**Prerequisite:** A BSc(Hons) or PGDipSci in Applied Geology, Earth Sciences, Geography, or Geology

**Requirement:**

**Research Masters**

- 120 points: EARTHSCI 796 MSc Thesis in Earth Sciences

#### Environmental Management

**Prerequisite:** A PGDipSci in Environmental Management

**Requirement:**

**Research Masters**

- 120 points: ENVMGT 796 MSc Thesis in Environmental Management

#### Environmental Science

**Prerequisite:** A PGDipSci in Environmental Science or equivalent including ENVSCI 701

**Requirement:**

**Research Masters**

- 120 points: ENVSCI 796 MSc Thesis in Environmental Science

## Exercise Sciences

**Prerequisite:** A BSc(Hons) or PGDipSci in Sport and Exercise Science, Exercise Sciences or a PGDipSci in Clinical Exercise Physiology

**Requirement:**

**Research Masters**

- 120 points: EXERSCI 796 MSc Thesis in Exercise Sciences

## Food Science

**Prerequisite:** A BSc(Hons) or PGDipSci in Food Science, or equivalent

**Requirement:**

**Research Masters**

- 120 points: FOODSCI 796 MSc Thesis in Food Science

## Forensic Science

**Prerequisite:** A Postgraduate Diploma in Forensic Science with an average of B– or higher or other relevant qualifications as approved by the Programme Director

**Requirement:**

**Research Masters**

- 120 points: FORENSIC 796 MSc Thesis in Forensic Science

## Geography

**Prerequisite:** A BSc(Hons) or PGDipSci in Geography

**Requirement:**

**Research Masters**

- 120 points: GEOG 796 MastersThesis in Geography

## Geophysics

**Prerequisite:** A BSc(Hons) or PGDipSci in Geophysics

**Requirement:**

**Research Masters**

- 120 points: GEOPHYS 796 MSc Thesis in Geophysics

## Green Chemical Science

**Prerequisite:** A specialisation in Chemistry or Green Chemical Science or an equivalent subject approved by the Director, including CHEM 760, 795, and ENVSCI 701 or equivalent courses approved by the Director

**Research Masters**

**Requirement:**

- 120 points: CHEM 796 Thesis

## Logic and Computation

**Prerequisite:** A BSc(Hons) or PGDipSci in Logic and Computation

**Requirement:**

**Research Masters**

- 120 points: LOGICOMP 796 Thesis

## Marine Science

**Prerequisite:** A PGDipSci in Marine Science or equivalent

**Requirement:**

**Research Masters**

- 120 points: MARINE 796 MSc Thesis in Marine Science

## Mathematics

**Prerequisite:** A BSc(Hons) or PGDipSci in Mathematics

**Requirement:**

**Research Masters**

- 120 points: MATHS 796 Thesis in Mathematics
- or
- 30 points from MATHS 701–789, or approved 700 level courses in related subjects with the approval of the Head of Department
- 90 points: MATHS 798 Research Portfolio in Mathematics

## Medical Statistics

**Prerequisite:** A major in Medical Statistics or Statistics or an equivalent subject approved by the Academic Head or nominee, with an average of 5.0 or higher including STATS 210 or 225 or an equivalent course approved by the Academic Head or nominee

**Requirement:**

**Taught Masters**

- 30 points: STATS 768, 780
- 15 points from STATS 732 or other 700 level courses offered at this University approved by the Academic Head or nominee
- 30 points from BIOINF 704, POPLHLTH 707–709, 711, 767, STATS 701–703, 705, 708–731, 735–767, 769–779, 782–787, or other 700 level courses offered at this University approved by the Academic Head or nominee
- 45 points: STATS 793 Dissertation

## Optometry

**Prerequisite:** A BOptom or a PGDipSci in Optometry, and current registration as an optometrist and an annual practising certificate

**Requirement:**

**Research Masters**

- 120 points: OPTOM 796 MSc Thesis in Optometry

**Taught Masters**

- 90 points: OPTOM 791
- 30 points: OPTOM 757

## Pharmacology

**Prerequisite:** A BSc(Hons) or PGDipSci in Pharmacology

**Requirement:**

**Research Masters**

- 120 points: PHARMCOL 796 MSc Thesis in Pharmacology

## Physics

**Prerequisite:** A BSc(Hons) or PGDipSci in Physics

**Requirement:**

**Research Masters**

- 120 points: PHYSICS 796 MSc Thesis in Physics

## Physiology

**Prerequisite:** A BSc(Hons) or PGDipSci in Physiology

**Requirement:**

**Research Masters**

- 120 points: PHYSIOL 796 MSc Thesis in Physiology

## Psychology

**Prerequisite:** A BSc(Hons) or PGDipSci in Psychology and PSYCH 306, or equivalent as approved by the Head of School

**Requirement:**

**Research Masters**

- 120 points: PSYCH 796 Thesis in Psychology

## Speech Science

**Prerequisite:** A PGDipSci in Speech Science, or equivalent as approved by the Chair of the Board of Studies

**Requirement:**

**Research Masters**

- 120 points: SPCHSCI 796 MSc Thesis in Speech Science

## Statistics

**Prerequisite:** A BSc(Hons) or PGDipSci in Statistics or Medical Statistics with an average of B or higher; and STATS 210 or 225, or equivalent

**Requirement:**

**Research Masters**

- 30 points from 700 level courses in Statistics or other approved 600 or 700 level courses offered at this University
- 90 points: STATS 798 Thesis

**Taught Masters**

- 15 points: STATS 732
- at least 45 points from BIOINF 704, POPLHLTH 707–709, 711, STATS 701–787
- up to 15 points from another approved 700 level course offered at this University
- 45 points: STATS 793 Dissertation

**Wine Science**

**Prerequisite:** A PGDipSci in Wine Science

**Requirement:**

**Research Masters**

- 120 points: WINESCI 796 MSc Thesis in Wine Science

A student who has to complete 240 points must satisfy the requirement for one of the following subjects:

**Applied Mathematics**

**Prerequisite:** A major in Applied Mathematics or Mathematics, or an equivalent subject approved by the Academic Head or nominee, including MATHS 340, 361, and MATHS 362 or 363 or equivalent courses approved by the Academic Head or nominee

**Requirement:**

**Research Masters**

- at least 60 points from MATHS 761–770
- up to 60 points from approved 700 level courses in Mathematics or related subjects with approval of the Head of Department
- 120 points: MATHS 795 MSc Thesis in Applied Mathematics

**Bioinformatics**

**Prerequisite:** A BSc with a major in Bioinformatics or Biological Sciences and COMPSCI 220, or equivalent as approved by the Programme Director

**Requirement:**

**Research Masters**

- 75 points: BIOINF 701, 702, 704, BIOSCI 702, 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 724–746, 749–761
- up to 30 points from approved 700 level courses in a related subject
- 120 points: BIOSCI 796 MSc Thesis in Biological Sciences

**Biomedical Science**

*The MSc in Biomedical Science was suspended in 2016. Students who have a current enrolment in this subject should contact their faculty for advice regarding completion.*

**Prerequisite:** A major 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, 725–739, BIOINF 701, BIOSCI 728, 729, 733, 736, 737, 738, 741, 746, 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: BIOSCI 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

**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 School
- 120 points: CHEM 796 MSc Thesis in Chemistry

**Clinical Exercise Physiology**

**Prerequisite:** A BSc in Exercise Sciences, Sport and Exercise Science or equivalent approved programme

**Requirement:**

**Taught Masters**

- 90 points: EXERSCI 703, 705, 710, 712, 771, 772
- 30 points from approved 700 level courses in the Faculty of Science or the Faculty of Medical and Health Sciences
- 75 points: EXERSCI 773, 774, 775
- 45 points: EXERSCI 792 Dissertation

**Computer Science**

**Prerequisite:** A major in Computer Science

**Requirement:**

**Research Masters**

- at least 90 points from COMPSCI 701–716, 720–780
- 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

**Earth Sciences**

**Prerequisite:** A major in Applied Geology, Earth Sciences, Geography, or Geology and at least 90 points at Stage III with at least 45 points at Stage III in Earth Sciences or Geology

**Requirement:**

**Research Masters**

- at least 90 points from EARTHSCI 703–772, GEOG 730, 745, 746, 771, 772, GEOPHYS 760, 761
- up to 30 points from 700 level courses as approved by the Programme Coordinator
- 120 points: EARTHSCI 796 MSc Thesis in Earth Sciences

**Environmental Management**

**Prerequisite:** An approved BSc, BE, BA, BPlan, BCom or equivalent degree

**Requirement:**

**Research Masters**

- 15 points: GEOG 701
- and
- at least 60 points from ENVMGT 741–747
- and
- up to 45 points from 700 level courses as approved by the Programme Coordinator



and

- 120 points: ENVMG 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 EARTHSCI 705, 720, ENVSCI 702–707, 713–738, GEOG 730, 745–749, 771, ENVMG 742, 744, 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

## Exercise Sciences

**Prerequisite:** A major in Sport and Exercise Science or Exercise Sciences, or equivalent

**Requirement:**

**Research Masters**

- 15 points: EXERSCI 705
- at least 75 points from EXERSCI 702–704, 706–714
- up to 30 points from other 700 level courses as approved by the Head of Department
- 120 points: EXERSCI 796 MSc Thesis in Exercise Sciences

## Food Science

**Prerequisite:** A major in Food Science, or Food Science and Nutrition, 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, 707, 708, CHEMMAT 757
- 60 points from approved 700 level courses
- 120 points: FOODSCI 796 MSc Thesis in Food Science

## Forensic Science

**Prerequisite:** An approved BSc or other equivalent degree as approved by the Programme Director

**Requirement:**

**Research Masters**

- 105 points from FORENSIC 701–704, 706, 707
- 15 points from 700 level courses as approved by the Programme Director
- 120 points: FORENSIC 796 MSc Thesis in Forensic Science

## Geography

**Prerequisite:** A major in Geography or Earth Sciences with 45 points at Stage III in Geography

**Requirement:**

**Research Masters**

- 15 points: GEOG 701
- at least 75 points from EARTHSCI 705, 713, 732, ENVMG 741–746, ENVSCI 704, 713, 737, 738, GEOG 712–779
- up to 30 additional points from other 700 level courses in a related subject as approved by the Academic Head
- 120 points: GEOG 796 Masters Thesis in Geography

## Geophysics

**Prerequisite:** A major in Geophysics, or equivalent as approved by the Geophysics Graduate Programme Advisor

**Requirement:**

**Research Masters**

- 30 points from GEOPHYS 711–713, 761
- 90 points from 700 level courses in Earth Sciences, Geophysics, Mathematics, Physics or other Science subjects approved by the Programme Coordinator
- 120 points: GEOPHYS 796 MSc Thesis in Geophysics

## Green Chemical Science

**Prerequisite:** A major or specialisation in Chemistry or Green Chemical Science or an equivalent subject approved by the Director, including CHEM 360 and ENVSCI 301 or equivalent courses approved by the Director

**Research Masters**

**Requirement:**

- 75 points from CHEM 710–751, 780
- 45 points: CHEM 760, 795, ENVSCI 714
- 120 points: CHEM 796 Thesis

## Logic and Computation

**Prerequisite:** A major in Logic and Computation

**Requirement:**

**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: LOGICOMP 796 Thesis

## Marine Science

**Prerequisite:** An approved BSc, BE, or equivalent degree

**Requirement:**

**Research Masters**

- 15 points: MARINE 701
- 15 points from BIOSCI 761, CHEM 795, ENVSCI 701
- 90 points from the following 700 level courses including at least two of the following subject areas: BIOSCI 724–727, 733, 738, 739, 749, CHEM 770, EARTHSCI 720, ENVMG 742, 744, ENVSCI 702, 704, 714, FOODSCI 703, 708, GEOG 730, 746, 748, 771, GEOPHYS 711–713, 761, MARINE 702–705, STATS 767, or other courses approved by the Programme Coordinator
- 120 points: MARINE 796 MSc Thesis in Marine Science

## Mathematics

**Prerequisite:** A major in Mathematics or an equivalent subject approved by the Academic Head or nominee, including MATHS 332, and MATHS 320 or 328 or equivalent courses approved by the Academic Head or nominee. MATHS 302 may be substituted for one of MATHS 320, 328, 332

**Requirement:**

**Research Masters**

- at least 75 points in 700 level Mathematics courses
- up to 45 points from approved 700 level courses in Mathematics or related subjects, with the approval of the Head of Department

and either

- 120 points: MATHS 796 Thesis in Mathematics

or

- 30 points from MATHS 701–789, 792–797 or 700 level courses in related subjects as approved by the Head of Department
- 90 points: MATHS 798 Research Portfolio in Mathematics

## Medical Statistics

**Prerequisite:** A major in Statistics or an equivalent subject approved by the Academic Head or nominee

**Requirement:**

**Taught Masters**

- 75 points: POPLHLTH 708, STATS 768, 770, 773, 780
- 15 points from STATS 732 or other 700 level courses offered at this University approved by the Academic Head or nominee
- 15 points from STATS 779, 782
- at least 60 points from BIOINF 704, POPLHLTH 707, 709, 711, 767, STATS 701–703, 705, 708–731, 735–767, 769–779, 782–787
- up to 30 points from 700 level courses offered at this University approved by the Academic Head or nominee
- 45 points: STATS 793 Dissertation

## Optometry

**Prerequisite:** A BOptom, or an equivalent qualification approved by the Head of School

**Requirement:**

**Research Masters**

either

- 120 points from OPTOM 751, 752, 757, 759

or

at least 90 points from OPTOM 751, 752, 757, 759 and up to 30 points from 700 level courses in a related subject as approved by the Head of School

- 120 points: OPTOM 796 MSc Thesis in Optometry

## Pharmacology

**Prerequisite:** A major in Pharmacology or equivalent as approved by the Head of Department

**Requirement:**

**Research Masters**

- at least 60 points from MEDSCI 700, 701, 715–723, 735, 744
- up to 60 points from other 700 level courses as approved by the Head of Department
- 120 points: PHARMCOL 796 MSc Thesis in Pharmacology

## Physics

**Prerequisite:** A major in Physics, or equivalent as approved by the Head of Department

**Requirement:**

**Research Masters**

- 75 points from PHYSICS 701–788
- and either
- 45 additional points from PHYSICS 701–788, MATHS 761–763, GEOPHYS 761–780
- or
- at least 15 additional points from PHYSICS 701–788, MATHS 761–763, GEOPHYS 761–780
- and
- up to 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 with a major in Physiology, or equivalent qualification

**Requirement:**

**Research Masters**

- 30 points: MEDSCI 733, 743
- 90 points from MEDSCI 701–703, 717, 727–734, 737, 739, 744
- 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 School

**Requirement:**

**Research Masters**

- 120 points from PSYCH 700–770, 775
- or
- 105 points from PSYCH 700–770, 775, up to 15 points from other 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 701, 711–713, 722, 723, 733, 736, 743, 746, 751–754
- 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

## Statistics

**Prerequisite:** A major in Statistics, or equivalent as approved by the Head of Department

**Requirement:**

**Research Masters**

- 15 points: STATS 732
- 15 points from STATS 779, 782
- at least 90 points from BIOINF 704, POPLHLTH 707–709, 711, STATS 701–787
- up to 30 points from approved 700 level courses offered at this University
- 90 points: STATS 798 Thesis

**Taught Masters**

- 15 points: STATS 732
- 15 points from STATS 779, 782
- at least 150 points from BIOINF 704, POPLHLTH 707–709, 711, STATS 701–787
- up to 15 points from another approved 700 level course offered at this University
- 45 points: STATS 793 Dissertation

## 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

# 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

- In order to be admitted to this programme, a student needs to have:
    - completed the requirements for any Bachelors or Masters degree of this University other than a degree specialising in speech language therapy, or gained an equivalent qualification, provided that Senate or its representative is satisfied that the prior degree or other equivalent qualification is indicative of the ability to undertake advanced study in Speech Language Therapy Practice
- and

- b passed at least 75 points at Stage III or 700 level in approved subject areas (Education, Psychology, Linguistics, Health Sciences) and achieved in these an average grade of B- or higher.
- 2 On the recommendation of the Dean of Science, Senate or its representative may require a student with insufficient background in Psychology and Education to take additional courses as a condition of enrolment for Part I of this degree, as under Regulation 7c below.
- 3 Admission to the programme is at the discretion of Senate or its representative, on the recommendation of the Director of the programme.

### **Duration and Total Points Value**

- 4 A student enrolled for this degree must:
  - a pass courses with a total value of 240 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 5 The total enrolment for this degree must not exceed 280 points.

### **Structure and Content**

- 6 **Taught Masters**  
A student enrolled for this degree must pass courses to the value of 240 points from Parts I and II as listed in the Master of Speech Language Therapy Practice Schedule.
- 7 a A student may not enrol for Part II until Part I has been completed, unless special approval is given by the Dean of Science or representative.
- b A student who has previously passed courses from another programme that are substantially similar to any one of the courses required under Regulation 6 above may, with the approval of the Dean of Science or representative, be required to take alternative 700 level courses from the subject Speech Science or other approved 700 level courses.
- c Where a student is required to take additional courses as a condition of enrolment for Part I, under Regulation 2 above, those courses:
  - (i) are to be taken for Certificates of Proficiency  
and
  - (ii) are to be passed within 12 months of initial enrolment for this degree.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### **Practical and Clinical Requirements**

- 9 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**

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

### **Termination of Enrolment**

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

### **Honours**

- 12 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

### **Commencement**

- 13 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.

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**Master of Speech Language Therapy Practice (MSLTPrac) Schedule**


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**Requirement:****Taught Masters****Part I:** 120 points: SPCHSCI 711–724**Part II:** 120 points: SPCHSCI 733, 734, 736, 743, 744, 746, 790 Research Project

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**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 A candidate for the Degree of Doctor of Clinical Psychology is required to pursue an approved programme of advanced study, research and clinical practice as an enrolled student 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 A Doctor of Clinical Psychology thesis may not exceed 60,000 words in total without the permission of the Board of Graduate Studies.
- e If the core of the thesis comprises a series of published or unpublished research papers, the candidate must be the lead or sole author of each paper and must provide a contextual framework and concluding discussion. 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.
- f If the core of the thesis does not comprise a series of published or unpublished research papers, a candidate may still include within their thesis published or unpublished research papers, provided that the candidate was the lead or sole author of each paper. The thesis must be presented in a consistent format, citation style and typeface.
- g In the case of published or unpublished research papers 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. The thesis must be presented in a consistent format, citation style and typeface.
- h All material that is not the original work of the author must:
  - (i) be fully and appropriately attributed
  - or
  - (ii) if a substantial part of another work, be reproduced only with the written permission of the copyright owner of that other work.
- i The Portfolio of Clinical Research may not exceed 25,000 words in total and will consist of five separate reports with the maximum word limit of 5000 words for each.
- j All research for this degree is to be conducted in accordance with the University of Auckland Guidelines for the Conduct of Research.

**Eligibility**

- 2 In order to be admitted to this doctoral degree, candidates must have:
  - a (i) completed the requirements for the Degree of Bachelor of Arts (Honours) or Bachelor of Science (Honours) in Psychology from this University with a Grade Point Average of 6.0 or higher
  - or

- (ii) completed the requirements for the Degree of Master of Arts or Master of Science in Psychology from this University with a Grade Point Average of 6.0 or higher
- or
- (iii) an equivalent qualification in Psychology with a Grade Point Average of 6.0 or higher as approved by the Board of Graduate Studies

and

- b (i) passed PSYCH 708, 718, 723, 779 with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative

and

- (ii) passed PSYCH 780 with a Grade Point Average of 6.0 or higher, or the equivalent as approved by Senate or its representative

and

- c demonstrated in accordance with the approved selection criteria determined by the Faculty of Science the qualities necessary for a person seeking to be a Doctor of Clinical Psychology. This will normally require an interview, submission of academic transcripts and appropriate letters of reference.

- 3 Candidates must continue to meet the requirements of the Health Practitioners Competence Assurance Act (2003) for Professional and Ethical behaviour.

### Admission

- 4 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

- 5 a A candidate for this degree must follow a 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 9 of these regulations.

### Registration

- 6 a Registration and all conditions pursuant to it shall be determined in accordance with Regulation 2 of the General Regulations for Named Doctorates.
- b The following provisional goals are required for all candidates for this degree:
  - (i) completion of PSYCH 801 and PSYCH 897 Part I
  - (ii) completion of a full thesis research proposal for PSYCH 899 Thesis to the satisfaction of the appropriate postgraduate committee
  - (iii) completion of a literature review and method section to the satisfaction of the academic unit or nominee
  - (iv) ethics approval(s) and/or permissions obtained for the research
  - (v) commence data collection
  - (vi) completion of the standard goals relating to induction, English language, academic integrity and health and safety prescribed by the Board of Graduate Studies upon commencement of the registration.
- c Further provisional goals may be added as per Regulation 2 of the General Regulations for Named Doctorates and as required after the commencement of registration as per Regulation 4a of the General Regulations for Named Doctorates.

### Structure and Content

- 7 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 programme.*

- b (i) 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.
- (ii) A student must complete PSYCH 801 before enrolment in PSYCH 802, and must complete PSYCH 802 before enrolment in PSYCH 803.
- (iii) 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 4g of the General Regulations for Named Doctorates, be declined permission to enrol in the programme as a whole.

### Reviews of Registration

- 8 Reviews of registration will be made each year in accordance with Regulation 3 of the General Regulations for Named Doctorates, except that Regulation 3c(ii) will not apply. Instead, candidates may be confirmed subject to specified conditions.

### 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.

### Enrolment and Fees

- 10 Enrolment and fees will be determined according to Regulation 5 of the General Regulations for Named Doctorates.

### Submission

- 11 a All candidates are initially required to submit one copy of the thesis and the Portfolio of Clinical Research in temporary binding and one electronic copy in pdf format of the thesis and the Portfolio of Clinical Research to the Graduate Centre. Copies should include the following statement to examiners on the first page:  
"This thesis and portfolio are for examination purposes only and are confidential to the examination process."
- b Unless permitted to do otherwise by the Board of Graduate Studies, a candidate must normally submit the thesis and the Portfolio of Clinical Research in no fewer than three and no more than four years from the Date of Registration.
- c 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 and the Portfolio of Clinical Research on the grounds of conflict of interest, the candidate 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 Dean of Graduate Studies.
- d The thesis and Portfolio of Clinical Research are to be accompanied by a statutory declaration, signed by the candidate stating:
- (i) that the thesis and Portfolio of Clinical Research are the candidate's own work
  - (ii) whether any part of the thesis or Portfolio of Clinical Research (in form or substance) has been submitted or accepted for any other degree or diploma and, where that is the case, clearly setting out the extent to which that earlier work has been incorporated into the thesis or Portfolio of Clinical Research
  - (iii) that written permission has been obtained for any third-party copyright material reproduced in the thesis or Portfolio of Clinical Research that represents a "substantial part" of the other work
  - (iv) that the temporary-bound copy and electronic copy are identical.
- e The thesis and Portfolio of Clinical Research are to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration of the candidate.
- f Where the thesis or Portfolio of Clinical Research contain jointly authored research papers and/or any other jointly authored 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 or Portfolio of Clinical Research include research reported in published or unpublished co-authored works (other than as in Regulations 1e and 1f), 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.

### Examination

- 12 a The examination process will follow that of Regulation 9 of the Statute for the Degree of Doctor of Philosophy 2016 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) 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

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

### Appeals

- 14 Appeals regarding the examination process or decisions of the Board of Graduate Studies must be made according to Regulation 6 of the General Regulations for Named Doctorates.

### Dispute Resolution Procedures

- 15 Disputes are to be resolved in accordance with Regulation 7 of the General Regulations for Named Doctorates.

### Transitional Arrangements

- 16 a These regulations came into force on 1 January 2020. The 2016 regulations for the Degree of Doctor of Clinical Psychology were thereby repealed.
- b For candidates initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this statute to ensure consistency with the provisions of the statute under which the candidate was enrolled where it is satisfied that the candidate would otherwise be at a disadvantage.

### Doctor of Clinical Psychology (DClinPsy) Schedule

#### Requirement:

##### Part I

- 30 points: PSYCH 801 Scientist–practitioner Model 1
- 15 points: PSYCH 897 Portfolio of Clinical Research Part 1
- 75 points: PSYCH 899 Thesis Part 1

##### Part II

- 30 points: PSYCH 802 Scientist–practitioner Model 2

- 30 points: PSYCH 897 Portfolio of Clinical Research Part 2
- 60 points: PSYCH 899 Thesis Part 2

##### Part III

- 60 points: PSYCH 803 Internship
- 45 points: PSYCH 897 Portfolio of Clinical Research Part 3
- 15 points: PSYCH 899 Thesis Part 3

### 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 any degree from this University, or the equivalent as approved by Senate or its representative
- or*
- (ii) demonstrated practical, professional, or scholarly experience of an appropriate kind that is approved by Senate or its representative as equivalent to that specified in 1a(i) above
- and*
- b attained a level of preparation appropriate to the selected major for the Graduate Diploma in Science as approved by the relevant Academic Head or nominee.
- 2 A student may, if Senate or its representative gives approval, enrol for this graduate diploma without having fulfilled the requirements of Regulation 1b, provided that the student completes any prerequisite courses as part of or in addition to the normal requirements of this programme.
- 3 With the approval of Senate or its representative, a student who needs only 30 points to complete the Bachelor of Science may enrol concurrently for this graduate diploma and those remaining points, provided that the graduate diploma will not be awarded until such qualifying degree is completed.

#### Duration and Total Points Value

- 4 a 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.
- b The requirements for a Graduate Diploma in Science must be completed within four years of initial enrolment.
- c In all cases, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.
- d In exceptional circumstances the relevant Academic Head may increase the duration allowed for enrolment for a period not normally exceeding two consecutive semesters.

#### Structure and Content

- 5 Of the 120 points required for this graduate diploma a student must pass:
- a at least 75 points above Stage II, from the Bachelor of Science or Bachelor of Science (Honours) Schedules
- and*
- b at least 60 points from a major listed in the Bachelor of Science Schedule, including the Stage III courses required for that major.
- 6 The programme for this graduate diploma may include a research project in a subject for which the student is approved by the Academic Head or nominee as suitably qualified.

- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 8 The programme for each student requires the approval of the relevant Head of Department, Director of School or equivalent prior to enrolment.
- 9 Cross-credits will not be granted toward the Graduate Diploma in Science.

### Research Project

- 10 a A research project, 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 relevant Academic Head.
- b The research project topic must be approved by the relevant Academic Head prior to enrolment.
- c The research project is to be completed and submitted in accordance with the General Regulations – Postgraduate Diplomas.

### 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 2019. The 2006 regulations for the Graduate Diploma in Science were thereby repealed.

## Postgraduate Certificate in Information Technology – PGCertInfoTech

*This qualification is awarded jointly by the University of Auckland and the University of Waikato.*

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have completed the requirements for a Bachelors degree from this University with a Grade Point Average of 4.0 or higher in 75 points at Stage III or above, or the equivalent as approved by Senate or its representative.
- 2 In exceptional circumstances, Senate or its representative may approve the admission of a student who has at least three years of extensive, relevant, practical, professional or scholarly experience deemed equivalent to the requirement in Regulation 1.

### 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 one semester if enrolled full-time or four semesters if enrolled part-time.
- 4 The total enrolment for this postgraduate certificate must not exceed 90 points.

### Structure and Content

- 5 A student enrolled for this postgraduate certificate must complete the requirements as listed in the Postgraduate Certificate in Information Technology Schedule.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2018. The 2016 regulations for the Postgraduate Certificate in Information Technology were thereby repealed.

### Postgraduate Certificate in Information Technology (PGCertInfoTech) Schedule

#### Requirement:

- 60 points: COMPSCI 718, 719



## 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 postgraduate diploma, a student must have completed the requirements for:
  - a the Degree of Master of Arts or Master of Science in Psychology from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
  - and
  - b passed PSYCH 741, 749, 750, 751, 754, 759, or the equivalent as approved by Senate or its representative
  - and
  - c demonstrated in accordance with approved selection criteria determined by the Faculty of Science the qualities necessary for a person seeking a qualification as a registered psychologist. This will normally require an interview, submission of academic transcripts and appropriate letters of reference.

### 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 complete the requirements as listed in the Postgraduate Diploma in Applied Psychology Schedule.
- 5 The programme for each student requires the approval of the Head of School of Psychology.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 in accordance with the General Regulations – Postgraduate Diplomas.

### Commencement

- 9 These regulations came into force on 1 January 2020. The 2006 regulations for the Postgraduate Diploma in Applied Psychology were thereby repealed.

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#### Postgraduate Diploma in Applied Psychology (PGDipAppPsych) Schedule

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##### Requirement:

- 60 points: PSYCH 651
  - 60 points: PSYCH 728, 730, 757
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## 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 postgraduate diploma, a student must have completed the requirements for:
  - a the Degree of Master of Arts or Master of Science in Psychology from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
  - or
  - b the Degree of Bachelor of Arts (Honours) or Bachelor of Science (Honours) in Psychology from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
  - or
  - c a Doctor of Philosophy in Psychology
  - and

- d passed PSYCH 708, 718, 723 with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative
  - and
  - e demonstrated in accordance with approved selection criteria determined by the Faculty of Science the qualities necessary for a person seeking a qualification as a Clinical Psychologist. This will normally require an interview, submission of academic transcripts and appropriate letters of reference.
- 2 Candidates must continue to meet the requirements of the Health Practitioners Competence Assurance Act (2003) for Professional and Ethical behavior.

### 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 718 and 723, or PSYCH 709 and 747 will be required to take PSYCH 718 and 723 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 School 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 School 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 School of Psychology, be declined permission to enrol again in that year of the programme or in the programme as a whole.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2020. The 2006 regulations for the Postgraduate Diploma in Clinical Psychology were thereby repealed.

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### Postgraduate Diploma in Clinical Psychology (PGDipClinPsych) Schedule

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#### Requirement:

#### Option 1 – 240 points

**Part I:** 60 points PSYCH 771

**Part II:** 60 points PSYCH 772

**Part III:** 120 points PSYCH 773

#### Option 2 – 360 points

**Thesis:** 120 points PSYCH 796

**Part I:** 60 points PSYCH 771

**Part II:** 60 points PSYCH 772

**Part III:** 120 points PSYCH 773

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## Postgraduate Diploma in Forensic Science – PGDipForensic

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

### Admission

- 1 In order to be admitted to this postgraduate diploma, a student must have completed the requirements for the Degree of Bachelor of Science from this University with a Grade Point Average of 3.5 or higher in 75 points above Stage II, or the 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 complete the requirements as listed in the Postgraduate Diploma in Forensic Science Schedule.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Variations

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

### Distinction

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

### Commencement

- 8 These regulations came into force on 1 January 2020. The 2006 regulations for the Postgraduate Diploma in Forensic Science were thereby repealed.

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#### Postgraduate Diploma in Forensic Science (PGDipForensic) Schedule

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##### Requirement:

- 105 points from FORENSIC 701–704, 706, 707

- 15 points from an approved 600 or 700 level course offered at this University
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## Postgraduate Diploma in Information Technology – PGDipInfoTech

*This qualification is awarded jointly by the University of Auckland and the University of Waikato.*

*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 postgraduate diploma, a student needs to have:
  - a been enrolled in the Degree of Master of Information Technology  
and
  - b (i) passed at least 60 points for that degree  
and  
(ii) been recommended for admission by the Academic Head or nominee.
- 2 No student on whom the Degree of Master of Information Technology has been conferred may be permitted to apply for admission to this postgraduate diploma.

### 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 from courses listed in the Master of Information Technology Schedule, excluding COMPSCI 778.
- 6 The programme for each student must be approved by the relevant Head of Department, Director of School or equivalent.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Variations

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

### Distinction

- 9 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.

### Commencement

- 10 These regulations came into force on 1 January 2017.

## 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 postgraduate diploma, a student needs to have:
  - a completed the requirements for the Degree of Bachelor of Science from this University with a Grade Point Average of 3.0 or higher in 75 points above Stage II, or the equivalent as 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 specialisations 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.
- 9 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Project / Dissertation

- 10 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

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

### Distinction

- 12 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.

### Commencement

- 13 These regulations came into force on 1 January 2020. The 2006 regulations for the Postgraduate Diploma in Science were thereby repealed.

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## Postgraduate Diploma in Science (PGDipSci) Schedule

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### Specialisations available:

#### Applied Mathematics

**Prerequisite:** A major in Applied Mathematics or Mathematics, or an equivalent subject approved by the Academic Head or nominee, including MATHS 340, 361, and MATHS 362 or 363, or equivalent courses approved by the Academic Head or nominee

**Requirement:**

- at least 60 points from MATHS 761–770
- 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 Bioinformatics or Biological Sciences and COMPSCI 220, or equivalent as approved by the Programme Director

**Requirement:**

- 45 points from BIOINF 702, 704, BIOSCI 702
- 75 points from BIOINF 701, BIOSCI 733, 737, 752, 755–758, 761 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 724–746, 749–761
- up to 30 points from 600 or 700 level courses in a related subject

#### Biomedical Science

*The PGDipSci in Biomedical Science was suspended in 2016. Students who have a current enrolment in this subject should contact their faculty for advice regarding completion.*

**Prerequisite:** A major in Biomedical Science, or equivalent as approved by the Board of Studies (Biomedical Science)

**Requirement:**

- at least 90 points from MEDSCI 703–723, 725–740, BIOINF 701, BIOSCI 728, 729, 733, 736, 737, 738, 741, 746, 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, ENVMTG 742, 743, 746, ENVSCI 716, 734, 737
- 30 points from approved 700 level courses in the Faculty of Science

#### Biotechnology

**Prerequisite:** A major in Biotechnology, or equivalent as approved by the Director, and at least 90 points at Stage III

**Requirement:**

- 45 points from BIOSCI 741, 752, 755, 759
- 30 points: SCIENT 701, 703
- 45 points from other approved 700 level courses in Biological 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*

## Clinical Exercise Physiology

**Prerequisite:** A major in Exercise Sciences, Sport and Exercise Science, or an equivalent qualification and EXERSCI 302 or equivalent as approved by the Head of Department

**Requirement:**

- 90 points: EXERSCI 703, 705, 710, 712, 771, 772
- 30 points from approved 700 level courses in the Faculty of Science or the Faculty of Medical and Health Sciences

## Computer Science

**Prerequisite:** A major in Computer Science

**Requirement:**

- at least 90 points from COMPSCI 691, 701–716, 720–780, BIOINF 702
- up to 30 points from 700 level courses in a related subject with approval of the Academic Head or nominee

## Earth Sciences

**Prerequisite:** A major in Earth Sciences, Geography, or Geology with at least 45 points at Stage III in Earth Sciences or Geology courses or GEOG 330, 331, 334, 351, 360 or equivalent

**Requirement:**

- at least 90 points from EARTHSCI 703–772, GEOG 730, 732, 745, 746, 770–772, GEOPHYS 760, 761
- up to 30 points from 700 level courses as approved by the Programme Coordinator

## Environmental Management

**Prerequisite:** An approved BSc, BE, BA, BPlan, BCom or equivalent degree

**Requirement:**

- 15 points: GEOG 701
- at least 60 points from ENVMGT 741–762
- 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: ENVSCI 701, 711
- at least 60 points from EARTHSCI 705, 720, ENVSCI 702–707, 713–738, GEOG 730, 745–749, 770, 771, ENVMGT 742, 744, MARINE 703
- up to 30 points from 700 level courses as approved by the Programme Coordinator

## Exercise Sciences

**Prerequisite:** A major in Exercise Sciences, Sport and Exercise Science, or equivalent as approved by the Head of Department

**Requirement:**

- 15 points: EXERSCI 705
- at least 45 points from 700 level courses in Exercise Sciences as approved by the Head of Department
- up to 60 points from other 600 or 700 level courses in Biological Sciences, Engineering, Exercise Sciences, Food Science, Nutrition, Physiology, Psychology, Statistics, or related subjects, as approved by the Head of Department

## Food Science

**Prerequisite:** A major in Food Science, or in Food Science and Nutrition, or in Biological Sciences, or in Chemistry, or in other relevant areas as approved by the Programme Coordinator

**Requirement:**

- 60 points from FOODSCI 703, 707, 708, CHEMMAT 757
- 60 points from approved 600 and 700 level courses

## Geography

**Prerequisite:** A major in Geography or Earth Sciences with 45 points at Stage III in Geography

**Requirement:**

- 15 points: GEOG 701
- at least 75 points from EARTHSCI 705, 713, 732, ENVMGT 741–762, ENVSCI 704, 713, 737, 738, GEOG 712–779
- up to 30 points from other approved 700 level courses offered at this University

## Geophysics

**Prerequisite:** A major in Geophysics, Physics, or a related subject, with appropriate knowledge in the Earth Sciences

**Requirement:**

- 45 points from EARTHSCI 763, GEOPHYS 711–713, 761, PHYSICS 743
- 75 points from approved 600 or 700 level courses in in Earth Sciences, Geophysics, Mathematics, Physics or other Science subjects approved by the Head of Department

## Green Chemical Science

**Prerequisite:** A major or specialisation in Chemistry or Green Chemical Science or an equivalent subject approved by the Director, including CHEM 360 and ENVSCI 301 or equivalent courses approved by the Director

**Requirement:**

- 90 points from CHEM 691, 710–751, 780, 795
- 30 points: CHEM 760, ENVSCI 714

## 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
- 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, 733, 738, 739, 749, CHEM 770, EARTHSCI 720, ENVMGT 742, 744, ENVSCI 702, 704, 714, FOODSCI 703, 708, GEOG 730, 746, 748, 771, GEOPHYS 711–713, 761, MARINE 702–705, STATS 767, or other courses approved by the Programme Coordinator

## Mathematics

**Prerequisite:** A major in Mathematics or an equivalent subject approved by the Academic Head or nominee, including MATHS 332, and MATHS 320 or 328 or equivalent courses approved by the Academic Head or nominee. MATHS 302 may be substituted for one of MATHS 320, 328, 332

**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, and STATS 210 or 225

**Requirement:**

- 45 points: POPLHLTH 708, STATS 770, 773
- 15 points from STATS 779, 782 or equivalent

- at least 30 points from STATS 701–703, 705, 708–787, BIOINF 704, POPLHLTH 707–709, 711, 767
- 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 School

**Requirement:**

- 120 points from OPTOM 751, 752, 757, 759
- or
- at least 90 points from OPTOM 751, 752, 757, 759
- 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 major in Pharmacology or equivalent as approved by the Head of Department

**Requirement:**

- at least 60 points from MEDSCI 700, 701, 715–723, 735, 744
- up to 60 points from other 600 or 700 level courses as approved by the Head of Department

### Physics

**Prerequisite:** A major in Physics, or equivalent as approved by the Head of Department

**Requirement:**

- 75 points from PHYSICS 625–681, 691, 701–787, 788
- and
- a further 45 points from PHYSICS 625–681, 691, 701–787, 788, MATHS 761–770, GEOPHYS 761, 780
- or
- at least 15 points from PHYSICS 625–681, 691, 701–787, 788, MATHS 761–770, GEOPHYS 761, 780
- up to 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 with a major in Physiology, or equivalent qualification

**Requirement:**

- 30 points from MEDSCI 733, 743
- 90 points from MEDSCI 701, 703, 717, 727–734, 737, 739, 744

### Psychology

**Prerequisite:** A major in Psychology, or equivalent

**Requirement:**

*either*

- 120 points from PSYCH 700–770, 775

*or*

- 105 points from PSYCH 700–770, 775
- 15 points from other approved 600 or 700 level courses offered at this University

*or*

- Applied Behaviour Analysis: 120 points: PSYCH 741, 749, 750, 751, 754, 759

### Speech Science

**Prerequisite:** A BSc, or other qualification as approved by the Chair of the Board of Studies

**Requirement:**

- 60 points from SPCHSCI 701, 711–713, 722, 723, 733, 736, 743, 746, 751–754
- 60 points from other approved 600 or 700 level courses in Audiology, Computer Science, Engineering, Linguistics, Physiology, Psychology, Speech Science

### Statistics

**Prerequisite:** A major in Statistics, or equivalent as approved by the Head of Department, and STATS 210 or 225

**Requirement:**

- 15 points from STATS 779, 782 or equivalent
- at least 75 points from STATS 701–703, 705, 708–787, BIOINF 704, POPLHLTH 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:**

- at least 75 points from WINESCI 701–708
- up to 45 points from approved 600 and 700 level courses in Biological Sciences, Chemical and Materials Engineering, Chemistry, Food Science or Geography

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## Regulations – Interfaculty Programmes

### Degrees

- 394 The Degree of Bachelor of Global Studies – BGlobalSt
- 396 The Degree of Master of Bioscience Enterprise – MBioEnt
- 397 The Degree of Master of Disaster Management – MDisMgt
- 399 The Degree of Master of Energy – MEnergy
- 401 The Degree of Master of Engineering Geology – MEngGeol
- 403 The Degree of Master of Heritage Conservation – MHerCons
- 404 The Degree of Master of Higher Education – MHigherEd
- 406 The Degree of Master of Operations Research – MOR
- 407 The Degree of Master of Philosophy – MPhil
- 408 The Degree of Master of Professional Studies – MProfStuds

### Certificates and Diplomas

- 410 Certificate in Academic Preparation – CertAcadPrep
- 410 The University of Auckland Tertiary Foundation Certificate – TFC
- 411 Postgraduate Certificate in Academic Practice – PGCertAcadPrac
- 412 Postgraduate Certificate in Disaster Management – PGCertDisMgt
- 412 Postgraduate Certificate in Energy – PGCertEnergy
- 413 Postgraduate Certificate in Heritage Conservation – PGCertHerCons
- 414 Postgraduate Certificate in Higher Education – PGCertHigherEd
- 414 Postgraduate Diploma in Bioscience Enterprise – PGDipBioEnt
- 415 Postgraduate Diploma in Energy – PGDipEnergy
- 416 Postgraduate Diploma in Higher Education – PGDipHigherEd
- 417 Postgraduate Diploma in Operations Research – PGDipOR



## REGULATIONS – INTERFACULTY PROGRAMMES

### The Degree of Bachelor of Global Studies – BGlobalSt

*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 Global Studies Schedule, including:
    - (i) at least 195 points above Stage I, including at least 75 points above Stage II
    - (ii) 45 points: GLOBAL 100, 200, 300
    - (iii) a major of at least 150 points from the Bachelor of Global Studies Schedule, of which at least 45 points must be above Stage II
    - (iv) 60 points from one of the Languages listed in the Bachelor of Global Studies Schedule, of which at least 30 points must be above Stage I
    - (v) 45 points from one of the Area Studies listed in the Bachelor of Global Studies Schedule that is aligned with the chosen Language, of which at least 15 points must be above Stage II.
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules, and the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - c up to 30 points from courses available for this programme or other programmes at this University.
- 3 A student who is required to meet the Academic English Language Requirement, as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.

#### General Education Exemptions

- 4 a A student is exempted from the requirement to pass courses offered in the General Education Schedules who has:
 

*either*

  - (i) completed an undergraduate degree at a tertiary institution
  - or*
  - (ii) been admitted to this degree having completed 120 points or more of degree-level study at another tertiary institution.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses available for this degree.
- c A student who has been fully exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

#### 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 the *University Calendar*.

#### Special Cases

- 6 a For Language courses, enrolment of students with prior knowledge of the language is at the discretion of the Academic Head or nominee.
- b Enrolment in any particular course(s) may be declined, and enrolment may be required instead in a course at a more advanced level. A student who is required to enrol in a more advanced course may choose either to complete 60 points of Language courses or complete alternative course(s) from elsewhere in the Bachelor of Global Studies Schedule.
- c 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.

- d 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 2018.

## Bachelor of Global Studies (BGlobalSt) Schedule

### Requirement:

Core Courses: GLOBAL 100, 200, 300

### Majors available:

#### Global Environment and Sustainable Development

**Stage I courses:** EARTHSCI 105, ECON 151, 152, ENVSCI 101, GEOG 102, GLOBAL 101, HISTORY 103, INTBUS 151, POLITICS 106, URBPLAN 101

**Stage II courses:** GEOG 205, GLOBAL 250–252, 277–280, MEDIA 231, PHIL 250, SOCIOL 229, URBPLAN 201

**Stage III courses:** ENVSCI 303, GEOG 320, 324, 325, GLOBAL 350–352, 377–380, MEDIA 332, POLITICS 313, PHIL 351, SOCIOL 307, SUSTAIN 300, URBPLAN 301, 306

**Stage IV courses:** LAWENVIR 420, 430, LAWPUBL 435, 446, 458

#### Major must include:

- 15 points: ENVSCI 101
- 30 points from ECON 151 or 152, GLOBAL 101, HISTORY 103, POLITICS 106

#### Global Politics and Human Rights

**Stage I courses:** ANTHRO 105, ECON 151, 152, GLOBAL 101, HISTORY 103, INTBUS 151, PHIL 104, POLITICS 106, SOCIOL 103

**Stage II courses:** COMMS 208, GLOBAL 250–252, 277–280, HISTORY 205, PHIL 205, 268, POLITICS 201, 214, 218, 222, 254

**Stage III courses:** ANTHRO 321, CRIM 307, GLOBAL 350–352, 377–380, HISTORY 309, MĀORI 335, PHIL 310, 368, POLITICS 300, 303, 314, 320, 346, 356, SOCIOL 315

**Stage IV courses:** LAWPUBL 402, 436, 443, 446, 451, 455, 458, 461

#### Major must include:

- 15 points: POLITICS 106
- 15 points: PHIL 104
- at least 15 points from ECON 151 or 152, GLOBAL 101, HISTORY 103

#### International Relations and Business

**Stage I courses:** ECON 151, 152, GLOBAL 101, HISTORY 103, POLITICS 106

**Stage II courses:** ECON 201, 232, 241, GEOG 202, GLOBAL 250–252, 277–280, INTBUS 201, 202, POLITICS 201, SOCIOL 208

**Stage III courses:** ECON 341, 343, GEOG 302, 307, 312, GLOBAL 350–352, 377–380, INTBUS 305, 306, POLITICS 316, SOCIOL 317

**Stage IV courses:** LAWPUBL 432, 435, 462

#### Major must include:

- at least 45 points from ECON 151 or 152, GLOBAL 101, HISTORY 103, POLITICS 106
- in total no more than 75 points from ECON 151, 152, 201, 232, 241, 341, 343, INTBUS 201, 202, 305, 306 or other courses from the BCom Schedule may be included in this degree.

#### Transnational Cultures and Creative Practice

**Stage I courses:** ANTHRO 100, 101, ARCHHTC 102, ARTHIST 115, ECON 151, 152, GLOBAL 101, HISTORY 103, MĀORI 190, MUS 188, PACIFIC 110, POLITICS 106, URBPLAN 101

**Stage II courses:** ANTHRO 202, 234, ARCHHTC 237, ARTHIST 206, 233, COMMS 204, COMPLIT 200, 202, 206, 210, DANCE 200, EUROPEAN 200, 207, GLOBAL 250–252, 277–280, LATINAM 201, MĀORI 292, MEDIA 202, 222, PACIFIC 210, PHIL 212

**Stage III courses:** ANTHRO 301, 329, ARCHHTC 341, ARTHIST 313, 333, COMPLIT 302, 303, DANCE 302, ENGLISH 346, EUROPEAN 300, 307, GLOBAL 350–352, 377–380, LATINAM 303, 306, MĀORI 393, MEDIA 307, 327, MUS 387, PACIFIC 310, PHIL 332

#### Major must include:

- at least 30 points from ECON 151 or 152, GLOBAL 101, HISTORY 103, POLITICS 106

### BGlobalSt Languages:

#### Academic English

**Stage I courses:** ACADENG 100, 101, 104, ENGLISH 121

**Stage II courses:** ACADENG 210

#### Must include

- ACADENG 210 or equivalent competency

*Subject to approval by Academic Head or nominee, Academic English is available for international students with English as an additional language who would benefit from English study.*

#### Chinese

**Stage I courses:** CHINESE 100, 101

**Stage II courses:** CHINESE 200, 201, 277, 278

**Stage III courses:** CHINESE 300, 301, 302, 377, 378

#### Must include:

- CHINESE 201 or equivalent competency

#### Cook Islands Māori

**Stage I course:** COOKIS 101

**Stage II courses:** COOKIS 201, PACIFIC 212

**Stage III courses:** COOKIS 301, PACIFIC 312

#### Must include:

- COOKIS 201 or equivalent competency

#### French

**Stage I courses:** FRENCH 101, 102

**Stage II courses:** FRENCH 203, 204, 269, 277, 278

**Stage III courses:** FRENCH 304, 305, 320, 377, 378

#### Must include:

- FRENCH 204 or equivalent competency

## German

**Stage I courses:** GERMAN 101, 102,  
**Stage II courses:** GERMAN 200, 201, 277, 278  
**Stage III courses:** GERMAN 301, 302, 305, 306, 377, 378  
**Must include:**  
 • GERMAN 201 or equivalent competency

## Italian

**Stage I courses:** ITALIAN 100, 106, 107, 177  
**Stage II courses:** ITALIAN 200, 201, 277, 278  
**Stage III courses:** ITALIAN 300, 301, 377, 378, 379  
**Must include:**  
 • ITALIAN 201 or equivalent competency

## Japanese

**Stage I courses:** JAPANESE 130, 131  
**Stage II courses:** JAPANESE 231, 232, 277, 278  
**Stage III courses:** JAPANESE 331, 332, 377, 378  
**Must include:**  
 • JAPANESE 232 or equivalent competency

## Korean

**Stage I courses:** KOREAN 110, 111  
**Stage II courses:** KOREAN 200, 201, 277, 278  
**Stage III courses:** KOREAN 300, 301, 377, 378  
**Must include:**  
 • KOREAN 201 or equivalent competency

## Māori

**Stage I courses:** MĀORI 101, 103, 104

**Stage II courses:** MĀORI 201, 203  
**Stage III courses:** MĀORI 301, 302  
**Must include:**  
 • MĀORI 203 or equivalent competency

## Russian

**Stage I courses:** RUSSIAN 100, 101  
**Stage II courses:** RUSSIAN 200, 201, 277, 278  
**Must include:**  
 • RUSSIAN 201 or equivalent competency

## Samoan

**Stage I course:** SAMOAN 101  
**Stage II course:** SAMOAN 201, PACIFIC 212  
**Stage III courses:** SAMOAN 301, PACIFIC 312  
**Must include:**  
 • SAMOAN 201 or equivalent competency

## Spanish

**Stage I courses:** SPANISH 104, 105  
**Stage II courses:** SPANISH 200, 201, 277, 278  
**Stage III courses:** SPANISH 319, 321, 341, 342, 377, 378  
**Must include:**  
 • SPANISH 201 or equivalent competency

## Tongan

**Stage I course:** TONGAN 101  
**Stage II course:** TONGAN 201, PACIFIC 212  
**Stage III courses:** TONGAN 301, PACIFIC 312  
**Must include:**  
 • TONGAN 201 or equivalent competency

## BGlobalSt Area Studies:

### Asia

**Stage II courses:** ASIAN 200, 204, HISTORY 225  
**Stage III courses:** ASIAN 302, 303, 304, ANTHRO 329, ECON 343, GEOG 322, HISTORY 335  
*Students who have chosen Asia must select either Chinese, Japanese, or Korean as their language.*

### Europe

**Stage II courses:** EUROPEAN 200, 206, 207, 212  
**Stage III courses:** EUROPEAN 300, 302, 307, 312, LAW PUBL 438, 445  
*Students who have chosen Europe must select either French, German, Italian, Russian, or Spanish as their language.*

### Latin America

**Stage II courses:** LATINAM 201, 210, 216  
**Stage III courses:** LATINAM 301, 303, 306, 320, 325

*Students who have chosen Latin America must select Spanish as their language.*

### Māori New Zealand

**Stage II courses:** ANTHRO 207, ARTHIST 238, HISTORY 227, MĀORI 230  
**Stage III courses:** ARTHIST 338, HISTORY 327, MĀORI 320, 330, 335, 396  
*Students who have chosen Māori New Zealand must select Māori as their language.*

### The Pacific

**Stage II courses:** ANTHRO 204, 234, PACIFIC 200, 206, 207, 211  
**Stage III courses:** ANTHRO 358, GEOG 312, LAW GEN RL 428, PACIFIC 306, 311  
*Students who have chosen the Pacific must select either Cook Islands Māori, Samoan, or Tongan as their language.*

## 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.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Thesis / Dissertation

- 8 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

- 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.

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#### Master of Bioscience Enterprise (MBioEnt) Schedule

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**Prerequisite:** Postgraduate Diploma in Bioscience Enterprise  
**Research Masters Requirement:**

- 30 points: SCIENT 720–722
  - 90 points: SCIENT 794 Thesis
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## The Degree of Master of Disaster Management – MDisMgt

*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 (i) the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from the University of Auckland with a Grade Point Average of 5.0 or higher in 120 points above Stage III

*or*

- (ii) the Degree of Bachelor of Arts (Honours), or the Degree of Bachelor of Commerce (Honours), or the Degree of Bachelor of Health Sciences (Honours), or the Degree of Bachelor of Laws, or the Degree of Bachelor of Laws (Honours), or the Degree of Bachelor of Planning, or the Degree of Bachelor of Science (Honours) from the University of Auckland with a Grade Point Average of 5.0 or higher in 120 points above Stage III

*or*

- (iii) an equivalent qualification as approved by Senate or its representative, at a level deemed satisfactory by the Dean of Faculty of Engineering

*or*

- b (i) the Degree of Bachelor of Arts, or the Degree of Bachelor of Commerce, or the Degree of Bachelor of Health Sciences, or the Degree of Bachelor of Science from the University of Auckland with a Grade Point Average of 5.0 or higher in 120 points above Stage II

*or*

- (ii) an equivalent qualification as approved by Senate or its representative, 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 related to disaster management.

### **Duration and Total Points Value**

- 3 A student admitted to this degree under Regulation 1a 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.

- 4 A student admitted to this degree under Regulation 1b must:

- a pass courses with a total value of 180 points

*and*

- b complete within the time limit specified in the General Regulations – Masters Degrees

*and*

- c not exceed 220 points for the total enrolment for this degree.

### **Structure and Content**

#### **5 Taught Masters**

A student enrolled for this degree must complete the requirements as listed in the Master of Disaster Management Schedule.

- 6 A student must achieve a Grade Point Average of 4.0 or higher in the first 45 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Disaster Management cannot continue.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### **Reassignment**

- 8 A student who has not met the requirement in Regulation 6 may apply to reassign courses passed to the Postgraduate Certificate in Disaster Management.

### **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 2018. The 2017 regulations for the Degree of Master of Disaster Management were thereby repealed.

### Master of Disaster Management (MDisMgt) Schedule

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

<b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>• 30 points: DISMGT 701, 703</li> <li>• 15 points from CIVIL 703, ENGGEN 731</li> <li>• 30 points from CIVIL 707, 765, DEVELOP 701, 702, 709, 710, 713, 716, 717, DISMGT 705, 706, EARTHSCI 705, ENVENG 752, LAWENVIR</li> </ul>	713, 716, 725, 726, LAWPUBL 736, PROFCOUN 707, PROFSUPV 710, POPLHLTH 715, 752, 760, SOCHLTH 732, SOCCLEAD 701, 706 or other approved 700 level courses, other than projects and theses, offered at this University <ul style="list-style-type: none"> <li>• 45 points: DISMGT 704 Research Project</li> </ul>
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A student who has to complete 180 points must satisfy the following requirements:

<b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>• 45 points: CIVIL 703, DISMGT 701, 703</li> <li>• 90 points from CIVIL 707, 765, DEVELOP 701, 702, 709, 710, 713, 716, 717, DISMGT 705, 706, EARTHSCI 705, ENVENG 752, LAWENVIR</li> </ul>	713, 716, 725, 726, LAWPUBL 736, PROFCOUN 707, PROFSUPV 710, POPLHLTH 715, 752, 760, SOCHLTH 732, SOCCLEAD 701, 706 or other approved 700 level courses, other than projects and theses, offered at this University <ul style="list-style-type: none"> <li>• 45 points: DISMGT 704 Research Project</li> </ul>
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## 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 completed the requirements for:

*either*

- a (i) the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) from this University with a Grade Point Average of 5.0 or higher in 120 points above Stage III, or the equivalent as approved by Senate or its representative

*or*

- (ii) the Degree of Bachelor of Science (Honours) from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative

*or*

- (iii) the Degree of Bachelor of Science from this University with a Grade Point Average of 5.0 or higher in 75 points above Stage II and the Postgraduate Diploma in Science from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative

*or*

- (iv) the Degree of Bachelor of Commerce (Honours) from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative

*or*

- (v) the Degree of Bachelor of Commerce from this University with a Grade Point Average of 5.0 or higher in 75 points above Stage II and the Postgraduate Diploma in Commerce from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative

*or*

- (vi) an equivalent four year study programme from this University as approved by Senate or its representative with a Grade Point Average of 5.0 or higher in 120 points in the most advanced courses, or the equivalent as approved by Senate or its representative

*or*

- (vii) (a) a relevant Bachelors degree from this University as approved by Senate or its representative with a Grade Point Average of 5.0 or higher in 120 points in the most advanced courses, or the equivalent as approved by Senate or its representative

*and*

- (b) at least three years of relevant work experience approved by the Dean of Faculty of Engineering

*or*

- b (i) the qualifications as listed in 1a(i)-(vii), and not met the required Grade Point Average

*and*

- (ii) the Postgraduate Certificate in Geothermal Energy Technology or the Postgraduate Certificate in Engineering from this University, with a Grade Point Average of 5.0 or higher, provided that the postgraduate certificate has not been awarded

*or*

- c (i) the Degree of Bachelor of Science from this University with a Grade Point Average of 5.0 or higher in 75 points above Stage II, or the equivalent as approved by Senate or its representative

*or*

- (ii) the Degree of Bachelor of Commerce from this University with a Grade Point Average of 5.0 or higher in 75 points above Stage II, or the equivalent as approved by Senate or its representative
  - or
  - (iii) a relevant Bachelors degree from this University as approved by Senate or its representative with a Grade Point Average of 5.0 or higher in 120 points in the most advanced courses, or the equivalent as approved by Senate or its representative
  - or
  - d (i) one of the qualifications listed in 1c(i)-(iii), and not met the required Grade Point Average
  - and
  - (ii) the Postgraduate Certificate in Geothermal Energy Technology or the Postgraduate Certificate in Engineering from this University, with a Grade Point Average of 5.0 or higher, provided that the postgraduate certificate has not been awarded.
- 2 Admission to this programme is at the discretion of Senate or its representative.
- 3 In exceptional circumstances Senate or its representative may approve admission of a student who has:
- a attained extensive, practical, professional or scholarly experience in the engineering, geotechnical, or business professions deemed equivalent by Senate or its representative to the requirement in Regulation 1
  - and
  - b performed at an acceptable level in any tests of academic aptitude and/or interviews prescribed by Senate or its representative.

### Duration and Total Points Value

- 4 A student admitted to this degree under Regulation 1a or 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.
- 5 A student admitted to this degree under Regulation 1c or 1d must:
- a pass courses with a total value of 180 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - c not exceed 220 points for the total enrolment for this degree.
- 6 A student admitted under Regulation 3 must meet the requirements specified in Regulations 4 or 5 as approved by Senate or its representative.

### Structure and Content

- 7 A student enrolled for this degree must complete the requirements as listed in the Master of Energy Schedule.
- 8 If these requirements include courses the same as, or similar to, those already passed by a student, alternative courses must be substituted as approved by the appropriate Academic Head.
- 9 A student who has to complete 120 points for a Taught Masters must achieve a Grade Point Average of 5.0 or higher in the first 45 points of courses taken for this programme. If this Grade Point Average is not achieved, enrolment in the Master of Energy cannot continue.
- 10 A student who has to complete 180 points must achieve a Grade Point Average of 5.0 or higher in the first 45 points of courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Energy cannot continue.
- 11 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Transfer from Postgraduate Certificate in Geothermal Energy Technology or Postgraduate Certificate in Engineering

- 12 A student who has passed courses towards a Postgraduate Certificate in Geothermal Energy Technology or a Postgraduate Certificate in Engineering that are available for this degree may reassign those courses to the Master of Energy provided that the postgraduate certificate has not been awarded.

### Thesis

- 13 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.

## Reassignment

- 14 A student who has not met the requirement in Regulations 9 or 10 may apply to reassign courses passed to the Postgraduate Diploma in Energy, Postgraduate Certificate in Energy or Postgraduate Certificate in Geothermal Energy Technology.

## Variations

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

## Honours

- 16 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

## Commencement

- 17 These regulations came into force on 1 January 2018. The 2016 regulations for the Degree of Master of Energy were thereby repealed.

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### Master of Energy (MEnergy) Schedule

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

<b>Research Masters Requirement:</b> <ul style="list-style-type: none"> <li>30 points: ENERGY 721, 722</li> <li>90 points: ENERGY 794 or 795 Thesis</li> </ul> <b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>30 points: ENERGY 721, 722</li> <li>up to 45 points from GEOTHERM 601–603, 620</li> </ul>	<ul style="list-style-type: none"> <li>up to 45 points from CIVIL 703, COMENT 703, EARTHSCI 703, ECON 771, 783, ELECTENG 735, ENGSCI 745, 755, ENVENG 702, 704, 750–752, ENVMGT 741–744, 746, 747, ENVSCI 711, GEOG 749, GLMI 707, MECHENG 711–714, SCIENT 701, approved 600 and 700 level courses, other than projects and theses, offered at this University</li> <li>up to 45 points from courses listed in the Master of Engineering Studies Schedule</li> <li>45 points: ENERGY 785 or 786 Research Project</li> </ul>
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A student who has to complete 180 points must satisfy the requirements for one of the following:

<b>Research Masters Requirement:</b> <ul style="list-style-type: none"> <li>30 points: ENERGY 721, 722</li> <li>up to 45 points from GEOTHERM 601–603, 620</li> <li>up to 60 points from CIVIL 703, COMENT 703, EARTHSCI 703, ECON 771, 783, ELECTENG 735, ENGSCI 745, 755, ENVENG 702, 704, 750–752, ENVMGT 741–744, 746, 747, ENVSCI 711, GEOG 749, GLMI 707, MECHENG 711–714, SCIENT 701, approved 600 and 700 level courses, other than projects and theses, offered at this University</li> <li>up to 60 points from courses listed in the Master of Engineering Studies Schedule</li> <li>90 points: ENERGY 794 or 795 Thesis</li> </ul>	<b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>30 points: ENERGY 721, 722</li> <li>up to 45 points from GEOTHERM 601–603, 620</li> <li>up to 105 points from CIVIL 703, COMENT 703, EARTHSCI 703, ECON 771, 783, ELECTENG 735, ENGSCI 745, 755, ENVENG 702, 704, 750–752, ENVMGT 741–744, 746, 747, ENVSCI 711, GEOG 749, GLMI 707, MECHENG 711–714, SCIENT 701, approved 600 and 700 level courses, other than projects and theses, offered at this University</li> <li>up to 105 points from courses listed in the Master of Engineering Studies Schedule</li> <li>45 points: ENERGY 785 or 786 Research Project</li> </ul>
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## The Degree of Master of Engineering Geology – MEngGeol

*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 (i) the Degree of Bachelor of Advanced Science (Honours) or Bachelor of Science (Honours) in a relevant subject from this University with a Grade Point Average of 5.0 or higher in 75 points above Stage III, including at least 45 points in Earth Sciences or Geology, or the equivalent as approved by Senate or its representative
- or*
- (ii) the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) in a relevant subject from this University with a Grade Point Average of 5.0 or higher in 120 points above Stage III, or the equivalent as approved by Senate or its representative
- or*
- (iii) the Degree of Bachelor of Science from this University and the Postgraduate Diploma in Science with a Grade Point Average of 5.0 or higher, in a relevant subject from this University with a Grade Point Average of 5.0 or higher in 75 points above Stage III, including at least 45 points in Earth Sciences or Geology, or the equivalent as approved by Senate or its representative
- or*
- (iv) (a) a relevant Bachelors degree with a Grade Point Average of 4.0 in 75 points above Stage II, as approved by Senate or its representative
- and*



- (b) completed three years of relevant work experience as approved by the Dean of Faculty of Science  
or  
b the Degree of Bachelor of Science in Earth Sciences with a Grade Point Average of 5.0 or higher in 75 points above Stage II, including at least 45 points in Earth Sciences or Geology, or the equivalent as approved by Senate or its representative.
- Note: Relevant degrees may include those in earth science, civil engineering, geology.*

### Duration and Total Points Value

- 2 A student admitted to this degree under Regulation 1a 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.
- 3 A student admitted to this degree under Regulation 1b must:
- a pass courses with a total value of 180 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - c not exceed 220 points for the total enrolment for this degree.

### Structure and Content

- 4 A student enrolled for this degree must complete the requirements as listed in the Master of Engineering Geology Schedule.
- 5 A student who has to complete 180 points must achieve a Grade Point Average of 5.0 or higher in the first 60 points of taught courses and prior to enrolment in EARTHSCI 794. If this Grade Point Average is not achieved, enrolment in the Master of Engineering Geology cannot continue.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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 Academic Head or nominee prior to enrolment.  
c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Reassignment

- 8 A student may apply to reassign courses passed for this degree to the Postgraduate Diploma in Science in Earth Sciences.

### 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 2019.

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#### Master of Engineering Geology (MEngGeol) Schedule

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

<b>Research Masters Requirement:</b> • 15 points: EARTHSCI 770	• 15 points: EARTHSCI 771 or 772 • 90 points: EARTHSCI 794 Thesis
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A student who has to complete 180 points must satisfy the following requirements:

<b>Research Masters Requirement:</b> • 45 points: EARTHSCI 770, 771, 772 • at least 30 points from EARTHSCI 707, 703, 713, 714, 720, 732, 752, 754, 763, 780, GEOG 745, 746, 771, 772, GEOPHYS 760, 761, 762	• up to 15 points from ENVSCI 711, ENVGMT 744, CIVIL 703, 791 • 90 points: EARTHSCI 794 Thesis
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## The Degree of Master of Heritage Conservation – MHerCons

*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 (i) the Degree of Bachelor of Arts (Honours) with a relevant major, as approved by Senate or its representative
      - or
      - (ii) the Degree of Bachelor of Engineering (Honours) in Civil Engineering
        - or
        - (iii) the Degree of Bachelor of Planning
          - or
          - (iv) the Degree of Bachelor of Urban Planning (Honours)
            - or
            - (v) the Degree of Master of Urban Planning
              - or
              - (vi) the Degree of Master of Urban Planning (Professional)
                - or
                - (vii) the Postgraduate Diploma in Architecture
                  - or
                  - (viii) an equivalent qualification as approved by Senate or its representative
                    - and
                    - (ix) achieved a Grade Point Average of 5.0 or higher in 75 points above Stage III
                      - or
                      - b (i) the Degree of Bachelor of Architectural Studies
                        - or
                        - (ii) the Degree of Bachelor of Arts with a relevant major, as approved by Senate or its representative
                          - or
                          - (iii) an equivalent qualification as approved by Senate or its representative
                            - and
                            - (iv) achieved a Grade Point Average of 5.0 or higher in 75 points above Stage II.
          - 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 under Regulation 1a 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.
- 4 A student enrolled for this degree under Regulation 1b must:
  - a pass courses with a total value of 180 points
    - and
    - b complete within the time limit specified in the General Regulations – Masters Degrees
      - and
      - c not exceed 220 points for the total enrolment for this degree.

### Structure and Content

- 5 A student enrolled for this degree must complete the requirements as listed in the Master of Heritage Conservation Schedule.
- 6 A student who has to complete 180 points must achieve a Grade Point Average of 4.0 or higher in the first 45 points of taught courses taken for this degree. If this Grade Point Average is not achieved, enrolment in the Master of Heritage Conservation cannot continue.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

- 8 a A student may reassign courses from this degree to the Master of Architecture (Professional) and Heritage Conservation once.

- b A student may reassign courses from this degree to the Master of Urban Planning (Professional) and Heritage Conservation once.
  - c All courses that can be reassigned must be reassigned including courses not completed.
- 9 A student who has not met the requirement in Regulation 6 may apply to reassign courses passed from this degree to the Postgraduate Certificate in Heritage Conservation.

### 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 2018. The 2016 regulations for the Degree of Master of Heritage Conservation were thereby repealed.

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### Master of Heritage Conservation (MHerCons) Schedule

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

#### Built Heritage

##### Requirement:

##### Taught Masters

- 90 points: ARCHGEN 750–754
- 30 points from ANTHRO 708, ARCHDES 702, ARCHGEN 711–715, MUSEUMS 700, 702, 704, 705, SOCIOL 732, or other 700 level courses approved by the Head of School of Architecture and Planning

#### Museums and Cultural Heritage

##### Requirement:

##### Taught Masters

- 45 points: MUSEUMS 702, 704
- 30 points from ANTHRO 704, 708, 742, 756, ARCHGEN 750, 751, ARTHIST 703, 706, 719, 730, 731, 734, ENGLISH 718, HISTORY 705, 712, MĀORI 741, MUSEUMS 701, SOCIOL 732, or up to 30 points from other approved 700 level courses offered at this University
- 45 points: MUSEUMS 792 Dissertation

A student who has to complete 180 points must satisfy the requirements for one of the following specialisations:

#### Built Heritage

##### Requirement:

##### Taught Masters

- 90 points: ARCHGEN 750–754
- 90 points from ANTHRO 708, ARCHDES 702, ARCHGEN 711–715, MUSEUMS 700, 702, 704, 705, SOCIOL 732, or other 700 level courses approved by the Head of School of Architecture and Planning

#### Museums and Cultural Heritage

##### Requirement:

##### Taught Masters

- 45 points: MUSEUMS 702, 704
- 90 points from ANTHRO 704, 708, 742, 756, ARCHGEN 750, 751, ARTHIST 703, 706, 719, 730, 731, 734, ENGLISH 718, HISTORY 705, 712, MĀORI 741, MUSEUMS 701, 702, SOCIOL 732, or up to 30 points from other approved 700 level courses offered at this University
- 45 points: MUSEUMS 792 Dissertation

## The Degree of Master of Higher Education – MHigherEd

*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:

*either*

- a (i) have completed the requirements for a postgraduate degree or diploma from this University, with a Grade Point Average of 5.0 or higher in 120 points in the most advanced courses, or the equivalent as approved by Senate or its representative

*and*

- (ii) have at least three years of extensive, relevant professional teaching experience, or professional experience in a significant learning and teaching role, including content and experience equivalent to that obtained through the Postgraduate Certificate in Higher Education as approved by Senate or its representative

*or*

- b (i) have completed the requirements for a degree from this University, with a Grade Point Average of 5.0 or higher in 120 points in the most advanced courses, or the equivalent as approved by Senate or its representative

or

- (ii) (a) have completed the requirements for a degree from this University, or the equivalent as approved by Senate or its representative

and

- (b) have completed the requirements for the Postgraduate Certificate in Academic Practice or Postgraduate Certificate in Higher Education from this University with a Grade Point Average of 5.0 or higher, or the equivalent as approved by Senate or its representative, provided that the postgraduate certificate has not been awarded

and

- c be currently employed in the tertiary education sector and have a substantial role in teaching and/or supporting student learning, or have, within the past three years, been employed in the tertiary education sector and had a substantial role in teaching and/or supporting student learning.

- 2 In exceptional circumstances, Senate or its representative may approve the admission of a student who has extensive, relevant professional teaching experience, or extensive, relevant professional experience in a significant learning and teaching role, that is deemed to be the equivalent of the requirements in Regulation 1.

*Note: A substantial role in teaching or supporting student learning may include academic, library or learning design positions.*

### Duration and Total Points Value

- 3 A student admitted to this degree under Regulation 1a 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.

- 4 A student admitted to this degree under Regulation 1b must:

- a pass courses with a total value of 180 points

and

- b complete within the time limit specified in the General Regulations – Masters Degrees

and

- c not exceed 220 points for the total enrolment for this degree.

- 5 The requirements for this degree must be completed on a part-time basis.

### Structure and Content

- 6 A student enrolled for this degree must complete the requirements as listed in the Master of Higher Education Schedule.

- 7 A student who has to complete 180 points for this degree must achieve a Grade Point Average of 5.0 or higher in the first 60 points of taught courses and prior to enrolment in HIGHED 793. If the Grade Point Average is not achieved, enrolment in the Master of Higher Education cannot be continued.

- 8 A student admitted to this programme under Regulation 1a may substitute HIGHED 701 or HIGHED 702 for HIGHED 703 with the approval by the Programme Director.

- 9 A student may substitute an approved research methods course for HIGHED 704 with the approval of the Programme Director.

- 10 The programme for each student requires the approval of the Dean of the Faculty of Education and Social Work prior to enrolment.

- 11 A student admitted to this programme must complete the University of Auckland Academic Integrity Course, as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Reassignment

- 12 A student who does not achieve the Grade Point Average specified in Regulation 7 may apply to reassign courses passed for this degree to the Postgraduate Diploma in Higher Education or Postgraduate Certificate in Higher Education.

### Dissertation

- 13 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 relevant Academic Head or nominee prior to enrolment in HIGHED 793.

- c The dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Transfer from Postgraduate Certificate in Higher Education or Postgraduate Certificate in Academic Practice

- 14 A student who is required to complete 180 points and has enrolled in courses towards the Postgraduate Certificate in Academic Practice or Postgraduate Certificate in Higher Education may reassign those courses to this degree provided that the postgraduate certificate has not been awarded.

### Variations

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

### Honours

- 16 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 17 These regulations came into force on 1 January 2019.

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#### Master of Higher Education (MHigherEd) Schedule

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

|   |  |
|---|--|
| <b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>• 60 points: HIGHED 703, 704</li> <li>• 60 points: HIGHED 793 Dissertation</li> </ul> |  |
|---|--|



A student who has to complete 180 points must satisfy the following requirements:

|  |  |
|--|--|
| <b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>• 120 points: HIGHED 701, 702, 703, 704</li> <li>• 60 points: HIGHED 793 Dissertation</li> </ul> |  |
|--|--|



## 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 ENGGEN 798 Master of Operations Research Thesis.

- 4 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## 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 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

- 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 1997 regulations for the Degree of Master of Operations Research were thereby repealed.

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## The Degree of Master of Philosophy – MPhil

*The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations, including the Academic Statutes and Regulations but excluding the General Regulations – Masters Degrees.*

## Admission

- 1 In order to be admitted to this programme, a student needs to have:  
a approval from the Dean of Graduate Studies  
and  
b (i) been enrolled in a Doctor of Philosophy, Doctor of Medicine or Doctor of Clinical Psychology for at least 12 months  
or  
(ii) completed the research requirements for a Doctor of Education  
and  
c been recommended for admission by their Head of Department and Faculty Dean or nominee.

## Duration and Total Points Value

- 2 A student enrolled for this degree must:  
a pass courses with a total points value of 120 points  
and  
b submit their thesis within six months. An extension of six months may be granted at the discretion of the Dean of Graduate Studies.

## Structure and Content

### 3 Research Masters

Of the 120 points required for this degree a student must complete a 120 point MPhil Thesis in the appropriate subject.

## Thesis

- 4 The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative. The thesis topic must be approved by the relevant Head of Department before enrolment.

## Examination

- 5 For students admitted to this degree examiners appointed by the Dean of Graduate Studies will recommend that:  
either  
a the degree be awarded  
or  
b the degree not be awarded.

## Copies for Deposit

- 6 A student admitted to this degree must correct their thesis, if required, to the satisfaction of the Head of Department and deposit one hard-bound copy of the thesis with the Graduate Centre and a digital copy within three months of admission to this degree.

- 7 One hard-bound copy and a digital copy of the thesis must be deposited in the University of Auckland Library before the degree can be conferred.

### Honours

- 8 The thesis for this degree is not graded and this degree may not be awarded with Honours.

### 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 2016. The 2013 regulations for the Degree of Master of Philosophy were thereby repealed.

## The Degree of Master of Professional Studies – MProfStuds

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have completed:
  - either
    - a the requirements for a four-year Bachelors degree
    - or
    - b the requirements for a Bachelors (Honours) degree
    - or
    - c the requirements for a Bachelors degree
      - and
        - (i) to enrol in the Education or Mathematics Education or Teaching Chinese in Schools specialisations, a professional qualification in Education equivalent to one year's advanced study
        - or
        - (ii) to enrol in a specialisation other than Education or Mathematics 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 or Mathematics Education specialisations, at least three years of teaching experience
  - and
  - e to enrol in the Mathematics Education specialisation, to be currently holding a teaching position
  - and
  - f to enrol in the Teaching Chinese in Schools specialisation, attained a proficiency level in Chinese of at least HSK Level 5 or its equivalent
  - and
  - g any prerequisites for the courses in the subject area in which they wish to enrol.

### Duration and Total Points Value

- 2 A student enrolled in this degree must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 3 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 4 A student enrolled for this degree must complete the requirements for one of the specialisations listed in the Master of Professional Studies Schedule.
- 5 The programme for students enrolling in the International Relations and Human Rights, Language Teaching, and Translation specialisations requires the approval of the relevant Academic Head or nominee 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 and Social Work. The programme for students enrolling in the Teaching Chinese in Schools specialisation requires the approval of the Dean of Faculty of Education and Social Work and the Dean of Faculty of Arts. The programme for students enrolling in the Food Safety specialisation requires the approval of the Director of Food Science. The programme for students enrolling in the Mathematics Education specialisation requires the approval of the Head of Department of Mathematics and the Dean of Faculty of Science. The programme for students enrolling in the Data Science or Digital Security specialisations requires the approval of the Head of Department of Statistics or the Head of Department of Computer Science and the Dean of Faculty of Science.

- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Variations

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

### Dissertation and Research Portfolio

- 8 a A dissertation or research portfolio, when included in the programme, is to be carried out under the guidance of a supervisor appointed by the Senate or its representative.
- b The dissertation or research portfolio topic must be approved by the relevant Head of Department or Programme Coordinator prior to enrolment.
- c The dissertation or research portfolio 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.

### Commencement

- 10 These regulations came into force on 1 January 2016. The 2014 Regulations for the Degree of Master of Professional Studies were thereby repealed.

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## Master of Professional Studies (MProfStuds) Schedule

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### Data Science

#### Requirement: Taught Masters

- at least 30 points from COMPSCI 751, 752, 753, 762
- at least 30 points from STATS 762, 769, 782, 784
- up to 30 points from COMPSCI 705, 711, 720, 732, 734, 760, INFOSYS 720, 722, 727, 737, 740, OPSMGT 760, 762, SCIENT 701, 702, STATS 707, 760, 763, 779, 783 or from 700 level courses relevant to the area of study with approval of the Academic Head or nominee
- 30 points: COMPSCI 791 Research Project

### Digital Security

#### Requirement: Taught Masters

- 60 points: COMPSCI 725, 726, 727, INFOSYS 727
- 30 points from COMPSCI 702, 705, 720, 732, 742, INFOSYS 720, 730, 737, 750, 751
- 30 points: COMPSCI 791 Research Project

### Education

#### Requirement: Taught Masters

- 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 700, 754, 757
- 30 points from EDUC 700–764, 767, 776, 777, 787, 791, EDCURRIC 700, 702–706, 708, 714–718, 720, 728, 729, 740, 750, 760, 763, 791, EDPRAC 750, 751, 752, EDPROF 709, 724, EDPROFST 700–708, 714–757, 760–779, 782–788, EDPROFM 700, 701, 702, SOCCLEAD 706, or other approved 700 level courses offered at this University
- 60 points: EDCURRIC 797 or EDPROFST 793 or EDPROFM 797 Dissertation

*The approval of the Heads of all Departments in which a student applies to enrol is required.*

### Food Safety

*The MProfStuds in Food Safety was suspended in 2017. Students who have a current enrolment in this specialisation should contact their faculty for advice regarding completion.*

#### Requirement: Taught Masters

- 60 points: FOODSCI 711–714

- 45 points: FOODSCI 797 Project
- 15 points from FOODSCI 715–717, or other courses as approved by the Programme Director

### International Relations and Human Rights

*The MProfStuds in International Relations and Human Rights was suspended in 2018. Students who have a current enrolment in this specialisation should contact their faculty for advice regarding completion.*

#### Requirement: Taught Masters

- 15 points: POLITICS 750
- 60 points from DEVELOP 709, 710, ECON 741, 742, 771, EDUC 715, LAWENVIR 710, LAWGENRL 702, LAWPUBL 726, 732, 736, 743, PHIL 767, POLITICS 702, 706, 707, 724, 740, 746, 751, 754, 763, 768, 770–773, 776, SOCIOL 713
- 45 points: POLITICS 789 Dissertation

*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*

### Mathematics Education

#### Requirement: Taught Masters

- at least 45 points from ENGSCI 701–772, MATHS 701–789, STATS 701–703, 705, 708–787
- up to 30 points from EDPROFST 787, or other 700 level courses approved by the Head of School of Curriculum and Pedagogy or Programme Director
- 45 points from EDPROFST 789, MATHS 785, STATS 792 Dissertation

### Teaching Chinese in Schools

*The MProfStuds in Teaching Chinese in Schools was suspended in 2019. Students who have a current enrolment in this specialisation should contact their faculty for advice regarding completion.*

#### Requirement: Taught Masters

- 60 points from EDCURRIC 706, EDPRAC 703
- 60 points from CHINESE 730, 739, 740, 741, 742, EDCURRIC 729, EDPRAC 751



## Translation

*The MProfStuds in Translation was suspended in 2018. Students who have a current enrolment in this specialisation should contact their faculty for advice regarding completion.*

*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 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

- 60 points: TRANSLAT 714, 719
- 30 points from TRANSLAT 705–729, COMPLIT 703, 705, FRENCH 707, 708, 720, 777, 778, GERMAN 741, 777, 778, GREEK 714, ITALIAN 702, 777, 778, LATIN 714, MĀORI 712, RUSSIAN 732, SPANISH 723, 777, 778
- 30 points from ASIAN 790, FRENCH 790, GERMAN 780, ITALIAN 780, PACIFIC 785, TRANSLAT 790 Research Project

*If TRANSLAT 702 and 703 have been passed prior to enrolment for this degree another course or courses must be substituted for them by approval of the Programme Coordinator*

## Certificate in Academic Preparation – CertAcadPrep

*The CertAcadPrep was withdrawn in 2019*

## The University of Auckland Tertiary Foundation Certificate – TFC

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

### Admission

- 1 In order to be admitted to this programme a student needs to:
  - a be a New Zealand citizen or permanent resident of New Zealand  
and
  - b (i) have completed Year 12 at a New Zealand secondary school or its equivalent at least one calendar year prior to applying for entry  
or  
(ii) in special circumstances be eligible for Special Admission to the University  
and
  - c completed a satisfactory interview with the Coordinator of the Certificate.

### Duration and Total Points Value

- 2 A student enrolled in the certificate must follow a programme of the equivalent of two full-time semesters and pass courses to the value of 120 points. In exceptional circumstances part-time enrolment may be approved.

### Structure and Content

- 3 A student enrolled for this certificate must complete the requirements as listed in the Tertiary Foundation Certificate Schedule
- 4 The programme for each student requires the approval of the Coordinator of the Certificate.
- 5 A student enrolled in this certificate must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 6 A student who fails a course may, with the permission of the Coordinator of the Certificate, sit a subsequent examination for that course providing that:
  - a the student has achieved an average grade of C+ in the courses taken for this Certificate  
and
  - b achieved a grade of not less than D for the course in question.
- 7 The subsequent examination must be undertaken within two weeks of the notification of results to students.
- 8 A student may re-sit a maximum of 15 points towards completion of the Tertiary Foundation Certificate.

### Variations

- 9 A student who achieves a Grade Point Average of 7.0 in the first 60 points of the certificate may include a Stage I course in the second semester, with the approval of the Coordinator of the Certificate.
- 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 2019. The 2006 regulations for the University of Auckland Tertiary Foundation Certificate were thereby repealed.

### Tertiary Foundation Certificate (TFC) Schedule

|  |  |
|--|--|
| <p><b>Requirement:</b><br/><i>either</i></p> <ul style="list-style-type: none"> <li>15 points but no more than 30 points from TFCEDUC 15F, TFCMATHS 89F, 91F, 92F, 93F, 94F, TFCSTATS 92F</li> <li>15 points but no more than 30 points from TFCACENG 93F, TFCENG 91F, 92F, TFCWEWRIT 94F</li> <li>up to 30 points from TFCBIO 91F, TFCHEM 91F, TFCEDUC 12F, 14F, TFCGEO 91F, TFCHIST 91F, TFCPAC 91F, TFCPHYS 91F, TFCSOCIO 91F</li> <li>up to 60 points from TFCACENG 93F, TFCARTS 92F, TFCBIO 92F, TFCBUS 92F, TFCCAI 92F, TFCHEM 92F, TFCEDUC 13F, 16F, TFCWEWRIT 94F, TFCGEO 92F, TFCMAORI 10F, TFCPHYS 92F, TFCSOCW 17F, TFCSOCIO 92F, TFCSTATS 92F</li> </ul> <p><i>or</i></p> <p><b>Arts</b></p> <ul style="list-style-type: none"> <li>30 points: TFCENG 91F, 92F</li> <li>15 points from TFCEDUC 15F, TFCMATHS 89F, 91F, 92F, TFCSTATS 92F</li> <li>30 points from TFCEDUC 12F, 14F, TFCGEO 91F, TFCHIST 91F, TFCMAORI 10F, TFCPAC 91F, TFCSOCIO 91F</li> <li>a further 45 points from TFCACENG 93F, TFCARTS 92F, TFCCAI 92F, TFCEDUC 13F, TFCGEO 92F, TFCMAORI 10F, TFCMATHS 92F, TFCSOCW 17F, TFCSOCIO 92F</li> </ul> <p><i>or</i></p> <p><b>Business and Economics</b></p> <ul style="list-style-type: none"> <li>30 points: TFCENG 91F, 92F</li> <li>15 points from TFCMATHS 89F, 91F, 92F, 93F</li> <li>15 points: TFCBUS 92F</li> <li>15 points from TFCMATHS 94F, TFCSTATS 92F</li> </ul> | <ul style="list-style-type: none"> <li>30 points from TFCGEO 91F, TFCHIST 91F, TFCPAC 91F, TFCSOCIO 91F</li> <li>a further 15 points from TFCACENG 93F, TFCARTS 92F, TFCBIO 92F, TFCCAI 92F, TFCHEM 92F, TFCWEWRIT 94F, TFCGEO 92F, TFCMAORI 10F, TFCMATHS 94F, TFCPHYS 92F, TFCSOCIO 92F, TFCSTATS 92F</li> </ul> <p><i>or</i></p> <p><b>Education and Social Work</b></p> <ul style="list-style-type: none"> <li>30 points: TFCENG 91F, 92F</li> <li>60 points from TFCEDUC 12F, 13F, 15F, TFCMAORI 10F</li> <li>30 points from TFCCAI 92F, TFCEDUC 14F, 16F, TFCGEO 91F, 92F, TFCHIST 91F, TFCPAC 91F, TFCSOCW 17F</li> </ul> <p><i>or</i></p> <p><b>Engineering</b></p> <ul style="list-style-type: none"> <li>15 points from TFCACENG 93F, TFCENG 91F, 92F, TFCWEWRIT 94F</li> <li>30 points from TFCMATHS 91F, 93F, 94F</li> <li>30 points from TFCBIO 91F, TFCHEM 91F, TFCPHYS 91F</li> <li>a further 45 points from TFCACENG 93F, TFCBIO 92F, TFCHEM 92F, TFCWEWRIT 94F, TFCMAORI 10F, TFCPAC 91F, TFCPHYS 92F, TFCSTATS 92F</li> </ul> <p><i>or</i></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>15 points from TFCACENG 93F, TFCENG 91F, 92F, TFCWEWRIT 94F</li> <li>30 points from TFCMATHS 89F, 91F, 92F, 93F</li> <li>30 points from TFCBIO 91F, TFCHEM 91F, TFCGEO 91F, TFCPHYS 91F</li> <li>a further 45 points from TFCACENG 93F, TFCBIO 92F, TFCHEM 92F, TFCGEO 92F, TFCMAORI 10F, TFCPAC 91F, TFCPHYS 92F, TFCSTATS 92F</li> </ul> |
|--|--|

## Postgraduate Certificate in Academic Practice – PGCertAcadPrac

*New admissions into the PGCertAcadPrac were suspended in 2018. Students who have a current enrolment in this qualification should contact their faculty for advice regarding completion.*

*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

- In order to be admitted to this programme, a student needs to:
  - have completed the requirements for any degree approved by Senate or its representative *and*
  - 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

- A student enrolled for this postgraduate certificate must:
  - pass courses with a total value of 60 points *and*
  - complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- The total enrolment for this postgraduate certificate must not exceed 90 points.

### Structure and Content

- A student enrolled in this postgraduate certificate must pass 60 points from the courses listed in the Postgraduate Certificate in Academic Practice Schedule.
- A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### 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.

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**Postgraduate Certificate in Academic Practice (PGCertAcadPrac) Schedule**


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**Requirement:**

- 45 points: ACADPRAC 701, 702
  - 15 points from ACADPRAC 703–706
- 

**Postgraduate Certificate in Disaster Management – PGCertDisMgt**

*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 postgraduate certificate, a student needs to have:
  - a been enrolled in the Degree of Master of Disaster Management  
and
  - b passed at least 30 points for that degree  
and
  - c been recommended for admission by the Dean or nominee.

**Duration and Total Points Value**

- 2 A student admitted to 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 90 points.

**Structure and Content**

- 4 Of the 60 points required for this postgraduate certificate, a student must pass:
  - a 15 points from DISMGT 701, 703  
and
  - b 45 points from courses listed in the Master of Disaster Management Schedule, excluding DISMGT 704.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2018.
- 

**Postgraduate Certificate in Energy – PGCertEnergy**

*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 postgraduate certificate, a student needs to have:
  - a been enrolled in the Degree of Master of Energy  
and
  - b passed at least 30 points for that degree  
and
  - c been recommended for admission by the Dean or nominee.

**Duration and Total Points Value**

- 2 A student admitted to 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 90 points.

**Structure and Content**

- 4 Of the 60 points required for this postgraduate certificate, a student must pass:

- a 30 points: ENERGY 721, 722  
and
  - b 30 points from courses listed in the Master of Energy Schedule or other approved 600 and 700 level courses, excluding ENERGY 785, 786, 794 and 795.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2018.

## Postgraduate Certificate in Heritage Conservation – PGCertHerCons

*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 postgraduate certificate, a student needs to have:
- a been enrolled in the Degree of Master of Heritage Conservation  
and
  - b passed at least 30 points for that degree  
and
  - c been recommended for admission by the Dean or nominee.

### Duration and Total Points Value

- 2 A student admitted to 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 90 points.

### Structure and Content

- 4 A student enrolled for this postgraduate certificate must complete the requirements for one of the specialisations listed in the Postgraduate Certificate in Heritage Conservation Schedule.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2018.

### Postgraduate Certificate in Heritage Conservation (PGCertHerCons) Schedule

Specialisations available:

#### Built Heritage

##### Requirement:

- 45 points: ARCHGEN 750, 752, 753
- 15 points from a 700 level course approved by the Head of School of Architecture and Planning

#### Museums and Cultural Heritage

##### Requirement:

- 45 points: MUSEUMS 702, 704
- 15 points from ANTHRO 704, 708, 742, 756, ARCHGEN 750, 751, ARTHIST 703, 706, 719, 730, 731, 734, ENGLISH 718, HISTORY 705, 712, MĀORI 741, MUSEUMS 701, SOCIOL 732

## Postgraduate Certificate in Higher Education – PGCertHigherEd

*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 degree from this University, or the equivalent as approved by Senate or its representative
  - and
  - b have, within the past three years, been employed in the tertiary education sector and had a substantial role in teaching and/or supporting student learning.

*Note: A substantial role in teaching or supporting student learning may include academic, library or learning design positions.*

### 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 90 points.
- 4 The requirements for this postgraduate certificate must be completed on a part-time basis.

### Structure and Content

- 5 A student enrolled in this postgraduate certificate must complete the requirement as listed in the Postgraduate Certificate in Higher Education Schedule.
- 6 A student admitted to this programme must complete the University of Auckland Academic Integrity Course, as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University 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 2019.

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#### Postgraduate Certificate in Higher Education (PGCertHigherEd) Schedule

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##### Requirement:

- 60 points: HIGHED 701, 702
- 

## 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 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 for the Postgraduate Diploma in Bioscience Enterprise as approved by Senate or its representative.
- 2 A student may, if Senate or its representative gives approval, enrol for this postgraduate diploma without having fulfilled all the prerequisite requirements, provided that the Director of School may require any such student to enrol for any or all of the prerequisite courses not already passed in addition to the normal requirements of this programme.

- 3 a A student who has not completed the requirements of the Degree of Bachelor of Science but who has passed courses with a total value of at least 345 points towards that degree may, with the approval of the Director of School enrol for this postgraduate diploma. The remaining courses for the Bachelor of Science must be taken and passed within 12 months of initial enrolment for this postgraduate diploma. Should the requirements for the Bachelor of Science not be completed within these 12 months, enrolment for the Postgraduate Diploma in Bioscience Enterprise will be suspended until the requirements for the Bachelors degree are completed.
- or
- b A student who has not completed the requirements of the Degree of Bachelor of Engineering (Honours) or Bachelor of Technology, but who has passed courses with a total value of at least 465 points towards those degrees may, with the approval of the Director of School enrol for this postgraduate diploma. The remaining courses for the Bachelor of Engineering (Honours) or Bachelor of Technology must be taken and passed within 12 months of initial enrolment for this postgraduate diploma. Should the requirements for the Bachelor of Engineering (Honours) or Bachelor of Technology, not be completed within these 12 months, enrolment for the Postgraduate Diploma in Bioscience Enterprise will be suspended until the requirements for the Bachelors degree are completed.

### Duration and Total Points Value

- 4 A student enrolled for this postgraduate diploma must:
- a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 5 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 6 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Bioscience Enterprise Schedule.
- 7 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 8 The programme for each student must be approved by the Director of School or equivalent.

### 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 in accordance with the General Regulations – Postgraduate Diplomas.

### Commencement

- 11 These regulations came into force on 1 January 2006.

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#### Postgraduate Diploma in Bioscience Enterprise (PGDipBioEnt) Schedule

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**Prerequisite:** A BSc or BSc(Hons) with a major 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 Energy – PGDipEnergy

*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 postgraduate diploma, a student needs to have:
- a been enrolled in the Degree of Master of Energy
  - and
  - b passed at least 30 points for that degree
  - and
  - c been recommended for admission by the Dean or nominee.

**Duration and Total Points Value**

- 2 A student admitted to 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: ENERGY 721, 722
  - b at least 60 points from courses listed in the Master of Energy Schedule, excluding ENERGY 785, 786, 794 and 795
  - c up to 30 points of approved 600 and 700 level courses.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**Distinction**

- 6 This postgraduate diploma may be awarded with Distinction or Merit 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.

**Commencement**

- 8 These regulations came into force on 1 January 2018.

**Postgraduate Diploma in Higher Education – PGDipHigherEd**

*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 postgraduate diploma, a student needs to have:
  - a been enrolled in the Degree of Master of Higher Education  
and
  - b passed at least 30 points for that degree  
and
  - c been recommended for admission by 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.
- 4 The requirements for this postgraduate diploma must be completed on a part-time basis.

**Structure and Content**

- 5 A student enrolled for this postgraduate diploma must complete the requirement as listed in the Postgraduate Diploma in Higher Education Schedule.
- 6 A student may substitute an approved research methods course for HIGHED 704 with the approval of the Programme Director.
- 7 The programme for each student must be approved by the Dean of Faculty of Education and Social Work prior to enrolment.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course, as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

**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 2019.

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**Postgraduate Diploma in Higher Education (PGDipHigherEd) Schedule**


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**Requirement:**

- 120 points: HIGHED 701, 702, 703, 704
- 

**Postgraduate Diploma in Operations Research – PGDipOR**

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

**Admission**

- 1 In order to be admitted to this programme, a student needs to have:
- a completed the requirements for any Bachelors degree  
and
    - (i) passed at least 75 points with an average grade of B or higher at Stage III or above in subjects approved by Senate or its representative
  - and
    - (ii) passed STATS 320 and ENGSCI 391 or equivalent courses with an average grade of B- or higher
  - or
  - b attained an equivalent level of practical experience in the operations research profession as approved by Senate or its representative.

**Duration and Total Points Value**

- 2 A student enrolled for this postgraduate diploma must:
- a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 3 The total enrolment for this postgraduate diploma must not exceed 160 points.

**Structure and Content**

- 4 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Operations Research Schedule.
- 5 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 6 The programme for each student must be approved by the Board of Studies for Operations Research or its representative prior to enrolment.

**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.

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**Postgraduate Diploma in Operations Research (PGDipOR) Schedule**


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**Requirement:**

- at least 75 points from ENGSCI 760–763, 768, STATS 723, 724, 726, 783
  - up to 45 points from 700 level courses approved by the Head of Department
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## Regulations – Conjoint Degrees

- 420 Regulations – Conjoint Degrees
- 422 Bachelor of Arts/Bachelor of Advanced Science (Honours) Schedule – BA/BAdvSci(Hons)
- 422 Bachelor of Arts/Bachelor of Commerce Schedule – BA/BCom
- 423 Bachelor of Arts/Bachelor of Design Schedule – BA/BDes
- 423 Bachelor of Arts/Bachelor of Engineering (Honours) Schedule – BA/BE(Hons)
- 423 Bachelor of Arts/Bachelor of Fine Arts Schedule – BA/BFA
- 424 Bachelor of Arts/Bachelor of Fine Arts (Honours) Schedule – BA/BFA(Hons)
- 424 Bachelor of Arts/Bachelor of Global Studies Schedule – BA/BGlobalSt
- 424 Bachelor of Arts/Bachelor of Health Sciences Schedule – BA/BHSc
- 425 Bachelor of Arts/Bachelor of Music Schedule – BA/BMus
- 426 Bachelor of Arts/Bachelor of Science Schedule – BA/BSc
- 426 Bachelor of Arts/Bachelor of Theology Schedule – BA/BTheol
- 426 Bachelor of Arts/Bachelor of Laws Schedule – BA/LLB
- 426 Bachelor of Arts/Bachelor of Laws (Honours) Schedule – BA/LLB(Hons)
- 427 Bachelor of Advanced Science (Honours)/Bachelor of Commerce Schedule – BAdvSci(Hons)/BCom
- 427 Bachelor of Advanced Science (Honours)/Bachelor of Design Schedule – BAdvSci(Hons)/BDes
- 428 Bachelor of Advanced Science (Honours)/Bachelor of Engineering (Honours) Schedule – BAdvSci(Hons)/BE(Hons)
- 428 Bachelor of Advanced Science (Honours)/Bachelor of Global Studies Schedule – BAdvSci(Hons)/BGlobalSt
- 429 Bachelor of Advanced Science (Honours)/Bachelor of Health Sciences Schedule – BAdvSci(Hons)/BHSc
- 429 Bachelor of Advanced Science (Honours)/Bachelor of Music Schedule – BAdvSci(Hons)/BMus
- 430 Bachelor of Advanced Science (Honours)/Bachelor of Nursing Schedule – BAdvSci(Hons)/BNurs
- 430 Bachelor of Advanced Science (Honours)/Bachelor of Property Schedule – BAdvSci(Hons)/BProp
- 431 Bachelor of Advanced Science (Honours)/Bachelor of Laws Schedule – BAdvSci(Hons)/LLB
- 431 Bachelor of Advanced Science (Honours)/Bachelor of Laws (Honours) Schedule – BAdvSci(Hons)/LLB(Hons)
- 432 Bachelor of Commerce/Bachelor of Design Schedule – BCom/BDes
- 432 Bachelor of Commerce/Bachelor of Engineering (Honours) Schedule – BCom/BE(Hons)
- 433 Bachelor of Commerce/Bachelor of Global Studies Schedule – BCom/BGlobalSt
- 433 Bachelor of Commerce/Bachelor of Health Sciences Schedule – BCom/BHSc
- 434 Bachelor of Commerce/Bachelor of Music Schedule – BCom/BMus
- 434 Bachelor of Commerce/Bachelor of Property Schedule – BCom/BProp
- 435 Bachelor of Commerce/Bachelor of Science Schedule – BCom/BSc
- 435 Bachelor of Commerce/Bachelor of Sport, Health and Physical Education Schedule – BCom/BSportHPE
- 436 Bachelor of Commerce/Bachelor of Laws Schedule – BCom/LLB
- 436 Bachelor of Commerce/Bachelor of Laws (Honours) Schedule – BCom/LLB(Hons)
- 437 Bachelor of Design/Bachelor of Engineering (Honours) Schedule – BDes/BE(Hons)
- 437 Bachelor of Design/Bachelor of Global Studies Schedule – BDes/BGlobalSt
- 437 Bachelor of Design/Bachelor of Health Sciences Schedule – BDes/BHSc
- 438 Bachelor of Design/Bachelor of Music Schedule – BDes/BMus

- 438 Bachelor of Design/Bachelor of Property Schedule – BDes/BProp
- 439 Bachelor of Design/Bachelor of Science Schedule – BDes/BSc
- 439 Bachelor of Design/Bachelor of Laws Schedule – BDes/LLB
- 439 Bachelor of Design/Bachelor of Laws (Honours) Schedule – BDes/LLB(Hons)
- 440 Bachelor of Engineering (Honours)/Bachelor of Global Studies Schedule – BE(Hons)/BGlobalSt
- 440 Bachelor of Engineering (Honours)/Bachelor of Music Schedule – BE(Hons)/BMus
- 441 Bachelor of Engineering (Honours)/Bachelor of Property Schedule – BE(Hons)/BProp
- 441 Bachelor of Engineering (Honours)/Bachelor of Science Schedule – BE(Hons)/BSc
- 442 Bachelor of Engineering (Honours)/Bachelor of Laws Schedule – BE(Hons)/LLB
- 442 Bachelor of Engineering (Honours)/Bachelor of Laws (Honours) Schedule – BE(Hons)/LLB(Hons)
- 443 Bachelor of Global Studies/Bachelor of Health Sciences Schedule – BGlobalSt/BHSc
- 443 Bachelor of Global Studies/Bachelor of Music Schedule – BGlobalSt/BMus
- 444 Bachelor of Global Studies/Bachelor of Property – BGlobalSt/BProp
- 444 Bachelor of Global Studies/Bachelor of Science Schedule – BGlobalSt/BSc
- 445 Bachelor of Global Studies/Bachelor of Laws Schedule – BGlobalSt/LLB
- 445 Bachelor of Global Studies/Bachelor of Laws (Honours) Schedule – BGlobalSt/LLB(Hons)
- 445 Bachelor of Health Sciences/Bachelor of Nursing Schedule – BHSc/BNurs
- 446 Bachelor of Health Sciences/Bachelor of Science Schedule – BHSc/BSc
- 446 Bachelor of Health Sciences/Bachelor of Laws Schedule – BHSc/LLB
- 446 Bachelor of Health Sciences/Bachelor of Laws (Honours) Schedule – BHSc/LLB(Hons)
- 447 Bachelor of Music/Bachelor of Science Schedule – BMus/BSc
- 448 Bachelor of Music/Bachelor of Laws Schedule – BMus/LLB
- 448 Bachelor of Music/Bachelor of Laws (Honours) Schedule – BMus/LLB(Hons)
- 449 Bachelor of Nursing/Bachelor of Science Schedule – BNurs/BSc
- 449 Bachelor of Property/Bachelor of Science Schedule – BProp/BSc
- 450 Bachelor of Property/Bachelor of Laws Schedule – BProp/LLB
- 450 Bachelor of Property/Bachelor of Laws (Honours) Schedule – BProp/LLB(Hons)
- 450 Bachelor of Science/Bachelor of Laws Schedule – BSc/LLB
- 451 Bachelor of Science/Bachelor of Laws (Honours) Schedule – BSc/LLB(Hons)

# REGULATIONS – CONJOINT DEGREES

## Regulations – 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/BAdvSci(Hons)        | BDes/BGlobalSt      |
| BA/BCom                 | BDes/BHSc           |
| BA/BDes                 | BDes/BMus           |
| BA/BE(Hons)             | BDes/BProp          |
| BA/BFA                  | BDes/BSc            |
| BA/BFA(Hons)            | BDes/LLB            |
| BA/BGlobalSt            | BDes/LLB(Hons)      |
| BA/BHSc                 | BE(Hons)/BGlobalSt  |
| BA/BMus                 | BE(Hons)/BMus       |
| BA/BSc                  | BE(Hons)/BProp      |
| BA/LLB                  | BE(Hons)/BSc        |
| BA/LLB(Hons)            | BE(Hons)/LLB        |
| BAdvSci(Hons)/BCom      | BE(Hons)/LLB(Hons)  |
| BAdvSci(Hons)/BDes      | BGlobalSt/BHSc      |
| BAdvSci(Hons)/BE(Hons)  | BGlobalSt/BMus      |
| BAdvSci(Hons)/BGlobalSt | BGlobalSt/BProp     |
| BAdvSci(Hons)/BHSc      | BGlobalSt/BSc       |
| BAdvSci(Hons)/BMus      | BGlobalSt/LLB       |
| BAdvSci(Hons)/BNurs     | BGlobalSt/LLB(Hons) |
| BAdvSci(Hons)/BProp     | BHSc/BNurs          |
| BAdvSci(Hons)/LLB       | BHSc/BSc            |
| BAdvSci(Hons)/LLB(Hons) | BHSc/LLB            |
| BCom/BDes               | BHSc/LLB(Hons)      |
| BCom/BE(Hons)           | BMus/BSc            |
| BCom/BGlobalSt          | BMus/LLB            |
| BCom/BHSc               | BMus/LLB(Hons)      |
| BCom/BMus               | BNurs/BSc           |
| BCom/BProp              | BProp/BSc           |
| BCom/BSportHPE          | BProp/LLB           |
| BCom/BSc                | BProp/LLB(Hons)     |
| BCom/LLB                | BSc/LLB             |
| BCom/LLB(Hons)          | BSc/LLB(Hons)       |
| BDes/BE(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 3.9, 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) conjoint degrees combinations which

require a GPA of 4.0 each year, and Bachelor of Advanced Science (Honours) conjoint degrees combinations which require a GPA of 5.0 each year.

- 7 A student who has been discontinued from a conjoint degrees combination due to the continuation requirement specified in Regulation 6 may apply for readmission. To be eligible for readmission:
  - a the student must have achieved a GPA of at least 3.5, 4.0 for the Bachelor of Engineering (Honours) or 5.0 for the Bachelor of Advanced Science (Honours), in the most recent 120 points of study towards one or more of the component degrees following the student's discontinuation. In exceptional circumstances the required grade point average may be waived by Senate or its representative.
  - b if a student has fewer than 120 points to complete then they may apply for readmission immediately.
  - c neither of the component degrees can have been awarded.
- 8 A student must state the reasons for re-admission, and include evidence where applicable. Where such application is made, the Deans or nominees of the respective faculties may:
  - a permit the student to be readmitted to the conjoint degrees combination
  - b permit the student to be readmitted under specific conditions
  - c decline readmission.
- 9 A student may be readmitted to a conjoint degrees combination once, other than in exceptional circumstances approved by Senate or its representative.

### Approval

- 10 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

- 11 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

- 12 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 either component degree of a conjoint degree combination who has completed 120 points or more of degree-level study at another tertiary institution is exempted from the General Education requirement for the conjoint degree.
- c A student who has been exempted from the General Education requirement must substitute 15 points from courses available for the component degrees.
- d A student who has been exempted from the General Education requirement is nonetheless required to complete the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Suspension

- 13 A student may in any year totally suspend study for both component degrees of a conjoint degrees combination.

### Additional Component Degrees/Diplomas

- 14 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

- 15 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

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

### Commencement

- 17 These regulations came into force on 1 January 2019. The 2006 regulations for the Conjoint Degrees were thereby repealed.

*The specific requirements for each conjoint degree combination can be found under its respective Schedule.*

## Bachelor of Arts/Bachelor of Advanced Science (Honours) Schedule – BA/BAdvSci(Hons)

- 1 Of the 660 points required for the BA/BAdvSci(Hons) conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 45 points must be above Stage II for each major
    - (ii) at least 165 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 375 points from courses listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule, including:
    - (i) at least 270 points above Stage I, including at least 195 points above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule
    - (iii) at least 120 points at 700 level, including a research project or dissertation of between 30 and 60 points
    - (iv) the requirement for a specialisation as listed in the Bachelor of Advanced Science (Honours) Schedule
    - (v) the requirement for core courses as listed in the Bachelor of Advanced Science (Honours) Schedule
  - and
  - c
    - (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
    - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 For the BAdvSci(Hons) component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Arts/Bachelor of Commerce Schedule – BA/BCom

- 1 Of the 540 points required for the BA/BCom conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 45 points must be above Stage II for each major
    - (ii) at least 165 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 255 points from courses listed in the Bachelor of Commerce Schedule, including:
    - (i) (a) 90 points: ACCTG 101, BUSINESS 101, 102 or 103, COMLAW 101, INFOSYS 110, STATS 100 or 108  
(b) 15 points: ECON 151 or 152
    - (ii) at least 150 points  
(a) of which at least 135 points must be above Stage I, including at least 75 points above Stage II  
(b) 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
  - c
    - (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
    - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 A student may substitute one or more other courses for one or more of the above courses listed in Regulation 1b with the permission of Senate or its representative.
- 3 For the BA/BCom conjoint degrees 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 Design Schedule – BA/BDes

- 1 Of the 540 points required for the BA/BDes conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 45 points must be above Stage II for each major
    - (ii) at least 165 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 255 points from courses listed in the Bachelor of Design Schedule including:
    - (i) 165 points: DESIGN 100, 101, 200, 201, 300, 301, 302
    - (ii) 90 points from DESIGN 210–243
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.

## Bachelor of Arts/Bachelor of Engineering (Honours) Schedule – BA/BE(Hons)

- 1 Of the 690 points required for the BA/BE(Hons) conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 45 points must be above Stage II for each major
    - (ii) at least 165 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 420 points required for the BE(Hons) component, including:
    - (i) Part I: 105 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 121, 131, 140, 199, ENGSCI 111
    - (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 Academic Head or nominee
    - (iv) 105 points (including ENGGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Academic Head or nominee

*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.*
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Arts/Bachelor of Fine Arts Schedule – BA/BFA

- 1 Of the 675 points required for the BA/BFA conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 45 points must be above Stage II for each major
    - (ii) at least 165 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 390 points required for the BFA component, including:
    - (i) Part I: 90 points: FINEARTS 101–104
    - (ii) Part II: 90 points: FINEARTS 204, and 207 or 208, and 209 or 212
    - (iii) Part III: 90 points: FINEARTS 305, and 308 or 309, and 310 or 311
    - (iv) Part IV: 120 points: FINEARTS 408, 409
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*

and

d a further 15 points from courses available for any programme at this University.

## Bachelor of Arts/Bachelor of Fine Arts (Honours) Schedule – BA/BFA(Hons)

- 1 Of the 675 points required for the BA/BFA(Hons) conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 45 points must be above Stage II for each major
    - (ii) at least 165 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 390 points required for the BFA(Hons) component, including:
    - (i) Part I: 90 points: FINEARTS 101–104
    - (ii) Part II: 90 points: FINEARTS 204, and 207 or 208, and 209 or 212
    - (iii) Part III: 90 points: FINEARTS 305, and 308 or 309, and 310 or 311
    - (iv) Part IV: 120 points: FINEARTS 790

*Note: Any student who achieves a grade in FINEARTS 790 that is not of Honours standard will be awarded the Degree of Bachelor of Arts/Bachelor of Fine Arts. In that case the courses already passed for, or credited to, the Degrees of Bachelor of Arts/Bachelor of Fine Arts (Honours) will be reassigned to the Degrees of Bachelor of Arts/Bachelor of Fine Arts.*
  - and
  - c
    - (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
    - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the University Calendar
  - and
  - d a further 15 points from courses available for any programme at this University.

## Bachelor of Arts/Bachelor of Global Studies Schedule – BA/BGlobalSt

- 1 Of the 540 points required for the BA/BGlobalSt conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule with at least 45 points above Stage II for each major
    - (ii) at least 165 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 255 points from courses listed in the Bachelor of Global Studies Schedule, including:
    - (i) at least 165 points in courses above Stage I, of which at least 75 points must be above Stage II
    - (ii) (a) a major of at least 120 points, of which at least 45 points must be above Stage II, from one of the subjects available for majors in the Bachelor of Global Studies Schedule
    - (b) 60 points from one of the languages listed in the Bachelor of Global Studies Schedule, of which 30 points must be above Stage I
    - (c) 30 points above Stage I from one of the Area Studies listed in the Bachelor of Global Studies Schedule that is associated with the chosen Language, of which at least 15 points must be above Stage II
  - and
  - c
    - (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
    - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the University Calendar
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 A student may substitute one or more other courses for one or more of the above courses listed in Regulation 1b with the permission of Senate or its representative.

## Bachelor of Arts/Bachelor of Health Sciences Schedule – BA/BHSc

- 1 Of the 540 points required for the BA/BHSc conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 45 points must be above Stage II for each major
    - (ii) at least 165 points above Stage I, of which at least 75 points must be above Stage II

and

- b 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
  - (i) the requirements for a major as specified in the Bachelor of Health Sciences Regulations and Schedule
  - (ii) 135 points: HLTHPSYC 122, MAORIRTH 201, POPLHLTH 101, 102, 111, 202, 204, 210, STATS 101
  - (iii) a further 30 points from MAORIRTH 301, POPLHLTH 203, 206–208, 211–216, 301, 303–316, SOCCSIPH 200
  - (iv) 15 points from ANTHRO 100, 102, BIOSCI 107, CHEM 110, ECON 151, 152, GENDER 101, GEOG 102, HISTORY 102, MĀORI 130, MEDSCI 142, PHIL 104, PSYCH 108, 109, SOCIOL 101, 103

and

- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*

and

- d a further 15 points from courses available for any programme at this University.

## Bachelor of Arts/Bachelor of Music Schedule – BA/BMus

- 1 Of the 540 points required for the BA/BMus conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 45 points must be above Stage II for each major
    - (ii) at least 165 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 255 points required for the BMus component from courses listed in the Bachelor of Music Schedule including one of the following major specialisations:
    - (i) Creative Practice: Classical:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 150 points: MUS 120, 121, 203–205, 220, 221, 224, 320, 321
      - (c) 15 points from MUS 191–194, 291–294
      - (d) 15 points from MUS 391–394
      - (e) 15 points from MUS 306–340, 345–389
    - (ii) Creative Practice: Composition:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 110, 111, 145, 203–205, 210, 211, 214, 310, 311, 314 or 315
      - (c) 15 points from MUS 306–340, 345–389
    - (iii) Creative Practice: Jazz:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 170, 171, 174, 197, 270, 271, 274, 275, 297, 370, 371, 397
      - (c) 15 points from MUS 306–340, 345–389
    - (iv) Creative Practice: Popular Music:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 180, 181, 196, 280, 281, 282, 284, 287, 288, 380, 381, 382
      - (c) 15 points from MUS 306–340, 345–389
    - (v) Music Studies:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 45 points: MUS 203, 204, 205, or MUS 174, 274, 275, or MUS 284, 287, 288
      - (c) 45 points from MUS 106, 130, 145, 162
      - (d) 60 points from MUS 306, 307, 330–334, 340, 345–348, 362–365, 367, 376, 387, 389
      - (e) a further 45 points from MUS 206, 207, 230, 231, 245–248, 262, 265, 276, 306, 307, 330–334, 340, 345–348, 362–365, 367, 376, 387, 389
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 The BA component of the conjoint BA/BMus combination is not to include more than 30 points from the subject Music.



## Bachelor of Arts/Bachelor of Science Schedule – BA/BSc

- 1 Of the 540 points required for the BA/BSc conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 45 points must be above Stage II for each major
    - (ii) at least 165 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 255 points required for the BSc component, including:
    - (i) at least 150 points above Stage I, of which at least 75 points must be above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science Schedule
    - (iii) the requirements for one or more majors as listed in the Bachelor of Science Schedule
    - (iv) 15 points from an approved capstone course listed in the Bachelor of Science Schedule
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 For the BSc component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Arts/Bachelor of Theology Schedule – BA/BTheol

*The BA/BTheol was withdrawn in 2019.*

## Bachelor of Arts/Bachelor of Laws Schedule – BA/LLB

- 1 Of the 675 points required for the BA/LLB conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 45 points must be above Stage II for each major
    - (ii) at least 165 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 405 points required for the LLB component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Arts/Bachelor of Laws (Honours) Schedule – BA/LLB(Hons)

- 1 Of the 735 points required for the BA/LLB(Hons) conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 45 points must be above Stage II for each major
    - (ii) at least 165 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 465 points required for the LLB(Hons), including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
    - (iii) 20 points from LAWHONS 701-747
    - (iv) 40 points: LAWHONS 789 Dissertation
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination

- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## **Bachelor of Advanced Science (Honours)/Bachelor of Commerce Schedule – BAdvSci(Hons)/BCom**

- 1 Of the 660 points required for the BAdvSci(Hons)/BCom conjoint degrees combination, a student must pass:
  - a 375 points from courses listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule, including:
    - (i) at least 270 points above Stage I, including at least 195 points above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule
    - (iii) at least 120 points at 700 level, including a research project or dissertation of between 30 and 60 points
    - (iv) the requirement for a specialisation as listed in the Bachelor of Advanced Science (Honours) Schedule
    - (v) the requirement for core courses as listed in the Bachelor of Advanced Science (Honours) Schedule
  - and
  - b 255 points from courses listed in the Bachelor of Commerce Schedule, including:
    - (i) (a) 90 points: ACCTG 101, BUSINESS 101, 102 or 103, COMLAW 101, INFOSYS 110, STATS 100 or 108  
(b) 15 points: ECON 151 or 152
    - (ii) at least 150 points
      - (a) of which at least 135 points must be above Stage I, including at least 75 points above Stage II
      - (b) 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
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination  
(ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 A student may substitute one or more other courses for one or more of the above courses listed in Regulation 1b with the permission of Senate or its representative.
- 3 For the BAdvSci(Hons) component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## **Bachelor of Advanced Science (Honours)/Bachelor of Design Schedule – BAdvSci(Hons)/BDes**

- 1 Of the 660 points required for the BAdvSci(Hons)/BDes conjoint degrees combination, a student must pass:
  - a 375 points from courses listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule, including:
    - (i) at least 270 points above Stage I, including at least 195 points above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule
    - (iii) at least 120 points at 700 level, including a research project or dissertation of between 30 and 60 points
    - (iv) the requirement for a specialisation as listed in the Bachelor of Advanced Science (Honours) Schedule
    - (v) the requirement for core courses as listed in the Bachelor of Advanced Science (Honours) Schedule
  - and
  - b 255 points from courses listed in the Bachelor of Design Schedule including:
    - (i) 165 points: DESIGN 100, 101, 200, 201, 300, 301, 302
    - (ii) 90 points from DESIGN 210–243
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination  
(ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 For the BAdvSci(Hons) component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Advanced Science (Honours)/Bachelor of Engineering (Honours) Schedule – BAdvSci(Hons)/BE(Hons)

- 1 Of the 810 points required for the BAdvSci(Hons)/BE(Hons) conjoint degrees combination, a student must pass:
  - a 375 points from courses listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule, including:
    - (i) at least 270 points above Stage I, including at least 195 points above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule
    - (iii) at least 120 points at 700 level, including a research project or dissertation of between 30 and 60 points
    - (iv) the requirement for a specialisation as listed in the Bachelor of Advanced Science (Honours) Schedule
    - (v) the requirement for core courses as listed in the Bachelor of Advanced Science (Honours) Schedule

and

- b 420 points required for the BE(Hons) component, including:
  - (i) Part I – 105 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 121, 131, 140, 199, ENGSCI 111
  - (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.*

and

- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

- 2 For the BAdvSci(Hons) component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Advanced Science (Honours)/Bachelor of Global Studies Schedule – BAdvSci(Hons)/BGlobalSt

- 1 Of the 660 points required for the BAdvSci(Hons)/BGlobalSt conjoint degrees combination, a student must pass:
  - a 375 points from courses listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule, including:
    - (i) at least 270 points above Stage I, including at least 195 points above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule
    - (iii) at least 120 points at 700 level, including a research project or dissertation of between 30 and 60 points
    - (iv) the requirement for a specialisation as listed in the Bachelor of Advanced Science (Honours) Schedule
    - (v) the requirement for core courses as listed in the Bachelor of Advanced Science (Honours) Schedule

and

- b 255 points from courses listed in the Bachelor of Global Studies Schedule, including:
  - (i) at least 165 points in courses above Stage I, of which at least 75 points must be above Stage II
  - (ii) (a) a major of at least 120 points, of which at least 45 points must be above Stage II, from one of the subjects available for majors in the Bachelor of Global Studies Schedule
  - (b) 60 points from one of the languages listed in the Bachelor of Global Studies Schedule, of which 30 points must be above Stage I
  - (c) 30 points above Stage I from one of the Area Studies listed in the Bachelor of Global Studies Schedule that is associated with the chosen Language, of which at least 15 points must be above Stage II

and

- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*

and

- d a further 15 points from courses available for any programme at this University.

- 2 For the BAdvSci(Hons) component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Advanced Science (Honours)/Bachelor of Health Sciences Schedule – BAdvSci(Hons)/BHSc

- 1 Of the 660 points required for the BAdvSci(Hons)/BHSc conjoint degrees combination, a student must pass:
  - a 375 points from courses listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule, including:
    - (i) at least 270 points above Stage I, including at least 195 points above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule
    - (iii) at least 120 points at 700 level, including a research project or dissertation of between 30 and 60 points
    - (iv) the requirement for a specialisation as listed in the Bachelor of Advanced Science (Honours) Schedule
    - (v) the requirement for core courses as listed in the Bachelor of Advanced Science (Honours) Schedule
  - and
  - b 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
    - (i) the requirements for a major as specified in the Bachelor of Health Sciences Regulations and Schedule
    - (ii) 135 points: HLTHPSYC 122, MAORIRTH 201, POPLHLTH 101, 102, 111, 202, 204, 210, STATS 101
    - (iii) a further 30 points from MAORIRTH 301, POPLHLTH 203, 206–208, 211–216, 301, 303–316, SOCSCIPH 200
    - (iv) 15 points from ANTHRO 100, 102, BIOSCI 107, CHEM 110, ECON 151, 152, GENDER 101, GEOG 102, HISTORY 102, MĀORI 130, MEDSCI 142, PHIL 104, PSYCH 108, 109, SOCIOL 101, 103
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 For the BAdvSci(Hons) component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Advanced Science (Honours)/Bachelor of Music Schedule – BAdvSci(Hons)/BMus

- 1 Of the 660 points required for the BAdvSci(Hons)/BMus conjoint degrees combination, a student must pass:
  - a 375 points from courses listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule, including:
    - (i) at least 270 points above Stage I, including at least 195 points above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule
    - (iii) at least 120 points at 700 level, including a research project or dissertation of between 30 and 60 points
    - (iv) the requirement for a specialisation as listed in the Bachelor of Advanced Science (Honours) Schedule
    - (v) the requirement for core courses as listed in the Bachelor of Advanced Science (Honours) Schedule
  - and
  - b 255 points from courses listed in the Bachelor of Music Schedule including one of the following specialisations:
    - (i) Creative Practice: Classical:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 150 points: MUS 120, 121, 203–205, 220, 221, 224, 320, 321
      - (c) 15 points from MUS 191–194, 291–294
      - (d) 15 points from MUS 391–394
      - (e) 15 points from MUS 306–340, 345–389
    - (ii) Creative Practice: Composition:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 110, 111, 145, 203–205, 210, 211, 214, 310, 311, 314 or 315
      - (c) 15 points from MUS 306–340, 345–389
    - (iii) Creative Practice: Jazz
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 170, 171, 174, 197, 270, 271, 274, 275, 297, 370, 371, 397
      - (c) 15 points from MUS 306–340, 345–389
    - (iv) Creative Practice: Popular Music
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 180, 181, 196, 280, 281, 282, 284, 285, 287, 380, 381, 382
      - (c) 15 points from MUS 306–340, 345–389
    - (v) Music Studies:
      - (a) 60 points: MUS 104, 143, 243, 343

- (b) 45 points: MUS 203, 204, 205, or MUS 174, 274, 275, or MUS 284, 287, 288
- (c) 45 points from MUS 106, 130, 145, 162
- (d) 60 points from MUS 306, 307, 330–334, 340, 345–348, 362–365, 367, 376, 387, 389
- (e) a further 45 points from MUS 206, 207, 230, 231, 245–248, 262, 265, 276, 306, 307, 330–334, 340, 345–348, 362–365, 367, 376, 387, 389

and

- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*

and

- d a further 15 points from courses available for any programme at this University.

- 2 For the BAdvSci(Hons) component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Advanced Science (Honours)/Bachelor of Nursing Schedule – BAdvSci(Hons)/BNurs

- 1 Of the 690 points required for the BAdvSci(Hons)/BNurs conjoint degrees combination, a student must pass:
  - a 375 points required for the BAdvSci(Hons) component, including:
    - (i) 60 points: BIOSCI 107, CHEM 110, MEDSCI 142, PSYCH 108
    - (ii) at least 270 points above Stage I, including at least 195 points above Stage II
    - (iii) courses in a minimum of two subject codes listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule
    - (iv) at least 120 points at 700 level, including a research project or dissertation of between 30 and 60 points
    - (v) the requirement for a specialisation as listed in the Bachelor of Advanced Science (Honours) Schedule
    - (vi) the requirement for core courses as listed in the Bachelor of Advanced Science (Honours) Schedule
  - and
  - b 285 points required for the BNurs component, including:
    - (i) 45 points: NURSING 105, 199, POPLHLTH 111
    - (ii) 240 points: NURSING 201, 202, 301, 302
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 For the BAdvSci(Hons) component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Advanced Science (Honours)/Bachelor of Property Schedule – BAdvSci(Hons)/BProp

- 1 Of the 660 points required for the BAdvSci(Hons)/BProp conjoint degrees combination, a student must pass:
  - a 375 points from courses listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule, including:
    - (i) STATS 101
    - (ii) at least 270 points above Stage I, including at least 195 points above Stage II
    - (iii) courses in a minimum of two subject codes listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule
    - (iv) at least 120 points at 700 level, including a research project or dissertation of between 30 and 60 points
    - (v) the requirement for a specialisation as listed in the Bachelor of Advanced Science (Honours) Schedule
    - (vi) the requirement for core courses as listed in the Bachelor of Advanced Science (Honours) Schedule
  - and
  - b 255 points required for the BProp component, including:
    - (i) 165 points: PROPERTY 102, 211, 221, 231, 241, 251, 261, 271, 281, ECON 151 or 152, COMLAW 101
    - (ii) at least 90 points from PROPERTY 311–384
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination

- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*

and

d a further 15 points from courses available for any programme at this University.

- 2 For the BAdvSci(Hons) component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## **Bachelor of Advanced Science (Honours)/Bachelor of Laws Schedule – BAdvSci(Hons)/LLB**

- 1 Of the 795 points required for the BAdvSci(Hons)/LLB conjoint degrees combination, a student must pass:
  - a 375 points from courses listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule, including:
    - (i) at least 270 points above Stage I, including at least 195 points above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule
    - (iii) at least 120 points at 700 level, including a research project or dissertation of between 30 and 60 points
    - (iv) the requirement for a specialisation as listed in the Bachelor of Advanced Science (Honours) Schedule
    - (v) the requirement for core courses as listed in the Bachelor of Advanced Science (Honours) Schedule
  - and
  - b 405 points required for the LLB component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 2 For the BAdvSci(Hons) component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## **Bachelor of Advanced Science (Honours)/Bachelor of Laws (Honours) Schedule – BAdvSci(Hons)/LLB(Hons)**

- 1 Of the 855 points required for the BAdvSci(Hons)/LLB(Hons) conjoint degrees combination, a student must pass:
  - a 375 points from courses listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule, including:
    - (i) at least 270 points above Stage I, including at least 195 points above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science or Bachelor of Science (Honours) Schedule
    - (iii) at least 120 points at 700 level, including a research project or dissertation of between 30 and 60 points
    - (iv) the requirement for a specialisation as listed in the Bachelor of Advanced Science (Honours) Schedule
    - (v) the requirement for core courses as listed in the Bachelor of Advanced Science (Honours) Schedule
  - and
  - b 465 points required for the LLB(Hons) component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
    - (iii) 20 points from LAWHONS 701-779
    - (iv) 40 points: LAWHONS 789 Dissertation
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 2 For the BAdvSci(Hons) component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

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## Bachelor of Commerce/Bachelor of Design Schedule – BCom/BDes

- 1 Of the 540 points required for the BCom/BDes conjoint degrees combination, a student must pass:
    - a 255 points from courses listed in the Bachelor of Commerce Schedule, including:
      - (i) (a) 90 points: ACCTG 101, BUSINESS 101, 102 or 103, COMLAW 101, INFOSYS 110, STATS 100 or 108  
(b) 15 points: ECON 151 or 152
      - (ii) at least 150 points
        - (a) of which at least 135 points must be above Stage I, including at least 75 points above Stage II
        - (b) 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
    - b 255 points from courses listed in the Bachelor of Design Schedule including:
      - (i) 165 points: DESIGN 100, 101, 200, 201, 300, 301, 302
      - (ii) 90 points from DESIGN 210–243
    - and
    - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination  
(ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
    - and
    - d a further 15 points from courses available for any programme at this University.
  - 2 A student may substitute one or more other courses for one or more of the above courses listed in Regulation 1a with the permission of Senate or its representative.
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## Bachelor of Commerce/Bachelor of Engineering (Honours) Schedule – BCom/BE(Hons)

- 1 Of the 690 points required for the BCom/BE(Hons) conjoint degrees combination, a student must pass:
    - a 255 points from courses listed in the Bachelor of Commerce Schedule, including:
      - (i) (a) 75 points: ACCTG 101, BUSINESS 101, 102 or 103, COMLAW 101, INFOSYS 110  
(b) 15 points: ECON 151 or 152
      - (ii) at least 165 points
        - (a) of which at least 135 points must be above Stage I, including at least 75 points above Stage II
        - (b) 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
    - b 420 points required for the BE(Hons) component, including:
      - (i) Part I – 105 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 121, 131, 140, 199, ENGSCI 111
      - (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.*
    - and
    - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.  
(ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
  - 2 A student may substitute one or more other courses for one or more of the above courses listed in Regulation 1b with the permission of Senate or its representative.
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## Bachelor of Commerce/Bachelor of Global Studies Schedule – BCom/BGlobalSt

- 1 Of the 540 points required for the BCom/BGlobalSt conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Commerce Schedule, including:
    - (i) (a) 90 points: ACCTG 101, BUSINESS 101, 102 or 103, COMLAW 101, INFOSYS 110, STATS 100 or 108  
(b) 15 points: ECON 151 or 152
    - (ii) at least 150 points  
(a) of which at least 135 points must be above Stage I, including at least 75 points above Stage II  
(b) 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
  - b 255 points from courses listed in the Bachelor of Global Studies Schedule, including:
    - (i) at least 165 points in courses above Stage I, of which at least 75 points must be above Stage II
    - (ii) (a) a major of at least 120 points, of which at least 45 points must be above Stage II, from one of the subjects available for majors in the Bachelor of Global Studies Schedule  
(b) 60 points from one of the languages listed in the Bachelor of Global Studies Schedule, of which 30 points must be above Stage I  
(c) 30 points above Stage I from one of the Area Studies listed in the Bachelor of Global Studies Schedule that is associated with the chosen Language, of which at least 15 points must be above Stage II
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degree combination  
(ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 A student may substitute one or more other courses for one or more of the above courses listed in Regulation 1a with the permission of Senate or its representative.

## Bachelor of Commerce/Bachelor of Health Sciences Schedule – BCom/BHSc

- 1 Of the 540 points required for the BCom/BHSc conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Commerce Schedule, including:
    - (i) (a) 90 points: ACCTG 101, BUSINESS 101, 102 or 103, COMLAW 101, INFOSYS 110, STATS 100 or 108  
(b) 15 points: ECON 151 or 152
    - (ii) at least 150 points  
(a) of which at least 135 points must be above Stage I, including at least 75 points above Stage II  
(b) 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
  - b 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
    - (i) the requirements for a major as specified in the Bachelor of Health Sciences Regulations and Schedule
    - (ii) 120 points: HLTHPSYC 122, MAORIH 201, POPLHLTH 101, 102, 111, 202, 204, 210
    - (iii) a further 45 points from MAORIH 301, POPLHLTH 203, 206–208, 211–216, 301, 303–316, SOCSCIPH 200
    - (iv) 15 points from ANTHRO 100, 102, BIOSCI 107, CHEM 110, GENDER 101, GEOG 102, HISTORY 102, MĀORI 130, MEDSCI 142, PHIL 104, PSYCH 108, 109, SOCIOL 101, 103
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination  
(ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 A student may substitute one or more other courses for one or more of the above courses listed in Regulation 1a with the permission of Senate or its representative.



## Bachelor of Commerce/Bachelor of Music Schedule – BCom/BMus

- 1 Of the 540 points required for the BCom/BMus conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Commerce Schedule, including:
    - (i) (a) 90 points: ACCTG 101, BUSINESS 101, 102 or 103, COMLAW 101, INFOSYS 110, STATS 100 or 108  
(b) 15 points: ECON 151 or 152
    - (ii) at least 150 points  
(a) of which at least 135 points must be above Stage I, including at least 75 points above Stage II  
(b) 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
  - b 255 points required for the BMus component from courses listed in the Bachelor of Music Schedule including one of the following specialisations:
    - (i) Creative Practice: Classical:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 150 points: MUS 120, 121, 203–205, 220, 221, 224, 320, 321
      - (c) 15 points from MUS 191–194, 291–294
      - (d) 15 points from MUS 391–394
      - (e) 15 points from MUS 306–340, 345–389
    - (ii) Creative Practice: Composition:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 110, 111, 145, 203–205, 210, 211, 214, 310, 311, 314 or 315
      - (c) 15 points from MUS 306–340, 345–389
    - (iii) Creative Practice: Jazz
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 170, 171, 174, 197, 270, 271, 274, 275, 297, 370, 371, 397
      - (c) 15 points from MUS 306–340, 345–389
    - (iv) Creative Practice: Popular Music
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 180, 181, 196, 280, 281, 282, 284, 287, 288, 380, 381, 382
      - (c) 15 points from MUS 306–340, 345–389
    - (v) Music Studies:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 45 points: MUS 203, 204, 205, or MUS 174, 274, 275, or MUS 284, 287, 288
      - (c) 45 points from MUS 106, 130, 145, 162
      - (d) 60 points from MUS 306, 307, 330–334, 340, 345–348, 362–365, 367, 376, 387, 389
      - (e) a further 45 points from MUS 206, 207, 230, 231, 245–248, 262, 265, 276, 306, 307, 330–334, 340, 345–348, 362–365, 367, 376, 387, 389
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination  
(ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 A student may substitute one or more other courses for one or more of the above courses listed in Regulation 1a with the permission of Senate or its representative.

## Bachelor of Commerce/Bachelor of Property Schedule – BCom/BProp

- 1 Of the 540 points required for the BCom/BProp conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Commerce Schedule, including:
    - (i) (a) 90 points: ACCTG 101, BUSINESS 101, 102 or 103, COMLAW 101, INFOSYS 110, STATS 100 or 108  
(b) 15 points: ECON 151 or 152
    - (ii) at least 150 points  
(a) of which at least 135 points must be above Stage I, including at least 75 points above Stage II  
(b) 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
  - b 255 points required for the BProp component, including:
    - (i) 15 points: PROPERTY 102
    - (ii) 120 points from PROPERTY 211–281

- (iii) 90 points from PROPERTY 311–384
  - (iv) 30 points from PROPERTY 311–384 or any other courses listed in the BCom Schedule
- and
- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
- and
- d a further 15 points from courses available for any programme at this University.
- 2 A student may substitute one or more other courses for one or more of the above courses listed in Regulation 1a with the permission of Senate or its representative.

## Bachelor of Commerce/Bachelor of Science Schedule – BCom/BSc

- 1 Of the 540 points required for the BCom/BSc conjoint degrees combination, a student must pass:
- a 255 points from courses listed in the Bachelor of Commerce Schedule, including:
    - (i) (a) 90 points: ACCTG 101, BUSINESS 101, 102 or 103, COMLAW 101, INFOSYS 110, STATS 100 or 108
    - (b) 15 points: ECON 151 or 152
    - (ii) at least 150 points
      - (a) of which at least 135 points must be above Stage I, including at least 75 points above Stage II
      - (b) 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
- b 255 points from courses listed in the Bachelor of Science Schedule, including:
    - (i) at least 150 points above Stage I, of which at least 75 points must be above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science Schedule
    - (iii) the requirements for one or more majors as listed in the Bachelor of Science Schedule
    - (iv) 15 points from an approved capstone course listed in the Bachelor of Science Schedule
- and
- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
- and
- d a further 15 points from courses available for any programme at this University.
- 2 A student may substitute one or more other courses for one or more of the above courses listed in Regulation 1a with the permission of Senate or its representative.
- 3 For the BSc component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Commerce/Bachelor of Sport, Health and Physical Education Schedule – BCom/BSportHPE

- 1 Of the 540 points required for the BCom/BSportHPE conjoint degrees combination, a student must pass:
- a 255 points from courses listed in the Bachelor of Commerce Schedule, including:
    - (i) 105 points: ACCTG 101, BUSINESS 101, 102 or 103, COMLAW 101, ECON 151 or 152, INFOSYS 110, STATS 100 or 108
    - (ii) at least 150 points
      - (a) of which at least 135 points must be above Stage I, including at least 75 points above Stage II
      - (b) 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
- b 255 points from the courses listed in the Bachelor of Sport, Health and Physical Education Schedule, including:
    - (i) 60 points: EDUCSW 101, SPORHPE 101, 102, 103
    - (ii) 15 points from another Stage I course listed in the Bachelor of Sport, Health and Physical Education Schedule
    - (iii) 90 points: EDUCSW 201, HEALTHED 201, SPORT 202, SPORHPE 201, 202, 203
    - (iv) 15 points: EDUCSW 302
    - (v) 60 points from other Stage III courses listed in the Bachelor of Sport, Health and Physical Education Schedule

- (vi) a further 15 points from the Bachelor of Sport, Health and Physical Education Schedule
- and
- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
- and
- d a further 15 points from courses available for any programme at this University

## Bachelor of Commerce/Bachelor of Laws Schedule – BCom/LLB

- 1 Of the 675 points required for the BCom/LLB conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Commerce Schedule, including:
    - (i) (a) 75 points: ACCTG 101, BUSINESS 101, 102 or 103, INFOSYS 110, STATS 100 or 108
    - (b) 15 points: ECON 151 or 152
    - (ii) at least 165 points
      - (a) of which at least 135 points must be above Stage I, including at least 75 points above Stage II
      - (b) 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
  - b 405 points required for the LLB component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 2 A student may substitute one or more other courses for one or more of the above courses listed in Regulation 1a with the permission of Senate or its representative.
- 3 A student may not include any of the courses in the subject Commercial Law.

## Bachelor of Commerce/Bachelor of Laws (Honours) Schedule – BCom/LLB(Hons)

- 1 Of the 735 points required for the BCom/LLB(Hons) conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Commerce Schedule, including:
    - (i) (a) 75 points: ACCTG 101, BUSINESS 101, 102 or 103, INFOSYS 110, STATS 100 or 108
    - (b) 15 points: ECON 151 or 152
    - (ii) at least 165 points
      - (a) of which at least 135 points must be above Stage I, including at least 75 points above Stage II
      - (b) 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
  - b 465 points required for the LLB(Hons) component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
    - (iii) 20 points from LAWHONS 701-747
    - (iv) 40 points LAWHONS 789 Dissertation
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 2 A student may substitute one or more other courses for one or more of the above courses listed in Regulation 1a with the permission of Senate or its representative.
- 3 A student may not include any of the courses in the subject Commercial Law.

## Bachelor of Design/Bachelor of Engineering (Honours) Schedule – BDes/BE(Hons)

- 1 Of the 690 points required for the BDes/BE(Hons) conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Design Schedule including:
    - (i) 165 points: DESIGN 100, 101, 200, 201, 300, 301, 302
    - (ii) at least 15 points from DESIGN 220–222
    - (iii) up to a further 75 points from DESIGN 210–243
  - and
  - b 420 points required for the BE(Hons) component, including:
    - (i) Part I – 105 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 121, 131, 140, 199, ENGSCI 111
    - (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 Academic Head or nominee.
    - (iv) 105 points (including ENGGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Academic Head or nominee.

*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.*
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Design/Bachelor of Global Studies Schedule – BDes/BGlobalSt

- 1 Of the 540 points required for the BDes/BGlobalSt conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Design Schedule including:
    - (i) 165 points: DESIGN 100, 101, 200, 201, 300, 301, 302
    - (ii) 90 points from DESIGN 210–243
  - and
  - b 255 points from courses listed in the Bachelor of Global Studies Schedule, including:
    - (i) at least 165 points in courses above Stage I, of which at least 75 points must be above Stage II
    - (ii) (a) a major of at least 120 points, of which at least 45 points must be above Stage II, from one of the subjects available for majors in the Bachelor of Global Studies Schedule
    - (b) 60 points from one of the languages listed in the Bachelor of Global Studies Schedule, of which 30 points must be above Stage I
    - (c) 30 points above Stage I from one of the Area Studies listed in the Bachelor of Global Studies Schedule that is associated with the chosen Language, of which at least 15 points must be above Stage II
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.

## Bachelor of Design/Bachelor of Health Sciences Schedule – BDes/BHSc

- 1 Of the 540 points required for the BDes/BHSc conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Design Schedule including:
    - (i) 165 points: DESIGN 100, 101, 200, 201, 300, 301, 302
    - (ii) 90 points from DESIGN 210–243
  - and
  - b 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
    - (i) the requirements for a major as specified in the Bachelor of Health Sciences Regulations and Schedule
    - (ii) 135 points: HLTHPSYC 122, MAORIHTH 201, POPLHLTH 101, 102, 111, 202, 204, 210, STATS 101
    - (iii) 30 points from MAORIHTH 301, POPLHLTH 203, 206–208, 211–216, 301, 303–316, SOCSCIPH 200
    - (iv) 15 points from ANTHRO 100, 102, BIOSCI 107, CHEM 110, ECON 151, 152, GENDER 101, GEOG 102, HISTORY 102, MĀORI 130, MEDSCI 142, PHIL 104, PSYCH 108, 109, SOCIOL 101, 103

and

- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*

and

- d a further 15 points from courses available for any programme at this University.

## Bachelor of Design/Bachelor of Music Schedule – BDes/BMus

- 1 Of the 540 points required for the BDes/BMus conjoint degrees combination, a student must pass:

- a 255 points from courses listed in the Bachelor of Design Schedule including:

- (i) 165 points: DESIGN 100, 101, 200, 201, 300, 301, 302
- (ii) 90 points from DESIGN 210–243

and

- b 255 points from courses listed in the Bachelor of Music Schedule including one of the following specialisations:

- (i) Creative Practice: Classical:
  - (a) 60 points: MUS 104, 143, 243, 343
  - (b) 150 points: MUS 120, 121, 203–205, 220, 221, 224, 320, 321
  - (c) 15 points from MUS 191–194, 291–294
  - (d) 15 points from MUS 391–394
  - (e) 15 points from MUS 306–340, 345–389
- (ii) Creative Practice: Composition:
  - (a) 60 points: MUS 104, 143, 243, 343
  - (b) 180 points: MUS 110, 111, 145, 203–205, 210, 211, 214, 310, 311, 314 or 315
  - (c) 15 points from MUS 306–340, 345–389
- (iii) Creative Practice: Jazz
  - (a) 60 points: MUS 104, 143, 243, 343
  - (b) 180 points: MUS 170, 171, 174, 197, 270, 271, 274, 275, 297, 370, 371, 397
  - (c) 15 points from MUS 306–340, 345–389
- (iv) Creative Practice: Popular Music
  - (a) 60 points: MUS 104, 143, 243, 343
  - (b) 180 points: MUS 180, 181, 196, 280, 281, 282, 284, 287, 288, 380, 381, 382
  - (c) 15 points from MUS 306–340, 345–389
- (v) Music Studies:
  - (a) 60 points: MUS 104, 143, 243, 343
  - (b) 45 points: MUS 203, 204, 205, or MUS 174, 274, 275, or MUS 284, 287, 288
  - (c) 45 points from MUS 106, 130, 145, 162
  - (d) 60 points from MUS 306, 307, 330–334, 340, 345–348, 362–365, 367, 376, 387, 389
  - (e) a further 45 points from MUS 206, 207, 230, 231, 245–248, 262, 265, 276, 306, 307, 330–334, 340, 345–348, 362–365, 367, 376, 387, 389

and

- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*

and

- d a further 15 points from courses available for any programme at this University.

## Bachelor of Design/Bachelor of Property Schedule – BDes/BProp

- 1 Of the 540 points required for the BDes/BProp conjoint degrees combination, a student must pass:

- a 255 points from courses listed in the Bachelor of Design Schedule including:

- (i) 165 points: DESIGN 100, 101, 200, 201, 300, 301, 302
- (ii) 90 points from DESIGN 210–243

and

- b 255 points required for the BProp component, including:

- (i) 165 points: PROPERTY 102, 211, 221, 231, 241, 251, 261, 271, 281, ECON 151 or 152, COMLAW 101
- (ii) at least 90 points from PROPERTY 311–384

and

- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination

- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
- and
- d a further 15 points from courses available for any programme at this University.

### Bachelor of Design/Bachelor of Science Schedule – BDes/BSc

- 1 Of the 540 points required for the BDes/BSc conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Design Schedule including:
    - (i) 165 points: DESIGN 100, 101, 200, 201, 300, 301, 302
    - (ii) 90 points from DESIGN 210–243
  - and
  - b 255 points from courses listed in the Bachelor of Science Schedule, including:
    - (i) at least 150 points above Stage I, of which at least 75 points must be above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science Schedule
    - (iii) the requirements for one or more majors as listed in the Bachelor of Science Schedule
    - (iv) 15 points from an approved capstone course listed in the Bachelor of Science Schedule
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 For the BSc component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

### Bachelor of Design/Bachelor of Laws Schedule – BDes/LLB

- 1 Of the 675 points required for the BDes/LLB conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Design Schedule including:
    - (i) 165 points: DESIGN 100, 101, 200, 201, 300, 301, 302
    - (ii) 90 points from DESIGN 210–243
  - and
  - b 405 points required for the LLB component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

### Bachelor of Design/Bachelor of Laws (Honours) Schedule – BDes/LLB(Hons)

- 1 Of the 735 points required for the BDes/LLB(Hons) conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Design Schedule including:
    - (i) 165 points: DESIGN 100, 101, 200, 201, 300, 301, 302
    - (ii) 90 points from DESIGN 210–243
  - and
  - b 465 points required for the LLB(Hons) component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
    - (iii) 20 points from LAWHONS 701–779
    - (iv) 40 points: LAWHONS 789 Dissertation
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Engineering (Honours)/Bachelor of Global Studies Schedule – BE(Hons)/BGlobalSt

- 1 Of the 690 points required for the BE(Hons)/BGlobalSt conjoint degrees combination, a student must pass:
  - a 420 points required for the BE(Hons) component, including:
    - (i) Part I – 105 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 121, 131, 140, 199, ENGSCI 111
    - (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 Academic Head or nominee.
    - (iv) 105 points (including ENGGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Academic Head or nominee.

*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.*

and

- b 255 points from courses listed in the Bachelor of Global Studies Schedule, including:
  - (i) at least 165 points in courses above Stage I, of which at least 75 points must be above Stage II
  - (ii) (a) a major of at least 120 points, of which at least 45 points must be above Stage II, from one of the subjects available for majors in the Bachelor of Global Studies Schedule  
 (b) 60 points from one of the languages listed in the Bachelor of Global Studies Schedule, of which 30 points must be above Stage I  
 (c) 30 points above Stage I from one of the Area Studies listed in the Bachelor of Global Studies Schedule that is associated with the chosen Language, of which at least 15 points must be above Stage II

and

- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.  
 (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Engineering (Honours)/Bachelor of Music Schedule – BE(Hons)/BMus

- 1 Of the 690 points required for the BE(Hons)/BMus conjoint degrees combination, a student must pass:
  - a 420 points required for the BE(Hons) component, including:
    - (i) Part I – 105 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 121, 131, 140, 199, ENGSCI 111
    - (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 Academic Head or nominee.
    - (iv) 105 points (including ENGGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Academic Head or nominee.

*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.*

and

- b 255 points required for the BMus component from courses listed in the Bachelor of Music Schedule including one of the following specialisations:
  - (i) Creative Practice: Classical:
    - (a) 60 points: MUS 104, 143, 243, 343
    - (b) 150 points: MUS 120, 121, 203–205, 220, 221, 224, 320, 321
    - (c) 15 points from MUS 191–194, 291–294
    - (d) 15 points from MUS 391–394
    - (e) 15 points: MUS 365
  - (ii) Creative Practice: Composition:
    - (a) 60 points: MUS 104, 143, 243, 343
    - (b) 180 points: MUS 110, 111, 145, 203–205, 210, 211, 214, 310, 311, 314 or 315
    - (c) 15 points: MUS 365
  - (iii) Creative Practice: Jazz
    - (a) 60 points: MUS 104, 143, 243, 343
    - (b) 180 points: MUS 170, 171, 174, 197, 270, 271, 274, 275, 297, 370, 371, 397
    - (c) 15 points: MUS 365

- (iv) Creative Practice: Popular Music
    - (a) 60 points: MUS 104, 143, 243, 343
    - (b) 180 points: MUS 180, 181, 196, 280, 281, 282, 284, 287, 288, 380, 381, 382
    - (c) 15 points: MUS 365
  - (v) Music Studies:
    - (a) 60 points: MUS 104, 143, 243, 343
    - (b) 45 points: MUS 203, 204, 205, or MUS 174, 274, 275, or MUS 284, 287, 288
    - (c) 45 points from MUS 106, 130, 145, 162
    - (d) 15 points: MUS 365
    - (e) 45 points from MUS 306, 307, 330–334, 340, 345–348, 362, 363, 367, 376, 387, 389
    - (f) a further 45 points from MUS 206, 207, 230, 231, 245–248, 262, 265, 276, 306, 307, 330–334, 340, 345–348, 362, 363, 367, 376, 387, 389
- and
- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Engineering (Honours)/Bachelor of Property Schedule – BE(Hons)/BProp

- 1 Of the 690 points required for the BE(Hons)/BProp conjoint degrees combination, a student must pass:
  - a 420 points required for the BE(Hons) component, including:
    - (i) Part I – 105 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 121, 131, 140, 199, ENGSCI 111
    - (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.*

and

- b 255 points required for the BProp component, including:
  - (i) 165 points: PROPERTY 102, 211, 221, 231, 241, 251, 261, 271, 281, ECON 151 or 152, COMLAW 101
  - (ii) at least 90 points from PROPERTY 311–384

and

- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Engineering (Honours)/Bachelor of Science Schedule – BE(Hons)/BSc

- 1 Of the 690 points required for the BE(Hons)/BSc conjoint degrees combination, a student must pass:
  - a 420 points required for the BE(Hons) component, including:
    - (i) Part I – 105 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 121, 131, 140, 199, ENGSCI 111
    - (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.*

and

- b 255 points from courses listed in the Bachelor of Science Schedule, including:
  - (i) at least 150 points above Stage I, of which at least 75 points must be above Stage II
  - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science Schedule
  - (iii) the requirements for one or more majors as listed in the Bachelor of Science Schedule



- (iv) 15 points from an approved capstone course listed in the Bachelor of Science Schedule
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 2 For the BSc component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## **Bachelor of Engineering (Honours)/Bachelor of Laws Schedule – BE(Hons)/LLB**

- 1 Of the 825 points required for the BE(Hons)/LLB conjoint degrees combination, a student must pass:
- a 420 points required for the BE(Hons) component, including:
    - (i) Part I – 105 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 121, 131, 140, 199, ENGSCI 111
    - (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.*
  - and
  - b 405 points required for the LLB component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
  - and
  - c the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## **Bachelor of Engineering (Honours)/Bachelor of Laws (Honours) Schedule – BE(Hons)/LLB(Hons)**

- 1 Of the 885 points required for the BE(Hons)/LLB(Hons) conjoint degrees combination, a student must pass:
- a 420 points required for the BE(Hons) component, including:
    - (i) Part I – 105 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 121, 131, 140, 199, ENGSCI 111
    - (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.*
  - and
  - b 465 points required for the LLB(Hons) component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
    - (iii) 20 points from LAWHONS 701-747
    - (iv) 40 points: LAWHONS 789 Dissertation
  - and
  - c the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Global Studies/Bachelor of Health Sciences Schedule – BGlobalSt/BHSc

- 1 Of the 540 points required for the BGlobalSt/BHSc conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Global Studies Schedule, including:
    - (i) at least 165 points in courses above Stage I, of which at least 75 points must be above Stage II
    - (ii) (a) a major of at least 120 points, of which at least 45 points must be above Stage II, from one of the subjects available for majors in the Bachelor of Global Studies Schedule
    - (b) 60 points from one of the languages listed in the Bachelor of Global Studies Schedule, of which 30 points must be above Stage I
    - (c) 30 points above Stage I from one of the Area Studies listed in the Bachelor of Global Studies Schedule that is associated with the chosen Language, of which at least 15 point must be above Stage II
  - and
  - b 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
    - (i) the requirements for a major as specified in the Bachelor of Health Sciences Schedule
    - (ii) 135 points: HLTHPSYC 122, MAORIRTH 201, POPLHLTH 101, 102, 111, 202, 204, 210, STATS 101
    - (iii) 30 points from MAORIRTH 301, POPLHLTH 203, 206–208, 211–216, 301, 303–316, SOCSCIPH 200
    - (iv) 15 points from ANTHRO 100, 102, BIOSCI 107, CHEM 110, ECON 151, 152, GENDER 101, GEOG 102, HISTORY 102, MĀORI 130, MEDSCI 142, PHIL 104, PSYCH 108, 109, SOCIOL 101, 103
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.

## Bachelor of Global Studies/Bachelor of Music Schedule – BGlobalSt/BMus

- 1 Of the 540 points required for the BGlobalSt/BMus conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Global Studies Schedule, including:
    - (i) at least 165 points in courses above Stage I, of which at least 75 points must be above Stage II
    - (ii) (a) a major of at least 120 points, of which at least 45 points must be above Stage II, from one of the subjects available for majors in the Bachelor of Global Studies Schedule
    - (b) 60 points from one of the languages listed in the Bachelor of Global Studies Schedule, of which 30 points must be above Stage I
    - (c) 30 points above Stage I from one of the Area Studies listed in the Bachelor of Global Studies Schedule that is associated with the chosen Language, of which at least 15 points must be above Stage II
  - and
  - b 255 points from courses listed in the Bachelor of Music Schedule including one of the following specialisations:
    - (i) Creative Practice: Classical
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 150 points: MUS 120, 121, 203–205, 220, 221, 224, 320, 321
      - (c) 15 points from MUS 191–194, 291–294
      - (d) 15 points from MUS 391–394
      - (e) 15 points from MUS 306–340, 345–389
    - (ii) Creative Practice: Composition
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 110, 111, 145, 203–205, 210, 211, 214, 310, 311, 314 or 315
      - (c) 15 points from MUS 306–340, 345–389
    - (iii) Creative Practice: Jazz
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 170, 171, 174, 197, 270, 271, 274, 275, 297, 370, 371, 397
      - (c) 15 points from MUS 306–340, 345–389
    - (iv) Creative Practice: Popular Music
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 180, 181, 196, 280, 281, 282, 284, 287, 288, 380, 381, 382
      - (c) 15 points from MUS 306–340, 345–389
    - (v) Music Studies:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 45 points: MUS 203, 204, 205, or MUS 174, 274, 275, or MUS 284, 287, 288

(c) 45 points from MUS 106, 130, 145, 162

(d) at least 60 points from MUS 306, 307, 330–334, 340, 345–348, 362–365, 367, 376, 387, 389

(e) a further 45 points from MUS 206, 207, 230, 231, 245–248, 262, 265, 276, 306, 307, 330–334, 340, 345–348, 362–365, 367, 376, 387, 389

and

- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*

and

- d a further 15 points from courses available for any programme at this University.

## Bachelor of Global Studies/Bachelor of Property – BGlobalSt/BProp

- 1 Of the 540 points required for the BGlobalSt/BProp conjoint degrees combination, a student must pass:

- a 255 points from courses listed in the Bachelor of Global Studies Schedule, including:

- (i) 45 points: GLOBAL 100, 200, 300

- (ii) at least 165 points in courses above Stage I, of which at least 75 points must be above Stage II

- (iii) (a) a major in Global Environment and Sustainability of at least 120 points, of which at least 45 points must be above Stage II; including ECON 151 or 152 and other courses as listed in the Bachelor of Global Studies Schedule for this major

- (b) 60 points from courses listed in one of the languages in the Bachelor of Global Studies Schedule, of which 30 points must be above Stage I

- (c) 30 points above Stage I from one of the Area Studies listed in the Bachelor of Global Studies Schedule that is associated with the chosen Language, of which at least 15 points must be above Stage II

and

- b 255 points required for the BProp component, including:

- (i) 45 points: PROPERTY 102, INFOSYS 110, STATS 108

- (ii) 120 points from PROPERTY 211–281

- (iii) 90 points from PROPERTY 311–384

and

- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*

and

- d a further 15 points from courses available for any programme at this University.

## Bachelor of Global Studies/Bachelor of Science Schedule – BGlobalSt/BSc

- 1 Of the 540 points required for the BGlobalSt/BSc conjoint degrees combination, a student must pass:

- a 255 points from courses listed in the Bachelor of Global Studies Schedule, including:

- (i) at least 165 points in courses above Stage I, of which at least 75 points must be above Stage II

- (ii) (a) a major of at least 120 points, of which at least 45 points must be above Stage II, from one of the subjects available for majors in the Bachelor of Global Studies Schedule

- (b) 60 points from one of the languages listed in the Bachelor of Global Studies Schedule, of which 30 points must be above Stage I

- (c) 30 points above Stage I from one of the Area Studies listed in the Bachelor of Global Studies Schedule that is associated with the chosen Language, of which at least 15 points must be above Stage II

and

- b 255 points from courses listed in the Bachelor of Science Schedule, including:

- (i) at least 150 points above Stage I, of which at least 75 points must be above Stage II

- (ii) courses in a minimum of two subject codes listed in the Bachelor of Science Schedule

- (iii) the requirements for one or more majors as listed in the Bachelor of Science Schedule

- (iv) 15 points from an approved capstone course listed in the Bachelor of Science Schedule

and

- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*

and

- d a further 15 points from courses available for any programme at this University.

- 2 For the BSc component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Global Studies/Bachelor of Laws Schedule – BGlobalSt/LLB

- 1 Of the 675 points required for the BGlobalSt/LLB conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Global Studies Schedule, including:
    - (i) at least 165 points in courses above Stage I, of which at least 75 points must be above Stage II
    - (ii) (a) a major of at least 120 points, of which at least 45 points must be above Stage II, from one of the subjects available for majors in the Bachelor of Global Studies Schedule
    - (b) 60 points from one of the languages listed in the Bachelor of Global Studies Schedule, of which 30 points must be above Stage I
    - (c) 30 points above Stage I from one of the Area Studies listed in the Bachelor of Global Studies Schedule that is associated with the chosen Language, of which at least 15 points must be above Stage II
  - and
  - b 405 points required for the LLB component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Global Studies/Bachelor of Laws (Honours) Schedule – BGlobalSt/LLB(Hons)

- 1 Of the 735 points required for the BGlobalSt/LLB(Hons) conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Global Studies Schedule, including:
    - (i) at least 165 points in courses above Stage I, of which at least 75 points must be above Stage II
    - (ii) (a) a major of at least 120 points, of which at least 45 points must be above Stage II, from one of the subjects available for majors in the Bachelor of Global Studies Schedule
    - (b) 60 points from one of the languages listed in the Bachelor of Global Studies Schedule, of which 30 points must be above Stage I
    - (c) 30 points above Stage I from one of the Area Studies listed in the Bachelor of Global Studies Schedule that is associated with the chosen Language, of which at least 15 points must be above Stage II
  - and
  - b 465 points required for the LLB(Hons), including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
    - (iii) 20 points from LAWHONS 701–747
    - (iv) 40 points: LAWHONS 789 Dissertation
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Health Sciences/Bachelor of Nursing Schedule – BHSc/BNurs

- 1 Of the 570 points required for the BHSc/BNurs conjoint degrees combination a student must pass:
  - a 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
    - (i) the requirements for a major as specified in the Bachelor of Health Sciences Regulations and Schedule
    - (ii) 150 points: BIOSCI 107, HLTHPSYC 122, MAORIH 201, POPLHLTH 101, 102, 111, 202, 204, 210, STATS 101
    - (iii) a further 30 points from MAORIH 301, POPLHLTH 203, 206–208, 211–216, 301, 303–316, SOCSCIPH 200
  - and
  - b 300 points required for the BNurs component, including:
    - (i) 285 points: MEDSCI 142, NURSING 105, 199, 201, 202, 301, 302
    - (ii) 15 points from CHEM 110, NURSING 104
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination

- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Health Sciences/Bachelor of Science Schedule – BHSc/BSc

- 1 Of the 540 points required for the BHSc/BSc conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
    - (i) the requirements for a major as specified in the Bachelor of Health Sciences Regulations and Schedule
    - (ii) 135 points: HLTHPSYC 122, MAORHITH 201, POPLHLTH 101, 102, 111, 202, 204, 210, STATS 101
    - (iii) a further 30 points from MAORHITH 301, POPLHLTH 203, 206–208, 211–216, 301, 303–316, SOCSCIPH 200
    - (iv) 15 points from ANTHRO 100, 102, BIOSCI 107, CHEM 110, ECON 151, 152, GENDER 101, GEOG 102, HISTORY 102, MĀORI 130, MEDSCI 142, PHIL 104, PSYCH 108, 109, SOCIOL 101, 103
  - and
  - b 255 points from courses listed in the Bachelor of Science Schedule, including:
    - (i) at least 150 points above Stage I, of which at least 75 points must be above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science Schedule
    - (iii) the requirements for one or more majors as listed in the Bachelor of Science Schedule
    - (iv) 15 points from an approved capstone course listed in the Bachelor of Science Schedule
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 For the BSc component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Health Sciences/Bachelor of Laws Schedule – BHSc/LLB

- 1 Of the 675 points required for the BHSc/LLB conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
    - (i) the requirements for a major as specified in the Bachelor of Health Sciences Regulations and Schedule
    - (ii) 135 points: HLTHPSYC 122, MAORHITH 201, POPLHLTH 101, 102, 111, 202, 204, 210, STATS 101
    - (iii) a further 30 points from MAORHITH 301, POPLHLTH 203, 206–208, 211–216, 301, 303–316, SOCSCIPH 200
    - (iv) 15 points from ANTHRO 100, 102, BIOSCI 107, CHEM 110, ECON 151, 152, GENDER 101, GEOG 102, HISTORY 102, MĀORI 130, MEDSCI 142, PHIL 104, PSYCH 108, 109, SOCIOL 101, 103
  - and
  - b 405 points required for the LLB component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Health Sciences/Bachelor of Laws (Honours) Schedule – BHSc/LLB(Hons)

- 1 Of the 735 points required for the BHSc/LLB(Hons) conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
    - (i) the requirements for a major as specified in the Bachelor of Health Sciences Regulations and Schedule
    - (ii) 135 points: HLTHPSYC 122, MAORHITH 201, POPLHLTH 101, 102, 111, 202, 204, 210, STATS 101
    - (iii) a further 30 points from MAORHITH 301, POPLHLTH 203, 206–208, 211–216, 301, 303–316, SOCSCIPH 200
    - (iv) 15 points from ANTHRO 100, 102, BIOSCI 107, CHEM 110, ECON 151, 152, GENDER 101, GEOG 102, HISTORY 102, MĀORI 130, MEDSCI 142, PHIL 104, PSYCH 108, 109, SOCIOL 101, 103
  - and
  - b 465 points for the LLB(Hons) component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV

- (iii) 20 points from LAWHONS 701-747
  - (iv) 40 points: LAWHONS 789 Dissertation
- and
- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Music/Bachelor of Science Schedule – BMus/BSc

- 1 Of the 540 points required for the BMus/BSc conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Music Schedule, including one of the following specialisations:
    - (i) Creative Practice: Classical:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 150 points: MUS 120, 121, 203-205, 220, 221, 224, 320, 321
      - (c) 15 points from MUS 191-194, 291-294
      - (d) 15 points from MUS 391-394
      - (e) 15 points from MUS 306-340, 345-389
    - (ii) Creative Practice: Composition:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 110, 111, 145, 203-205, 210, 211, 214, 310, 311, 314 or 315
      - (c) 15 points from MUS 306-340, 345-389
    - (iii) Creative Practice: Jazz
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 170, 171, 174, 197, 270, 271, 274, 275, 297, 370, 371, 397
      - (c) 15 points from MUS 306-340, 345-389
    - (iv) Creative Practice: Popular Music
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 180, 181, 196, 280, 281, 282, 284, 285, 287, 380, 381, 382
      - (c) 15 points from MUS 306-340, 345-389
    - (v) Music Studies:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 45 points: MUS 203, 204, 205, or MUS 174, 274, 275, or MUS 284, 287, 288
      - (c) 45 points from MUS 106, 130, 145, 162
      - (d) 60 points from MUS 306, 307, 330-334, 345-348, 362-365, 367, 376, 387, 389
      - (e) a further 45 points from MUS 206, 207, 230, 231, 245-248, 262, 265, 276, 306, 307, 330-334, 340, 345-348, 362-365, 367, 376, 387, 389
  - and
  - b 255 points from courses listed in the Bachelor of Science Schedule, including:
    - (i) at least 150 points above Stage I, of which at least 75 points must be above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science Schedule
    - (iii) the requirements for one or more majors as listed in the Bachelor of Science Schedule
    - (iv) 15 points from an approved capstone course listed in the Bachelor of Science Schedule
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 For the BSc component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Music/Bachelor of Laws Schedule – BMus/LLB

- 1 Of the 675 points required for the BMus/LLB conjoint degrees combination, a student must pass:
  - a 255 points required for the BMus component from courses listed in the Bachelor of Music Schedule including one of the following specialisations:
    - (i) Creative Practice: Classical:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 150 points: MUS 120, 121, 203–205, 220, 221, 224, 320, 321
      - (c) 15 points from MUS 191–194, 291–294
      - (d) 15 points from MUS 391–394
      - (e) 15 points: MUS 365
    - (ii) Creative Practice: Composition:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 110, 111, 145, 203–205, 210, 211, 214, 310, 311, 314 or 315
      - (c) 15 points from MUS 365
    - (iii) Creative Practice: Jazz
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 170, 171, 174, 197, 270, 271, 274, 275, 297, 370, 371, 397
      - (c) 15 points: MUS 365
    - (iv) Creative Practice: Popular Music
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 180, 181, 196, 280, 281, 282, 284, 287, 288, 380, 381, 382
      - (c) 15 points: MUS 365
    - (v) Music Studies:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 45 points: MUS 203, 204, 205, or MUS 174, 274, 275, or MUS 284, 287, 288
      - (c) 45 points from MUS 106, 130, 145, 162
      - (d) 15 points: MUS 365
      - (e) 45 points from MUS 306, 307, 330–334, 340, 345–348, 362, 363, 367, 376, 387, 389
      - (f) a further 45 points from MUS 206, 207, 230, 231, 245–248, 262, 265, 276, 306, 307, 330–334, 340, 345–348, 362, 363, 367, 376, 387, 389
  - and
  - b 405 points required for the LLB component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
  - and
  - c
    - (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
    - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Music/Bachelor of Laws (Honours) Schedule – BMus/LLB(Hons)

- 1 Of the 735 points required for the BMus/LLB(Hons) conjoint degrees combination, a student must pass:
  - a 255 points required for the BMus component from courses listed in the Bachelor of Music Schedule including one of the following specialisations:
    - (i) Creative Practice: Classical:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 150 points: MUS 120, 121, 203–205, 220, 221, 224, 320, 321
      - (c) 15 points from MUS 191–194, 291–294
      - (d) 15 points from MUS 391–394
      - (e) 15 points: MUS 365
    - (ii) Creative Practice: Composition:
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 110, 111, 145, 203–205, 210, 211, 214, 310, 311, 314 or 315
      - (c) 15 points: MUS 365
    - (iii) Creative Practice: Jazz
      - (a) 60 points: MUS 104, 143, 243, 343
      - (b) 180 points: MUS 170, 171, 174, 197, 270, 271, 274, 275, 297, 370, 371, 397
      - (c) 15 points: MUS 365
    - (iv) Creative Practice: Popular Music:
      - (a) 60 points: MUS 104, 143, 243, 343

- (b) 180 points: MUS 180, 181, 196, 280, 281, 282, 284, 285, 287, 380, 381, 382
- (c) 15 points: MUS 365
- (v) Music Studies:
  - (a) 60 points: MUS 104, 143, 243, 343
  - (b) 45 points: MUS 203, 204, 205, or MUS 174, 274, 275, or MUS 284, 287, 288
  - (c) 45 points from MUS 106, 130, 145, 162
  - (d) 15 points: MUS 365
  - (e) 45 points from 306, 307, 330–334, 340, 345–348, 362, 363, 367, 376, 387, 389
  - (f) a further 45 points from MUS 206, 207, 230, 231, 245–248, 262, 265, 276, 306, 307, 330–334, 340, 345–348, 362–363, 367, 376, 387, 389
- and
- b Of the 465 points required for the LLB(Hons) component, including:
  - (i) 45 points: LAW 121 or 121G, 131, 141
  - (ii) 360 points from LLB Parts II, III and IV
  - (iii) 20 points from LAWHONS 701–747
  - (iv) 40 points: LAWHONS 789 Dissertation
- and
- c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Nursing/Bachelor of Science Schedule – BNurs/BSc

- 1 Of the 570 points required for the BNurs/BSc conjoint degrees combination, a student must pass:
  - a 285 points required for the BNurs component, including:
    - (i) 45 points: NURSING 105, 199, POPLHLTH 111
    - (ii) 240 points: NURSING 201, 202, 301, 302
  - and
  - b 255 points from courses listed in the Bachelor of Science Schedule, including:
    - (i) 60 points: BIOSCI 107, CHEM 110, MEDSCI 142, PSYCH 108
    - (ii) at least 150 points above Stage I, of which at least 75 points must be above Stage II
    - (iii) courses in a minimum of two subject codes listed in the Bachelor of Science Schedule
    - (iv) the requirements for one or more majors as listed in the Bachelor of Science Schedule
    - (v) 15 points from an approved capstone course listed in the Bachelor of Science Schedule
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination
  - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*
  - and
  - d a further 15 points from courses available for any programme at this University.
- 2 For the BSc component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Property/Bachelor of Science Schedule – BProp/BSc

- 1 Of the 540 points required for the BProp/BSc conjoint degrees combination, a student must pass:
  - a 255 points required for the BProp component, including:
    - (i) 165 points: PROPERTY 102, 211, 221, 231, 241, 251, 261, 271, 281, ECON 151 or 152, COMLAW 101
    - (ii) at least 90 points from PROPERTY 311–384
  - and
  - b 255 points from courses listed in the Bachelor of Science Schedule, including:
    - (i) STATS 108
    - (ii) at least 150 points above Stage I, of which at least 75 points must be above Stage II
    - (iii) courses in a minimum of two subject codes listed in the Bachelor of Science Schedule
    - (iv) the requirements for one or more majors as listed in the Bachelor of Science Schedule
    - (v) 15 points from an approved capstone course listed in the Bachelor of Science Schedule
  - and
  - c (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination



- (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*

and

d a further 15 points from courses available for any programme at this University.

- 2 For the BSc component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

## Bachelor of Property/Bachelor of Laws Schedule – BProp/LLB

- 1 Of the 675 points required for the BProp/LLB conjoint degrees combination, a student must pass:
  - a 255 points required for the BProp component, including:
    - (i) 165 points: PROPERTY 102, 211, 221, 231, 241, 251, 261, 271, 281, ECON 151 or 152, STATS 100 or 108
    - (ii) at least 90 points from PROPERTY 311–384
  - and
  - b 405 points required for the LLB component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
  - and
  - c
    - (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
    - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Property/Bachelor of Laws (Honours) Schedule – BProp/LLB(Hons)

- 1 Of the 735 points required for the BProp/LLB(Hons) conjoint degrees combination, a student must pass:
  - a 255 points required for the BProp component, including:
    - (i) 165 points: PROPERTY 102, 211, 221, 231, 241, 251, 261, 271, 281, ECON 151 or 152, STATS 100 or 108
    - (ii) at least 90 points from PROPERTY 311–384
  - and
  - b 465 points required for the LLB(Hons) component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
    - (iii) 20 points from LAWHONS 701–747
    - (iv) 40 points: LAWHONS 789 Dissertation
  - and
  - c
    - (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
    - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

## Bachelor of Science/Bachelor of Laws Schedule – BSc/LLB

- 1 Of the 675 points required for the BSc/LLB conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Science Schedule, including:
    - (i) at least 150 points above Stage I, of which at least 75 points must be above Stage II
    - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science Schedule
    - (iii) the requirements for one or more majors as listed in the Bachelor of Science Schedule
    - (iv) 15 points from an approved capstone course listed in the Bachelor of Science Schedule
  - and
  - b 405 points required for the LLB component, including:
    - (i) 45 points: LAW 121 or 121G, 131, 141
    - (ii) 360 points from LLB Parts II, III and IV
  - and
  - c
    - (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
    - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
- 2 For the BSc component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.

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## Bachelor of Science/Bachelor of Laws (Honours) Schedule – BSc/LLB(Hons)

- 1 Of the 735 points required for the BSc/LLB(Hons) conjoint degrees combination, a student must pass:
    - a 255 points from courses listed in the Bachelor of Science Schedule, including:
      - (i) at least 150 points above Stage I, of which at least 75 points must be above Stage II
      - (ii) courses in a minimum of two subject codes listed in the Bachelor of Science Schedule
      - (iii) the requirements for one or more majors as listed in the Bachelor of Science Schedule
      - (iv) 15 points from an approved capstone course listed in the Bachelor of Science Schedule
    - and
    - b 465 points required for the LLB(Hons) component, including:
      - (i) 45 points: LAW 121 or 121G, 131, 141
      - (ii) 360 points from LLB Parts II, III and IV
      - (iii) 20 points from LAWHONS 701–747
      - (iv) 40 points: LAWHONS 789 Dissertation
    - and
    - c
      - (i) 15 points from courses listed in either the General Education Open Schedule or either of the General Education Faculty Schedules approved for this conjoint degrees combination.
      - (ii) the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.
  - 2 For the BSc component, students may include one or more modules and only the modules available in the Bachelor of Science Schedule can be included.
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## Regulations – Foundation Studies, Other Programmes and Courses

### Foundation Studies

- 453 The Foundation Certificate in English for Academic Purposes – FCertEAP
- 454 Foundation Studies Certificate – FoundStCert
- 454 The University of Auckland Certificate in Foundation Studies – CertFoundSt

### Other Programmes

- 455 Certificate of Proficiency – COP
- 456 Northern Hemisphere Summer Research Scholarship Programme
- 456 Summer Research Scholarship Programme
- 457 Transitional Certificate – TransCert

### Other University Courses

- 457 Academic English Studies
- 457 New Start for Adults
- 458 Public Programmes – Event Services
- 458 English Language Academy – ELA

## REGULATIONS – FOUNDATION STUDIES

### The Foundation Certificate in English for Academic Purposes – FCertEAP

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

#### Admission

- 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) (a) have obtained an English language proficiency score of not less than 5.0 in the International English Language Testing System (IELTS) or its equivalent in another such English Language Test recognised by the University of Auckland, for undergraduate conditional offers of admission  
or  
(b) have obtained an English language proficiency score of not less than 5.5 in the International English Language Testing System (IELTS) or its equivalent in another such English Language test recognised by the University of Auckland, for postgraduate conditional offers of admission  
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 in the International English Language Testing System (IELTS) or its equivalent in another such English Language Test recognised by the University of Auckland, for undergraduate conditional offers of admission  
or  
have obtained an English language proficiency score of not less than 5.5 in the International English Language Testing System (IELTS) or its equivalent in another such English Language test recognised by the University of Auckland, for postgraduate conditional offers of admission  
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 A student with an undergraduate conditional offer of admission enrolled in this certificate must pass:
  - ACADINT A01 Academic Integrity Course
  - ENGLACP 20P English for Academic Purposes Level 1
  - ENGLACP 30P English for Academic Purposes Level 2
- b A student with a postgraduate conditional offer of admission enrolled in this certificate must pass:
  - ACADINT A01 Academic Integrity Course
  - ENGLACP 30P English for Academic Purposes Level 2
  - ENGLACP 40P English for Academic Purposes Level 3

**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.

**Foundation Studies Certificate – FoundStCert**

The Foundation Studies Certificate 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. Suitably qualified students who meet the minimum entrance requirements upon entry to this certificate may also be required to 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 Board of Studies that they have completed secondary schooling to at least the equivalent of NCEA Level 2
  - and
  - b have a level of English language proficiency equivalent to a score of 5.0 in the International English Testing System (IELTS) or alternative English Language test approved by the University of Auckland.

**Duration**

- 2 Students enrolled for this certificate have to follow an approved programme of at least 31 weeks.

**Structure and Content**

- 3 A student enrolled for this certificate must complete:
  - a English for Academic Purposes
  - and
  - b four courses from Accounting, Art, Biology, Chemistry, Classical Studies, Economics, Geography, Information Technology, Mathematics and Statistics, Mathematics with Calculus, Physics, or other courses equivalent to NCEA Level 3 approved by the Academic Director.
- 4 Students must:
  - a achieve at least 65 percent in English for Academic Purposes
  - or
  - b achieve at least 50 percent in English for Academic Purposes and pass IELTS with an overall score of at least 6.0 in the academic module
  - or
  - c have completed the Foundation Certificate for Academic Purposes or English Pathway for Undergraduate Studies from the English Language Academy, with a C- or higher.
- 5 The programme of each student must be approved by the Academic Director.

**University Entrance**

- 6 Students who satisfactorily complete this certificate will meet the requirements for University Entrance.

**The University of Auckland Certificate in Foundation Studies – CertFoundSt**

The University of Auckland Certificate in 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. Suitably qualified students who meet the minimum entrance requirements upon entry to the Programme may also be required to 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 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  
Calculus  
Chemistry  
Design  
Economics  
Geography  
Physics  
Statistics  
or other approved NCEA Level 3 subjects.
- 4 Students must:
  - a pass at least four of the courses from the list above.
  - and
  - b (i) achieve a B grade in English for Academic Purposes  
or  
(ii) have passed an IELTS examination at a level approved by the Academic Board with an overall score of at least 6.0 and all bands 5.5 or better in the academic module  
or  
(iii) have completed the Foundation Certificate for Academic Purposes (FCertEAP) or English Pathway for Undergraduate Studies (EPUS) offered through the English Language Academy, with a C- or higher.
- 5 Students must complete all required class work and written examinations which will be similar in standard and content to NCEA Level 3.
- 6 The programme of each student must be approved by the Academic Board.

### Admission to University

- 7 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.

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## REGULATIONS – OTHER PROGRAMMES

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### 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 offered by the University of Auckland 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 certificate, diploma or degree
  - (ii) a Taught Masters degree, or the taught component of a Research Masters degree with a total points value of more than 120 points, a Bachelors Honours Postgraduate degree, a Postgraduate diploma or a Postgraduate certificate, as specified in Regulation 9d of the Credit Regulations.
- c A course passed for a Certificate of Proficiency may not be reassigned to a Research Masters degree except as specified in 2b(ii) above.

- 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.
- 3 A student admitted to a Certificate of Proficiency must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*, to be awarded the COP.

#### Commencement

- 4 These regulations came into force on 1 January 1996. The 1995 regulations for the Certificate of Proficiency were thereby repealed.
- 

## Northern Hemisphere Summer Research Scholarship Programme

#### Admission

- 1 In order to be admitted to this programme a student needs to:
  - a have completed at least two years of equivalent full-time study in a degree by the programme start date  
and
  - b be enrolled in an undergraduate degree or sub-doctoral postgraduate study at an international institution at the time of application  
and
  - c have a Scholarships Grade Point Average/Grade Point Equivalent of 7.0 or higher in the most recent two years of equivalent full-time study  
and
  - d be recommended for admission by the Dean or nominee.

#### Duration

- 2 Students must complete this programme within eight weeks of initial enrolment.

#### Structure and Content

- 3 A student enrolled for this programme must complete course SUMRESCH 302.

#### Commencement

- 4 These regulations came into force on 1 January 2019.
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## Summer Research Scholarship Programme

#### Admission

- 1 In order to be admitted to this programme a student needs to:
  - a have completed at least two years of equivalent full-time study in a degree by the programme start date  
and
  - b (i) be enrolled in an undergraduate degree or postgraduate diploma or Bachelor (Honours) degree at a New Zealand university at the time of application  
or  
(ii) have been enrolled in an undergraduate degree at an international institution in the calendar year of the programme start date  
and
  - c have a Scholarships Grade Point Average/Grade Point Equivalent of 6.0 or higher (5.5 for Māori or Pacific students) in the most recent two years of equivalent full-time study  
and
  - d be recommended for admission by the Dean or nominee.

#### Duration

- 2 Students must complete this programme within ten weeks of initial enrolment.

#### Structure and Content

- 3 A student enrolled for this programme must complete course SUMRESCH 301.

#### Commencement

- 4 These regulations came into force on 1 January 2019.
-

## 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.

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## OTHER UNIVERSITY COURSES

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### Academic English Studies

Academic English Studies offers credit courses for international students and New Zealand residents whose first language is not English.

A range of courses is offered with the aim of improving academic English skills and increasing proficiency in reading and writing for academic purposes. Students gain credit points for successfully passing each course.

ACADENG 100 develops skills in English grammar and vocabulary for academic reading and writing. ACADENG 101 focuses on academic writing, and the skills needed for basic academic essays. ACADENG 104 focuses on academic English skills to help Business students understand and express business-related concepts. At Stage II level, ACADENG 210 is an advanced academic writing course for students who need to write different kinds of research reports.

ACADENG 100, ACADENG 101, and ACADENG 104 are approved courses for students who have not met the Academic English Language Requirement (AELR). ACADENG 104 can be taken as an elective but priority is given to Business students who need the course to meet the AELR.

Further information may be obtained from the School of Cultures, Languages and Linguistics, Faculty of Arts.  
Phone: +64 9 373 7599 ext 84066.

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### New Start for Adults

New Start provides part-time University preparation and bridging courses for adults over the age of 20 who need to gain skills and confidence to undertake University study. No previous qualifications are required. Students who complete New Start must also complete the University of Auckland Academic Integrity ACADINT A01 course.

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.

### New Start General NSGEN 47

New Start General introduces students to many lecture topics in humanities, social sciences, education and law and offers tutorials, assignments with written feedback and a final test.



This is a 13-week part-time, day or evening course providing a comprehensive overview of first-year degree study. Coursework is set and graded. This course is compulsory.

Depending on the final grade achieved in this course students may apply for admission into an undergraduate degree in the faculties of Arts, Education and Social Work and Law.

New Start General is offered at three campuses throughout the year: University of Auckland City Campus (Semester One and Semester Two), South Auckland (Semester One and Semester Two) and Tai Tokerau in Whangarei (Summer School and Semester Two).

### **New Start Mathematics**

Two mathematics options are taught at the University of Auckland City Campus: Mathematics Fundamentals and Mathematics Preparation for University. Mathematics Preparation for University is designed to be taken with New Start General as a pathway to Business School. Students intending to enrol in these courses must first sit a maths assessment. Results will be used to recommend the best pathway for students.

#### **Mathematics Fundamentals NSMAT 10**

Mathematics Fundamentals is designed to build students' skills and confidence. It is a short intensive course taught over four consecutive Saturdays in a workshop environment. Most of the time students will be working together collaboratively, either as a class or in groups, but sometimes there will be lectures. The course includes workshops, lectures, assignments and a final test.

This course is offered in Summer School and in the mid-semester break.

Students are advised to enrol in this course before the start of semester to prepare for the Mathematics Preparation for University course.

#### **Mathematics Preparation for University NSMAT 14**

A variety of topics of everyday interest is explored with the aim of clarifying the underlying mathematics and statistics. The course includes workshops, lectures, assignments and a final test.

This is a 12-week part-time, evening course which is offered in Semester One and Semester Two and which is compulsory, together with New Start General NSGEN 47, for students planning to undertake an undergraduate degree in Commerce or Property at the University's Business School.

A grade of A- or above achieved in both Mathematics Preparation for University NSMAT 14 and New Start General NSGEN 47 entitles students to apply for admission into the degrees of Bachelor of Commerce and Bachelor of Property.

### **Further Information**

Further information can be obtained from the New Start Office, Building 206, 14-16 Symonds Street, Auckland.

Phone: +64 9 373 7599 ext. 87832 or 82920

Email: [newstart@auckland.ac.nz](mailto:newstart@auckland.ac.nz)

Website: [www.auckland.ac.nz/newstart](http://www.auckland.ac.nz/newstart)

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## **Public Programmes – Event Services**

Event Services offers lifelong learning opportunities to regional community and professional bodies through the delivery of courses, public lectures, workshops and conferences that all draw upon the expertise of the University.

Most courses are open to all adults and are taught in various formats including day and evening lectures, seminars and workshops. It is also possible to join undergraduate students in selected University lecture courses.

For more information visit [www.publicprogrammes.ac.nz](http://www.publicprogrammes.ac.nz) or email [publicprogrammes@auckland.ac.nz](mailto:publicprogrammes@auckland.ac.nz)

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## **English Language Academy – ELA**

The ELA provides a range of English language courses for international students including General English, Academic English, University pathway courses (providing entry to University of Auckland programmes), group courses, IELTS and PTE test preparation, and teacher training courses (for teaching English). The ELA is an accredited IELTS, Cambridge English and PTE Academic testing centre. Based at 67 Symonds St, the ELA provides students with a quality learning environment with qualified and experienced English language teachers, student services including pastoral care, a study centre, computing facilities, and a range of other support services for students. For more information visit: [www.ela.auckland.ac.nz](http://www.ela.auckland.ac.nz)

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## General Education Regulations and Schedules

- 460 General Education Regulations
- 460 General Education Open Schedule
- 461 General Education Faculty Schedule – Arts
- 462 General Education Faculty Schedule – Business and Economics
- 462 General Education Faculty Schedule – Creative Arts and Industries, Law
- 463 General Education Faculty Schedule – Education and Social Work
- 464 General Education Faculty Schedule – Engineering, Medical and Health Sciences, Science

# GENERAL EDUCATION REGULATIONS AND SCHEDULES

## General Education Regulations

- 1 Students required to include General Education in their programme must pass courses as specified in the General Education Regulations and Schedules for their programme.
- 2
  - a A student may not take a General Education course with the same subject code as any course they have previously passed, or are already enrolled in.
  - b A student will not meet the General Education requirement for their programme if they subsequently enrol in a course with the same subject code as a General Education course which has been passed for their programme, unless the subsequent course is assigned to a different programme. Where appropriate the student may be able to use the course to meet another degree requirement. This regulation does not apply to LAW 121G, LAW 131, and LAW 141 provided no other LAW courses were taken.
  - c Students who transfer programmes and wish to meet the General Education requirement of their new programme using a course in a subject in which they have passed more than one course may do so if the General Education course is the only course in that subject credited or reassigned to their new programme.
- 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). A student with prior knowledge of the language may be declined enrolment or the enrolment may be deleted at the discretion of the Academic Head or nominee.
- 5 A student who is required to meet the Academic English Language Requirement as specified in the Enrolment and Programme Regulations, Academic English Language Requirement, of the *University Calendar*, may substitute an academic English language course approved by Senate or its representative for 15 points of General Education.

### Notes:

- (i) *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.*
- (ii) *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.*
- (iii) *Students who have met the Academic English Language Requirement under Regulations 14-16 of the Enrolment and Programme Regulations, Academic English Language Requirement, of the University Calendar cannot use ACADENG 100, 101, or ENGWRIT 101 to meet the General Education requirement for their degree.*
- (iv) *ANTHRO 106G does not meet the General Education requirement for the Bachelor of Music or Bachelor of Music conjoints.*
- (v) *LAW 121G does not meet the General Education requirement for the Bachelor of Laws, Bachelor of Laws (Honours), Bachelor of Laws conjoints or Bachelor of Laws (Honours) conjoints.*
- (vi) *DISABLT 113G does not meet the General Education requirement for the Bachelor of Human Services or the Bachelor of Social Work.*
- (vii) *URBPLAN 101G does not meet the General Education requirement for the Bachelor of Urban Planning or the Bachelor of Urban Planning (Honours).*
- (viii) *ARCHHTC 102G does not meet the General Education requirement for the Bachelor of Architectural Studies.*

## General Education Open Schedule

### General Education courses approved for all undergraduate programmes

*Students can also choose courses from the General Education Faculty Schedule(s) approved for their degree.*

### Courses available (15 points):

#### Accounting

ACCTG 151G Financial Literacy

#### Astrosciences

ASTRO 200G Astrobiology

#### Biological Sciences

BIOSCI 100G Antarctica: The Frozen Continent

#### Business

BUSINESS 151G Communication in a Multicultural Society

**Business Analytics**

BUSAN 100G Digital Information Literacy

**Career**

CAREER 100G Crafting your Career

**Chinese**

CHINESE 100G Beginning Modern Chinese 1

**Cook Islands Māori**

COOKIS 101G Introduction to Cook Islands Māori

**Design**

DESIGN 102G Design Futures

**Disability Studies**

DISABTY 113G\* Making Disabilities: The Construction of Ideas

**Drama**

DRAMA 100G Presentation and Performance Skills: Taking the Stage

**Education**

EDUC 100G The Creative Process

EDUC 104G Sport in Society

EDUC 105G Teaching: Tales and Traditions

**Engineering General**

ENGGEN 100G Technological Choices for the Future

**English**

ENGLISH 102G Great Books: Seduction and Betrayal

ENGLISH 121G Reading/Writing/Text

**Exercise Sciences**

EXERSCI 100G Exercise and Fitness: Myths and Reality

**Fine Arts**

FINEARTS 210G Understanding Contemporary Visual Arts Practice

FINEARTS 211G Understanding Contemporary Fashion Design

**French**

FRENCH 101G Introductory French Language 1

**Geography**

GEOG 103G Mapping our World

GEOG 104G Cities and Urbanism

**German**

GERMAN 101G German Language Introductory 1

**Global Studies**

GLOBAL 101G Global Issues, Sustainable Futures

**Humanities**

HUMS 100G Digital Humanities: From Text to txt

**Innovation**

INNOVATE 100G Innovation through Design

**Italian**

ITALIAN 100G Introductory Italian Language

ITALIAN 106G Italian Language for Beginners 1

**Japanese**

JAPANESE 130G Japanese Language 1A

**Korean**

KOREAN 110G Korean for Beginners 1

**Latin**

LATIN 100G Introduction to Latin Language 1

**Māori Studies**

MĀORI 101G Introduction to Written Māori

MĀORI 130G Te Ao Māori / The Māori World

**Marine Science**

MARINE 100G The Oceans Around Us

**Medical Science**

MEDSCI 100G Human Mind and Body Relationships

MEDSCI 101G Environmental Threats to Human Health

**Optometry and Vision Science**

OPTOM 101G How We See

**Pharmacy**

PHARMACY 111G Drugs and Society

**Philosophy**

PHIL 105G Critical Thinking

**Population Health**

POPLHLTH 103G Epidemics: Black Death to Bioterrorism

**Russian**

RUSSIAN 100G Beginners' Russian 1

**Samoan**

SAMOAN 101G Samoan Language 1

**Science General**

SCIGEN 101G Communicating in a Knowledge Society

SCIGEN 201G Innovating in a Knowledge Society

SCIGEN 301G Engaging in a Knowledge Society

**Spanish**

SPANISH 104G Beginners' Spanish 1

**Sustainability**

SUSTAIN 100G Sustainability and Us

**Theological and Religious Studies**

THEOREL 101G The Bible and Popular Culture

**Tongan**

TONGAN 101G Tongan Language 1

\* Please refer to the General Education Regulations, note (vi)

**General Education Faculty Schedule – Arts**

General Education courses approved for the following degrees:

**Faculty of Arts:** BA, BTheol**Interfaculty:** BGlobalSt**Conjoint degrees:** BAdvSci(Hons)/BA, BAdvSci(Hons)/BGlobalSt, BA/

BDes, BA/BCom, BA/BE(Hons), BA/BFA, BA/BFA(Hons), BA/BGlobalSt,

BA/BHSc, BA/BMus, BA/BSc, BA/BTheol, BA/LLB, BA/LLB(Hons),

BCom/BGlobalSt, BDes/BGlobalSt, BE(Hons)/BGlobalSt, BGlobalSt/LLB, BGlobalSt/LLB(Hons), BGlobalSt/BMus, BGlobalSt/BSc

*Students can also choose courses from the General Education Open Schedule. Students enrolled in a conjoint degree can choose from the Open Schedule or from either Faculty Schedule relevant to their degree.*

Courses available (15 points):

**Anthropology**

ANTHRO 106G\* Issues and History in Popular Music

**Architectural History, Theory and Criticism**

ARCHHTC 102G Modern Architecture and Urbanism

**Astrosociences**

ASTRO 100G Planets, Stars and Galaxies

**Chemical and Materials Engineering**

CHEMMAT 100G Materials of the Modern World

**Chemistry**

CHEM 100G Molecules that Changed the World

**Computer Science**

COMPSCI 111G An Introduction to Practical Computing

**Dance Studies**

DANCE 101G Introduction to Dance and Creative Processes

DANCE 200G Dance and Culture

**Earth Sciences**

EARTHSCI 105G Natural Hazards in New Zealand

EARTHSCI 205G New Zealand: Half a Billion Years on the Edge

**Economics**

ECON 151G Understanding the Global Economy

**Environmental Science**

ENVSCI 101G Environment, Science and Management

**Innovation and Entrepreneurship**

INNOVENT 203G The Entrepreneurial Mindset

**International Business**

INTBUS 151G Business across Borders

**Law**

LAW 121G\* Law and Society

**Marketing**

MKTG 151G Essential Marketing

**Mathematics**

MATHS 190G Great Ideas Shaping our World

**Music**

MUS 144G Turning-points in Western Music

MUS 149G Rock to Reggae: Tracking Popular Music in New Zealand

**Psychology**

PSYCH 109G Mind, Brain and Behaviour

**Statistics**

STATS 101G Introduction to Statistics

STATS 150G Lies, Damned Lies, and Statistics

**Urban Planning**

URBPLAN 101G\* Introduction to Urban Planning

\* Please refer to the General Education Regulations, notes (iv), (v) and (vii)

**General Education Faculty Schedule – Business and Economics**

General Education courses approved for the following degrees:

**Faculty of Business and Economics:** BCom, BProp**Interfaculty:** BGlobalSt

**Conjoint degrees:** BAdvSci(Hons)/BCom, BAdvSci(Hons)/BGlobalSt, BAdvSci(Hons)/BProp, BA/BCom, BA/BGlobalSt, BCom/BDes, BCom/BE(Hons), BCom/BGlobalSt, BCom/BHSc, BCom/BMus, BCom/BProp, BCom/BSc, BCom/LLB, BCom/LLB(Hons), BDes/BProp, BE(Hons)/BGlobalSt, BGlobalSt/LLB, BGlobalSt/LLB(Hons), BE(Hons)/BProp, BGlobalSt/BSc, BProp/BSc, BProp/LLB, BProp/LLB(Hons)

Students can also choose courses from the General Education Open Schedule. Students enrolled in a conjoint degree can choose from the Open Schedule or from either Faculty Schedule relevant to their degree.

Courses available (15 points):

**Anthropology**

ANTHRO 104G Peoples and Cultures of the Pacific

ANTHRO 105G Question of Race and Racism

ANTHRO 106G\* Issues and History in Popular Music

**Architectural History, Theory and Criticism**

ARCHHTC 102G Modern Architecture and Urbanism

**Art History**

ARTHIST 114G Understanding Art: Leonardo to Warhol

ARTHIST 115G Global Art Histories

**Asian Studies**

ASIAN 140G New Zealand and Asia

**Astrosciences**

ASTRO 100G Planets, Stars and Galaxies

**Chemical and Materials Engineering**

CHEMMAT 100G Materials of the Modern World

**Chemistry**

CHEM 100G Molecules that Changed the World

**Classical Studies**

CLASSICS 110G Classical Mythology

**Communications**

COMMS 104G Advertising and Society

**Dance Studies**

DANCE 101G Introduction to Dance and Creative Processes

DANCE 200G Dance and Culture

**Earth Sciences**

EARTHSCI 105G Natural Hazards in New Zealand

EARTHSCI 205G New Zealand: Half a Billion Years on the Edge

**Education**

EDUC 121G How People Learn

EDUC 122G Learning Sexualities

**Environmental Science**

ENVSCI 101G Environment, Science and Management

**European Studies**

EUROPEAN 100G Europe and the World

**History**

HISTORY 103G Global History

**Law**

LAW 121G\* Law and Society

**Linguistics**

LINGUIST 101G Language, Mind and Society

**Music**

MUS 144G Turning-points in Western Music

MUS 149G Rock to Reggae: Tracking Popular Music in New Zealand

**Pacific Studies**

PACIFIC 100G Introduction to Pacific Studies

**Politics and International Relations**

POLITICS 107G New Zealand Politics

**Psychology**

PSYCH 109G Mind, Brain and Behaviour

**Sociology**

SOCIOLOGY 101G Understanding Aotearoa New Zealand

**Theological and Religious Studies**

THEOREL 106G Islam and the Contemporary World

**Translation Studies**

TRANSLAT 100G Translation for Global Citizens

**Urban Planning**

URBPLAN 101G\* Introduction to Urban Planning

**Youth Work**

YOUTHWRK 152G Understanding New Zealand Youth

\* Please refer to the General Education Regulations, notes (iv), (v) and (vii)

**General Education Faculty Schedule – Creative Arts and Industries, Law**

General Education courses approved for the following degrees:

**Faculty of Creative Arts and Industries:** BAS, BDanceSt, BDes, BFA, BFA(Hons), BMus, BUrbPlan(Hons)

**Faculty of Law:** LLB, LLB(Hons)

**Conjoint degrees:** BAdvSci(Hons)/BDes, BAdvSci(Hons)/LLB, BAdvSci(Hons)/LLB(Hons), BAdvSci(Hons)/BMus, BA/BDes, BA/BFA, BA/BFA(Hons), BA/BMus, BA/LLB, BA/LLB(Hons), BCom/BDes, BCom/BMus, BCom/LLB, BCom/LLB(Hons), BDes/BE(Hons), BDes/BGlobalSt, BDes/BHSc, BDes/LLB, BDes/LLB(Hons), BDes/BMus, BDes/BProp,

BDes/BSc, BGlobalSt/BMus, BHSc/LLB, BHSc/LLB(Hons), BMus/BSc, BMus/LLB, BMus/LLB(Hons), BProp/LLB, BProp/LLB(Hons), BSc/LLB, BSc/LLB(Hons)

Students can also choose courses from the General Education Open Schedule. Students enrolled in a conjoint degree can choose from the Open Schedule or from either Faculty Schedule relevant to their degree.

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**Courses available (15 points):**


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**Anthropology**

ANTHRO 104G Peoples and Cultures of the Pacific

ANTHRO 105G Question of Race and Racism

ANTHRO 106G\* Issues and History in Popular Music

**Architectural History, Theory and Criticism**

ARCHHTC 102G\* Modern Architecture and Urbanism

**Art History**

ARTHIST 114G Understanding Art: Leonardo to Warhol

ARTHIST 115G Global Art Histories

**Asian Studies**

ASIAN 140G New Zealand and Asia

**Astrosociences**

ASTRO 100G Planets, Stars and Galaxies

**Chemical and Materials Engineering**

CHEMMAT 100G Materials of the Modern World

**Chemistry**

CHEM 100G Molecules that Changed the World

**Classical Studies**

CLASSICS 110G Classical Mythology

**Communications**

COMMS 104G Advertising and Society

**Computer Science**

COMPSCI 111G An Introduction to Practical Computing

**Dance Studies**

DANCE 101G Introduction to Dance and Creative Processes

DANCE 200G Dance and Culture

**Earth Sciences**

EARTHSCI 105G Natural Hazards in New Zealand

EARTHSCI 205G New Zealand: Half a Billion Years on the Edge

**Economics**

ECON 151G Understanding the Global Economy

**Education**

EDUC 121G How People Learn

EDUC 122G Learning Sexualities

**Environmental Science**

ENVSCI 101G Environment, Science and Management

**European Studies**

EUROPEAN 100G Europe and the World

**History**

HISTORY 103G Global History

**Innovation and Entrepreneurship**

INNOVENT 203G The Entrepreneurial Mindset

**International Business**

INTBUS 151G Business across Borders

**Law**

LAW 121G\* Law and Society

**Linguistics**

LINGUIST 101G Language, Mind and Society

**Marketing**

MKTG 151G Essential Marketing

**Mathematics**

MATHS 190G Great Ideas Shaping our World

**Music**

MUS 144G Turning-points in Western Music

MUS 149G Rock to Reggae: Tracking Popular Music in New Zealand

**Pacific Studies**

PACIFIC 100G Introduction to Pacific Studies

**Politics and International Relations**

POLITICS 107G New Zealand Politics

**Psychology**

PSYCH 109G Mind, Brain and Behaviour

**Sociology**

SOCIO 101G Understanding Aotearoa New Zealand

**Statistics**

STATS 101G Introduction to Statistics

STATS 150G Lies, Damned Lies, and Statistics

**Theological and Religious Studies**

THEOREL 106G Islam and the Contemporary World

**Translation Studies**

TRANSLAT 100G Translation for Global Citizens

**Urban Planning**

URBPLAN 101G\* Introduction to Urban Planning

**Youth Work**

YOUTHWRK 152G Understanding New Zealand Youth

\* Please refer to the General Education Regulations, notes (iv), (v), (vii) and (viii)

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**General Education Faculty Schedule – Education and Social Work**


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**General Education courses approved for the following degrees:**

**Faculty of Education and Social Work:** BEd(Tchg), BHumServ, BPE, BSpHPE, BSW

*Students can also choose courses from the General Education Open*

*Schedule. Students enrolled in a conjoint degree can choose from the Open Schedule or from either Faculty Schedule relevant to their degree.*

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**Courses available (15 points):**


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**Anthropology**

ANTHRO 104G Peoples and Cultures of the Pacific

ANTHRO 105G Question of Race and Racism

ANTHRO 106G\* Issues and History in Popular Music

**Architectural History, Theory and Criticism**

ARCHHTC 102G Modern Architecture and Urbanism

**Art History**

ARTHIST 114G Understanding Art: Leonardo to Warhol

ARTHIST 115G Global Art Histories

**Asian Studies**

ASIAN 140G New Zealand and Asia

**Astrosociences**

ASTRO 100G Planets, Stars and Galaxies

**Chemical and Materials Engineering**

CHEMMAT 100G Materials of the Modern World

**Chemistry**

CHEM 100G Molecules that Changed the World

**Classical Studies**

CLASSICS 110G Classical Mythology

**Computer Science**

COMPSCI 111G An Introduction to Practical Computing

**Dance Studies**

DANCE 101G Introduction to Dance and Creative Processes

DANCE 200G Dance and Culture

**Earth Sciences**

EARTHSCI 105G Natural Hazards in New Zealand

EARTHSCI 205G New Zealand: Half a Billion Years on the Edge

**Economics**

ECON 151G Understanding the Global Economy

**Environmental Science**

ENVSCI 101G Environment, Science and Management

**European Studies**

EUROPEAN 100G Europe and the World

**History**

HISTORY 103G Global History

**Innovation and Entrepreneurship**

INNOVENT 203G The Entrepreneurial Mindset

**International Business**

INTBUS 151G Business across Borders

**Law**

LAW 121G\* Law and Society

**Linguistics**

LINGUIST 101G Language, Mind and Society

**Marketing**

MKTG 151G Essential Marketing

**Mathematics**

MATHS 190G Great Ideas Shaping our World

**Music**

MUS 144G Turning-points in Western Music

MUS 149G Rock to Reggae: Tracking Popular Music in New Zealand

**Pacific Studies**

PACIFIC 100G Introduction to Pacific Studies

**Psychology**

PSYCH 109G Mind, Brain and Behaviour

**Sociology**

SOCIO 101G Understanding Aotearoa New Zealand

**Statistics**

STATS 101G Introduction to Statistics

STATS 150G Lies, Damned Lies, and Statistics

**Translation Studies**

TRANSLAT 100G Translation for Global Citizens

**Urban Planning**

URBPLAN 101G\* Introduction to Urban Planning

**Theological and Religious Studies**

THEOREL 106G Islam and the Contemporary World

\* Please refer to the General Education Regulations, notes (iv), (v) and (vii)

**General Education Faculty Schedule – Engineering, Medical and Health Sciences, Science****General Education courses approved for the following degrees:****Faculty of Engineering:** BE(Hons)**Faculty of Medical and Health Sciences:** BHSc, MBChB, BMedImag(Hons), BNurs, BOptom, BPharm**Faculty of Science:** BSc**Conjoint degrees:** BAdvSci(Hons)/BA, BAdvSci(Hons)/BCom, BAdvSci(Hons)/BDes, BAdvSci(Hons)/BE(Hons), BAdvSci(Hons)/BHSc, BAdvSci(Hons)/LLB, BAdvSci(Hons)/LLB(Hons), BAdvSci(Hons)/BMus, BAdvSci(Hons)/BNurs, BAdvSci(Hons)/BProp, BA/BE(Hons), BA/BHSc,

BA/BSc, BCom/BE(Hons), BCom/BHSc, BCom/BSc, BDes/BE(Hons), BDes/BHSc, BDes/BSc, BE(Hons)/BMus, BE(Hons)/BProp, BE(Hons)/BSc, BHSc/BNurs, BHSc/BSc, BHSc/LLB, BHSc/LLB(Hons), BMus/BSc, BNurs/BSc, BProp/BSc, BSc/BTheol, BSc/LLB, BSc/LLB(Hons)

*Students can also choose courses from the General Education Open Schedule. Students enrolled in a conjoint degree can choose from the Open Schedule or from either Faculty Schedule relevant to their degree.***Courses available (15 points):****Anthropology**

ANTHRO 104G Peoples and Cultures of the Pacific

ANTHRO 105G Question of Race and Racism

ANTHRO 106G\* Issues and History in Popular Music

**Architectural History, Theory and Criticism**

ARCHHTC 102G Modern Architecture and Urbanism

**Art History**

ARTHIST 114G Understanding Art: Leonardo to Warhol

ARTHIST 115G Global Art Histories

**Asian Studies**

ASIAN 140G New Zealand and Asia

**Classical Studies**

CLASSICS 110G Classical Mythology

**Communications**

COMMS 104G Advertising and Society

**Dance Studies**

DANCE 101G Introduction to Dance and Creative Processes

DANCE 200G Dance and Culture

**Economics**

ECON 151G Understanding the Global Economy

**Education**

EDUC 121G How People Learn

EDUC 122G Learning Sexualities

**European Studies**

EUROPEAN 100G Europe and the World

**History**

HISTORY 103G Global History

**Innovation and Entrepreneurship**

INNOVENT 203G The Entrepreneurial Mindset

**International Business**

INTBUS 151G Business across Borders

**Law**

LAW 121G\* Law and Society

**Linguistics**

LINGUIST 101G Language, Mind and Society

**Marketing**

MKTG 151G Essential Marketing

**Music**

MUS 144G Turning-points in Western Music

MUS 149G Rock to Reggae: Tracking Popular Music in New Zealand

**Pacific Studies**

PACIFIC 100G Introduction to Pacific Studies

**Politics and International Relations**

POLITICS 107G New Zealand Politics

**Sociology**

SOCIO 101G Understanding Aotearoa New Zealand

**Theological and Religious Studies**

THEOREL 106G Islam and the Contemporary World

**Translation Studies**

TRANSLAT 100G Translation for Global Citizens

**Urban Planning**

URBPLAN 101G\* Introduction to Urban Planning

**Youth Work**

YOUTHWRK 152G Understanding New Zealand Youth

\* Please refer to the General Education Regulations, notes (iv), (v) and (vii)

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## Regulations – Doctor of Philosophy and Higher Doctorates

### Regulations – Doctor of Philosophy

466 Statute for the Degree of Doctor of Philosophy – PhD

### Regulations – Higher Doctorates

- 478 The Degree of Doctor of Engineering – DEng
- 479 The Degree of Doctor of Laws – LLD
- 479 The Degree of Doctor of Literature – LittD
- 480 The Degree of Doctor of Science – DSc
- 480 Procedure for the Examination of Higher Doctorates



## REGULATIONS – DOCTOR OF PHILOSOPHY

### 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 Regulation 1e
  - or
  - (ii) upon the recommendation of the Academic Head and approval from the Board of Graduate Studies, a 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 Regulation 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.
- 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 must provide a contextual framework and concluding discussion. 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. 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.
- 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 Research Code of Conduct Policy.

#### 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 in a relevant subject area 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 in a relevant subject area with First Class or Second Class (Division I) Honours at the University of Auckland  
or
  - (iii) completed all the taught coursework 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 in a relevant subject area 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 Regulation 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 Regulation 4j of this Statute.

#### c Application for Registration

Application for registration must be made to the head of the 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

For non-resident candidates, the Head of Department must provide the Board of Graduate Studies with evidence that the candidate has access to appropriate research resources and supervisory support.

#### 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 Regulation 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 for 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 languages and literatures discipline, 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 Regulation 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 that 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 Regulation 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. Persons who are themselves candidates for the degree of PhD may not be appointed as supervisors, although they may be appointed as advisers.

**l For each candidate the Board of Graduate Studies will appoint either:**

- (i) a main supervisor who takes overall responsibility for the supervision of the candidate and for assistance in the provision of research resources and at least one co-supervisor. The main supervisor must be a staff member of the University of Auckland

or

- (ii) two supervisors with joint responsibility for the supervision of the candidate and for assistance in the provision of research resources. One of the supervisors, who must be a staff member of the University of Auckland, will be the administrative point of contact.

**m In addition, the Board of Graduate Studies may appoint adviser/s for each candidate.**

**n 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 exceed 60 points in total and should normally be at the postgraduate 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

or

- (ii) The Board of Graduate Studies may require the candidate to include a structured coursework component into the candidate's provisional year goals that is considered to be necessary for the successful completion of the programme of research. The structured coursework component will consist of designated courses that are compulsory within the provisional year. Candidates will be required to pass with a minimum B+ average across all courses, with no course lower than a B. The

courses taken in the structured coursework component will not normally exceed 60 points in total and shall be at the postgraduate level.

**o 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 provisional year goals prescribed by the Board of Graduate Studies and
- (ii) if required, attend an interview with a member of their Faculty to discuss their progress.

**b Provisional Review**

By the end of the provisional registration period, the candidate must submit their full thesis proposal to the appropriate postgraduate committee, give an oral presentation on their thesis proposal (which will be attended by members of the postgraduate committee), and meet with members of the postgraduate committee to discuss their progress to date and plans for the remainder of their enrolment.

- c** The postgraduate committee will submit a report on the candidate's proposal, presentation and meeting, and the candidate, the supervisor/s and the Head of Department will submit a report to the Board of Graduate Studies on the progress of the candidate. The reports will 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. The reports 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.

- d** Where the recommendation is to confirm the candidate's registration, a copy of the candidate's full thesis proposal must be submitted to the Board of Graduate Studies.

**e 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 supervisor/s, 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. This report may also be discussed by the appropriate postgraduate committee of the department, institute and/or faculty in which the candidate is registered. As part of this report the supervisor/s 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.

**f Specified Conditions for Registration**

Where a recommendation is made under Regulations 5c(i), 5c(ii) or 5e(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 supervisor/s 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.

- g** If the supervisor/s have concerns about the candidate's registration, the Board of Graduate Studies may send the candidate a formal warning. The formal warning will state the conditions the candidate must meet in order for their registration to continue. The candidate will be given the opportunity to respond, and will have three

months to meet the conditions set out in the formal warning. Failure to meet those conditions may result in a decision to terminate the candidate's registration.

**h 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 Regulation 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, provided the candidate has paid the fees for at least three years of full-time equivalent study.

**d Fees other than Tuition Fees**

Unless otherwise exempted under the relevant regulations, all candidates must pay the prescribed 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 Notification of Award of the Degree**

Notification of the award of the degree will be withheld until all outstanding fees have been paid. Candidates will not be able to graduate until all outstanding fees have been paid.

**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 their written views on the recommendation to the Board of Graduate Studies if they wish. 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** Permission to present a corpus of creative work for assessment with the written thesis as an integrated whole requires the recommendation of the Head of Department and approval from the Board of Graduate Studies.

**c Absence from the University**

Where a resident candidate intends to be absent from the University in pursuit of their research for more than one month, supervisors are to submit for approval by the Board of Graduate Studies, through the Head of Department and before the candidate's departure, suitable plans for the supervision of the candidate during their absence.

**d Changes in Supervision**

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

Whilst the Board of Graduate Studies will take into consideration the candidate's views on any recommended changes to supervision, it reserves the right to determine the appointment of supervisor/s according to the availability of suitably qualified staff.

**e Change to Part-time or Full-time Registration**

Candidates may apply to change their registration from part-time to full-time and vice versa.

**f Extension of Time for Submission**

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

**g Suspension of Registration**

Where a candidate is unable to continue with their research programme because of circumstances beyond their control, the Board of Graduate Studies may suspend their registration for a specified period of time. The

following conditions apply:

- (i) the length of time for which a candidate's registration may be suspended will be in multiples of whole calendar months
- (ii) the Board of Graduate Studies must be satisfied that any period of suspension will not adversely affect the viability of the candidate's research
- (iii) any period of suspension will be excluded from the calculation of the final submission date
- (iv) while registration is suspended, a candidate is exempt from fees and enrolment, and is not entitled to any tuition or supervision, or to the use of any other research resources of the University.

#### **h Discontinuation of Registration**

Enrolment and Programme Regulations regarding discontinuation apply to PhD candidates.

#### **i 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) fails to meet the conditions of a formal warning  
or
- (vii) fails to submit by the due date a provisional or annual report  
or
- (viii) is unable to resume study after the maximum period of suspension as determined by the Board of Graduate Studies  
or
- (ix) has not met any conditions specified under Regulation 5f  
or
- (x) has not submitted or re-submitted the thesis in time  
or
- (xi) has had the termination of their registration recommended by a decision of a Disputes Committee constituted pursuant to Regulation 12 of this Statute  
or
- (xii) is prohibited under the Disciplinary Statute of the University from enrolling.

Before making a decision to terminate a candidate's registration pursuant to this Regulation or otherwise, the Board of Graduate Studies will allow the candidate a reasonable opportunity to respond.

### **Submission**

#### **8 a Copies of Thesis**

All candidates are initially required to submit one copy in temporary binding and one electronic copy in pdf format of the thesis to the School of Graduate Studies. 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, 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 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, then the candidate may also submit at this time the name of this person or people and a statement in writing as to the nature of the conflict of interest to the Dean of Graduate Studies.

#### **d Declaration as to Originality**

The thesis is to be accompanied by a statutory declaration, signed by the candidate, stating:

- (i) that the thesis is the candidate's own work
  - (ii) whether any part of the thesis (in form or substance) has been submitted or accepted for any other degree or diploma and, where that is the case, clearly setting out the extent to which that earlier work has been incorporated into the thesis
  - (iii) 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
  - (iv) that the temporary-bound copy 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 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 a General Provisions**

The Head of Department and/or the Associate Dean (Postgraduate) of the faculty may nominate another person to the Board of Graduate Studies to be authorised to act in their place in all of the provisions of this Regulation 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 Regulation 9.

**c Nomination of Examiners**

On notification of submission or intent to submit under Regulation 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 must be from outside New Zealand. The examiners must 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 Regulation 8c and will appoint two suitably qualified persons who are available to act as examiners. One examiner must be able to participate in the oral examination in person.

**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 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, or another Associate Dean from their faculty who is not in the same department, should be substituted.

**f Examiners' Reports**

Each examiner will be provided with an electronic copy of the thesis in pdf format and, acting independently, is required to provide the School of Graduate Studies, 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 Regulation 1e. A copy of the thesis will be provided to the Examination Committee.

- g 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 one-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) to award the degree after revisions have been made to the thesis and/or corpus of creative work, to the satisfaction of the 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, including re-analysis of data, or rewriting of chapters, or corrections of significant lapses in logic or coherence. These changes can normally be made within a 2-4 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.
- h 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, if the Examination Committee recommends that the candidate proceed to oral, and the Board of Graduate Studies accepts that recommendation, then the School of Graduate Studies will release the examiners’ evaluations (Part 2 of the report) to the candidate. 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.
- i **Replacement of Examiners**  
If a report has not been received within two months, the School of Graduate Studies will send a reminder to the examiner and advise the candidate that unless the report is received within two further months the appointment of the examiner may 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.
- j The Board of Graduate Studies reserves the right to appoint a replacement examiner in the event that an examiner provides an inappropriate report.
- k **Consideration of Examiners’ Reports**  
Upon receipt of both of the examiners’ reports, the School of Graduate Studies 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.



**l 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 Regulation 9k 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.

**m 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 Regulations 9f to 9j will apply for the reports of the further examiners.

**n 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 Board of Graduate Studies, on the recommendation of the Examination Committee, will appoint one of the examiners to be the Oral Examiner and will determine whether the Oral Examiner should attend the examination in person or by video-conference. Candidates are expected to be available to attend the oral examination in person
- (ii) the Board of Graduate Studies 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 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. A supervisor or co-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 Regulation 9h above, the School of Graduate Studies 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 other examiner's comments and questions are discussed.

**o 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 Regulation 9g(ii)) have been made to the thesis and/or corpus of creative work, to the satisfaction of the Oral Examiner or nominee (who may be the Main Supervisor), and by a specified date

*or*

- (iii) (a) to award the degree subject to revising part or parts of the thesis and/or corpus of creative work, to the satisfaction of the Oral Examiner or nominee (who will be the Head of Department), by a specified date (see Regulation 9g(iii)). When the Head of Department acts as the Oral Examiner's nominee, the nature of the revisions must be such that they 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 candidate's supervisor/s. If the Head of Department is unable to assess whether the revisions have been made to the required standard, the revisions to the thesis and/or corpus of creative work must be assessed by the Oral Examiner.

*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 (see Regulation 9g(iii))

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 Regulation 9l(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 9o(iii) and 9o(iv), the report must also state clearly the nature of the revisions recommended.

**p 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 one of the candidate's supervisors), 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 by which the corrections are to be completed
- (iii) if the required minor corrections are completed to the satisfaction of the Oral Examiner or nominee (who may be the one of the candidate's supervisors) 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 one of the candidate's supervisors) 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.

**q 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 the 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 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 by which the revisions are to be completed
- (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 the 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.

**r When Revision and Resubmission are Permitted**

In the event that the Examination Committee recommends to the Board of Graduate Studies that the candidate should be permitted to revise the thesis and/or corpus of creative work prior to an oral examination, the Examination Committee will recommend a timeframe for the resubmission. The date of resubmission may not be more than 12 months from the date the Board of Graduate Studies accepts the Examination Committee's recommendation. If the Board of Graduate Studies accepts the recommendation, the following provisions apply:

- (i) the School of Graduate Studies will inform the candidate of the decision, and will forward copies of Part 2 of the examiners' reports to the candidate
- (ii) within two weeks of the notification from the School of Graduate Studies, the Examination Committee will meet with the candidate and discuss the revisions required
- (iii) the Chair of the Examination Committee will send a written report of the meeting with the candidate to the School of Graduate Studies
- (iv) 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. Where possible, the registration of the candidate is to continue under the conditions applying at the first date of submission
- (v) if the thesis is not resubmitted by the prescribed date, the registration of the candidate will normally be terminated
- (vi) upon resubmission, the revised thesis is to be examined as a whole by the same examiners in accordance with the provisions of this Regulation, excepting that a further resubmission may not be recommended.

If any of the original examiners is unavailable to re-examine the thesis, the Board of Graduate Studies will appoint alternative examiner/s

- (vii) upon receipt of both of the examiners' reports, the School of Graduate Studies will provide copies of the new examiners' reports and the original examiners' reports to the Examination Committee and to the supervisor/s on a confidential basis. The procedure followed by the Examination Committee will be that in Regulation 9k. 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 Regulation 9k. Where warranted, the Examination Committee may recommend, and/or the Board of Graduate Studies may determine, that Regulation 9m should apply. If the Examination Committee recommends that an oral examination be held, and the Board of Graduate Studies accepts this recommendation, the School of Graduate Studies will release the examiners' evaluations of the revised thesis (Part 2 of the report) to the candidate no fewer than five working days before the oral examination. The remainder of the examination process will proceed as per Regulations 9n-q.

If the Examination Committee recommends that an oral examination should not be held, its report will include one of the following recommendations:

- (a) to refer the thesis to the appropriate authority within the University for consideration of the award of another degree

or

- (b) not to award the degree.

- s In the event that the Board of Graduate Studies requires the candidate to revise the thesis and/or corpus of creative work after an oral examination, the Oral Examination Committee will recommend a timeframe for the resubmission. The date of resubmission may not be more than 12 months from the date of the oral examination. In such cases, the following provisions apply:

- (i) the School of Graduate Studies will inform the candidate of the decision and send a copy of the oral examination report to the Examination Committee
- (ii) within two weeks of the notification from the School of Graduate Studies, the Examination Committee will meet with the candidate and discuss the revisions required
- (iii) the Chair of the Examination Committee will send a written report of the meeting with the candidate to the School of Graduate Studies
- (iv) 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. Where possible, the registration of the candidate is to continue under the conditions applying at the first date of submission
- (v) if the thesis is not resubmitted by the prescribed date, the registration of the candidate will normally be terminated
- (vi) upon resubmission, the revised thesis is to be examined as a whole by the same examiners in accordance with the provisions of this Regulation, excepting that a further resubmission may not be recommended. If one or both of the original examiners is unavailable to re-examine the thesis the Board of Graduate Studies will appoint alternative examiner/s
- (vii) upon receipt of both of the examiners' reports, the School of Graduate Studies will provide copies of the new examiners' reports, the original examiners' reports and the oral examination report to the Examination Committee and to the supervisor/s on a confidential basis. The procedure followed by the Examination Committee will be that in Regulation 9k. 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 Regulation 9k. Where warranted, the Examination Committee may recommend, and/or the Board of Graduate Studies may determine, that Regulation 9m should apply. Otherwise, the Examination Committee report must recommend one of the following:

- (a) to proceed to a second oral examination (in which case Regulations 9n-q apply)

or

- (b) to award the degree

or

- (c) to award the degree after specified "minor corrections" (see Regulation 9g(ii)) have been made to the thesis and/or corpus of creative work to the satisfaction of the Examiner or nominee (who may be one of the candidate's supervisors), 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.

If the Examination Committee recommends that a second oral examination be held, and the Board of Graduate Studies accepts this recommendation, the School of Graduate Studies will release the

examiners' evaluations of the revised thesis (Part 2 of the report) to the candidate no fewer than five working days before the oral examination.

**t 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.

**u 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 School of Graduate Studies. 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.
- v (i) The digital thesis deposited shall be formatted as specified in the Guidelines for Formatting a Digital Thesis.
- (ii) A thesis which is deposited in digital form will be accessible through the University's digital repository, unless embargoed under Regulation 25 of the Examination Regulations.

### Variations

- 10 In exceptional circumstances, the Board of Graduate Studies may approve a personal programme which does not conform to the regulations for a PhD.

### Appeals

**11 As to Registration**

- a Candidates, supervisors or Heads of Department may appeal against any decision of the Board of Graduate Studies made under Regulations 4, 5, 7 or 8 of this Statute, normally within three months of the making of the decision, on the grounds that:
  - (i) relevant information which was not available to the Board of Graduate Studies at the time of its making the decision has since become available
  - and/or
  - (ii) the procedure adopted in arriving at the decision was unfair. The appeal must state clearly all grounds relied on by the appellant and all relevant documentation must be attached.
- b Any appeal made under Regulation 11a 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 new 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 they have been significantly disadvantaged by the examination process, or by any part of the examination process, then a written appeal may be made to the Board of Graduate Studies, setting out the grounds of the appeal. All relevant documents relied upon must be submitted with the appeal.
- d Any appeal as to examination process must be lodged within three months of the result of the examination being officially communicated to the candidate. The appeal document must state clearly all grounds relied on and include all relevant documents.
- e In the case of appeals as to examination process:
  - (i) the Chair of the Board of Graduate Studies, or their nominee, 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

- 12 Disputes are to be resolved according to the Resolution of Student Academic Complaints and Disputes Statute.

### Transitional Arrangements

- 13 a This Statute came into force on 1 January 2016 and revoked the previous Statute for the Degree of Doctor of Philosophy.
- b For candidates initially registered under a previous statute, the Board of Graduate Studies may agree to vary the application of the provisions of this Statute to ensure consistency with the provisions of the statute under which the candidate was enrolled, where it is satisfied that the candidate would otherwise be at a disadvantage.

## REGULATIONS – HIGHER DOCTORATES

*In addition to the degree of Doctor of Philosophy, the University offers higher doctorates in Engineering (DEng), Laws (LLD), Literature (LittD), and Science (DSc). These are the highest academic awards offered by the University and are awarded to graduates or close affiliates of the University of Auckland who have published original work that has, over an extensive period of time, given them authoritative standing and international eminence in their respective field. The higher doctorate is thus to be seen as recognition of real distinction in one of these areas of study. It is awarded rarely and only after rigorous examination of a substantial and significant corpus of material. A person wishing to become a candidate for a higher doctorate should refer to the Guidelines for Candidates of Higher Doctorates.*

### The Degree of Doctor of Engineering – DEng

#### Eligibility

- 1 The Degree of Doctor of Engineering shall be awarded to those candidates whose submitted works provide evidence of an original contribution of special excellence in some branch of engineering or technology such that they are considered to have authoritative standing and international eminence in their field.
- 2 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. In addition to the published work, the candidate may submit unpublished work in support of the application.
- 3 A candidate for the Degree of Doctor of Engineering must be a graduate of the University of Auckland or have a substantial, demonstrable association with the University of Auckland.
- 4 No application to be examined for a higher doctorate will be considered until at least eight years after graduation to the candidate's first degree.
- 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 Work submitted on a previous occasion for consideration of a higher doctorate at the University of Auckland will not be reconsidered for the Degree unless more than five years have elapsed since the previous submission and the resubmission includes new material.

#### Application

- 7 A person wishing to become a candidate for a Doctor of Engineering should apply in writing to the Dean of Graduate Studies, providing:
  - a a completed *Application to be Examined for a Higher Doctorate*
  - and
  - b an academic curriculum vitae
  - and
  - c academic transcripts for each degree previously awarded (if these degrees were not awarded by the University of Auckland).
- 8 Consideration of applications and examination shall be carried out in accordance with the *Procedure for the Examination of Higher Doctorates*, as determined by the Board of Graduate Studies from time to time.

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## The Degree of Doctor of Laws – LLD

### Eligibility

- 1 The Degree of Doctor of Laws shall be awarded to those candidates whose submitted works provide evidence of an original contribution of special excellence to the history, philosophy, exposition or criticism of law, such that they are considered to have authoritative standing and international eminence in their field.
- 2 The Degree shall be awarded for work, whether sole or conjoint, published in book form or in scholarly journals in general circulation. In addition to the published work, the candidate may submit unpublished work in support of the application.
- 3 A candidate for the Degree of Doctor of Laws must be a graduate of the University of Auckland or have a substantial, demonstrable association with the University of Auckland.
- 4 No application to be examined for a higher doctorate will be considered until at least eight years after graduation to the candidate's first degree.
- 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 Work submitted on a previous occasion for consideration of a higher doctorate at the University of Auckland will not be reconsidered for the Degree unless more than five years have elapsed since the previous submission and the resubmission includes new material.

### Application

- 7 A person wishing to become a candidate for a Doctor of Laws should apply in writing to the Dean of Graduate Studies, providing:
    - a a completed *Application to be Examined for a Higher Doctorate*
    - and
    - b an academic curriculum vitae
    - and
    - c academic transcripts for each degree previously awarded if these degrees were not awarded by the University of Auckland.
  - 8 Consideration of applications and examination shall be carried out in accordance with the *Procedure for the Examination of Higher Doctorates*, as determined by the Board of Graduate Studies from time to time.
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## The Degree of Doctor of Literature – LittD

### Eligibility

- 1 The Degree of Doctor of Literature shall be awarded to those candidates whose submitted works provide evidence of an original contribution of special excellence to linguistic, literary, philosophical, social, cultural or historical knowledge such that they are considered to have authoritative standing and international eminence in their field.
- 2 The Degree shall be awarded for work, whether sole or conjoint, published in book form or in scholarly journals in general circulation. In addition to the published work, the candidate may submit unpublished work in support of the application.
- 3 A candidate for the Degree of Doctor of Literature must be a graduate of the University of Auckland or have a substantial, demonstrable association with the University of Auckland.
- 4 No application to be examined for a higher doctorate will be considered until at least eight years after graduation to the candidate's first degree.
- 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 Work submitted on a previous occasion for consideration of a higher doctorate at the University of Auckland will not be reconsidered for the Degree unless more than five years have elapsed since the previous submission and the resubmission includes new material.

### Application

- 7 A person wishing to become a candidate for a Doctor of Literature should apply in writing to the Dean of Graduate Studies, providing:
  - a a completed *Application to be Examined for a Higher Doctorate*
  - and
  - b an academic curriculum vitae

and

c academic transcripts for each degree previously awarded if these degrees were not awarded by the University of Auckland.

- 8 Consideration of applications and examination shall be carried out in accordance with the *Procedure for the Examination of Higher Doctorates*, as determined by the Board of Graduate Studies from time to time.

## The Degree of Doctor of Science – DSc

### Eligibility

- 1 The Degree of Doctor of Science shall be awarded to those candidates whose submitted works provide evidence of an original contribution of special excellence to some branch of pure or applied science such that they are considered to have authoritative standing and international eminence in their field.
- 2 The Degree shall be awarded only on work, whether sole or conjoint, published in book form or in scholarly journals in general circulation.
- 3 A candidate for the Degree of Doctor of Science must be a graduate of the University of Auckland or have a substantial, demonstrable association with the University of Auckland.
- 4 No application to be examined for a higher doctorate will be considered until at least eight years after graduation to the candidate's first degree.
- 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 Work submitted on a previous occasion for consideration of a higher doctorate at the University of Auckland will not be reconsidered for the Degree unless more than five years have elapsed since the previous submission and the resubmission includes new material.

### Application

- 7 A person wishing to become a candidate for a Doctor of Science should apply in writing to the Dean of Graduate Studies, providing:
  - a a completed *Application to be Examined for a Higher Doctorate*
  - and
  - b an academic curriculum vitae
  - and
  - c academic transcripts for each degree previously awarded (if these degrees were not awarded by the University of Auckland).
- 8 Consideration of applications and examination shall be carried out in accordance with the *Procedure for the Examination of Higher Doctorates*, as determined by the Board of Graduate Studies from time to time.

## Procedure for the Examination of Higher Doctorates

*This procedure applies to the examination of the Degrees of Doctor of Engineering, Doctor of Laws, Doctor of Literature and Doctor of Science, and should be read in conjunction with the Higher Doctorate Examination Procedures.*

### Consideration of Applications to be Examined

- 1 As soon as possible after an application to be examined has been lodged with the Dean of Graduate Studies and has been determined to meet initial requirements, the application will be forwarded to the relevant Faculty Dean or delegate ("the Faculty") for further consideration.
- 2 The Faculty will appoint an Examination Committee of three senior academics who have a general understanding of the applicant's field of research. At least two members of the Committee must be academic members of the University, one of whom will be nominated to chair the Examination Committee.
- 3 The Examination Committee will investigate the information provided, including the quality and nature of the submission for examination, will seek input from the Dean of the Faculty, and will make a recommendation to the Dean of Graduate Studies within one month that the Faculty:
  - a will allow the applicant to be admitted to candidature for the higher doctorate
  - or
  - b will not allow the applicant to be admitted to candidature for the higher doctorate.

### Notification of Assessment of Application and Intention to Submit

- 4 The Dean of Graduate Studies will advise the applicant of the Faculty's decision and, if the application has

been accepted, will request written notification of the applicant's intention to proceed with candidature and submission. The submission of work to be examined must be received by the Dean of Graduate Studies within three months of the notification that the application was accepted.

- 5 The examination will not proceed until receipt of the candidate's written notification of intention to proceed and payment of fees as set out in Schedule B of the Fees Statute.

### **Appointment of Examiners**

- 6 Upon payment of fees and receipt of the candidate's written notification of intention to proceed, the Dean of Graduate Studies will request that the Faculty nominate three external examiners. The nominations should be made within three months of the request. The examiners must be of authoritative standing and international eminence in the field of the submitted work and must be active in research. At least one examiner shall be resident outside New Zealand. Examiners must not have engaged in substantial collaboration with the candidate. Any involvement with the candidate by the examiner which could constitute a conflict of interest should be declared at the outset. The appointment of all examiners must be approved by the Dean of Graduate Studies.

### **Submission**

- 7 The candidate shall lodge at the School of Graduate Studies:
  - 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) declare that the work in substantially its present form has not been submitted or accepted previously 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 or for another degree or diploma at this institution.

### **Examination**

- 8 The degree will be awarded solely on consideration of the submitted works upon which the candidate's claim to the degree is based.
- 9 In order to qualify for the degree, the submitted works must provide sufficient evidence that the candidate has made an original contribution of special excellence to their discipline such that they are considered to have authoritative standing and international eminence in their field.
- 10 Examiners will be requested to report to the Dean of Graduate Studies on the submission within three months of receipt and recommend whether the candidate:
  - a should be awarded the degree
  - or
  - b should not be awarded the degree.
- 11 The reports of all examiners will be forwarded to the Examination Committee for consideration of whether or not to admit the candidate to the degree.
- 12 If the examiners' recommendations differ, the Examination Committee may invite the examiners to consult and provide a written report or reports on the outcome of their consultation. If, after such consultation, the differences remain unresolved, the Examination Committee may recommend to the Dean of Graduate Studies that a further independent external examiner be appointed to report on areas of conflict.
- 13 The Examination Committee shall recommend an outcome based on the examiners' reports to the Dean of Graduate Studies. The Dean of Graduate Studies will determine the result of the examination and notify the candidate of the decision.
- 14 An unsuccessful submission may not be presented for re-examination until at least five years after initial submission and must include new material.

### **Deposit of Submission in the Library**

- 15 On successful completion of the examination of the submitted work, and when possible, two bound copies will be deposited in the University Library by the School of Graduate Studies. The first bound copy will remain in the Library for reference purposes; the second copy may be borrowed by members of the Library, or sent to other libraries on inter-library loan. The third copy will be returned to the candidate.

### **Graduation**

- 16 Candidates who have satisfied the requirements for any award of the University shall be admitted to that award.
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## COURSE PRESCRIPTIONS

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*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 AskAuckland Central in Alfred Nathan House, 24 Princes Street, email [studentinfo@auckland.ac.nz](mailto:studentinfo@auckland.ac.nz), phone 0800 316 263, or the 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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| Tertiary Foundation Certificate English         | TFCENG     | 592  | TFC Academic English Studies               | TFCACENG   | 593  |
| Tertiary Foundation Certificate English Writing | TFCEWRIT   | 592  | Theological and Religious Studies          | THEOREL    | 593  |
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| Tertiary Foundation Certificate History         | TFCHIST    | 592  | Tongan                                     | TONGAN     | 595  |
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| Tertiary Foundation Certificate Mathematics     | TFCMATHS   | 860  | Urban Design                               | URBDES     | 651  |
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## The University of Auckland

### Academic Integrity

#### ACADINT A01

0 Points

#### Academic Integrity Course

The Academic Integrity Course is an online course designed to increase student knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct. Students work through a series of modules, outlining scenarios that they may encounter while studying at university. Each scenario provides information on relevant rules, resources and expected behaviour.

### Foundation Studies

#### Foundation Courses

#### FOUNDST 10F

24 Points

#### English for Academic Purposes

Develops skills for understanding, writing, reading and speaking English. Attention is paid to accuracy, grammatical structures, spelling, punctuation and word use. Tasks include group discussions and formal presentations, note-taking, extended reading and formal comprehension exercises, paragraph and note-form summaries and preparation of research reports.

#### FOUNDST 11F

24 Points

#### Accounting

Provides introduction to accounting methods and concepts. Topics include cash and accrual accounting, budgeting, cash flow, depreciation, assessment of performance, accounting systems, job costing, cost-volume-profit analysis, financial statements for sole traders, partnerships and companies.

#### FOUNDST 12F

24 Points

#### Art

Provides a practical knowledge of visual arts and understanding of arts in context. Through a number of practical assignments and the production of a portfolio, students develop ideas, observe, analyse, interpret and evaluate images.

#### FOUNDST 13F

24 Points

#### Biology

Develops an understanding of biology and the skills to apply biological knowledge to solve problems, design and perform experiments, and to interpret and present evidence. Topics include structure and function of the cell, responses of plants and animals to biotic and abiotic factors, genetics and evolution (primates and hominids).

#### FOUNDST 14F

24 Points

#### Chemistry

Provides science students with the skills and confidence to test their ideas experimentally. Topics include atomic theory, chemical bonding and shapes of molecules, chemistry of transition elements, metal hydroxides, halogens and selected ions, analysis of laboratory solutions and commercial products, energy involved in physical and chemical changes, Aqueous Chemistry, oxidation-reductions and applications, spectroscopic identification of organic compounds.

#### FOUNDST 15F

24 Points

#### Classical Studies

Gives an introduction to the history, literature, art, architecture and politics of ancient Greece (600-400BC) and Rome (753 BC to 14 AD). Develops vital skills for university level study, including critical thinking, analysis and writing argumentative essays.

#### FOUNDST 16F

24 Points

#### Economics

Covers a wide range of economic issues, from basic economic concepts and principles, to policy options available to governments, and probable consequences of economic decisions. Topics include relative scarcity and production possibilities, demand, supply and the market, market structures, including monopoly, externalities, public goods and government intervention, equity and efficiency, financial markets, aggregate demand and supply and the macroeconomic economy.

#### FOUNDST 17F

24 Points

#### Geography

Covers the formation of natural features and develops skills involved in interpreting topographic data. Analysis of cultural processes (urban growth, migration, development and sustainability), the study of human actions that modify natural processes, and analysis of the outcomes.

#### FOUNDST 18F

24 Points

#### Information Technology

Provides a broad knowledge of computer technology, common application software, programming, word processing, spreadsheets and databases. Topics include computer hardware, computer software, operating systems, business applications, problem solving techniques used for programming.

#### FOUNDST 19F

24 Points

#### Mathematics with Calculus

Provides a solid foundation for university subjects requiring a prior knowledge of Mathematics with Calculus. Topics include calculus, algebra, trigonometry, geometry.

#### FOUNDST 20F

24 Points

#### Mathematics with Statistics

Provides students with a broad range of mathematical knowledge and skills and is a pre-requisite for many university courses. Topics include algebra and graphing functions, exponentials and logarithms, correlation and progression, probability and set theory, random variables and their distributions, time series, linear programming, mathematical modelling, numerical equation solving, binomial, poisson and normal distributions.

#### FOUNDST 21F

24 Points

#### Physics

Develops students' theoretical knowledge, problem-solving skills and experimental techniques. Topics include light, waves, kinematics, mechanics, electricity and magnetism, atomic and nuclear physics.

### Internship

#### Postgraduate 700 Level Courses

#### INTERNSP 700

15 Points

#### Internship 1

Enables the development of practical knowledge and hands-on experience through a supervised internship.

|   |                  |
|---|------------------|
| <b>INTERNSP 701</b><br><b>Internship 2</b>  | <b>30 Points</b> |
| Enables the development of practical knowledge and hands-on experience through a supervised internship. |                  |
| <b>INTERNSP 702</b><br><b>Internship 3</b>  | <b>45 Points</b> |
| Enables the development of practical knowledge and hands-on experience through a supervised internship. |                  |
| <b>INTERNSP 703</b><br><b>Internship 4</b>  | <b>60 Points</b> |
| Enables the development of practical knowledge and hands-on experience through a supervised internship. |                  |

## Faculty of Arts

### Academic Integrity

|   |                 |
|---|-----------------|
| <b>ACADINT A01</b><br><b>Academic Integrity Course</b>  | <b>0 Points</b> |
| The Academic Integrity Course is an online course designed to increase student knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct. Students work through a series of modules, outlining scenarios that they may encounter while studying at university. Each scenario provides information on relevant rules, resources and expected behaviour. |                 |

### Academic English Studies

#### Stage I

|  |                  |
|--|------------------|
| <b>ACADENG 100</b><br><b>Forms in Academic English</b>   | <b>15 Points</b> |
| 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. |                  |
| <i>Restriction: May not be taken if ENGWRIT 101 or ESOL 201 or ACADENG 201 or ESOL 210 or ACADENG 210 has previously been passed. This course is available only to students who speak English as an additional language</i>  |                  |

|   |                  |
|---|------------------|
| <b>ACADENG 101</b><br><b>Academic English Writing</b>   | <b>15 Points</b> |
| 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. |                  |
| <i>Restriction: May not be taken if ACADENG 93F, 201, 210, ENGWRIT 101, ESOL 201, 210 has previously been passed. This course is available only to students who speak English as an additional language</i>                       |                  |

|  |                  |
|--|------------------|
| <b>ACADENG 104</b><br><b>Academic English for Business</b>   | <b>15 Points</b> |
| Focuses on core English academic reading and writing skills, and strategies for learning disciplinary vocabulary. Targets the academic literacy needs of students in accessing the undergraduate business curriculum and develops awareness of appropriate text structures and academic style to |                  |

understand and express business-related concepts in an academic context.

*Restriction: May not be taken if ENGWRIT 101 or ESOL 201 or ACADENG 201 or ESOL 210 or ACADENG 210 has previously been passed*

#### Stage II

|   |                  |
|---|------------------|
| <b>ACADENG 210</b><br><b>Writing Research Reports</b>   | <b>15 Points</b> |
| 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 the literature review, methodology, results and discussion sections of a report, dissertation or thesis. |                  |
| <i>Prerequisite: ACADENG 101 or approval of Academic Head or nominee</i>  |                  |
| <i>Restriction: ESOL 210. This course is available only to students who speak English as an additional language</i>   |                  |

|   |                  |
|---|------------------|
| <b>ACADENG 212</b><br><b>Special Topic</b>  | <b>15 Points</b> |
| <i>Restriction: ESOL 212. This course is available only to students who speak English as an additional language</i> |                  |

### Ancient History

#### Stage I

|  |                  |
|--|------------------|
| <b>ANCHIST 100</b><br><b>Ancient Egyptian History</b>  | <b>15 Points</b> |
| 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. |                  |
| <b>ANCHIST 102</b><br><b>Ancient Greek History</b>   | <b>15 Points</b> |
| An introduction to Greek history and civilisation from the Bronze Age to the death of Alexander the Great utilising both archaeological evidence and literary sources.   |                  |

|  |                  |
|--|------------------|
| <b>ANCHIST 103</b><br><b>Roman History</b>   | <b>15 Points</b> |
| An introduction to the civilisation and history of Ancient Rome, with particular reference to the Republic and Early Empire. |                  |

|   |                  |
|---|------------------|
| <b>ANCHIST 110</b><br><b>Dynasties, Democracy, Empire</b>   | <b>15 Points</b> |
| Explores the history and cultures of three civilisations in the ancient Mediterranean: Egypt, Greece, and Rome. Uses ancient evidence, from the newest archaeological discoveries, to the works of classical literature, to present major historical events in the Mediterranean against the backdrop of the everyday lives of the people who lived in these societies. |                  |

#### Stage II

|   |                  |
|---|------------------|
| <b>ANCHIST 200</b><br><b>Egypt in Dynasty XVIII</b>   | <b>15 Points</b> |
| 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:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*Restriction:* ANCHIST 300

**ANCHIST 202** **15 Points**  
**Greece and Persia**

A study of the contacts and conflicts between Greece and Persia 560-323BC.

*Prerequisite:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*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:* 15 points at Stage I in Ancient History or Classical Studies and 30 points passed

**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 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:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*Restriction:* ANCHIST 330

**ANCHIST 249** **15 Points**  
**Special Topic**

*Prerequisite:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*Restriction:* ANCHIST 349

**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 I in Ancient History, Classical Studies, or Art History, and 30 points passed

*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:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*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:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*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:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*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:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*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:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*Restriction:* ANCHIST 356

**ANCHIST 257** **15 Points**  
**Special Topic in Egyptian History**

*Prerequisite:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*Restriction:* ANCHIST 357

**ANCHIST 258** **15 Points**  
**Fifth Century Athens**

The social, economic, political, and ideological development of Athens and Athenian democracy in the fifth century BC; the course will consider both literary sources and archaeological material.

*Prerequisite:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*Restriction:* ANCHIST 358

**ANCHIST 259** **15 Points**  
**Special Topic in Roman History**

*Prerequisite:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*Restriction:* ANCHIST 359

**ANCHIST 260** **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:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*Restriction:* ANCHIST 203, 213, 360

#### **ANCHIST 261 15 Points**

##### **Special Topic**

*Prerequisite:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*Restriction:* ANCHIST 361

#### **ANCHIST 262 15 Points**

##### **The Ancient Economy**

A study of the economies of the ancient Egyptians, Greeks and Romans. Students will explore the principal ways in which we try to understand economic activity through theories concerning market-exchange, redistribution of resources and reciprocity to the practical relationships that linked the economy to society. The course will focus on a variety of different evidence including archaeology, inscriptions, papyrological material and numismatics as well as ancient literature.

*Prerequisite:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*Restriction:* ANCHIST 362

#### **ANCHIST 263 15 Points**

##### **Special Topic**

*Prerequisite:* 15 points at Stage I in Ancient History or Classical Studies, and 30 points passed

*Restriction:* ANCHIST 363

### **Stage III**

#### **ANCHIST 300 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:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History

*Restriction:* ANCHIST 200

#### **ANCHIST 302 15 Points**

##### **Greece and Persia**

A study of the contacts and conflicts between Greece and Persia 560-323BC.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, or 30 points at Stage II in Greek

*Restriction:* ANCHIST 202

#### **ANCHIST 304 15 Points**

##### **Directed Study**

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies or Classical Studies and Ancient History, or 30 points in Greek or Latin

#### **ANCHIST 310 15 Points**

##### **Egyptian Language 2A**

A study of the historical inscriptions covering the key pharaonic records of Dynasty XVIII, for example, of Thutmose III and Amunhotep 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 15 Points**

##### **Historians of Rome**

A study of the Greek and Latin writers on Roman history in English translation; writers will include Livy, Sallust and Tacitus.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, or 30 points at Stage II in Latin

*Restriction:* ANCHIST 753

#### **ANCHIST 324 15 Points**

##### **Historians of Greece**

A study of the Greek writers on Greek history in English translation; writers will include Herodotus, Thucydides and Xenophon.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, or 30 points at Stage II in Greek

*Restriction:* ANCHIST 752

#### **ANCHIST 330 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:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History

*Restriction:* ANCHIST 230

#### **ANCHIST 340 15 Points**

##### **Egyptian Language 2B**

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 folktale elements, the use of propaganda, the individual in society and the exotic foreign settings to the tales.

*Prerequisite:* ANCHIST 220

#### **ANCHIST 349 15 Points**

##### **Special Topic**

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History

*Restriction:* ANCHIST 249

#### **ANCHIST 351 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 II in Ancient History or Classical Studies, or 30 points at Stage II in Art History or Greek

*Restriction:* ANCHIST 251

#### **ANCHIST 352 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:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and 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:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and 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:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and 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:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and 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:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History

*Restriction:* ANCHIST 256

#### **ANCHIST 357 15 Points**

##### **Special Topic in Egyptian History**

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and 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:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, or 30 points at Stage II in Greek

*Restriction:* ANCHIST 258

#### **ANCHIST 359 15 Points**

##### **Special Topic in Roman History**

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and 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:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, or 30 points at Stage II in Latin

*Restriction:* ANCHIST 260, 303, 313

#### **ANCHIST 361 15 Points**

##### **Special Topic**

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History

*Restriction:* ANCHIST 261

#### **ANCHIST 362 15 Points**

##### **The Ancient Economy**

A study of the economies of the ancient Egyptians, Greeks and Romans. Students will explore the principal ways in which we try to understand economic activity through theories concerning market-exchange, redistribution of resources and reciprocity to the practical relationships that linked the economy to society. The course will focus on a variety of different evidence including archaeology, inscriptions, papyrological material and numismatics as well as ancient literature.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History

*Restriction:* ANCHIST 262

#### **ANCHIST 363 15 Points**

##### **Special Topic**

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, or 30 points at Stage II in Latin

*Restriction:* ANCHIST 263

#### **ANCHIST 377 15 Points**

##### **Study Abroad (Rome)**

Study abroad on archaeological sites in the Roman Empire. *Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, and approval of Academic Head or nominee

*Restriction:* CLASSICS 377

#### **ANCHIST 378 15 Points**

##### **Study Abroad (Greece)**

Study abroad on archaeological sites in Greece. *Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, and approval of Academic Head or nominee

*Restriction:* CLASSICS 378

#### **ANCHIST 379 15 Points**

##### **Study Abroad (Egypt)**

Study abroad on archaeological sites in Egypt. *Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, and approval of Academic Head or nominee

## Anthropology

### Stage I

#### ANTHRO 100 15 Points Human Cultures: Introduction to Social Anthropology

Humans are social and cultural beings. This course provides an understanding of human lives. Basic concepts and approaches are covered.

#### ANTHRO 101 15 Points World Archaeology

World archaeology from the emergence of culture to the first cities, including the Pacific region.

#### ANTHRO 102 15 Points How Humans Evolve

Humans are primates united by sociality, diversity, and flexibility and are subject to the same evolutionary forces as other species. However, human evolution is biocultural and is subject to both biological and cultural inheritances. Biological anthropology includes the study of human evolution past and present. This course will examine our evolutionary history and how evolution affects humans today.

#### ANTHRO 103 15 Points Musics of the World in Everyday Life

Examines the personal, communal, religious, patriotic, emotional and economic roles that music plays in the lives of musicians, composers and listeners. Employs research from a range of ethnographic perspectives and encourages students to think and act analytically about their own musical worlds. Examples and case studies are drawn from around the globe, encompassing contemporary urban and remote village settings.

#### ANTHRO 104 15 Points 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 105 15 Points 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 106 15 Points ANTHRO 106G 15 Points Issues and History in Popular Music

A survey of popular music styles, artists, sub-cultures and issues that explores facets such as genre, the music industry, music and politics, music videos, the sales process, race and identity, and gender theory. Core theory and writers in popular music studies are introduced and popular music is used to explore societal changes in class, ethnicity, gender, sexuality, youth, and global economic and cultural processes.

Note: Does not meet the General Education requirement for BMus or BMus conjoints.

Restriction: POPMUS 106, 106G

### Stage II

#### ANTHRO 200 15 Points Archaeology: Understanding the Past

An examination of current concepts in archaeological research and their place in the development of archaeological thought. How archaeology makes use of its methods and theories to understand the past. An introductory laboratory component. This course is essential for students who may wish to continue their study of Archaeology at Stage III.  
*Prerequisite: 30 points in Anthropology or 60 points passed*

#### ANTHRO 201 15 Points Human Evolution

Explores issues fundamental to understanding humans' place in nature from a biocultural perspective. What led to the evolution of bipedalism, large brains, and language? How do we define species in the fossil record? How can we reconstruct ancient diets and ecologies? The course will examine how new discoveries and advancements in biology are reshaping understandings of our evolutionary history.  
*Prerequisite: 30 points in Anthropology or 60 points passed*

#### ANTHRO 202 15 Points Music and Identity in World Music Cultures

Examines music's role in the construction and reinforcement of identity. Considers a range of culturally constructed concepts including class, gender and ethnicity; also considers the impact of mass mediated sound and unique nature of music in the cultural diaspora. Examples and case studies range from the ritual musics of Africa and the classical music of South Asia to East Asian pop.  
*Prerequisite: 30 points passed*

#### ANTHRO 203 15 Points Thinking like a Social Anthropologist

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 or 30 points in Anthropology*

#### ANTHRO 204 15 Points Ethnography of Island Polynesia

What is distinctive about Polynesian culture and society? How and why are Polynesian cultures alike? How are they different? In what ways are Fiji, Samoa, Tikopia, Tokelau and Tonga different or similar to other Oceanic cultures? Anthropological studies of these questions will be explored through indigenous Polynesian, anthropological and historical accounts.

*Prerequisite: ANTHRO 100 or 30 points in Anthropology, Māori Studies or Pacific Studies, or 45 points in BGlobalSt courses*

#### 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: 15 points in Anthropology or 60 points passed*

Restriction: ANTHRO 349

#### ANTHRO 206 15 Points Origins of Civilisation

The shift from a hunter-gatherer way of life to one based

on village life and agriculture is foundational for the development of complex society. The course considers what socio-cultural changes were involved as Holocene societies developed in different parts of the world and how the relationship between humans and the environment changed.  
*Prerequisite: 15 points in Anthropology or 60 points passed*  
*Restriction: ANTHRO 322*

#### **ANTHRO 207 15 Points**

##### **Archaeological History of Aotearoa New Zealand**

Examines the first 600-700 years of human settlement in Aotearoa New Zealand from an archaeological perspective, from Polynesian arrival through the early historic period. Themes include Māori origins in East Polynesia, adaptations to Aotearoa's temperate environment, changing patterns of resource use, Māori material culture and arts, the development of fortified sites or pā, and the emergence of classic Māori society.

*Prerequisite: 60 points passed*

*Restriction: ANTHRO 365*

#### **ANTHRO 208 15 Points**

##### **Medical Anthropology**

Medical Anthropology draws on biological and social/cultural anthropology to address issues of human health and disease. A distinct subfield, it includes studies of the co-evolution of humans and diseases, human ecology, cultural constructions of health and illness, medical knowledge and healing practices, and the political economy of health. Students are asked to research, think and write analytically about these topics.

*Prerequisite: ANTHRO 100 or 102 or 60 points passed at Stage I*

#### **ANTHRO 211 15 Points**

##### **Human Sex, Gender and Sexuality**

Explores the central anthropological topics of human sex, sexuality and gender from diverse perspectives. Topics may include cross-cultural and social conceptualisations and creations of difference; ideas about biology, gender and sexuality; how they are simultaneously socio-cultural products and forces; lived experiences and corporeal and political phenomena; reproductive politics; and global, national and local sexual and gender relations.

*Prerequisite: ANTHRO 100 or 30 points in Anthropology, Gender Studies, History or Sociology*

*Restriction: ANTHRO 215, 342*

#### **ANTHRO 212 15 Points**

##### **Ethnographic Film and Photography**

Explores uses of photography and film in the production and dissemination of anthropological knowledge. Emphasises the choices in subject matter, imagined audience, composition, construction of narrative (or not), and mode of representation that are made at all stages in the production of ethnographic images. Uses ethnographic images to reflect on construction of ethnographic texts.

*Prerequisite: ANTHRO 100 or ARTHIST 115 or 30 points in Anthropology, Sociology, Media Film and Television, or Communication*

*Restriction: ANTHRO 320*

#### **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: 30 points passed*

*Restriction: POPMUS 206*

#### **ANTHRO 234 15 Points**

##### **Popular Musics of the Pacific**

From hip hop to reggae to pop, this course explores Pacific popular music genre, artists and songs as well as relevant musical techniques, modes of distribution and processes of fusion and change. It probes the positions and possibilities of Pasifika pop musics by discussing critical questions about culture, authenticity, modernisation, consumerism, identity and musical (ex)change.

*Prerequisite: 30 points passed*

#### **ANTHRO 235 15 Points**

##### **The Anthropology of Human Remains**

Human remains reflect the lives of the dead as well as the lives of those who buried them. The course introduces students to the various ways in which we can study the dead. It covers three areas: the interpretation of mortuary practices, the interpretation of past lives from skeletal remains, and the practice of burial archaeology in the southern hemisphere.

*Prerequisite: 15 points in Anthropology or 60 points passed*

*Restriction: ANTHRO 367*

#### **ANTHRO 236 15 Points**

##### **Special Topic**

#### **ANTHRO 241 15 Points**

##### **Anthropology of the Body**

Examines cultural and historical variations in how societies understand and experience the human body. The focus will be primarily on social, historical, and political-economic approaches. Topics such as labour, sport, health, illness, sexuality, gender, and religious ritual will be considered. Explores the cultural construction and social experience of the human body in a diverse range of settings.

*Prerequisite: ANTHRO 100 or 30 points in Anthropology*

*Restriction: ANTHRO 354*

#### **ANTHRO 244 15 Points**

##### **Politics of Culture**

A critical exploration of contemporary debates on and around the idea of 'culture'. Focuses particularly on controversies at the interface between anthropology and politics, from problems of cultural translation and the appropriation of culture, to the politicisation of culture, multiculturalism and the rise of the 'consumer culture'.

*Prerequisite: ANTHRO 100 or 30 points in Anthropology or Political and International Relations*

*Restriction: ANTHRO 330*

#### **ANTHRO 246 15 Points**

##### **Tradition and History in New Zealand Archaeology**

Examines 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 Ngāi Tahu settlement of the South Island.

*Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed*

*Restriction: ANTHRO 346*

#### **ANTHRO 247 15 Points**

##### **Anthropology Today: Debates in Culture**

The primary aim is to provide students with an introduction to some of the more topical and controversial themes that social anthropologists are currently engaged with.

Topics include: the culture of terrorism, anthropology and cyberculture, the anthropological study of prisons, race and racism, and the politics of representation.

*Prerequisite:* ANTHRO 100 or 30 points in Anthropology

*Restriction:* ANTHRO 371

#### **ANTHRO 248 15 Points**

##### **Special Topic**

*Prerequisite:* ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed

#### **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 100 or 30 points in Anthropology or Theological and Religious Studies or Sociology

*Restriction:* ANTHRO 379

#### **ANTHRO 251 15 Points**

##### **Special Topic**

*Prerequisite:* ANTHRO 100 or 30 points in Anthropology

#### **ANTHRO 252 15 Points**

##### **Special Topic: Global Heritage Management**

Globally, archaeological features and historic monuments are increasingly threatened by urban development, looting, antiquities trafficking, and effects of climate change. Using an archaeological perspective, state-of-the-art recording technologies, community partnerships, legislation, management systems, and the role of museums in conservation and exhibition will be examined. Case studies from Aotearoa, Pacific and elsewhere illustrate major issues, contradictions, and controversies, alongside effective heritage management.

*Prerequisite:* ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed

#### **ANTHRO 268 15 Points**

##### **Exploring Ethnography**

Explores ethnographic approaches to human cultures, including key elements of ethnographic fieldwork and analytic approaches. Uses ethnography to understand contexts and processes that shape people's social and cultural lives. In any given year, a different ethnographic region (e.g., Europe, Melanesia, Polynesia, South-East Asia, New Zealand) or theme (e.g., art, economics, racism, technology, violence) may be covered.

*Prerequisite:* ANTHRO 100 or 30 points in Anthropology, Sociology or History

*Restriction:* ANTHRO 368

### **Stage III**

#### **ANTHRO 301 15 Points**

##### **Contemporary Research in Music and Culture**

A seminar-style course covering a range of current topics and methods in ethnomusicology. Examines selected theories, methods, and perspectives on the roles and meanings of musical activity in contemporary human culture. We will view music as a symbolic component of cultural expression and as both focus and paradigm for cultural structures and behaviours.

*Prerequisite:* ANTHRO 202 or 30 points at Stage II in Transnational Cultures and Creative Practice

*Restriction:* ANTHRO 279

#### **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:* 60 points at Stage II

*Restriction:* ANTHRO 706

#### **ANTHRO 309**

**15 Points**

##### **Quantitative Methods in Anthropology**

Introduces analytical approaches to anthropological data, emphasising application of statistical principles to research design. Strongly recommended for all students of anthropology considering postgraduate study. Concepts and topics include: variable scales, operational definitions, sampling, choosing appropriate statistical tests, error, measures of central tendency and dispersion, accuracy, bias and validity. This course assumes only a limited mathematical background.

*Prerequisite:* ANTHRO 200 or 201 or 203 or 120 points passed

*Restriction:* SOCSRES 300

#### **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 317**

**15 Points**

##### **Field Methods in Archaeology**

Participation in a field school involving an intensive introduction to all aspects of excavation and subsequent laboratory analysis and report preparation.

*Prerequisite:* ANTHRO 200 passed with a grade of B- or higher

*Restriction:* ANTHRO 737

#### **ANTHRO 318**

**15 Points**

##### **Archaeological Science**

Archaeology uses a great number of scientific methods. This lab course introduces the application of these techniques. Using the resources found in our laboratories, topics covered include geophysical sub-surface prospecting, dating, identifying the origin of archaeological material using petrography and geochemistry, residue analysis, ceramic and stone artefact production, and study of archaeological sediments. Coursework includes a series of hands-on laboratories.

*Prerequisite:* B- or higher in ANTHRO 200 or 201

#### **ANTHRO 319**

**15 Points**

##### **World-view and Religion**

Anthropological approaches to religion and world-view. Includes cross-cultural approaches to meaning, belief, religious experience, ritual and myth. Issues of religion, ideology, syncretism, symbolism in social conflict and change. Considers local and world religions.

*Prerequisite:* ANTHRO 203 or 30 points at Stage II

*Restriction:* ANTHRO 250

#### **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 at Stage II

**ANTHRO 322 15 Points**  
**Origins of Civilisation**

The shift from a hunter-gatherer way of life to one based on village life and agriculture is foundational for the development of complex society. The course considers what socio-cultural changes were involved as Holocene societies developed in different parts of the world and how the relationship between humans and the environment changed.

*Prerequisite:* 60 points at Stage II

*Restriction:* ANTHRO 206

**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:* 30 points at Stage II

**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:* ANTHRO 200 or 201 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:* 30 points at Stage II

**ANTHRO 330 15 Points**  
**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 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 at Stage II

*Restriction:* ANTHRO 247

**ANTHRO 337 15 Points**  
**Birth, Death, and Disease: Anthropological Demography**

Examines how human populations change over time, what factors underlie patterns of disease and death, and why demography is so important to the study of epidemics. The

course will explore the use of demographic methods and theories of demographic and epidemiological transition to examine fertility, morbidity, mortality, and migration from an anthropological perspective, with a particular focus on infectious disease dynamics.

*Prerequisite:* ANTHRO 201 or 60 points in Anthropology

**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:* 30 points at Stage II in Anthropology

**ANTHRO 342 15 Points**  
**Human Sex, Gender and Sexuality**

Explores the central anthropological topics of human sex, sexuality and gender from diverse perspectives. Topics may include cross-cultural and social conceptualisations and creations of difference; ideas about biology, gender and sexuality; how they are simultaneously socio-cultural products and forces; lived experiences and corporeal and political phenomena; reproductive politics; and global, national and local sexual and gender relations.

*Prerequisite:* ANTHRO 203 or 30 points at Stage II

*Restriction:* ANTHRO 211, 215

**ANTHRO 345 15 Points**  
**Directed Study in Anthropology**

A directed reading and individual study course, offered in exceptional circumstances, to prepare students in the methodologies of a selected sub-discipline of Anthropology, with the agreement and under the supervision of appropriate staff.

*Prerequisite:* ANTHRO 200 or 201 or 219 or 203 and Head of Disciplinary Area approval

**ANTHRO 346 15 Points**  
**Tradition and History in New Zealand Archaeology**

Examines 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 Ngāi 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**

Adopts evolutionary and biocultural perspectives in examining patterns of human growth and maturation. Human developmental patterns are placed within an evolutionary framework using evidence from non-human primates and earlier hominid remains. Variability within and among human populations in growth and developmental timing is considered in terms of genetics interacting with physical, biotic and social factors.

*Prerequisite:* ANTHRO 201 or 60 points in Anthropology

- 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 60 points in Anthropology  
*Restriction:* ANTHRO 205
- ANTHRO 351** 15 Points  
**Special Topic**  
*Prerequisite:* ANTHRO 203 or 30 points at Stage II in Anthropology
- ANTHRO 352** 15 Points  
**Special Topic: Applied Anthropology**  
 Examines how anthropology has been used in interventions that affect people's lives, and how anthropology has contributed to public policy and public discourse. Considers ethical, methodological and theoretical complexities of anthropology's engagement in development and advocacy. Finally, the course will consider how anthropologists fit into the bigger picture of transnational governmentality, policy and economy.  
*Prerequisite:* 60 points in Anthropology
- ANTHRO 353** 15 Points  
**Archaeology in Practice**  
 Introduces standard laboratory methods for analysing artefacts and generating material culture data to answer questions about the past. Quantitative observations, classification, and hypothesis testing will be emphasised. Course content will be relevant to a range of archaeological research, including research in heritage management contexts. Analysis of Australasian and Pacific Island materials will form the basis of laboratory work when possible.  
*Prerequisite:* B- or higher in ANTHRO 200 or 201
- ANTHRO 354** 15 Points  
**Anthropology of the Body**  
 Examines cultural and historical variations in how societies understand and experience the human body. The focus will be primarily on social, historical, and political-economic approaches. Topics such as labour, sport, health, illness, sexuality, gender and religious ritual will be considered. Explores the cultural construction and social experience of the human body in a diverse range of settings.  
*Prerequisite:* ANTHRO 203 or 30 points at Stage II in Anthropology  
*Restriction:* ANTHRO 241
- 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:* 30 points at Stage II  
*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 at Stage II  
*Restriction:* WOMEN 303
- ANTHRO 360** 15 Points  
**Special Topic**  
*Prerequisite:* ANTHRO 200 or 201 or 203 or 219 or 120 points passed
- ANTHRO 365** 15 Points  
**Coming of the Māori: Archaeology of Aotearoa**  
 Examines the first 600-700 years of human settlement in Aotearoa/New Zealand from an archaeological perspective, from Polynesian arrival through the early historic period. Themes include Māori origins in East Polynesia, adaptations to Aotearoa's temperate environment, changing patterns of resource use, Māori material culture and arts, the development of fortified sites or pā, and the emergence of classic Māori society.  
*Prerequisite:* 60 points at Stage II  
*Restriction:* ANTHRO 207
- ANTHRO 366** 15 Points  
**Medicine, Power and Politics**  
 Anthropological examination of the interplay between cultural values, local and national politics, and international health programs and initiatives. Examines how experiences of medical care and ideas of illness and health vary across different cultural groups and socio-cultural settings.  
*Prerequisite:* ANTHRO 203 or 30 points at Stage II
- ANTHRO 367** 15 Points  
**The Anthropology of Human Remains**  
 Human remains reflect the lives of the dead as well as the lives of those who buried them. The course introduces students to the various ways in which we can study the dead. It covers three areas: the interpretation of mortuary practices, the interpretation of past lives from skeletal remains, and the practice of burial archaeology in the southern hemisphere.  
*Prerequisite:* ANTHRO 200 or 201 with a minimum B- grade  
*Restriction:* ANTHRO 235
- ANTHRO 368** 15 Points  
**Exploring Ethnography**  
 Explores ethnographic approaches to human cultures, including key elements of ethnographic fieldwork and analytic approaches. Uses ethnography to understand contexts and processes that shape people's social and cultural lives. In any given year, a different ethnographic region (e.g., Europe, Melanesia, Polynesia, South-East Asia, New Zealand) or theme (e.g., art, economics, racism, technology, violence) may be covered.  
*Prerequisite:* ANTHRO 203 or 30 points at Stage II in Anthropology  
*Restriction:* ANTHRO 268
- ANTHRO 370** 15 Points  
**Special Topic**  
*Prerequisite:* ANTHRO 200 or 120 points passed
- ANTHRO 399** 15 Points  
**Capstone: Anthropological Science**  
 Provides students with an opportunity to demonstrate their integrated knowledge and growth in the major. Students are

encouraged to make connections between their academic learning in anthropological science and the professional world. Specific topics will vary by year, but will feature projects designed to incorporate both independent and collaborative work, as well as the potential for public engagement.

*Prerequisite: 30 points passed at Stage III in Anthropological Science or Academic Head approval*

### Postgraduate 700 Level Courses

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|--------------------|------------------|
| <b>ANTHRO 700</b>  | <b>30 Points</b> |
| <b>ANTHRO 700A</b> | <b>15 Points</b> |
| <b>ANTHRO 700B</b> | <b>15 Points</b> |

#### 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*

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| <b>ANTHRO 701</b>  | <b>30 Points</b> |
| <b>ANTHRO 701A</b> | <b>15 Points</b> |
| <b>ANTHRO 701B</b> | <b>15 Points</b> |

#### 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, or ANTHRO 701*

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| <b>ANTHRO 703</b>  | <b>30 Points</b> |
| <b>ANTHRO 703A</b> | <b>15 Points</b> |
| <b>ANTHRO 703B</b> | <b>15 Points</b> |

#### 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*

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| <b>ANTHRO 704A</b> | <b>15 Points</b> |
| <b>ANTHRO 704B</b> | <b>15 Points</b> |

#### 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*

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| <b>ANTHRO 708A</b> | <b>15 Points</b> |
| <b>ANTHRO 708B</b> | <b>15 Points</b> |

#### 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*

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| <b>ANTHRO 709</b> | <b>15 Points</b> |
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#### 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.

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| <b>ANTHRO 712</b> | <b>30 Points</b> |
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#### Topic in Biological Anthropology

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|-------------------|------------------|
| <b>ANTHRO 713</b> | <b>30 Points</b> |
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#### Special Topic in Biological Anthropology

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|--------------------|------------------|
| <b>ANTHRO 718A</b> | <b>15 Points</b> |
| <b>ANTHRO 718B</b> | <b>15 Points</b> |

#### Interpreting Biocultural Data

A survey of the design, implementation, analysis, interpretation, and dissemination of research in biocultural anthropology. It provides a holistic overview of both qualitative and quantitative approaches to biocultural anthropological scholarship.

*To complete this course students must enrol in ANTHRO 718 A and B*

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| <b>ANTHRO 719</b>  | <b>30 Points</b> |
| <b>ANTHRO 719A</b> | <b>15 Points</b> |
| <b>ANTHRO 719B</b> | <b>15 Points</b> |

#### Ethnographic Practice and Design

Based on seminars, workshops and field research, the course prepares students to understand the foundations of anthropological ethnography and the ethical issues it entails, and to become proficient ethnographers in the field, in archives and at the desk. The course provides instruction and practice in research design and proposal writing in socio-cultural anthropology.

*Restriction: ANTHRO 753*

*To complete this course students must enrol in ANTHRO 719 A and B, or ANTHRO 719*

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|-------------------|------------------|
| <b>ANTHRO 724</b> | <b>30 Points</b> |
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#### Special Topic in Social Anthropology

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|--------------------|------------------|
| <b>ANTHRO 726A</b> | <b>15 Points</b> |
| <b>ANTHRO 726B</b> | <b>15 Points</b> |

#### 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*

*To complete this course students must enrol in ANTHRO 726 A and B*

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| <b>ANTHRO 727</b>  | <b>30 Points</b> |
| <b>ANTHRO 727A</b> | <b>15 Points</b> |
| <b>ANTHRO 727B</b> | <b>15 Points</b> |

#### Ethnographies of Music-making

Advanced theories and methodologies for the ethnomusicological 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 323, 333, 357*

*To complete this course students must enrol in ANTHRO 727 A and B, or ANTHRO 727*



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| <b>ANTHRO 728</b>  | <b>30 Points</b>  |
| <b>Topic in Ethnomusicology</b>  |                   |
| <b>ANTHRO 729</b>  | <b>15 Points</b>  |
| <b>ANTHRO 729A</b>   | <b>7.5 Points</b> |
| <b>ANTHRO 729B</b>   | <b>7.5 Points</b> |
| <b>Special Studies in Anthropology</b>   |                   |
| 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.  |                   |
| <i>To complete this course students must enrol in ANTHRO 729 A and B, or ANTHRO 729</i>  |                   |
| <b>ANTHRO 732</b>  | <b>15 Points</b>  |
| <b>Reading Medical Ethnography</b>   |                   |
| 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.  |                   |
| <b>ANTHRO 733</b>  | <b>30 Points</b>  |
| <b>Research in Popular Music Culture</b>   |                   |
| Advanced ethnomusicological theories and methodologies for the analysis of data that are obtained from mediated performance, archival sources, material culture and recorded music and image.  |                   |
| <i>Prerequisite: 30 points from ANTHRO 323, 333, 357</i>   |                   |
| <b>ANTHRO 735</b>  | <b>30 Points</b>  |
| <b>Special Topic in Anthropology</b>   |                   |
| <b>ANTHRO 736</b>  | <b>30 Points</b>  |
| <b>ANTHRO 736A</b>   | <b>15 Points</b>  |
| <b>ANTHRO 736B</b>   | <b>15 Points</b>  |
| <b>Special Studies in Anthropology</b>   |                   |
| 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.  |                   |
| <i>To complete this course students must enrol in ANTHRO 736 A and B, or ANTHRO 736</i>  |                   |
| <b>ANTHRO 738</b>  | <b>15 Points</b>  |
| <b>Anthropology and World Religions</b>  |                   |
| Examines the relationships between global religious bodies and theologies and local belief and practices. Addresses questions of agency, culture, power, cross-cultural encounters and vernacularisation in world religions such as, Christianity, Buddhism and Islam or themes such as, missionaries, vernacularisation and colonialism.          |                   |
| <b>ANTHRO 739</b>  | <b>15 Points</b>  |
| <b>ANTHRO 739A</b>   | <b>7.5 Points</b> |
| <b>ANTHRO 739B</b>   | <b>7.5 Points</b> |
| <b>Special Studies in Anthropology</b>   |                   |
| 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.   |                   |
| <i>To complete this course students must enrol in ANTHRO 739 A and B, or ANTHRO 739</i>  |                   |
| <b>ANTHRO 742</b>  | <b>15 Points</b>  |
| <b>Contact and Colonialism</b>   |                   |
| 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 744 15 Points**

##### **Anthropology and History**

A critical examination of the characteristics, applications and interactions of different media in the production of the past: chant, genealogy, song, dance, textiles, carving, architecture, as well as written text.

*Restriction: ANTHRO 720*

#### **ANTHRO 745 15 Points**

##### **Special Topic: Anthropology and the Humanities**

Explores the interactions between anthropology and the humanities, especially literature and visual arts. Topics include anthropology's formation in relation to modernism, primitivism; how these movements have influenced nationalisms; contemporary exercises in genre-bending: ethnographic novels, ethnography as literature, televisual ethnography; the borders between empirical ethnographic and imaginative accounts. Students will consider how and why disciplinary boundaries are formed and transgressed.

#### **ANTHRO 746 15 Points**

##### **Special Topic: The Archaeology of the Anthropocene**

Calls for the Anthropocene, a new geological epoch, recognise long-term, consequential effects of human societies, regardless of size, economics or socio-political complexity, on environments, organisms and ecosystems. When did the Anthropocene begin? How do we track socio-natural interactions over deep time? What might the past offer the future? This course explores how archaeology contributes to these and related questions.

#### **ANTHRO 747 15 Points**

##### **Special Topic**

#### **ANTHRO 748 15 Points**

##### **Human Osteology**

Advanced method and theory in human osteology. Coursework is a combination of seminars and practical workshops covering the areas of biocultural frameworks, ethics, taphonomy, human identification, dental anthropology, palaeopathology and biomolecular approaches. Work is focused upon method and theory as applied in the southern hemisphere.

*Restriction: ANTHRO 730*

#### **ANTHRO 749 15 Points**

##### **Advanced Primatology**

A practical and theoretical exploration of the methodological principles and research methods in contemporary primatology. Students build a working understanding of behavioural data collection and analysis, as well as developing tools for the assessment of populations and habitats.

*Restriction: ANTHRO 730*

#### **ANTHRO 753 15 Points**

##### **Ethnographic Research**

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 756 15 Points**

##### **Anthropology and Intellectual Property**

Examines recent anthropological contributions to debates about intellectual property. These include concepts



of ownership, the objectification and appropriation of indigenous knowledge, creativity, bioprospecting, the protection of intangible cultural property, and the effects of global flows of information on persons, privacy and the ownership of ideas.

**ANTHRO 758** 30 Points  
**Special Topic in Archaeology**

**ANTHRO 759** 15 Points  
**Special Topic**

**ANTHRO 760** 15 Points  
**Anthropological Theory and the Contemporary World**

An analysis of foundational and current theoretical works in social anthropology and their relevance to understanding contemporary societies and cultures. The course examines anthropological approaches to long-standing disciplinary debates and contemporary issues of wider public debate.  
*Prerequisite:* Permission of Head of Department  
*Restriction:* ANTHRO 714

**ANTHRO 761** 15 Points  
**Cultural Worlds in Anthropological Perspective**

Draws on both classic and cutting edge approaches in anthropology to examine how human social and cultural worlds are constituted, contested and changed. The course introduces students to a range of different anthropological perspectives on contemporary social, political and economic issues and shows how these can be addressed cross-culturally.  
*Prerequisite:* Permission of Head of Department  
*Restriction:* ANTHRO 714

**ANTHRO 780** 30 Points

**ANTHRO 780A** 15 Points

**ANTHRO 780B** 15 Points

**Research Project**  
*Restriction:* ANTHRO 782

To complete this course students must enrol in ANTHRO 780 A and B, or ANTHRO 780

**ANTHRO 782** 30 Points  
**Research Essay**  
*Restriction:* ANTHRO 754, 780

**ANTHRO 790** 60 Points

**ANTHRO 790A** 30 Points

**ANTHRO 790B** 30 Points

**Dissertation in Anthropology**

A topic in one of the sub-disciplines of Anthropology to be selected in consultation with a supervisor.  
To complete this course students must enrol in ANTHRO 790 A and B, or ANTHRO 790

**ANTHRO 792** 45 Points

**ANTHRO 792A** 22.5 Points

**ANTHRO 792B** 22.5 Points

**Dissertation in Anthropology**

A topic in one of the sub-disciplines of Anthropology to be selected in consultation with staff.  
To complete this course students must enrol in ANTHRO 792 A and B, or ANTHRO 792

**ANTHRO 796A** 60 Points

**ANTHRO 796B** 60 Points

**Thesis in Anthropology**

*Prerequisite:* A BA(Hons) in Anthropology with an average of at least B+ for courses taken in the BA(Hons) degree or equivalent  
To complete this course students must enrol in ANTHRO 796 A and B

**ANTHRO 797A** 60 Points

**ANTHRO 797B** 60 Points

**Research Portfolio**

*Prerequisite:* A BA(Hons) in Anthropology with an average of at least B for courses taken in the BA(Hons) degree or equivalent  
To complete this course students must enrol in ANTHRO 797 A and B

## Art History

### Stage I

**ARTHIST 107** 15 Points

**The Renaissance: Art and the City**

An investigation of the social and cultural history of urbanisation 1400-1600 as expressed in painting, sculpture 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 may include Florence, Bruges, Venice, Antwerp and Rome.

**ARTHIST 109** 15 Points

**Shock of the Modern**

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, 141

**ARTHIST 114** 15 Points

**ARTHIST 114G** 15 Points

**Understanding Art: Leonardo to Warhol**

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.

*Restriction:* ARTHIST 109

**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 200** 15 Points

**Radical Change: 1850-1940**

Focuses on a crucial period of change and innovation in European art practices. Addresses ideas about art and the visual, the consequences and complexities of which are still being played out in the art and socio-cultural worlds of today.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 202, 222, 300, 302, 322

**ARTHIST 201 15 Points****Art and Revolution 1750-1850**

Topics in late eighteenth and early nineteenth-century painting, sculpture and architecture in Europe, particularly France and Britain. The impact of social and industrial revolution is examined, and developments in portraiture, landscape and history painting are explored. The major artists include Constable, Turner, Goya, Reynolds, Gainsborough, David, Ingres, Gericault and Delacroix.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 321

**ARTHIST 203 15 Points****Art and Devotion in Northern Europe**

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:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 303

**ARTHIST 204 15 Points****Ways of Seeing Contemporary Art**

Examines some central concerns that have arisen in late modernist art, exploring the moves, intensifications and political implications of art in the post-1968 period: dematerialisation of the art object, site-specificity, the artist in a commodity culture, activism, questions of identity, notions of looking and spectatorship, interactivity, new media, contemporary censorship and debates about the place of the aesthetic.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 334

**ARTHIST 206 15 Points****South Asian Photography**

Examines the development and reception of photography from the nineteenth to the twenty-first centuries across South Asia, focusing on how photographic practices evolved in response to socio-political factors such as class, gender, and colonisation. The course will cover topics such as studio portraits, painted images, and fine-art prints looking at work by artists such as Dayanita Singh and Raghu Rai.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 313

**ARTHIST 210 15 Points****Modernism and Design**

A study of the central role played by architecture and design within twentieth-century Modernism. Dealing with function, materials, decoration and Modernist theory, the course spans the period from Art Nouveau in the 1890s to World War II. The main focus will be on Europe and the United States, with some references to New Zealand.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 310

**ARTHIST 214 15 Points****Rethinking NZ Art and Curating**

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:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 110, 110G, 314

**ARTHIST 215 15 Points****The Print in Northern Europe 1470-1600**

Examines the emergence and development of the print as an independent art form in Northern Europe during the Renaissance, with a close study of the works of major artists.

*Prerequisite:* 30 points at Stage I in Art History, or 30 points at Stage I in European Studies, or 15 points at Stage I in Art History and 15 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:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 317

**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:* 15 points at Stage I in Art History and 30 points passed

*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:* 15 points at Stage I in Art History or History or EUROPEAN 100 or HUMS 101, and 30 points passed

*Restriction:* ARTHIST 325, HISTORY 337

**ARTHIST 230 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:* 15 points at Stage I in Art History and 30 points passed

*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:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 331

**ARTHIST 233 15 Points****The Art of Gender Politics**

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:* 15 points at Stage I in Art History and 30 points passed, or 30 points in Transnational Cultures and Creative Practice

*Restriction:* ARTHIST 319, 333

**ARTHIST 235 15 Points****Contemporary Art in Aotearoa NZ**

Focuses on contemporary art in Aotearoa New Zealand from the 1970s to the present, beginning with the later modernist period, exploring the innovations and contributions of Maori and Pakeha artists, and charting its influences and evolution into post-object, and contemporary practices. The development of Pacific art as well as practices that engage with feminism and gender are also a focus.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*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:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 336

**ARTHIST 238 15 Points****Māori Art History: Mana Taonga**

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:* 15 points at Stage I in Art History and 30 points passed, or 45 points in BGlobalSt courses

*Restriction:* ARTHIST 102, 338

**ARTHIST 245 15 Points****The Art of Majesty: Tudors and Stuarts**

Examines the role of art, architecture and material goods

in communicating magnificence and legitimising political power in Tudor and Stuart England. Coverage includes Henry VIII, Elizabeth I, Anne of Denmark and Charles I and artists and architects such as Hans Holbein, Marcus Gheeraerts, Anthony van Dyck and Inigo Jones.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 345

**ARTHIST 246 15 Points****Global History of Photography**

Overview of photography's global history, beginning with proto-photographic forms and ending with a consideration of digital technology and social media. Art photography is examined alongside journalistic, scientific and ethnographic paradigms of photographic practice. Conceptual issues such as socio-cultural power relationships and diverse representations of time lie at the heart of this course.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 346

**ARTHIST 247 15 Points****Special Topic**

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

**ARTHIST 248 15 Points****Special Topic**

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 348

**Stage III****ARTHIST 300 15 Points****Radical Change: 1850-1940**

Focuses on a crucial period of change and innovation in European art practices. Addresses ideas about art and the visual, the consequences and complexities of which are still being played out in the art and socio-cultural worlds of today.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 200, 202, 222, 302, 322

**ARTHIST 303 15 Points****Art and Devotion in Northern Europe**

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:* 15 points at Stage II in Art History and 60 points passed

*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:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 210

**ARTHIST 313 15 Points****South Asian Photography**

Examines the development and reception of photography from the nineteenth to the twenty-first centuries across South Asia, focusing on how photographic practices evolved in response to socio-political factors such as class, gender, and colonisation. The course will cover topics such as studio portraits, painted images, and fine-art prints looking at work by artists such as Dayanita Singh and Raghu Rai.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 206

**ARTHIST 314 15 Points****Rethinking NZ Art and Curating**

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:* HISTORY 252 and 15 points at Stage I in Art History or 15 points at Stage II in Art History, and 60 points passed

*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:* 15 points at Stage II in Art History and 60 points passed

*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:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 217

**ARTHIST 321 15 Points****Art and Revolution 1750-1850**

Topics in late eighteenth and early nineteenth-century painting, sculpture and architecture in Europe, particularly France and Britain. The impact of social and industrial revolution is examined, and developments in portraiture, landscape and history painting are explored. The major artists include Constable, Turner, Goya, Reynolds, Gainsborough, David, Ingres, Gericault and Delacroix.

*Prerequisite:* HISTORY 224 and 15 points at Stage I in Art History or 15 points at Stage II in Art History, and 60 points passed

*Restriction:* ARTHIST 201

**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:* HISTORY 243 and 15 points at Stage I in Art History or 15 points at Stage II in Art History, and 60 points passed

*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:* 15 points at Stage II in Art History or History and 60 points passed

*Restriction:* ARTHIST 225, HISTORY 337

**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:* 15 points at Stage I in Art History and 15 points from ENGLISH 206, FRENCH 244, HISTORY 241, PHIL 212, or 15 points at Stage II in Art History and 60 points passed

*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:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 230

**ARTHIST 333 15 Points****The Art of Gender Politics**

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:* GENDER 208 and 15 points at Stage I in Art History, or 15 points at Stage II in Art History and 60 points passed, or 30 points in Transnational Cultures and Creative Practice

*Restriction:* ARTHIST 233, 319

**ARTHIST 334 15 Points****Ways of Seeing Contemporary Art**

Examines some central concerns that have arisen in late modernist art, exploring the moves, intensifications and political implications of art in the post-1968 period: dematerialisation of the art object, site-specificity, the artist in a commodity culture, activism, questions of identity, notions of looking and spectatorship, interactivity, new

media, contemporary censorship and debates about the place of the aesthetic.

*Prerequisite:* At least 15 points from FTVMS 203, HISTORY 206, PHIL 212 and 15 points at Stage I in Art History or 15 points at Stage II in Art History, and 60 points passed  
*Restriction:* ARTHIST 204

### **ARTHIST 335 15 Points**

#### **Contemporary Art in Aotearoa NZ**

Focuses on contemporary art in Aotearoa New Zealand from the 1970s to the present, beginning with the later modernist period, exploring the innovations and contributions of Maori and Pakeha artists, and charting its influences and evolution into post-object, and contemporary practices. The development of Pacific art as well as practices that engage with feminism and gender are also a focus.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 103, 235

### **ARTHIST 336 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:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 236

### **ARTHIST 338 15 Points**

#### **Māori Art History: Mana Taonga**

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:* At least 15 points from ANTHRO 207, HISTORY 252 and 15 points at Stage I in Art History or 15 points at Stage II in Art History and 60 points passed, or 30 points at Stage II in BGlobalSt courses

*Restriction:* ARTHIST 102, 238

### **ARTHIST 345 15 Points**

#### **The Art of Majesty: Tudors and Stuarts**

Examines the role of art, architecture and material goods in communicating magnificence and legitimising political power in Tudor and Stuart England. Coverage includes Henry VIII, Elizabeth I, Anne of Denmark and Charles I and artists and architects such as Hans Holbein, Marcus Gheeraerts, Anthony van Dyck and Inigo Jones.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 245

### **ARTHIST 346 15 Points**

#### **Global History of Photography**

Overview of photography's global history, beginning with proto-photographic forms and ending with a consideration of digital technology and social media. Art photography is examined alongside journalistic, scientific and ethnographic paradigms of photographic practice. Conceptual issues

such as socio-cultural power relationships and diverse representations of time lie at the heart of this course.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 246

### **ARTHIST 347 15 Points**

#### **Special Topic**

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

### **ARTHIST 348 15 Points**

#### **Special Topic**

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 248

### **ARTHIST 349 15 Points**

#### **Special Topic**

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

## **Postgraduate 700 Level Courses**

### **ARTHIST 700 30 Points**

#### **ARTHIST 700A 15 Points**

#### **ARTHIST 700B 15 Points**

#### **Participation, Collaboration, and Photography**

Explores a range of increasingly prevalent artistic practice grounded in artistic collaboration and audience participation that are typically mediated through photographic documentation. Considering work by artists such as Thomas Hirschhorn, Tania Bruguera, and Sophie Calle, this course covers topics such as relational aesthetics, site-specificity and pedagogical interventions into public space.

*To complete this course students must enrol in ARTHIST 700 A and B, or ARTHIST 700*

### **ARTHIST 701 30 Points**

#### **ARTHIST 701A 15 Points**

#### **ARTHIST 701B 15 Points**

#### **Art for the City and the Court**

Examines the production, patronage and display of art and its function within the political, religious and social frameworks of the early modern court and the city. It focuses on Amsterdam and The Hague in the Dutch Republic and London as the epicentre of the Stuart court. The full panoply of visual and material culture are discussed including painting, sculpture, tapestries, clothing, jewellery and interior decoration.

*To complete this course students must enrol in ARTHIST 701 A and B, or ARTHIST 701*

### **ARTHIST 703A 15 Points**

#### **ARTHIST 703B 15 Points**

#### **Cross-cultural Encounters and Creativity**

Explores cross-cultural interactions through images and objects in all visual media from the eighteenth to the twenty-first century in New Zealand, the Pacific, Australia, the Middle East, the Americas, China, Japan and India. The course focuses on meanings and uses of visual arts in different socio-cultural contexts, as well as travel, migration and displacement.

*Restriction:* ARTHIST 733

*To complete this course students must enrol in ARTHIST 703 A and B*

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| <b>ARTHIST 706</b>  | <b>30 Points</b> |
| <b>ARTHIST 706A</b> | <b>15 Points</b> |
| <b>ARTHIST 706B</b> | <b>15 Points</b> |

**Public Art: Politics and Process**

Examines the politics and process around modern and contemporary public art and monuments, predominantly sculpture. Topics include: the challenges of public space, patronage, issues of nationalism and cultural identity, memorialisation (e.g., 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*

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| <b>ARTHIST 715</b>                                    | <b>15 Points</b> |
| <b>Special Topic: Museums and Politics of Culture</b> |                  |

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*

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| <b>ARTHIST 719</b>                        | <b>15 Points</b> |
| <b>Public Art: Issues and Controversy</b> |                  |

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*

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| <b>ARTHIST 722</b>  | <b>30 Points</b> |
| <b>ARTHIST 722A</b> | <b>15 Points</b> |
| <b>ARTHIST 722B</b> | <b>15 Points</b> |

**Rembrandt and the Dutch Golden Age**

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*

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| <b>ARTHIST 725</b>  | <b>30 Points</b> |
| <b>ARTHIST 725A</b> | <b>15 Points</b> |
| <b>ARTHIST 725B</b> | <b>15 Points</b> |

**Concepts in Contemporary Art**

Examines the cross-fertilisation of theory and praxis, philosophy and art, materialism and idealism in the arts. It will be taught in four thematic units – Body/Mind; Representation/Experience; Self/Other and Materialism/Conceptualism – testing how visual theory bridges the gap between these dual terms. Students will learn to apply a number of important critical theories to their understanding

of art, and importantly, to fine-tune those theories through visual experience.

*Restriction: ARTHIST 724, 729*

*To complete this course students must enrol in ARTHIST 725 A and B, or ARTHIST 725*

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| <b>ARTHIST 726</b>   | <b>15 Points</b> |
| <b>Special Study</b> |                  |

Directed study on a topic or topics approved by the Academic Head.

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| <b>ARTHIST 727</b>                  | <b>15 Points</b> |
| <b>Art in Context: Study Abroad</b> |                  |

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*

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| <b>ARTHIST 728</b>  | <b>30 Points</b> |
| <b>ARTHIST 728A</b> | <b>15 Points</b> |
| <b>ARTHIST 728B</b> | <b>15 Points</b> |

**Special Topic**

*To complete this course students must enrol in ARTHIST 728 A and B, or ARTHIST 728*

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| <b>ARTHIST 730</b>  | <b>30 Points</b> |
| <b>ARTHIST 730A</b> | <b>15 Points</b> |
| <b>ARTHIST 730B</b> | <b>15 Points</b> |

**Exploring Pacific Art**

Focuses on a range of Māori and Pacific art forms. Themes dealt with include indigenous and migrant voices, memory and notions of belonging, popular culture and its interface with gallery practices, and stereotypes and representation. These topics will be discussed alongside relevant Māori and Pacific writers and theorists, including Ngahuia Te Awakotuku, 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*

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| <b>ARTHIST 731</b>         | <b>15 Points</b> |
| <b>Sites of Resistance</b> |                  |

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*

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| <b>ARTHIST 732</b>                              | <b>15 Points</b> |
| <b>Topics in Pacific Art and Visual Culture</b> |                  |

Focuses on a range of Pacific art forms and aspects of visual culture. Topics include indigenous and migrant voices, memory and notions of belonging, popular culture and its interface with gallery practice and stereotypes and representation. A range of art works and issues are discussed alongside relevant Pacific writers and theorists, including Ngahuia Te Awakotuku, Albert Wendt and Epeli Hau'ofa.

*Restriction: ARTHIST 730*

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| <b>ARTHIST 733</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>ARTHIST 734</b>  | <b>30 Points</b> |
| <b>ARTHIST 734A</b> | <b>15 Points</b> |
| <b>ARTHIST 734B</b> | <b>15 Points</b> |

**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*

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| <b>ARTHIST 737</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>ARTHIST 738</b>  | <b>30 Points</b> |
| <b>ARTHIST 738A</b> | <b>15 Points</b> |
| <b>ARTHIST 738B</b> | <b>15 Points</b> |

**Special Topic**

*To complete this course students must enrol in ARTHIST 738 A and B, or ARTHIST 738*

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| <b>ARTHIST 790</b>  | <b>30 Points</b> |
| <b>ARTHIST 790A</b> | <b>15 Points</b> |
| <b>ARTHIST 790B</b> | <b>15 Points</b> |

**Research Project**

*To complete this course students must enrol in ARTHIST 790 A and B, or ARTHIST 790*

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| <b>ARTHIST 792</b>  | <b>45 Points</b>   |
| <b>ARTHIST 792A</b> | <b>22.5 Points</b> |
| <b>ARTHIST 792B</b> | <b>22.5 Points</b> |

**Dissertation**

*To complete this course students must enrol in ARTHIST 792 A and B, or ARTHIST 792*

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| <b>ARTHIST 793</b>    | <b>15 Points</b> |
| <b>Research Essay</b> |                  |

A 5000 word supervised research essay selected by the student and the Academic Head or nominee in consultation.

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| <b>ARTHIST 795A</b> | <b>60 Points</b> |
| <b>ARTHIST 795B</b> | <b>60 Points</b> |

**Research Portfolio**

*Prerequisite: A BA(Hons) in Art History with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in ARTHIST 795 A and B*

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| <b>ARTHIST 796A</b> | <b>60 Points</b> |
| <b>ARTHIST 796B</b> | <b>60 Points</b> |

**Thesis**

*Prerequisite: A BA(Hons) in Art History with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in ARTHIST 796 A and B*

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**Arts General**

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**Foundation Courses**

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| <b>ARTSGEN 92F</b> | <b>15 Points</b> |
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**Introduction to Arts and Humanities**

An interdisciplinary, skills-based course which takes students through a special research topic with input from a number of different Arts and Arts-related disciplines. This not only provides students with research experience; it also assists them in making subject choices for Stage I by

introducing them to different disciplines and subject areas in the arts and humanities.

*Restriction: ARTSGEN 92P*

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**Stage III**

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| <b>ARTSGEN 300</b> | <b>15 Points</b> |
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**Directed Study**

Directed study on a topic or topics approved by the Academic Head.

*Prerequisite: Approval of the relevant Academic Head or nominee concerned and Faculty is required*

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**Postgraduate 700 Level Courses**

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| <b>ARTSGEN 740</b> | <b>15 Points</b> |
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| <b>ARTSGEN 740A</b> | <b>7.5 Points</b> |
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| <b>ARTSGEN 740B</b> | <b>7.5 Points</b> |
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**Research Essay**

*To complete this course students must enrol in ARTSGEN 740 A and B, or ARTSGEN 740*

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| <b>ARTSGEN 777</b> | <b>15 Points</b> |
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**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 Academic Head or nominee.

*Prerequisite: Approval of Academic Head or nominee for language subject concerned. A student must be enrolled for the BA(Hons) or MA, and for this course, before starting overseas study*

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| <b>ARTSGEN 778</b> | <b>30 Points</b> |
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**Special Language Studies 2**

As for ARTSGEN 777. The overseas study, together with any other work required by the Academic Head or nominee, is to be equivalent in volume to a 30 point course.

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| <b>ARTSGEN 780</b> | <b>30 Points</b> |
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| <b>ARTSGEN 780A</b> | <b>15 Points</b> |
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| <b>ARTSGEN 780B</b> | <b>15 Points</b> |
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**Research Essay**

*To complete this course students must enrol in ARTSGEN 780 A and B, or ARTSGEN 780*

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| <b>ARTSGEN 792</b> | <b>45 Points</b> |
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| <b>ARTSGEN 792A</b> | <b>22.5 Points</b> |
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| <b>ARTSGEN 792B</b> | <b>22.5 Points</b> |
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**Dissertation**

*To complete this course students must enrol in ARTSGEN 792 A and B, or ARTSGEN 792*

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| <b>ARTSGEN 794A</b> | <b>45 Points</b> |
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| <b>ARTSGEN 794B</b> | <b>45 Points</b> |
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**Thesis**

*To complete this course students must enrol in ARTSGEN 794 A and B*

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| <b>ARTSGEN 796A</b> | <b>60 Points</b> |
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| <b>ARTSGEN 796B</b> | <b>60 Points</b> |
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**Thesis**

*To complete this course students must enrol in ARTSGEN 796 A and B*



**ARTSGEN 797A** 60 Points  
**ARTSGEN 797B** 60 Points  
**Research Portfolio**  
 To complete this course students must enrol in ARTSGEN 797 A and B

## Arts Scholars

### Stage I

**ARTSCHOL 100A** 7.5 Points  
**ARTSCHOL 100B** 7.5 Points  
**Arts Scholars 1**

An interdisciplinary seminar on a thematic subject of general interest determined by the convenor from semester to semester.

*Prerequisite:* Approval of Academic Head or nominee

To complete this course students must enrol in ARTSCHOL 100 A and B

### Stage II

**ARTSCHOL 200A** 7.5 Points  
**ARTSCHOL 200B** 7.5 Points  
**Arts Scholars 2**

An interdisciplinary seminar on great works in Arts to be determined by the convenor from semester to semester.

*Prerequisite:* B or higher in ARTSCHOL 100 or approval of Academic Head or nominee

To complete this course students must enrol in ARTSCHOL 200 A and B

### Stage III

**ARTSCHOL 300A** 7.5 Points  
**ARTSCHOL 300B** 7.5 Points  
**Arts Scholars 3**

Essay, project or directed study, involving individual or group-based work in one subject or interdisciplinary work involving more than one subject.

*Prerequisite:* B or higher in ARTSCHOL 200 or approval of Academic Head or nominee

To complete this course students must enrol in ARTSCHOL 300 A and B

## Asian Studies

### Stage I

**ASIAN 100** 15 Points  
**Images of Asia**

An interdisciplinary introduction to the histories and cultures of East Asian societies, exploring their development, their engagement with each other over time, and what makes them the societies that they are today.

*Restriction:* HISTORY 135

**ASIAN 140** 15 Points  
**ASIAN 140G** 15 Points  
**New Zealand and Asia**

Explores Asia and its interrelationship with New Zealand, including Asia's growing presence in New Zealand in all its manifestations, and the evolving political, social, economic, cultural, and strategic relations between this country and Asia. Topics will include historical and contemporary ties with Asia, Asian migration, literature, media and films. The course will focus especially on South-East and East Asia.

### Stage II

**ASIAN 200** 15 Points  
**Asian Identities**

Students explore the changing and contested nature of Asian identities through readings of seminal scholarly and theoretical texts on each theme, combined with analysis of the ways these themes are reflected in film, fiction and other popular cultural texts. The four themes (nationalism; gender; minorities; and indigenous rights) and a concentration on post-1945 East and South-East Asia provide the focus.

*Prerequisite:* ASIAN 100 or 30 points in Gender Studies or 45 points in BGlobalSt courses

*Restriction:* ASIAN 303

**ASIAN 202** 15 Points  
**Special Topic**

*Prerequisite:* 45 points at Stage I in BA courses

**ASIAN 203** 15 Points  
**Special Topic**

*Prerequisite:* 45 points at Stage I in BA courses

**ASIAN 204** 15 Points  
**Asian Diasporas**

Focuses on three major diasporic groups in Asia: Chinese, Korean and Japanese. Comparisons will be made among the three diasporic groups of overseas Koreans, Japanese and Chinese in their migration patterns, modes of adaptation, and transnational life styles.

*Prerequisite:* 45 points at Stage I in BA courses or 45 points in BGlobalSt courses

*Restriction:* ASIAN 302

### Stage III

**ASIAN 300** 15 Points  
**Special Study**

Independent student research conducted under the supervision of one or more lecturers.

*Prerequisite:* Approval of Academic Head or nominee

**ASIAN 302** 15 Points  
**Asian Diasporas**

Focuses on three major diasporic groups in Asia: Chinese, Korean and Japanese. Compares the migration patterns, modes of adaptation and transnational lifestyles of overseas Chinese, Japanese and Koreans.

*Prerequisite:* 30 points at Stage II in BA or BGlobalSt courses

*Restriction:* ASIAN 204

**ASIAN 303** 15 Points  
**Asian Identities**

Students explore the changing and contested nature of Asian Identities through readings of seminal scholarly and theoretical texts on each theme, combined with analysis of the ways these themes are reflected in film, fiction and other popular cultural texts. The four themes of nationalism; gender; minorities; and indigenous rights, and a concentration on post-1945 East and South-East Asia provide the focus.

*Prerequisite:* ASIAN 100 and 30 points at Stage II in BA, or GENDER 100 and 30 points at Stage II in BA courses, or 30 points at Stage II in BGlobalSt courses

*Restriction:* ASIAN 200

**ASIAN 304** 15 Points  
**Special Topic**

*Prerequisite:* ASIAN 100 and 30 points at Stage II in BA courses, or 30 points at Stage II in BGlobalSt courses



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**Postgraduate 700 Level Courses****ASIAN 702 30 Points****Approaches to Research in Asian Studies**

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.

*Restriction: ASIAN 700*

**ASIAN 708 15 Points****Religion in Modern Japanese Society**

The aim of this course is to understand the role of religious beliefs, practices, and institutions in modern Japanese society. Topics to be covered include the “invention” of State Shinto and its role in nation-building, the decline of established temple Buddhism, the emergence and impact of new religious movements, and social conflict related to religion-state issues in the postwar period.

*Restriction: JAPANESE 308*

**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****Research Project in Translation**

Theoretical aspects of translation.

**ASIAN 712 45 Points****Dissertation on Translation**

Theoretical aspects of translation.

**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: Transnational North-East Asia: Challenges and Possibilities**

This course aims to critically engage the current debates surrounding the concept and movement of “transnational Asia” and the possibility of reconciliation between China, Japan and the two Koreas. It examines the historical, cultural, and ideological sources and recent development of this new form of regionalism, as well as such challenges as Chinese hegemony and competing nationalisms in the region.

*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****ASIAN 758 30 Points****ASIAN 758A 15 Points****ASIAN 758B 15 Points****Research Essay**

*To complete this course students must enrol in ASIAN 758 A and B, or ASIAN 758*

**ASIAN 759 45 Points****Research Essay****ASIAN 780 30 Points****ASIAN 780A 15 Points****ASIAN 780B 15 Points****Research Project**

*To complete this course students must enrol in ASIAN 780 A and B, or ASIAN 780*

**ASIAN 792A 22.5 Points****ASIAN 792B 22.5 Points****Dissertation**

*To complete this course students must enrol in ASIAN 792 A and B*

**ASIAN 793A 45 Points****ASIAN 793B 45 Points****Thesis**

*Prerequisite: A BA(Hons) in Asian Studies with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in ASIAN 793 A and B*

**ASIAN 796A 60 Points****ASIAN 796B 60 Points****Thesis**

*Prerequisite: A BA(Hons) in Asian Studies with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in ASIAN 796 A and B*

**ASIAN 797A 60 Points****ASIAN 797B 60 Points****Research Portfolio**

*To complete this course students must enrol in ASIAN 797 A and B*

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**Career****Stage I****CAREER 100 15 Points****CAREER 100G 15 Points****Crafting your Career**

What is employability? The world of work is changing rapidly. Crafting your Career uses project-based, collaborative, problem-solving exercises to assist students in readying themselves for life after the degree. The course aims to build students' work-readiness by enhancing their understanding of a variety of workplaces, while developing the skills employers regard as essential to career success.

*Prerequisite: 60 points passed*

*Restriction: ARTSGEN 102, POPLHLTH 300, 302*

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**Stage II****CAREER 200 15 Points****Understanding the Workplace**

Enables students to build on existing paid work or voluntary service external to their University studies while learning about the dynamics of cultures within professional or organisational settings. Students will research how their target organisation functions, will consider other forms of workplace environment and will demonstrate how their own activities contribute to personal and professional development.

*Prerequisite: 90 points passed*

**Stage III****CAREER 300 15 Points**  
**Internship**

Enables students to gain workplace experience and to develop new skills, contacts and networks in a setting relevant to personal career interests. Students will undertake an internship project at a business or community enterprise. Academic content will include preparation before, and self-reflection and reporting after the placement. Consideration will be given to overseas as well as locally-based opportunities.

*Prerequisite:* 60 points passed at Stage II with a Grade Point Average of 6.0 or higher and Dean or nominee approval

*Restriction:* ARTSGEN 301, COMMS 307

**Chinese****Stage I****CHINESE 100 15 Points****CHINESE 100G 15 Points****Beginning Modern Chinese 1**

Introduces students to modern Standard Chinese (Mandarin, *Putonghua*) through exercises and activities to develop speaking, listening, reading and writing skills. Also introduces the social and cultural background of the language.

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**CHINESE 101 15 Points****Beginning Modern Chinese 2**

Continues to develop students' Chinese proficiency in speaking, listening, reading, writing skills and cultural literacy.

*Prerequisite:* CHINESE 100

*Restriction:* 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.

**CHINESE 178 15 Points****Chinese Study Abroad 1**

Formal language study in an approved overseas institution where instruction is in Mandarin Chinese. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

*Prerequisite:* Approval of Academic Head or nominee

**Stage II****CHINESE 200 15 Points****Intermediate Modern Chinese 1**

Further develops students' listening, speaking, reading and writing proficiency. Students who successfully complete the course will be familiar with most of the topics related to everyday life and can communicate in a limited range of contexts.

*Prerequisite:* CHINESE 101

*Restriction:* CHINESE 202. 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**

Further develops students' listening, speaking, reading and writing skills and introduces the formal register of the language. By the end of the course students can handle daily situations with increasing accuracy.

*Prerequisite:* CHINESE 200

*Restriction:* CHINESE 202. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**CHINESE 202 15 Points****Chinese for Heritage Speakers**

Designed for students who have lived in a Mandarin-speaking environment, but who have limited ability to read and write in Mandarin. This course covers the basic vocabulary and grammatical structures of Modern Standard Chinese with a focus on reading and writing skills.

*Prerequisite:* Approval of Academic Head or nominee

*Restriction:* CHINESE 100, 101, 110, 200, 201. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**CHINESE 203 15 Points****China on Screen**

The transformation of China's contemporary cultures and communities can be charted through film. This course uses films from the 1930s until this century to examine the development and contestation of the Chinese nation. Several films will be compared with their literary originals in translation.

*Prerequisite:* 30 points from ASIAN 100, COMMS 100, CHINESE 130, FTVMS 100, 101, JAPANESE 150, KOREAN 120, MEDIA 101 or 45 points at Stage I in BA courses

*Restriction:* CHINESE 303

**CHINESE 213 15 Points****Special Topic**

*Prerequisite:* CHINESE 101 or 110 or 130

**CHINESE 277 15 Points****Chinese Study Abroad 2A**

Formal study in Chinese in an approved overseas university. Enrolment requires the approval of the Programme Coordinator.

*Prerequisite:* Approval of Academic Head or nominee

**CHINESE 278 15 Points****Chinese Study Abroad 2B**

Formal study in Chinese in an approved overseas university. Enrolment requires the approval of the Programme Coordinator.

*Prerequisite:* Approval of Academic Head or nominee

**Stage III****CHINESE 300 15 Points****Advanced Modern Chinese 1**

Further develops students' listening, speaking, reading and writing skills through exploring Chinese culture and society. Builds on previous study of Chinese with an emphasis on developing independent skills to operate confidently in a Chinese-speaking environment.

*Prerequisite:* CHINESE 201

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**CHINESE 301 15 Points****Advanced Modern Chinese 2**

Builds on the knowledge gained from prior Chinese study and helps develop independent and confident skills as a

proficient user of Chinese. Texts covering various aspects of Chinese society, culture and literature will be read to strengthen knowledge of Chinese grammar and vocabulary, develop skills in both written and spoken Chinese, and provide a deeper understanding of contemporary Chinese culture.

*Prerequisite: CHINESE 300*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

#### **CHINESE 302 15 Points**

##### **Advanced Chinese Reading and Writing**

Designed for students studying Chinese language at an advanced level, this course focuses on strengthening reading and writing skills.

*Prerequisite: CHINESE 202 or 300 or approval by Academic Head or nominee*

#### **CHINESE 303 15 Points**

##### **China on Screen**

The transformation of China's contemporary cultures and communities can be charted through film. This course uses films from the 1930s until this century to examine the development and contestation of the Chinese nation. Several films will be compared with their literary originals in translation.

*Prerequisite: 30 points at Stage II in Asian Studies or Media, Film and Television, or CHINESE 130 and 15 points at Stage II in Asian Studies*

*Restriction: CHINESE 203*

#### **CHINESE 313 15 Points**

##### **Special Topic**

*Prerequisite: 30 points at Stage II in Chinese*

#### **CHINESE 377 15 Points**

##### **Chinese Study Abroad 3A**

Formal study in Chinese in an approved overseas university. Enrolment requires the approval of the Programme Coordinator.

*Prerequisite: Approval of Academic Head or nominee*

#### **CHINESE 378 15 Points**

##### **Chinese Study Abroad 3B**

Formal study in Chinese in an approved overseas university. Enrolment requires the approval of the Programme Coordinator.

*Prerequisite: CHINESE 377 and approval of Academic Head or nominee*

### **Postgraduate 700 Level Courses**

#### **CHINESE 724 30 Points**

##### **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 727 30 Points**

##### **Chinese New Zealanders**

Examines both recent immigration trends and the historical development of the New Zealand Chinese and other Asian communities. Special attention will be paid to the impact on New Zealand's demographic profile, social and economic implications and race relations issues, and contemporary transnationalism in its historical context. Will also examine settlement and integration issues, and the tension between globalisation and New Zealand nationalism.

#### **CHINESE 729A 15 Points**

##### **CHINESE 729B 15 Points**

##### **Special Topic**

*To complete this course students must enrol in CHINESE 729 A and B*

#### **CHINESE 730 15 Points**

##### **CHINESE 730A 7.5 Points**

##### **CHINESE 730B 7.5 Points**

##### **Directed Study**

*To complete this course students must enrol in CHINESE 730 A and B, or CHINESE 730*

#### **CHINESE 731 45 Points**

##### **Research Essay**

#### **CHINESE 732 30 Points**

##### **Directed Study**

#### **CHINESE 735 15 Points**

##### **Introduction to Chinese Linguistics**

The phonology, written system, dialectology, semantics, morphology, syntax and rhetoric of Chinese; and an introduction to the terminology and methodology used in Chinese linguistics research. The focus will be on the development of students' skills in critically appraising existing works and carrying out their own individual research projects.

*Restriction: CHINESE 717*

#### **CHINESE 737 15 Points**

##### **Research Essay**

#### **CHINESE 739 15 Points**

##### **Educational Linguistics in Chinese**

Systemically reviews the Chinese language system and key educational linguistic concepts for teaching and learning Chinese as a Second Language. The course will help students gain a solid understanding of the characteristics and development of the Chinese language, including but not limited to Chinese phonetics, dialects, characters, morphemes and words, lexical changes, sentence structures, stylistic issues and genres.

*Prerequisite: CHINESE 301 or equivalent*

*Restriction: CHINESE 707*

#### **CHINESE 740 15 Points**

##### **Chinese Teaching Pedagogy**

Critically investigates the pedagogical-content knowledge for teaching Chinese to speakers of other languages. Designed for students to develop practical pedagogical approaches to teach the following five content areas: pronunciation, characters, grammar, discourse and culture. Students will have opportunities to explore different strategies for engaging learners in Chinese language classrooms in schools, universities and the community.

*Prerequisite: CHINESE 301 or equivalent*

*Restriction: CHINESE 708*

#### **CHINESE 741 15 Points**

##### **Acquisition of Chinese**

Critically examines the most recent research on, and good practice in, the complex process of acquiring Chinese as a second language. Covers topics related to the relationship between Chinese and students' first language; individual students' different learning beliefs, motivation and autonomy; bilingualism; and the development of needs analyses for young and adult learners of Chinese.

*Restriction: CHINESE 709*

**CHINESE 742** 15 Points**Professional Learning for Chinese Teachers**

Explores advanced theories and practices relevant to teaching the Chinese language in different social and educational contexts. Focused on developing advanced intercultural competence and professional skills. Students will develop and apply new skills and techniques based on research and practice at the cutting-edge of the field.

*Prerequisite:* Must have attained a proficiency level in Chinese of at least HSK level 5 or its equivalent

*Restriction:* CHINESE 710

**CHINESE 777** 15 Points**Chinese Study Abroad I**

Formal study in an approved overseas institution where instruction is in Chinese. This course is not suitable for native speakers of Chinese. Enrolment requires the approval of the Academic Head or nominee.

**CHINESE 778** 15 Points**Chinese Study Abroad II**

Formal study in an approved overseas institution where instruction is in Chinese. This course is not suitable for native speakers of Chinese. Enrolment requires the approval of the Academic Head or nominee.

**CHINESE 780** 30 Points**CHINESE 780A** 15 Points**CHINESE 780B** 15 Points**Research Project**

To complete this course students must enrol in CHINESE 780 A and B, or CHINESE 780

**CHINESE 782** 30 Points**Research Essay****CHINESE 792** 45 Points**CHINESE 792A** 22.5 Points**CHINESE 792B** 22.5 Points**Dissertation**

To complete this course students must enrol in CHINESE 792 A and B, or CHINESE 792

**CHINESE 793A** 45 Points**CHINESE 793B** 45 Points**Thesis**

*Prerequisite:* A BA(Hons) in Chinese with at least Second Class Honours, First Division, or equivalent

To complete this course students must enrol in CHINESE 793 A and B

**CHINESE 796A** 60 Points**CHINESE 796B** 60 Points**Thesis**

*Prerequisite:* A BA(Hons) in Chinese with at least Second Class Honours, First Division, or equivalent

To complete this course students must enrol in CHINESE 796 A and B

**CHINESE 797A** 60 Points**CHINESE 797B** 60 Points**Research Portfolio**

To complete this course students must enrol in CHINESE 797 A and B

**Classical Studies****Stage I****CLASSICS 110** 15 Points**CLASSICS 110G** 15 Points**Classical Mythology**

A study of ancient Greek and Roman mythology – its gods, heroes and monsters – through the works of major writers and artists from the Greco-Roman world.

**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.

**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 Ancient History, Classical Studies, or GREEK 101 or LATIN 101, and 30 points passed

*Restriction:* CLASSICS 310

**CLASSICS 214** 15 Points**Special Topic: Leadership in Greece and Rome**

Tyrants, queens, generals and consuls: this course explores the representation of leadership in Greco-Roman literature. It explains and discusses the depiction of leaders, leadership and “the people” across a range of genres. How was leadership constructed according to ancient social and cultural norms? How did heroism relate to leadership? Do modern societies still reflect ancient ideals of leadership?

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, or Classical Studies and Ancient History, or GREEK 101 or LATIN 101, and 30 points passed

*Restriction:* CLASSICS 314

**CLASSICS 215** 15 Points**Special Topic**

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, or GREEK 101 or LATIN 101, and 30 points passed

*Restriction:* CLASSICS 315

**CLASSICS 216** 15 Points**Sex and Power in Greek and Roman Literature**

Many Greek and Roman literary works deal with sex and power. This course will explore a range of ancient literary representations of women, men, femininity, masculinity, sexual practices and sexual prejudices. Students will study how ancient authors were influenced by the socio-political context and the constraints of different literary genres. All texts will be read in translation.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, Gender Studies, or GREEK 101 or LATIN 101, and 30 points passed

*Restriction:* CLASSICS 316

**CLASSICS 217** 15 Points**Special Topic**

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, or GREEK 101 or LATIN 101, and 30 points passed

*Restriction:* CLASSICS 317

**CLASSICS 220****15 Points****Greek and Roman Comedy**

A study of the comedies of Aristophanes and Menander, Plautus and Terence.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, or GREEK 101 or LATIN 101, and 30 points passed

*Restriction:* CLASSICS 320

**CLASSICS 230****15 Points****The Novel in Greece and Rome**

A study of Greek and Roman prose fiction with emphasis on origins, conventions, techniques and influence: Petronius, Longus, Apuleius and others.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, or GREEK 101 or LATIN 101, and 30 points passed

*Restriction:* CLASSICS 330

**CLASSICS 240****15 Points****Dialogues of Plato**

An interpretative study with attention to the literary form, dramatic and rhetorical features and dialectical method, with their implications for our understanding of the arguments, concepts and positions presented. Dialogues to be read involve topics such as: ethics, the soul, love, education, knowledge, politics, reason and persuasion, the theory of forms and the nature of the cosmos.

*Prerequisite:* 15 points at Stage I in Classical Studies, Ancient History, Philosophy, or GREEK 101, or LATIN 101, or EUROPEAN 100, and 30 points passed

*Restriction:* CLASSICS 340

**CLASSICS 250****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, Ancient History, Philosophy, or GREEK 101, or LATIN 101, or EUROPEAN 100, and 30 points passed

*Restriction:* CLASSICS 350

**CLASSICS 260****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, Ancient History, Philosophy, or GREEK 101, or LATIN 101, or EUROPEAN 100, and 30 points passed

*Restriction:* CLASSICS 360

**CLASSICS 270****15 Points****Art and Society in Ancient Greece**

A study of the art and architecture of the ancient Greeks. Emphasis will be placed on the role of the visual arts as vehicles for the expression of social values and political and imperial ideas.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, Art History, or GREEK 101 or LATIN 101, and 30 points passed

*Restriction:* CLASSICS 370

**CLASSICS 280****15 Points****Art and Society in Ancient Rome**

A study of the art and architecture of the ancient Romans. Emphasis will be placed on the role of the visual arts as

vehicles for the expression of social values and political and imperial ideas.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, Art History, or GREEK 101 or LATIN 101, and 30 points passed

*Restriction:* CLASSICS 380

**CLASSICS 285****15 Points****Classical Tragedy**

Tragedy as a concept, a means of interpreting events, and a literary genre, is central to the ancient Greeks' way of constructing their world. Through a close reading of a selection of ancient dramas, this course will explore the nature and interpretation of tragedy with particular reference to Aristotle's *Poetics*.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, Drama, or GREEK 101 or LATIN 101, and 30 points passed

*Restriction:* CLASSICS 385

**Stage III****CLASSICS 310****15 Points****Greek and Roman Epic Poetry**

A study of the beginnings of European epic poetry especially in Homer and Virgil.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, or 30 points at Stage II in Greek or Latin

*Restriction:* CLASSICS 210

**CLASSICS 314****15 Points****Special Topic: Special Topic: Leadership in Greece and Rome**

Tyrants, queens, generals and consuls: this course explores the representation of leadership in Greco-Roman literature. It explains and discusses the depiction of leaders, leadership and "the people" across a range of genres. How was leadership constructed according to ancient social and cultural norms? How did heroism relate to leadership? Do modern societies still reflect ancient ideals of leadership?

*Prerequisite:* 15 points at Stage II in Classical Studies, Ancient History or Classical Studies and Ancient History, or 30 points at Stage II in Greek or Latin

*Restriction:* CLASSICS 214

**CLASSICS 315****15 Points****Special Topic**

*Prerequisite:* 15 points at Stage II in Classical Studies, Ancient History, or Classical Studies and Ancient History, or 30 points at Stage II in Greek or Latin

*Restriction:* CLASSICS 215

**CLASSICS 316****15 Points****Sex and Power in Greek and Roman Literature**

Many Greek and Roman literary works deal with sex and power. This course will explore a range of ancient literary representations of women, men, femininity, masculinity, sexual practices and sexual prejudices. Students will study how ancient authors were influenced by the socio-political context and the constraints of different literary genres. All texts will be read in translation.

*Prerequisite:* 15 points at Stage II in Classical Studies, Ancient History, Classical Studies and Ancient History, Gender Studies, Greek, or Latin

*Restriction:* CLASSICS 216

**CLASSICS 317****15 Points****Special Topic**

*Prerequisite:* 15 points at Stage II in Classical Studies, Ancient

History, or Classical Studies and Ancient History, or 30 points at Stage II in Greek or Latin  
Restriction: CLASSICS 217

### CLASSICS 320 15 Points

#### Greek and Roman Comedy

A study of the comedies of Aristophanes and Menander, Plautus and Terence.

*Prerequisite:* 15 points at Stage II in Classical Studies, Ancient History, or Classical Studies and Ancient History, or 30 points at Stage II in Greek or Latin  
*Restriction:* CLASSICS 220

### CLASSICS 330 15 Points

#### The Novel in Greece and Rome

A study of Greek and Roman prose fiction with emphasis on origins, conventions, techniques and influence: Petronius, Longus, Apuleius and others.

*Prerequisite:* 15 points at Stage II in Classical Studies, Ancient History, or Classical Studies and 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 II in Classical Studies, Ancient History, or Classical Studies and Ancient History, or 30 points at Stage II in Greek  
*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 II in Classical Studies, Ancient History, or Classical Studies and Ancient History, or 30 points at Stage II in Greek  
*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 II in Classical Studies, Ancient History, or Classical Studies and 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 II in Classical Studies or Ancient History, or 30 points at Stage II in Greek or Art History  
*Restriction:* CLASSICS 270

### CLASSICS 377 15 Points

#### Study Abroad (Rome)

Study abroad on archaeological sites in the Roman Empire.  
*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, and approval of Academic Head or nominee  
*Restriction:* ANCHIST 377

### CLASSICS 378 15 Points

#### Study Abroad (Greece)

Study abroad on archaeological sites in Greece.  
*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, and approval of Academic Head or nominee  
*Restriction:* ANCHIST 378

### CLASSICS 380 15 Points

#### Art and Society in Ancient Rome

A study of the art and architecture of the ancient Romans. Emphasis will be placed on the role of the visual arts as vehicles for the expression of social values and political and imperial ideas.

*Prerequisite:* 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Latin or Art History  
*Restriction:* CLASSICS 280

### CLASSICS 385 15 Points

#### Classical Tragedy

Tragedy as a concept, a means of interpreting events, and a literary genre, is central to the ancient Greeks' way of constructing their world. Through a close reading of a selection of ancient dramas, this course will explore the nature and interpretation of tragedy with particular reference to Aristotle's *Poetics*.

*Prerequisite:* 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek, Latin or Drama  
*Restriction:* CLASSICS 285

## Classical Studies and Ancient History

### Postgraduate 700 Level Courses

### ANCIENT 719 30 Points

#### Directed Study in Ancient Culture

Directed reading and individual study on a topic approved by the Graduate Adviser.

*Prerequisite:* Approval of Academic Head or nominee  
*Restriction:* ANCHIST 719

### ANCIENT 724 30 Points

#### Egyptian Language 1

Passages in the original language will be set for translation, study and interpretation.

*Prerequisite:* ANCHIST 310 or placement test and approval of Academic Head or nominee  
*Restriction:* ANCHIST 724

### ANCIENT 727 15 Points

#### Directed Study in Ancient Culture

Directed reading and individual study on a topic approved by the Academic Head or nominee.

*Restriction:* ANCHIST 727

### ANCIENT 728 15 Points

#### Directed Study in Ancient Culture

Directed reading and individual study on a topic approved by the Academic Head or nominee.

*Restriction:* ANCHIST 728

|                     |                   |
|---------------------|-------------------|
| <b>ANCIENT 729</b>  | <b>15 Points</b>  |
| <b>ANCIENT 729A</b> | <b>7.5 Points</b> |
| <b>ANCIENT 729B</b> | <b>7.5 Points</b> |

**Egyptian Language (Higher)**

Passages in the original language will be set for translation, study and interpretation.

*Restriction: ANCHIST 729*

*To complete this course students must enrol in ANCIENT 729 A and B, or ANCIENT 729*

|                     |                   |
|---------------------|-------------------|
| <b>ANCIENT 739</b>  | <b>15 Points</b>  |
| <b>ANCIENT 739A</b> | <b>7.5 Points</b> |
| <b>ANCIENT 739B</b> | <b>7.5 Points</b> |

**Greek Language (Higher)**

Passages in the original language will be set for translation, study and interpretation.

*Prerequisite: GREEK 101 or placement test and approval of Academic Head or nominee*

*Restriction: ANCHIST 739, GREEK 200-310*

*To complete this course students must enrol in ANCIENT 739 A and B, or ANCIENT 739*

|                     |                   |
|---------------------|-------------------|
| <b>ANCIENT 741</b>  | <b>15 Points</b>  |
| <b>ANCIENT 741A</b> | <b>7.5 Points</b> |
| <b>ANCIENT 741B</b> | <b>7.5 Points</b> |

**Latin Language (Higher)**

Passages in the original language will be set for translation, study and interpretation.

*Prerequisite: LATIN 101 or placement test and approval of Academic Head or nominee*

*Restriction: ANCHIST 741, LATIN 200-310*

*To complete this course students must enrol in ANCIENT 741 A and B, or ANCIENT 741*

|                     |                  |
|---------------------|------------------|
| <b>ANCIENT 749A</b> | <b>15 Points</b> |
| <b>ANCIENT 749B</b> | <b>15 Points</b> |

**Themes and Issues in Ancient Culture**

A study of themes and issues in ancient culture.

*Restriction: ANCHIST 749*

*To complete this course students must enrol in ANCIENT 749 A and B*

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| <b>ANCIENT 750A</b> | <b>15 Points</b> |
| <b>ANCIENT 750B</b> | <b>15 Points</b> |

**Sources and Approaches for the Ancient World**

A study of the evidence for the ancient world, as well as how to apply it.

*Restriction: ANCHIST 750*

*To complete this course students must enrol in ANCIENT 750 A and B*

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| <b>ANCIENT 751A</b> | <b>15 Points</b> |
| <b>ANCIENT 751B</b> | <b>15 Points</b> |

**Ancient Societies in the Mediterranean World**

A study of the societies which developed around the ancient Mediterranean.

*Restriction: ANCHIST 751*

*To complete this course students must enrol in ANCIENT 751 A and B*

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| <b>ANCIENT 756</b> | <b>30 Points</b> |
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**Research Essays in Ancient Culture**

Guided individual study leading to essays in ancient culture.

*Prerequisite: Approval of Academic Head or nominee*

*Restriction: ANCHIST 756*

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| <b>ANCIENT 792</b>  | <b>45 Points</b> |
| <b>Dissertation</b> |                  |

*Restriction: ANCHIST 792*

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| <b>ANCIENT 794A</b> | <b>45 Points</b> |
| <b>ANCIENT 794B</b> | <b>45 Points</b> |

**Thesis**

*Prerequisite: A BA(Hons) in Ancient History with at least Second Class Honours, First Division, or equivalent*

*Restriction: ANCHIST 793*

*To complete this course students must enrol in ANCIENT 794 A and B*

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| <b>ANCIENT 796A</b> | <b>60 Points</b> |
| <b>ANCIENT 796B</b> | <b>60 Points</b> |

**Thesis**

*Prerequisite: A BA(Hons) in Ancient History with at least Second Class Honours, First Division, or equivalent*

*Restriction: ANCHIST 796*

*To complete this course students must enrol in ANCIENT 796 A and B*

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| <b>ANCIENT 797A</b> | <b>60 Points</b> |
| <b>ANCIENT 797B</b> | <b>60 Points</b> |

**Research Portfolio**

*Restriction: ANCHIST 797*

*To complete this course students must enrol in ANCIENT 797 A and B*

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**Communication**


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**Stage I**

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|------------------|------------------|
| <b>COMMS 100</b> | <b>15 Points</b> |
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**Communication, Technology and Culture**

Explores the past, present and future of communication media. Examines communication media within their social context, and provides a particular focus on the interplay between technology and culture. Key concepts in the study of communication are introduced and various communication media are studied via specific case studies, with particular emphasis placed on new digital platforms including social and mobile media as well as older forms such as television and cinema.

*Restriction: FTVMS 100*

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| <b>COMMS 104</b>  | <b>15 Points</b> |
| <b>COMMS 104G</b> | <b>15 Points</b> |

**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.

*Restriction: FTVMS 110, 110G*

**Stage II**

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|------------------|------------------|
| <b>COMMS 200</b> | <b>15 Points</b> |
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**Writing in the Workplace**

Addresses written communication in the workplace across a range of discourses, environments, strategies and audiences. Focusing on different kinds of writing used in contexts such as government, community organisations, consultancy, professions, NGOs and private business, students will analyse and produce key workplace text-types within a critical framework of workplace analysis and scholarship on labour and organisations.

*Prerequisite: 60 points at Stage I in BA courses*



**COMMS 201 15 Points****Journalism Studies**

Explores journalism, communications and the news media, examining the history and contemporary state of such practices from a theoretical, rather than practical, perspective. Students gain knowledge about the profound impact that social, political and technological shifts have had on the field of communications today and discuss their implications for popular, professional and citizen journalism.

*Prerequisite:* 60 points at Stage I in BA courses

*Restriction:* FTVMS 225

**COMMS 202 15 Points****Audiences and Users**

Examines the ways that audiences have been conceived, addressed, measured and empowered in the context of the history and technologies of communication media. Theories of reception to be studied include uses and gratifications models, consumer behaviourism, passive versus active audiences, the rise of the 'prosumer', modes of engagement and fan discourses. Students will also learn about audience research methods.

*Prerequisite:* 60 points at Stage I in BA courses

**COMMS 203 15 Points****Television Journalism**

A practical course where students explore the production of current affairs journalism. Students learn to write, video, present and edit short news items in the field and integrate these into a multi-camera production recorded as live in the television studio. Studio skills include directing, production management, multi-cam scripting, vision switching, presenting and interviewing within a framework of current industry practice.

*Prerequisite:* 60 points at Stage I in BA courses

*Restriction:* FTVMS 201

**COMMS 204 15 Points****Social Media**

Addresses issues related to the use of social media and considers in particular the influence of new media corporations such as Facebook, as well as platforms like Twitter, SnapChat, Tinder and YouTube. Explores our cultural practices and social rituals in relation to these peer-to-peer, one-to-many media technologies, and examines this revolution in the media landscape.

*Prerequisite:* 60 points at Stage I in BA courses

*Restriction:* FTVMS 235, 335

**COMMS 205 15 Points****Writing: Concept and Craft**

An exploration of written communication which connects writing as an object of analysis and critique to writing as a multi-faceted craft. Since writing systems, materials and tools create the worlds we live in, the course conceptualises the relation between world and word, image and text, technology and body, and addresses cultural, critical and digital literacies that organise lived experience.

*Prerequisite:* 60 points at Stage I in BA courses

*Restriction:* ENGLISH 105, 257, 363

**COMMS 206 15 Points****Special Topic**

*Prerequisite:* 60 points at Stage I in BA courses

**COMMS 208 15 Points****Digital Communication Ethics**

Addresses applied ethical issues arising in digital journalism, social media, "big data" surveillance and privacy, algorithmic bias, and software design. As digital media expand beyond

the personal computer, there is an increase of ethical issues pertaining to mobile devices, GPS navigation, biometric modelling, artificial intelligence, and the ever-expanding range of wired devices tracking us through the so-called 'internet of things'.

*Prerequisite:* 60 points passed

**Stage III****COMMS 300 15 Points****New Media and the Future of Communication**

Explores theories and practices of communication in the digital age. The course analyses contemporary debates and controversies about the impact of new digital media platforms on the nature and ethics of communication. Examines the implications for the future in terms of opportunities and risks for individuals, communities and institutions in an environment of rapidly advancing communication technologies.

*Prerequisite:* 15 points from COMMS 200-208 and 15 points in BA courses

*Restriction:* FTVMS 203, 314

**COMMS 301 15 Points****Digital Communication and Practice**

Offers a practical and creative approach to digital communication within the critical context of platform studies. Students will navigate the capacities, affordances and limitations of a variety of digital platforms by developing the skills to create platform-specific outputs, such as podcasts, gifs, vlogs, mobile films and digital storytelling shorts.

*Prerequisite:* 15 points from COMMS 200-208 and 15 points in BA courses

**COMMS 302 15 Points****Visual Communication**

Provides students the tools for communicating with various kinds of visual images and objects. These may include brands, logos, graphics, photographs, advertisements, promos, paintings, cartoons, maps, architecture and architectural diagrams. Students will interrogate their culturally specific visual competencies and refine their skills in visual literacy while addressing issues of textuality, identity, ethnicity, nation, class, gender, and communicative inter-relationships more generally.

*Prerequisite:* ARTHIST 115 and 30 points from BA courses, or 15 points from COMMS 200-208 and 15 points from BA courses

**COMMS 303 15 Points****Sports Media**

Examines the relationship between sport and the media. Topics include sports journalism; industry practice; the mediated game event; online communities of fandom; commentary; issues of race and gender; and sports law. Students have the opportunity to experience outside broadcast of televised sport and use the university television studio to engage with key media sport professionals.

*Prerequisite:* 15 points from COMMS 200-208 and 15 points in BA courses

*Restriction:* FTVMS 313

**COMMS 304 15 Points****Gender, Politics and the Media**

Addresses the theory, practice and representation of politics in the media from a gendered perspective. Analyses the



relationship between the media and women and men in the public sphere.

*Prerequisite:* 15 points from COMMS 200-208, GENDER 208 and 15 points in BA courses

*Restriction:* FTVMS 213, 324

### COMMS 306 15 Points

#### Special Topic

*Prerequisite:* 15 points from COMMS 200-208 and 15 points in BA courses

### COMMS 307 15 Points

#### Communication Internship

Provides experiential learning opportunities in media, public relations, advertising, and corporate communication industries.

*Prerequisite:* Approval of Academic Head or nominee

*Restriction:* ARTSGEN 301, CAREER 300

### COMMS 309 15 Points

#### Communication, Writing and Design

Examines principles and practices of written communication in domains of culture and work. With an emphasis on signs, writing tools and systems, the course considers the relations between text, images and design in persuasive and provocative graphic works. Through project-based assignments, the course develops writing and design skills in common communication contexts, including PR, advertising and content for social media.

*Prerequisite:* 15 points from COMMS 200-208 and 15 points in BA courses

*Restriction:* COMMS 305

### Postgraduate 700 Level Courses

### COMMS 700 30 Points

#### Digital Futures

Considers emerging communication and media technologies and potential future consequences for individuals, societies, and the world at large. Key areas of interest include robotics and AI; ubiquitous computing and the Internet of Things (IoT); 3D printing; virtual, augmented and mixed reality technologies. Issues examined include automation; future of employment; surveillance; new modes of experience; transformed human relationships; and ecological consequences.

*Restriction:* MEDIA 717

### COMMS 701 30 Points

#### Communication and Data

Explores the implications for communication in an age of big data, where code and algorithms curate, evaluate, and profile users' data. The course addresses issues such as archives, clouds, privacy, identity, algorithmic bias and discrimination, complexity, informational capitalism, and affective labour, while also considering possibilities for rethinking the past and predicting the future through the analysis and visualisation of data.

### COMMS 702 30 Points

#### Communication Excess and Avoidance

Silences and absences make communication possible. Each medium, whether spoken or printed, projected or computed, has peculiar silences ranging from elegant to tragic, comic to painful, fleeting to eternal. Superabundant digital media raise acute questions about communicative excess and possible needs to disconnect. Such questions will be addressed alongside the cultural and technological history of communication excess and absence.

*Restriction:* MEDIA 745

### COMMS 703 30 Points

#### Popular Communication and Politics

Explores popular communication across a range of media, genres, texts and technologies to consider the political nature of the cultures, patterns of use, and modes of interpretation that emerge around them. The course will examine the cultural appropriation, adoption, adaptation and distribution of communicative media as well as the political economy of communication, consumer culture and varying forms of fandom.

### COMMS 713 30 Points

#### Documentary Making

Students produce, direct and edit a 9-12 minute documentary. Emphasis is placed on learning technical and craft aspects of documentary-making informed by the rich and varied tradition of the genre. Analysis of a series of influential documentaries.

*Restriction:* SCREEN 713

## Comparative Literature

### Stage II

### COMPLIT 200 15 Points

#### World Literatures I: Life, Death, War, Peace, Love

Myths, epics, bawdy tales, satires, songs, and plays make up traditions of ancient, medieval, early modern cultures. Compares cultural stories worldwide, from early writing to French Revolution. Includes Gilgamesh, Aztec myths, Roland, *Tale of Genji*, Scandinavian tales, Shakespeare's *Tempest*, Blake's poetry. Introduces skills for reading narratives by genre, theme, poetics. Texts are in English, with attention to texts' original languages.

*Prerequisite:* 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:* 60 points passed

### COMPLIT 203 15 Points

#### Special Topic

*Prerequisite:* 60 points passed

### COMPLIT 206 15 Points

#### When East Meets West

Western readers have encountered the literatures of East and South Asia, and Asian readers have encountered Western literature, in a variety of political and cultural contexts, including: colonial expansion, spiritual inquiry, modernisation, warfare, migration, and globalisation. A selection of works from East and West, which have played a key role in these encounters, especially in the modern period, will be studied.

*Prerequisite:* 60 points passed

*Restriction:* COMPLIT 302

### COMPLIT 207 15 Points

#### Special Topic

*Prerequisite:* 60 points passed

### COMPLIT 208 15 Points

#### Directed Study in Comparative Literature

A directed reading and individual study course in a selected topic or topics, approved by the Academic Head or nominee.

*Prerequisite:* 60 points, and approval of Programme Coordinator

**COMPLIT 210 15 Points****World Literatures 2: Machines and Modernities**

Examines changing cultures and powerful ideas reflected in new literatures from the Industrial Revolution to the contemporary global era. Analyses and compares texts by genre, theme, and poetics. Includes poetry, narratives of European-Indigenous contacts, new culture movements in China and Japan, world drama, migrant writing, travel narratives. Texts are in English, with attention to texts' original languages.

*Prerequisite:* 60 points passed

**Stage III****COMPLIT 302 15 Points****When East Meets West**

Western readers have encountered the literatures of East and South Asia, and Asian readers have encountered Western literature, in a variety of political and cultural contexts, including: colonial expansion, spiritual inquiry, modernisation, warfare, migration, and globalisation. A selection of works from East and West, which have played a key role in these encounters, especially in the modern period, will be studied.

*Prerequisite:* 30 points at Stage II

*Restriction:* COMPLIT 206

**COMPLIT 303 15 Points****Interpreting Folktales**

An introduction to the study of folktales, including collection and classification, oral and literary tales, structure, interpretative frameworks, revisions and film versions. Tales from many cultures will be examined. Contrasting theories on the origins and meanings of folktales will be explored.

*Prerequisite:* 30 points at Stage II

*Restriction:* COMPLIT 202

**COMPLIT 304 15 Points****Intercultural Literary Studies**

How do we gain understanding from reading literature from other periods and cultures? What critical skills can be helpful in more fully understanding these texts? This course equips students for in-depth study of other literatures through the exploration of a broad range of literary genres, periods, and critical approaches, on the basis of a wide selection of literary texts. All readings are in English.

*Prerequisite:* 60 points at Stage II

*Restriction:* COMPLIT 209

**COMPLIT 305 15 Points****Special Topic**

*Prerequisite:* 60 points at Stage II

**COMPLIT 306 15 Points****Directed Reading and Research**

Supervised research projects.

*Prerequisite:* 60 points passed at Stage II, and approval of Programme Coordinator

**Postgraduate 700 Level Courses****COMPLIT 701 30 Points****Telling and Retelling**

Most storytelling involves the reworking of existing stories. Exploration of the processes involved in retelling, including: oral transmission, rewriting in a different period or culture, and adaptation from written form to cinematic or sung form. Poses questions about the psychological and social functions of retelling. Examples taken from Europe, Asia and the Pacific.

**COMPLIT 702 30 Points****Rethinking Autobiography**

A presentation of the lively debates on autobiography currently underway: theorisations of the self and the writing and construction of the self; women's autobiography; postcolonial autobiography; illustrated in a wide variety of autobiographical texts (including letters, diaries, memoirs, confessions, poetry, short stories, novels and video) from ancient and modern Europe, Asia and the Pacific.

**COMPLIT 703 30 Points****COMPLIT 703A 15 Points****COMPLIT 703B 15 Points****Rethinking Literary Translation**

Literary translation has come to be theorised as a dynamic and problematic process, central to comparative literature and shedding light on cross-cultural encounter, and colonisation and the post-colonial. Alongside such theoretical considerations students will undertake a practical translation project between languages in which they have expertise.

*To complete this course students must enrol in COMPLIT 703 A and B, or COMPLIT 703*

**COMPLIT 704 15 Points****Special Topic****COMPLIT 705 15 Points****Reading Across Cultures**

An advanced level review of approaches to the study of literature across cultures. Tests the potential and limits of theories of literature in the study of literary texts from many cultures and periods. Includes cross-cultural perspectives on authorship, intertextuality, reader-centred theories, literary translation, post-colonial literature, gender and sexuality, as well as reading across disciplines.

*Restriction:* COMPLIT 700, 709

**COMPLIT 707 30 Points****Special Topic****COMPLIT 708 30 Points****Special Topic****COMPLIT 709 30 Points****Reading Across Cultures**

An advanced level review of approaches to the study of literature across cultures. Tests the potential and limits of theories of literature in the study of literary texts from many cultures and periods. Includes cross-cultural perspectives on authorship, intertextuality, reader-centred theories, literary translation, post-colonial literature, gender and sexuality, as well as reading across disciplines.

*Restriction:* COMPLIT 705

**COMPLIT 710 15 Points****Special Topic****COMPLIT 711 15 Points****Rethinking Literary Translation**

Literary translation has come to be theorised as a dynamic and problematic process, central to comparative literature and shedding light on cross-cultural encounter, colonisation and the post-colonial. Alongside such theoretical considerations, students will undertake a practical translation project between languages in which they have expertise.

*Restriction:* COMPLIT 703

**COMPLIT 750** 15 Points  
**Directed Study**  
 Supervised research essays on a topic or topics approved by the Programme Coordinator.

**COMPLIT 751** 30 Points  
**Directed Study**  
 Supervised research essays on a topic or topics approved by the Programme Coordinator.

**COMPLIT 777** 15 Points  
**Study Abroad**  
 Formal study in Comparative Literature in an approved overseas university. Enrolment requires the approval of the Programme Coordinator.  
*Prerequisite: Permission of Programme Coordinator*

**COMPLIT 778** 15 Points  
**Study Abroad**  
 Formal study in Comparative Literature in an approved overseas university. Enrolment requires the approval of the Programme Coordinator.  
*Prerequisite: Permission of Programme Coordinator*

**COMPLIT 780** 30 Points  
**COMPLIT 780A** 15 Points  
**COMPLIT 780B** 15 Points  
**Research Project**  
*To complete this course students must enrol in COMPLIT 780 A and B, or COMPLIT 780*

**COMPLIT 790** 60 Points  
**COMPLIT 790A** 30 Points  
**COMPLIT 790B** 30 Points  
**Dissertation**  
*To complete this course students must enrol in COMPLIT 790 A and B, or COMPLIT 790*

**COMPLIT 792** 45 Points  
**COMPLIT 792A** 22.5 Points  
**COMPLIT 792B** 22.5 Points  
**Dissertation**  
*To complete this course students must enrol in COMPLIT 792 A and B, or COMPLIT 792*

**COMPLIT 793A** 45 Points  
**COMPLIT 793B** 45 Points  
**Thesis**  
*To complete this course students must enrol in COMPLIT 793 A and B*

**COMPLIT 797A** 60 Points  
**COMPLIT 797B** 60 Points  
**Research Portfolio**  
*To complete this course students must enrol in COMPLIT 797 A and B*

## Cook Islands Māori

### Stage I

**COOKIS 101** 15 Points  
**COOKIS 101G** 15 Points

#### Introduction to Cook Islands Māori

Gives students an introduction to the structure of Cook Islands Māori as well as allowing them to develop basic skills in listening, speaking, reading and writing. 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: 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 Māori Language 2**

Further consolidates skills in listening, speaking, reading and writing in Cook Islands Māori. Students will also deepen their experience and knowledge of Cook Islands Māori culture through their participation in a dramatised re-enactment of a Cook Islands myth or legend, with its accompanying chants and songs.

*Prerequisite: COOKIS 101 or 102*

*Restriction: COOKIS 202. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**COOKIS 204** 15 Points  
**Special Topic**

### Stage III

**COOKIS 301** 15 Points  
**Cook Islands Māori Language 3**

Students will develop their language skills to an advanced level, through examining, discussing and analysing, in Cook Islands Māori, 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*

## 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 200** 15 Points  
**Cultural Criminology**

Exposes students to the major concepts and methodological approaches within cultural criminology, a field that is unique in its exploration of the meanings associated with crime and deviance. The course also considers the broader contexts of crime, how powerful groups and media influence criminal

justice policies, and the relationship between popular discourses and the nature of social control.

*Prerequisite:* 60 points passed from BA courses

### **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 MĀORI 130, PHIL 103, 104, POLITICS 109, SOCIO 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 MĀORI 130, PHIL 103, 104, POLITICS 109, SOCIO 100, 101, 103

### **CRIM 203 15 Points**

#### **The Criminal Mind: Crime and Individual Differences**

Examines the phenomena of crime and punishment from a psychological perspective. Particular attention is paid to psychological explanations of crime, the relationship between mental illness and crime, and the role of psychology in law enforcement, the courts, and corrections.

*Prerequisite:* 30 points from MĀORI 130, PHIL 103, 104, POLITICS 109, PSYCH 108, SOCIO 100, 101, 103

### **CRIM 204 15 Points**

#### **Critical Studies in Policing**

Explores policing in New Zealand and beyond, including its legal and theoretical underpinnings. Critically examine media representations of the police, policing and inequality; police culture, power and accountability; the effects of human rights claims on policing methods and emerging threats to policing both locally and globally.

*Prerequisite:* 30 points from MĀORI 130, PHIL 103, 104, POLITICS 109, SOCIO 100, 101, 103

### **CRIM 205 15 Points**

#### **Crime, Media and Society**

The relationship between crime and the media is complex and contradictory. This course investigates this relationship by encouraging students to develop an understanding of how the media help to influence the public views of crime and criminalisation. It will do this by focusing on media portrayals of crime and criminal behaviour, media effects, and theories of media and communication.

*Prerequisite:* 30 points at Stage I in Law, Media, Film and Television, Psychology, or Sociology

### **CRIM 206 15 Points**

#### **Special Topic**

*Prerequisite:* 30 points from MĀORI 130, PHIL 103, 104, POLITICS 109, SOCIO 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:* 15 points from CRIM 201, 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:* 15 points from CRIM 201, 202

### **CRIM 303 15 Points**

#### **Gender, Crime and Justice**

Explores the importance of gender in the study of crime and criminal justice and examines patterns of offending, victimisation and employment in the criminal justice system amongst women and men. Traditional criminology theories and feminist critiques, and the differential treatment of women and men in the criminal justice system as victims, offenders and professionals will be critically examined and evaluated.

*Prerequisite:* 15 points from CRIM 201, 202

### **CRIM 304 15 Points**

#### **Key Issues in Restorative Justice**

Provides a critical analysis of the restorative justice process as a response to offender behaviour, which will aid an understanding of its place within the wider criminal justice system. A variety of perspectives on restorative justice will be considered, as well as the various practices associated with it, and its effectiveness according to different stakeholders.

*Prerequisite:* 15 points from CRIM 201, 202

### **CRIM 305 15 Points**

#### **Victims and Victimology**

Explores patterns and theories of victimisation, the position of victims and victimology within criminology, and the representation of victims in the media. Includes case studies of specific types of victimisation such as racial hate crimes and family and sexual violence. Victims' rights and the position of victims in the criminal justice system and restorative justice will also be examined.

*Prerequisite:* 15 points from CRIM 201, 202

### **CRIM 306 15 Points**

#### **Special Topic**

*Prerequisite:* 15 points from CRIM 201, 202

### **CRIM 307 15 Points**

#### **Doing Time: Incarceration and Punishment**

Examines punishment and incarceration as a complex social institution informed by a range of social relations and cultural meanings. Explores the way politics shape notions of law and order and also looks at technologies of incarceration. Topics include: history of punishment, theories of incarceration, sentence determination, inmate and staff perspectives on incarceration, youth, refugees, enemy combatant detention centres, penalty regimes.

*Prerequisite:* 15 points from CRIM 201, 202 or 30 points at Stage II in Global Politics and Human Rights

*Restriction:* SOCIO 337

### **CRIM 308 15 Points**

#### **Special Topic**

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**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 704 30 Points****State Crime**

Considers a range of theoretical approaches to criminal acts committed by state officials in pursuit of their jobs as representatives of the state, and state organisational deviance that involves the violation of human rights and is liable to sanction. The course offers a series of case studies of such state crime.

**CRIM 705 30 Points****Special Topic****CRIM 706 30 Points****Special Topic****CRIM 707 30 Points****Special Topic****CRIM 708 30 Points****Directed Study****CRIM 709 30 Points****Special Topic****CRIM 710 30 Points****Cybercrime**

Exploration of cybercrime and its economic and social impact. The course aims to encourage critical thinking, exploring a range of key theoretical perspectives in criminal justice and their application to cybercrime. It analyses how the Internet may promote criminal behaviour and contribute

to the globalisation of crime. It also outlines the challenges of policing cybercrime, evaluating current approaches.

**CRIM 780 30 Points****CRIM 780A 15 Points****CRIM 780B 15 Points****Research Project**

To complete this course students must enrol in CRIM 780 A and B, or CRIM 780

**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

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**Development Studies**


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**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****Independent Research**

Supervised study on a topic or topics approved by the Academic Head or nominee.

To complete this course students must enrol in DEVELOP 703 A and B, or DEVELOP 703

**DEVELOP 705 15 Points****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

**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 Academic Head or nominee*

*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  
**Theories of International Development**

Examines early and contemporary theories and paradigms of international development, including modernisation and dependency theory, neoliberalism, human development, post-development, and participatory development. Investigates the dominance of economic growth as a development target and how this has been contested. The course will enable students to critically analyse the processes and phenomena involved in what is called 'development'.

*Restriction: DEVELOP 700*

**DEVELOP 710** 15 Points  
**Development Policies and Institutions**

Provides students with in-depth knowledge of policy approaches to alleviate poverty, enhance social justice and achieve sustainability. Contemporary development policies carried out by governments, donor agencies and UN organisations will be scrutinised. Examples of policies that will be covered in the course are land reform and migration policies, gender policies, climate adaptation and mitigation as well as ethical trade policies.

*Restriction: DEVELOP 700*

**DEVELOP 712** 15 Points  
**Undertaking Development Research**

Provides students with an overview of all phases of development research, from the theoretical framing of research, methods employed, ethical considerations, and the completion of a research proposal which can be used as the basis of an MA thesis proposal.

*Prerequisite: Approval of the Academic Head or nominee*

**DEVELOP 713** 15 Points  
**Ethics and Governance in International Development**

Addresses challenges to ethics and governance that arise in international development processes. Examines the competing demands of various stakeholders in the development of appropriate governance mechanisms and the values and judgements that inform societal choices and political decision-making. Students shall be familiarised with ethical debates in international development and engaged in ethically informed conversations on contemporary development challenges.

**DEVELOP 715** 15 Points  
**Independent Research**

Supervised study on a topic approved by the Academic Head or nominee.

**DEVELOP 716** 15 Points  
**Global Health and Development**

Introduces a social science approach to the study of health and globalisation, tracing various historical genealogies from colonial hygiene movements, to international public health in the development sector, up through contemporary global health institutions and their governance structure. Current issues in health and development, including the

increasing role of NGOs and human rights frameworks, are critically analysed.

**DEVELOP 717** 15 Points

**Humanitarian Interventions**

Traces the rise of the humanitarian narrative and examines how humanitarianism – along with other key words such as crisis, emergency, and intervention – has become one of the organising categories of political action and order. The course explores the possibilities and limits of intervening in the lives of individuals and communities grounded upon discourses of compassion.

**DEVELOP 780** 30 Points

**DEVELOP 780A** 15 Points

**DEVELOP 780B** 15 Points

**Research Project**

*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 793** 45 Points

**DEVELOP 793A** 22.5 Points

**DEVELOP 793B** 22.5 Points

**Research Portfolio**

*Prerequisite: Approval of the Academic Head or nominee*

*To complete this course students must enrol in DEVELOP 793 A and B, or DEVELOP 793*

**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 I

**DRAMA 100** 15 Points

**DRAMA 100G** 15 Points

**Presentation and Performance Skills: Taking the Stage**

Focuses on enhancing oral communication and performance skills through interactive workshops with speakers and performers highlighting the transferable skills of acting in three main areas: public speaking, improvising and group-devised performance.

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**Stage II**

**DRAMA 202A** 15 Points  
**DRAMA 202B** 30 Points

**History and Performance**

Explores a range of major plays from ancient Greek tragedy to contemporary New Zealand drama. This course examines plays in their historical context and as texts for performance. In Semester Two, students learn skills in theatre production by staging a full-length play, directed by an outside professional director.

*Prerequisite:* 60 points passed and approval by the Academic Head or nominee

*Restriction:* DRAMA 204

To complete this course students must enrol in DRAMA 202 A and B

**DRAMA 203** 15 Points

**New Zealand and Pacific Drama**

An overview of the development of modern and contemporary drama, theatre and playwriting in New Zealand. Topics include: experimental theatre, feminist drama and Māori drama. Some plays by Pacific writers will be considered.

*Prerequisite:* 60 points passed

*Restriction:* DRAMA 303

**DRAMA 205** 15 Points  
**Special Topic**

*Prerequisite:* 60 points passed

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**Stage III**

**DRAMA 301** 15 Points

**Drama: Topics and Themes**

Building on the principles and practical skills from DRAMA 202 and 204, the course will focus more narrowly on topics of theatrical practice and dramatic representation. Classes involve theatrical workshops and collaborative projects.

*Prerequisite:* DRAMA 202 or 204 and approval of Academic Head or nominee

**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 approval of Academic Head or nominee

*Restriction:* DRAMA 719

**DRAMA 303** 15 Points

**New Zealand and Pacific Drama**

An overview of the development of modern and contemporary drama, theatre and playwriting in New Zealand. Topics include: experimental theatre, feminist drama and Māori drama. Some plays by Pacific writers will be considered.

*Prerequisite:* 30 points at Stage II

*Restriction:* DRAMA 203

**DRAMA 304** 15 Points  
**Contemporary Theatre Practice**

A survey of current trends in theatre practice, including: devised and dance-theatre, participatory and immersive theatre, autobiographical performance, applied theatre and documentary theatre, intermedial and virtual theatre, and new musical theatre. Students will select focus areas and

engage in critical and creative research towards two key performance outcomes.

*Prerequisite:* 30 points at Stage II and approval of Academic Head or nominee

**DRAMA 305** 15 Points

**Special Topic: Drama Tools**

Develops the skills that are essential in theatre-making, including acting and storytelling, by staging a public performance. During the intensive three-week rehearsal period, under the guidance of an experienced director, students work in a collaborative fashion through ongoing group discussion and theatrical practice. Other transferable skills include effective communication, team-work and problem solving in an active and creative manner.

*Prerequisite:* 30 points at Stage II and approval of the Academic Head or nominee

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**Postgraduate 700 Level Courses**

**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.

**DRAMA 705** 30 Points

**Production and Arts Management Skills**

Addresses the multiple roles and skills needed for the management of productions, companies and other presentations and organisations in the live performing arts, specifically drama, but also dance, music and other performance art. Skills discussed include schedules and budgets, procuring and managing resources, arts organisation infrastructure and liaison, donor and benefactor development, social marketing and networking, crowdfunding and outcome reporting.

**DRAMA 708** 30 Points

**Drama and the Mind**

Examines a selection of modern British and Irish dramatic texts that involve mind-body relationships and the representation of unconscious processes. Perspectives include Freudian psychoanalysis, neuroscience, and theories of acting.

**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

To complete this course students must enrol in DRAMA 710 A and B, or DRAMA 710



|   |                  |
|---|------------------|
| <b>DRAMA 711</b>  | <b>30 Points</b> |
| <b>Semester Two Production</b>  |                  |
| 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. |                  |
| <i>Restriction: DRAMA 703</i>   |                  |
| <b>DRAMA 712</b>  | <b>15 Points</b> |
| <b>Directing Exercises</b>  |                  |
| 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.   |                  |
| <i>Restriction: DRAMA 704</i>   |                  |
| <b>DRAMA 713</b>  | <b>30 Points</b> |
| <b>Directing Project</b>  |                  |
| 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.  |                  |
| <i>Restriction: DRAMA 704</i>   |                  |
| <b>DRAMA 716</b>  | <b>15 Points</b> |
| <b>Directed Study in Playwriting</b>  |                  |
| A study of playwriting or workshoping or dramaturgy or a short writing project, either original or adaptation.  |                  |
| <b>DRAMA 717A</b>   | <b>30 Points</b> |
| <b>DRAMA 717B</b>   | <b>30 Points</b> |
| <b>Long Play</b>  |                  |
| The writing of a complete play for live performance between one hour and two hours in length.   |                  |
| <i>Restriction: DRAMA 715</i>   |                  |
| <i>To complete this course students must enrol in DRAMA 717 A and B</i>   |                  |
| <b>DRAMA 718</b>  | <b>30 Points</b> |
| <b>Playwriting</b>  |                  |
| A series of exercises in the basic building blocks of dramatic writing, incorporating guest visits from practising and established dramatists.  |                  |
| <i>Restriction: DRAMA 714</i>   |                  |
| <b>DRAMA 719</b>  | <b>15 Points</b> |
| <b>Performance Skills</b>   |                  |
| Classes in stage acting, improvisation, movement, voice and character. Students will present a solo performance and a short study in performance training theory.   |                  |
| <i>Restriction: DRAMA 302, 702</i>  |                  |
| <b>DRAMA 720</b>  | <b>30 Points</b> |
| <b>DRAMA 720A</b>   | <b>15 Points</b> |
| <b>DRAMA 720B</b>   | <b>15 Points</b> |
| <b>Advanced Playwriting</b>   |                  |
| Develops skills in playwriting with each student working under supervision.   |                  |
| <i>To complete this course students must enrol in DRAMA 720 A and B, or DRAMA 720</i>   |                  |
| <b>DRAMA 721</b>  | <b>15 Points</b> |
| <b>Directed Study in Drama 1</b>  |                  |
| <b>DRAMA 722</b>  | <b>15 Points</b> |
| <b>Directed Study in Drama 2</b>  |                  |
| <b>DRAMA 723</b>  | <b>30 Points</b> |
| <b>DRAMA 723A</b>   | <b>15 Points</b> |
| <b>DRAMA 723B</b>   | <b>15 Points</b> |
| <b>Special Topic: Shakespeare in Production</b>   |                  |
| Students who have been involved in acting or production   |                  |

in the most recent Summer Shakespeare production will engage in further research, building on their experience, into the critical and/or performance history of a Shakespearean drama.

*To complete this course students must enrol in DRAMA 723 A and B, or DRAMA 723*

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|-------------------|------------------|
| <b>DRAMA 724</b>  | <b>30 Points</b> |
| <b>DRAMA 724A</b> | <b>15 Points</b> |
| <b>DRAMA 724B</b> | <b>15 Points</b> |

#### **Special Topic**

*To complete this course students must enrol in DRAMA 724 A and B, or DRAMA 724*

|                               |                  |
|-------------------------------|------------------|
| <b>DRAMA 725</b>              | <b>15 Points</b> |
| <b>Special Topic in Drama</b> |                  |

|                      |                  |
|----------------------|------------------|
| <b>DRAMA 726</b>     | <b>30 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>DRAMA 727</b> | <b>15 Points</b> |
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#### **Studies in Early Modern Theatre**

An intensive study of practical and production aspects of the early modern English stage and staging, with particular attention to theories of drama and of acting and historical performance techniques.

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|------------------|------------------|
| <b>DRAMA 728</b> | <b>30 Points</b> |
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#### **Creative Research for Theatre**

Introduces students to principles of postgraduate creative research for theatre. Combines critical reflection and practical exercises to explore best practice in contemporary performance research. Topics include developing a subject, refining a research question, using the creative process as research methodology, framing research findings. Issues of research, language, culture and gender are covered in terms of impact on creative research projects.

|                   |                  |
|-------------------|------------------|
| <b>DRAMA 730</b>  | <b>30 Points</b> |
| <b>DRAMA 730A</b> | <b>15 Points</b> |
| <b>DRAMA 730B</b> | <b>15 Points</b> |

#### **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*

|                   |                  |
|-------------------|------------------|
| <b>DRAMA 770</b>  | <b>60 Points</b> |
| <b>DRAMA 770A</b> | <b>30 Points</b> |
| <b>DRAMA 770B</b> | <b>30 Points</b> |

#### **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, or DRAMA 770*

|                   |                  |
|-------------------|------------------|
| <b>DRAMA 790</b>  | <b>30 Points</b> |
| <b>DRAMA 790A</b> | <b>15 Points</b> |
| <b>DRAMA 790B</b> | <b>15 Points</b> |

#### **Research Project**

*To complete this course students must enrol in DRAMA 790 A and B, or DRAMA 790*



|                     |                    |
|---------------------|--------------------|
| <b>DRAMA 792</b>    | <b>45 Points</b>   |
| <b>DRAMA 792A</b>   | <b>22.5 Points</b> |
| <b>DRAMA 792B</b>   | <b>22.5 Points</b> |
| <b>Dissertation</b> |                    |

To complete this course students must enrol in DRAMA 792 A and B, or DRAMA 792

|                   |                  |
|-------------------|------------------|
| <b>DRAMA 793A</b> | <b>45 Points</b> |
| <b>DRAMA 793B</b> | <b>45 Points</b> |
| <b>Thesis</b>     |                  |

To complete this course students must enrol in DRAMA 793 A and B

|                   |                  |
|-------------------|------------------|
| <b>DRAMA 796A</b> | <b>60 Points</b> |
| <b>DRAMA 796B</b> | <b>60 Points</b> |
| <b>Thesis</b>     |                  |

To complete this course students must enrol in DRAMA 796 A and B

|                           |                  |
|---------------------------|------------------|
| <b>DRAMA 797A</b>         | <b>60 Points</b> |
| <b>DRAMA 797B</b>         | <b>60 Points</b> |
| <b>Research Portfolio</b> |                  |

To complete this course students must enrol in DRAMA 797 A and B

## English

### Stage I

|  |                  |
|--|------------------|
| <b>ENGLISH 101</b>                     | <b>15 Points</b> |
| <b>Literature and the Contemporary</b> |                  |

Constitutes a wide-ranging study of literatures in English in different forms and media in the twentieth and twenty-first centuries. Themes studied may include modernity/postmodernity, diaspora, gender relations, sexuality, cross-cultural contacts, memory, film adaptation, war and ecological crisis. Works will be examined in the context of key historical events and cultural movements.

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|---------------------|------------------|
| <b>ENGLISH 102</b>  | <b>15 Points</b> |
| <b>ENGLISH 102G</b> | <b>15 Points</b> |

### Great Books: Seduction and Betrayal

Surveys a selection of literary masterpieces by major authors from different periods in the history of English literature. Selection of texts is organised around the theme of seduction and betrayal, understood more particularly as a story-arc exploring attitudes to love and sex, to politics and ambition, to ethical conduct, and to the activity of reading itself.

|                     |                  |
|---------------------|------------------|
| <b>ENGLISH 121</b>  | <b>15 Points</b> |
| <b>ENGLISH 121G</b> | <b>15 Points</b> |

### Reading/Writing/Text

Develops 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

|                                      |                  |
|--------------------------------------|------------------|
| <b>ENGLISH 204</b>                   | <b>15 Points</b> |
| <b>Pacific Literature in English</b> |                  |

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 PACIFIC 100

|                         |                  |
|-------------------------|------------------|
| <b>ENGLISH 207</b>      | <b>15 Points</b> |
| <b>Creating Stories</b> |                  |

Explores narrative theory and analysis through major stories from the literature and art of the last six centuries, from Shakespeare's sources to now; from at least four continents; and including short story, drama, 'classic' and modern novels, verse, children's picture story, narrative painting, comics, film and music video. Investigates universal, human, local, individual, work and intra-work levels of analysis.

*Prerequisite:* 60 points passed

*Restriction:* ENGLISH 111

|                                    |                  |
|------------------------------------|------------------|
| <b>ENGLISH 213</b>                 | <b>15 Points</b> |
| <b>Age of Shakespeare: Tragedy</b> |                  |

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 I in English or Drama, or approval of Academic Head or nominee

*Restriction:* ENGLISH 353

|                                       |                  |
|---------------------------------------|------------------|
| <b>ENGLISH 214</b>                    | <b>15 Points</b> |
| <b>Early Texts: Modern Inventions</b> |                  |

A study of key works and contexts of selected medieval and early modern writers, including Chaucer, Shakespeare, Milton, and Behn. Offers a compact history of literary engagements with important social issues that arose in a period notable for revolution and reform; also develops knowledge of literary forms and trends that are historically important, but, in this period, relatively new.

*Prerequisite:* 15 points at Stage I in English

*Restriction:* ENGLISH 210

|                                  |                  |
|----------------------------------|------------------|
| <b>ENGLISH 216</b>               | <b>15 Points</b> |
| <b>Modernist Transformations</b> |                  |

Modernist writers wanted to 'Make it new, make it strange, make it dance'. This course focuses on Modernist texts from the first half of the twentieth century, tracing in the literature, art and other cultural productions of that period the development of ideas and techniques still relevant to how we write, think and 'make it new' today.

*Prerequisite:* 30 points at Stage I in English

*Restriction:* ENGLISH 206, 222

|                                     |                  |
|-------------------------------------|------------------|
| <b>ENGLISH 217</b>                  | <b>15 Points</b> |
| <b>Postcolonial Memory: Ireland</b> |                  |

Explores globally significant issues of cultural memory, identity and postcolonial inheritance through the lens of Irish literature and cultural experience. Debates about memory and postcoloniality guide our navigation of twentieth and twenty-first century Irish novels, plays, poetry and short stories. Conversely, our literary navigations interrogate postcolonial representations of identity across changing cultural contexts.

*Prerequisite:* 30 points at Stage I in English

*Restriction:* ENGLISH 266, 316, 361

|                                      |                  |
|--------------------------------------|------------------|
| <b>ENGLISH 219</b>                   | <b>15 Points</b> |
| <b>Nineteenth Century Literature</b> |                  |

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:* 30 points at Stage I in English

*Restriction:* ENGLISH 104

## 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:* 30 points at Stage I in English

*Restriction:* ENGLISH 355

## 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

Examines Tolkien's primary fictional texts, *The Hobbit* and *The Lord of the Rings* trilogy, in relation to the author's ideas about fantasy and world-building, his use of Celtic, German and Christian mythology, and the adaptation of the novels into film.

*Prerequisite:* 60 points passed

*Restriction:* ENGLISH 306

## 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 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:* 30 points at Stage I in English or Drama, or approval of Academic Head or nominee

*Restriction:* ENGLISH 310

## Stage III

## ENGLISH 305 15 Points

### Modern Writing and Critical Thinking

Reading modern works that overtly blend critical and creative styles, the course examines relations among discourses, criticality, and imagination.

*Prerequisite:* 30 points at Stage II in English, Drama, and/or Writing Studies

## ENGLISH 306 15 Points

### Tolkien and his Worlds

Examines Tolkien's primary fictional texts, *The Hobbit* and

*The Lord of the Rings* trilogy, in relation to the author's ideas about fantasy and world-building, his use of Celtic, German and Christian mythology, and the adaptation of the novels into film.

*Prerequisite:* 60 points passed

*Restriction:* ENGLISH 256

## 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 or Drama

*Restriction:* ENGLISH 265

## ENGLISH 311 15 Points

### Creating Stories

Explores narrative theory and analysis through major stories from the literature and art of the last six centuries, from Shakespeare's sources to now; from at least four continents; and including short story, drama, "classic" and modern novels, verse, children's picture story, narrative painting, comics, film and music video. Investigates universal, human, local, individual, work and intra-work levels of analysis.

*Prerequisite:* 60 points at Stage II from the BA Schedule

*Restriction:* ENGLISH 111, 207

## ENGLISH 313 15 Points

### From Romantics to Victorians

An exploration of some key preoccupations of nineteenth-century literature: identity and the psyche, and the self's engagement with the other. Both topics will be considered against a changing social context which influenced religious beliefs and constructions of gender in particular. Covers poetry and prose from the 1790s to the 1880s.

*Prerequisite:* 30 points at Stage II in English

## ENGLISH 316 15 Points

### Postcolonial Memory: Ireland

Explores globally significant issues of cultural memory, identity and postcolonial inheritance through the lens of Irish literature and cultural experience. Debates about memory and postcoloniality guide our navigation of twentieth and twenty-first century Irish novels, plays, poetry and short stories. Conversely, our literary navigations interrogate postcolonial representations of identity across changing cultural contexts.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 217, 266, 361

## ENGLISH 318 15 Points

### The Gothic: Texts and Theory

An advanced introduction to literary theory through an exploration of classic works of Gothic Literature. We examine the competing claims of psychoanalysis, new historicism, post-colonialism and queer studies in accounting for the appeal and cultural significance of the Gothic mode.

*Prerequisite:* 30 points at Stage II

*Restriction:* ENGLISH 321

## 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 340** **Arthurian Literature** **15 Points**

The Arthurian story, from its first passage into French in the twelfth century. The English writings are studied in comparison with their French sources and counterparts (in translation).

*Prerequisite:* 30 points at Stage II in English or FRENCH 200

*Restriction:* ENGLISH 738, 746

### **ENGLISH 343** **Writing Poetry** **15 Points**

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:* 30 points at Stage II in English, Drama, Writing Studies and Programme Coordinator approval

*Restriction:* ENGLISH 328

### **ENGLISH 344** **Writing Creative Prose** **15 Points**

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 Programme Coordinator approval

*Restriction:* ENGLISH 328

### **ENGLISH 345** **Adolescent Fiction** **15 Points**

Adolescence is a problematic category and a peculiarly modern one; necessarily, the same holds true for adolescent fiction. The aim of this course is to examine this phase of development that is neither childhood nor adulthood but lies between, and recent literary and filmic responses to the characteristic interests and demands of readers at this stage of their lives. Course reading will include film and television, as well as written texts.

*Prerequisite:* 30 points at Stage II in English

### **ENGLISH 346** **African and Caribbean Literature** **15 Points**

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 in English or Transnational Cultures and Creative Practice, or approval of Academic Head or nominee

### **ENGLISH 351** **Special Topic** **15 Points**

*Prerequisite:* 30 points at Stage II in English

### **ENGLISH 353** **Age of Shakespeare: Tragedy** **15 Points**

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 or Drama

*Restriction:* ENGLISH 213

### **ENGLISH 354** **Writing Selves** **15 Points**

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** **New Zealand Literature** **15 Points**

Offers an historical survey of major writers and key issues in New Zealand literature. Students will not only read some of the best writing our country has to offer but will develop, through the literature studied, a richly detailed overview of New Zealand experience from the period of first contact until now.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 221

### **ENGLISH 356** **The Modern Novel** **15 Points**

A study of fiction. The prescribed works vary widely in their country of origin, formal elements and themes. Some are recognised as classics, while others show the new directions taken by the writers of the time. The texts are given detailed consideration as well as being placed within social and critical contexts.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 220

### **ENGLISH 360** **Special Topic** **15 Points**

*Prerequisite:* 30 points at Stage II in English

### **ENGLISH 367** **Special Topic** **15 Points**

## **Postgraduate 700 Level Courses**

### **ENGLISH 700** **Pacific Poetry** **30 Points**

A critical engagement with poetry written in English by the peoples of Oceania (Polynesia, Melanesia, Micronesia). Pacific aesthetics and epistemologies evident in orature and art, in addition to post-colonial and women of colour feminist theories, will be used in the construction of culturally insightful frameworks to better appreciate this poetry that spans from the 1970s to the present day.

*Restriction:* ENGLISH 717, 720

### **ENGLISH 701** **Milton and Poetic Authority** **30 Points**

Milton is the poet who has been most significant in the establishment of the familiar canon of English poetry. This achievement raises questions about the greatness of poetry written in one set of historical circumstances that is then judged by an audience constructed in part by the poetry itself. In this context the course covers political as well as poetic works.

*Restriction:* ENGLISH 760

### **ENGLISH 702** **Postcolonial Literary Studies** **30 Points**

Provides a critical investigation of postcolonial literary studies as a field of academic inquiry and cultural critique. We read essays by influential theorists, including

theoretical essays by contemporary poets and novelists, but concentrate on the study of literary texts produced in the social, political and cultural circumstances that are largely identified as postcolonial.

*Restriction: ENGLISH 786*

### **ENGLISH 703** **Stages of Religion** **15 Points**

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 705** **Modernism and the Contemporary** **30 Points**

Examines the work of Modernist writers intensely concerned with ideas of the contemporary within the context of Modernism, the defining international 'movement' of the twentieth century, known for its narratives of crisis and transformation.

### **ENGLISH 706** **Shakespeare: Selected Plays and Poems** **30 Points**

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.

### **ENGLISH 707** **Writing World War II** **30 Points**

Takes the terror wrought by bombing as its theme with particular focus on the literature of the Second World War and the Cold War that followed it. Also addresses contemporary literary reimaginings of the Second World War, which incorporate elements of military, architectural and postcolonial history, and asks what these later versions imply about the war's historicity.

### **ENGLISH 709** **Theatre on Screen** **30 Points**

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.

*Restriction: ENGLISH 774*

### **ENGLISH 711** **Shakespeare from Stage to Page, 1590-1640** **30 Points**

Studies the development of the theatre in the half-century encompassing Shakespeare's career and after, and its relation to the print industry of the same period. Treats authors and writing, acting, company structure, audiences, censorship, book production, publication and readership. Involves extensive use of primary and rare materials.

*Restriction: ENGLISH 342, 754, 765*

### **ENGLISH 713** **30 Points**

#### **ENGLISH 713A** **15 Points**

#### **ENGLISH 713B** **15 Points**

#### **Research Essays**

A number of essays are written with guidance from a supervisor, focusing on a field, author, genre or period of literature.

*To complete this course students must enrol in ENGLISH 713 A and B, or ENGLISH 713*

### **ENGLISH 714** **30 Points**

#### **Chaucer Studies**

A major Chaucerian text or text grouping is considered in its wider literary and cultural context, including sources, analogues and comparable writings from Continental Europe.

*Restriction: ENGLISH 749*

### **ENGLISH 718** **30 Points**

#### **Opening the Archive**

Develops practical research skills while attending to archives as concept and theory. Skills include scoping and pursuing a significant research project, seeking permissions and presenting findings. The course also reflects critically on the provenance of textual, material, visual and digital collections and their public and scholarly uses in the twenty-first century.

### **ENGLISH 725** **15 Points**

#### **Writing, Literacy, Poetics**

Study of textualities, reading and writing as situated language, and literary study in relation to wider literacies and media. What does 'deep reading' promise? Can one be 'fully literate'? Readings in literacy and literary theory, performativity, and performance.

### **ENGLISH 731** **30 Points**

#### **Jane Austen and Charlotte Brontë**

A comparative study of two significant women novelists of the nineteenth century, exploring the similarities and differences among their works, as well as giving attention to their critical and popular reception history and their 'afterlife' in print and on screen.

*Restriction: ENGLISH 752*

### **ENGLISH 732A** **15 Points**

### **ENGLISH 732B** **15 Points**

#### **Popular Fiction: Mystery, Romance and Fantasy**

Popular Fiction offers an opportunity to extend critical study of literature to the mass of texts customarily denied academic approval. A key element is the reader's pleasure. Does pleasure make a difference in what is, admittedly, a critical study of several varieties of modern popular fiction, especially children's literature, romance and crime fiction (both in print and on television). Reading of texts will be supported by discussion of a range of theoretical issues.

*To complete this course students must enrol in ENGLISH 732 A and B*

### **ENGLISH 746** **15 Points**

#### **Arthurian Literature**

The Arthurian story, from its first passage into French in the twelfth century. The English writings are studied in comparison with their French sources and counterparts (in translation).

*Restriction: ENGLISH 340*

### **ENGLISH 756** **15 Points**

#### **Special Topic**

### **ENGLISH 758** **15 Points**

#### **Advanced Studies in Rhetoric and Composition**

An investigation of writing practice, taking up situated, instrumental and political aspects central to rhetorical theory throughout history from Aristotle and Cicero to Bakhtin, Habermas, Burke, 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.

*Restriction: ENGLISH 350*

**ENGLISH 759** **15 Points**  
**Aphra Behn and the Canon**

A study of selected plays, prose fictions and poems by Behn in relation to both the emerging canon of early modern English literature and to contemporary debates about canonicity within feminism and cultural studies.

*Restriction: ENGLISH 737*

**ENGLISH 769** **30 Points**  
**Representing Imagining**

Investigates representation in imaginative writing. Principal texts are from 1928 to the present and from North America, UK, Aotearoa New Zealand, France, and the Caribbean. Topics include genre and expectations; ideologies of originality and copying; discursive mixing; authenticity; wholeness and brokenness; translanguaging; the page, the codex and the digitas; and the economy of the imaginative subject.

**ENGLISH 770** **15 Points**  
**Research Essays**

Essays on a particular author, genre or theme.

**ENGLISH 775** **15 Points**  
**Special Topic: Jane Austen**

Focuses on the complete novels of Jane Austen, their critical reception, their adaptations, and their afterlife in popular culture.

**ENGLISH 777** **15 Points**  
**Special Topic**

**ENGLISH 778** **30 Points**  
**Pedagogy and Performance**

Explores teaching as theory and performance in the context of Writing Studies and English. The course reviews the discipline of English, its concerns, materials and methods, and the challenge of multi-literacies. Teaching writing is rationalised in theory and rehearsed in practice through learning activities and assignments that address the discourse of discipline, the teaching room and public pedagogy.

**ENGLISH 779** **30 Points**  
**The Social Text, 1350-1590**

Explores the relations between literature and political society in the late medieval/early modern period. The literary text may articulate the designs and demands of political culture, employing the terms of emerging political discourses, or it may itself become a political event. The course aims at an understanding of public culture in the period, including its texts.

**ENGLISH 780** **30 Points**

**ENGLISH 780A** **15 Points**

**ENGLISH 780B** **15 Points**

**Research Essay**

*To complete this course students must enrol in ENGLISH 780 A and B, or ENGLISH 780*

**ENGLISH 781** **30 Points**  
**Research Project**

**ENGLISH 782A** **15 Points**

**ENGLISH 782B** **15 Points**

**Interpreting Janet Frame**

An exploration of the fiction of renowned writer Janet

Frame. Using interpretative theory, 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 710*

*To complete this course students must enrol in ENGLISH 782 A and B*

**ENGLISH 783** **15 Points**  
**Studies in English Renaissance Drama**

An advanced seminar on the intersection of literary and theatrical cultures in the English Renaissance period. Students will become acquainted with performance theories relating to the Renaissance stage, with particular attention paid to the relation between stage production and the production of meaning.

**ENGLISH 785** **15 Points**  
**Directed Study**

Supervised research on a topic or topics approved by the Academic Head or nominee.

**ENGLISH 787** **30 Points**  
**Literature USA: from the American Renaissance to the Jazz Age**

Examines a selection of classic texts and major issues in the literature of the United States from the American Renaissance of the 1840s and 1850s through to the Jazz Age of the 1920s and 1930s.

**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*

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## English for Academic Purposes

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### Preparatory Courses

**ENGLACP 20P** **25 Points**

**English for Academic Purposes Level 1**

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.

*Restriction: ENGLACP 40P*

### ENGLACP 30P 35 Points

#### English for Academic Purposes Level 2

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*

### ENGLACP 40P 25 Points

#### English for Academic Purposes Level 3

Extensive and intensive reading of extended academic texts at postgraduate level; developing skills of analysing, synthesising and critical commentary; writing longer essays and reports integrating and referencing source material; proof-reading and editing; avoiding plagiarism; oral seminar presentations and discussions; listening and note-taking from lectures; orientation to student support and learning resources at the University of Auckland.

*Prerequisite: ENGLACP 30P*

*Restriction: ENGLACP 20P*

## English Writing

### Stage I

### ENGWRIT 101 15 Points

#### English Writing for Academic Purposes

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.

*Restriction: ENGWRIT 94F*

## European Studies

### Stage I

### EUROPEAN 100 15 Points

### EUROPEAN 100G 15 Points

#### Europe and the World

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.

### Stage II

### EUROPEAN 200 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: 30 points passed in BA or BGlobalSt courses*

*Restriction: EUROPEAN 300*

### EUROPEAN 204 15 Points

#### Special Topic

### 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: 30 points passed at Stage I*

*Restriction: EUROPEAN 302*

### 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: 30 points passed in BA courses or Transnational Cultures and Creative Practice*

*Restriction: EUROPEAN 307*

### EUROPEAN 208 15 Points

#### Images of Men in Europe, 18th-21st Century

Focuses on the images of men in Europe, from the end of the eighteenth century to the present day, in the construction of European identity. The course examines changing representations of masculinity in European visual culture, particularly through sports and war, in relation to issues of consumption, medicine and sexuality.

*Prerequisite: 30 points passed in BA courses*

*Restriction: EUROPEAN 304*

### EUROPEAN 209 15 Points

#### Special Topic: "Freaks": Exhibiting Monstrosities and Inventing Disability

A study of the images of human "oddities", from the marketplace where, in traditional European society, extraordinary bodies were exhibited, to the nineteenth century invention of Freak-Shows and the later emergence of disability. This will be done by examining the visual culture of streets and fairgrounds, postcards and movies, and finally, the contemporary iconography of disability.

*Prerequisite: 30 points passed in BA courses*

*Restriction: EUROPEAN 308*

### EUROPEAN 212 15 Points

#### The History and Culture of War and Violence

Looks at the history and culture of war and violence through the ages with a particular focus on Europe. Themes may include: war and technology, war and society, war and ideology and the regulation of war and violence.

*Prerequisite: 30 points at Stage I in BA or BGlobalSt courses*

*Restriction: EUROPEAN 312*

### EUROPEAN 277 15 Points

#### European Study Abroad 2A

Course taken at an approved academic institution abroad.

*Prerequisite: Approval of Academic Head or nominee*

**EUROPEAN 278 15 Points****European Study Abroad 2B**

Course taken at an approved academic institution abroad.  
*Prerequisite: EUROPEAN 277 and approval of Academic Head or nominee*

**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: 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: 30 points at Stage II*

*Restriction: EUROPEAN 206*

**EUROPEAN 304 15 Points****Images of Men in Europe, 18th-21st Century**

Focuses on the images of men in Europe, from the end of the eighteenth century to the present day, in the construction of European identity. The course examines changing representations of masculinity in European visual culture, particularly through sports and war, in relation to issues of consumption, medicine and sexuality.

*Prerequisite: 30 points at Stage II in BA courses*

*Restriction: EUROPEAN 208*

**EUROPEAN 305 15 Points****Special Topic**

*Prerequisite: 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: 30 points at Stage II in BA courses or Transnational Cultures and Creative Practice*

*Restriction: EUROPEAN 207*

**EUROPEAN 308 15 Points****Special Topic: "Freaks": Exhibiting Monstrosities and Inventing Disability**

A study of the images of human "oddities", from the marketplace where, in traditional European society, extraordinary bodies were exhibited, to the nineteenth century invention of Freak-Shows and the later emergence of disability. This will be done by examining the visual culture of streets and fairgrounds, postcards and movies, and finally, the contemporary iconography of disability.

*Prerequisite: 30 points at Stage II in BA courses*

*Restriction: EUROPEAN 209*

**EUROPEAN 312 15 Points****The History and Culture of War and Violence**

Looks at the history and culture of war and violence through the ages with a particular focus on Europe. Themes may include: war and technology, war and society, war and ideology and the regulation of war and violence.

*Prerequisite: 30 points at Stage II*

*Restriction: EUROPEAN 212*

**EUROPEAN 377 15 Points****European Study Abroad 3A**

Course taken at an approved academic institution abroad.

*Prerequisite: Approval of Academic Head or nominee*

**EUROPEAN 378 15 Points****European Study Abroad 3B**

Course taken at an approved academic institution abroad.

*Prerequisite: EUROPEAN 377 and approval of Academic Head or nominee*

**French****Stage I****FRENCH 101 15 Points****FRENCH 101G 15 Points****Introductory French Language 1**

Introduces students to spoken and written French. It is delivered through two 90-minute sessions per week on campus, blended with an on-line component that uses up-to-date methodology and extensive multimedia materials. It is open to beginners or near beginners. Students who have achieved 24 recent credits in Level 1 NCEA French or 12-16 recent credits in Level 2 NCEA French (or equivalent previous study) should enrol in FRENCH 102. FRENCH 101 does not count towards a major in French. 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**

Further development of basic proficiency in everyday French language to communicate in authentic situations. Delivered through two 90-minute sessions per week on campus, blended with on-line learning tasks that use interactive technology and extensive multimedia materials. A range of activities are used to develop speaking, listening, reading and writing skills and students' strategies for autonomous learning.

Note: Students with NCEA level 2 French should enrol in this course. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

*Prerequisite: FRENCH 101, or approval of Academic Head or nominee*

**Stage II****FRENCH 203 15 Points****Intermediate French Language 1**

Consolidates and expands previously acquired knowledge and skills to an intermediate proficiency in everyday authentic French language. Delivered through two 90-minute sessions per week on campus, blended with on-line learning tasks that use extensive multimedia materials. A range of activities are used to develop speaking, listening, reading and writing skills and students' strategies for autonomous learning.

Note: Students with NCEA level 3 French should enrol in



this course. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

*Prerequisite:* FRENCH 102, or approval of Academic Head or nominee

#### **FRENCH 204 15 Points**

##### **Intermediate French Language 2**

Topic-based oral and written expression, aural and written comprehension in French, covering a wide range of personal and professional situations. This course is designed for students who have passed FRENCH 203 or 269. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

*Prerequisite:* 15 points from FRENCH 203, 269, or approval of Academic Head or nominee

#### **FRENCH 214 15 Points**

##### **French Linguistics**

A presentation, in French, of key aspects of French linguistics relevant to the study and teaching of French as a first or second language, including phonetics, phonology, morphology and syntax. The course assumes no prior specialist knowledge of this field.

*Prerequisite:* 15 points from FRENCH 204, 269, 304

*Restriction:* FRENCH 314

#### **FRENCH 218 15 Points**

##### **History of the French Language**

An introduction to French linguistics, the history of French and regional variation in French. The course is taught in French.

*Prerequisite:* 15 points from FRENCH 204, 269, 304

*Restriction:* FRENCH 308

#### **FRENCH 229 15 Points**

##### **The French-speaking World**

A study of culture in texts and films from France, North Africa, Africa, Canada, the Caribbean and the Pacific.

*Prerequisite:* 15 points from FRENCH 204, 269, 304

*Restriction:* FRENCH 329

#### **FRENCH 230 15 Points**

##### **French for Business**

An essentially communicative French course designed to allow students to function in both oral and written French commercial activities. Topics covered will include: correspondence, report writing, form filling, the reading of contracts, and interacting and negotiating with clients. Class work and tutorials will be complemented by audiovisual and language laboratory materials, as well as by hypermedia and other computer materials. Note: FRENCH 230 does not count towards a major in French.

*Prerequisite:* 15 points from FRENCH 204, 269, 304

#### **FRENCH 239 15 Points**

##### **France on Screen: From Lumière to Godard**

An introduction to the major artistic and historical developments in French film, particularly as it relates to French culture, politics, history and society, from the birth of cinema up to and including the New Wave. The course also introduces some analytical tools for the appreciation of film: film grammar and basic aspects of film theory.

*Prerequisite:* 15 points from COMMS 100, FTVMS 100, 101,

FRENCH 129, 204, 269, 304, MEDIA 101

*Restriction:* FRENCH 339, 739

#### **FRENCH 241 15 Points**

##### **Reading French Literature**

Introducing students to a variety of critical approaches, this course aims to provide a basic literary framework through

the analysis of selected texts representing a range of genres and periods. Taught in French.

*Prerequisite:* 15 points from FRENCH 204, 269, 304

*Restriction:* FRENCH 379

#### **FRENCH 244 15 Points**

##### **Modern France: History and Culture**

An analysis of how France has been shaped by diverse historical and cultural legacies since the sixteenth century. Topics include the role of religion, the transformations of the State, the significance of Revolution, and the role of war and colonial expansion in modern French history.

*Prerequisite:* 30 points at Stage I

*Restriction:* FRENCH 231, 313, 344

#### **FRENCH 269 15 Points**

##### **French Language and Culture in Film and Literature**

A linguistic and cultural course taught entirely in French and designed to enhance students' aural, oral and written proficiency through the study of a series of recent films and literary texts that also shed light on important aspects of twentieth-century France. This course is designed for students with 24 credits in Level 3 NCEA French, or who have passed FRENCH 203.

*Prerequisite:* 15 points from FRENCH 203, 204, 304, or approval of Academic Head or nominee

*Restriction:* FRENCH 129

#### **FRENCH 277 15 Points**

##### **French Study Abroad 2A**

Formal language study in an approved overseas institution where the language of instruction is French.

*Prerequisite:* Permission of Academic Head or nominee

#### **FRENCH 278 15 Points**

##### **French Study Abroad 2B**

Formal language study in an approved overseas institution where the language of instruction is French.

*Prerequisite:* Approval of Academic Head or nominee

#### **FRENCH 279 15 Points**

##### **Special Topic**

*Prerequisite:* 15 points from FRENCH 204, 269, 304

### **Stage III**

#### **FRENCH 304 15 Points**

##### **Advanced French Language 1**

Strengthens students' command of reading, writing, speaking and listening in French. Organised thematically and uses both textual and audiovisual material to introduce students to a range of communicative registers. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

*Prerequisite:* FRENCH 204

#### **FRENCH 305 15 Points**

##### **Advanced French Language 2**

Further extends students' French language skills through textual and audio-visual material, enabling them to attain a high level of oral and written proficiency.

*Prerequisite:* FRENCH 304

#### **FRENCH 306 15 Points**

##### **Medieval French Language and Culture: Love and Laughter in the Middle Ages**

The main focus will be on language and literature, placing works in their historical and cultural contexts.

*Prerequisite:* FRENCH 304

*Restriction:* FRENCH 706



**FRENCH 308 15 Points****History of the French Language**

An introduction to French linguistics, the history of French and regional variation in French. This course is taught in French.

*Prerequisite:* FRENCH 304

*Restriction:* FRENCH 218

**FRENCH 314 15 Points****French Linguistics**

A presentation, in French, of key aspects of French linguistics relevant to the study and teaching of French as a foreign language, including phonetics, phonology, morphology and syntax. The course assumes no prior specialist knowledge of this field.

*Prerequisite:* FRENCH 304

*Restriction:* FRENCH 214

**FRENCH 320 15 Points****French Translation Practice**

A course for students wishing to develop skills in translation and to increase their proficiency in using French in a professional or business environment.

*Prerequisite:* FRENCH 304

*Restriction:* FRENCH 720

**FRENCH 322 15 Points****Linguistic Study Abroad**

A research project on a linguistics subject conducted in a French speaking country.

*Prerequisite:* FRENCH 304 and approval of Academic Head or nominee

**FRENCH 329 15 Points****The French-speaking World**

A study of culture in texts and films from France, North Africa, Africa, Canada, the Caribbean and the Pacific. Taught in French.

*Prerequisite:* FRENCH 304

*Restriction:* FRENCH 229

**FRENCH 331 15 Points****Special Study in French**

A research project approved by the Academic Head.

*Prerequisite:* FRENCH 304 and approval of Academic Head or nominee

**FRENCH 339 15 Points****France on Screen: From Lumière to Godard**

An introduction to the major artistic and historical developments in French film, particularly as it relates to French culture, politics, history and society, from the birth of cinema up to and including the New Wave. The course also introduces some analytical tools for the appreciation of film: film grammar and basic aspects of film theory.

*Prerequisite:* FRENCH 304, or 30 points at Stage II in Media, Film and Television

*Restriction:* FRENCH 239, 739

**FRENCH 341 15 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'. Taught in French.

*Prerequisite:* FRENCH 304

*Restriction:* FRENCH 741

**FRENCH 344 15 Points****Modern France: History and Culture**

An analysis of how France has been shaped by diverse historical and cultural legacies since the sixteenth century. Topics include the role of religion, the transformations of the State, the significance of revolution, and the role of war and colonial expansion in modern French history.

*Prerequisite:* 30 points at Stage II

*Restriction:* FRENCH 231, 244, 313

**FRENCH 349 15 Points****French Cinema Since the New Wave**

An in-depth examination of major developments in French cinema since 1965, with a particular focus on the 1990s and beyond. This course presupposes a good working knowledge of film grammar, for example, shot analysis, mise en scène, editing techniques.

*Prerequisite:* FRENCH 304, or 30 points at Stage II in Media, Film and Television

*Restriction:* FRENCH 749

**FRENCH 377 15 Points****French Study Abroad 3A**

Formal language study in an approved overseas institution where the language of instruction is French.

*Prerequisite:* Approval of Academic Head or nominee

**FRENCH 378 15 Points****French Study Abroad 3B**

Formal language study in an approved overseas institution where the language of instruction is French.

*Prerequisite:* Approval of Academic Head or nominee

**FRENCH 379 15 Points****Special Topic: 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:* FRENCH 304

*Restriction:* FRENCH 241

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**Postgraduate 700 Level Courses****FRENCH 701 30 Points****Special Topic in Old French: The Medieval Romance**

The evolving medieval French romance with particular emphasis on the *Roman de la Rose* as the quintessential medieval study of human nature.

**FRENCH 704 15 Points****Special Topic****FRENCH 705 30 Points****Advanced Language**

Advanced language practice in French, with emphasis on close-reading, textual summary and synthesis of both aural and written texts. French techniques of writing will be studied and students will apply these in written assignments.

*Prerequisite:* FRENCH 305 or placement test and approval of Academic Head or nominee

*Restriction:* FRENCH 702, 703

**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

|  |                  |   |                   |
|--|------------------|---|-------------------|
| <b>FRENCH 707</b>  | <b>15 Points</b> | <b>FRENCH 729</b>   | <b>30 Points</b>  |
| <b>Specialised French Translation 1</b>  |                  | <b>Gender and Culture: Perspectives from the French-speaking World</b>  |                   |
| 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. |                  | A comparative study of the relation between gender and culture in selected sources: films, novels, personal and theoretical writings, from France, North Africa, the Caribbean, Africa, the French-speaking Pacific and Quebec. <i>Restriction: FRENCH 329</i>                              |                   |
| <b>FRENCH 708</b>  | <b>15 Points</b> | <b>FRENCH 741</b>   | <b>30 Points</b>  |
| <b>Specialised French Translation 2</b>  |                  | <b>Panorama of the French Novel</b>   |                   |
| 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. |                  | A study of the changing forms of the novel from the representations of the seventeenth century court in Madame de Lafayette's <i>La Princesse de Cleves</i> to the twentieth century experiments of the French 'new novelists'. <i>Restriction: FRENCH 341</i>                              |                   |
| <b>FRENCH 710</b>  | <b>30 Points</b> | <b>FRENCH 749</b>   | <b>30 Points</b>  |
| <b>FRENCH 710A</b>   | <b>15 Points</b> | <b>French Cinema Since The New Wave</b>   |                   |
| <b>FRENCH 710B</b>   | <b>15 Points</b> | An in-depth examination of major developments in French cinema since 1965, with a particular focus on the 1990s and beyond. This course presupposes a good working knowledge of film grammar, for example, shot analysis, mise en scène, editing techniques. <i>Restriction: FRENCH 349</i> |                   |
| <b>Special Topic</b>   |                  | <b>FRENCH 750</b>   | <b>15 Points</b>  |
| To complete this course students must enrol in FRENCH 710 A and B, or FRENCH 710   |                  | <b>FRENCH 750A</b>  | <b>7.5 Points</b> |
| <b>FRENCH 711</b>  | <b>15 Points</b> | <b>FRENCH 750B</b>  | <b>7.5 Points</b> |
| <b>Theory and Text</b>   |                  | <b>Special Study</b>  |                   |
| Survey of the most important twentieth-century French literary critics and critical movements. Taught in English.  |                  | Supervised research on a topic or topics approved by the Academic Head or nominee. <i>To complete this course students must enrol in FRENCH 750 A and B, or FRENCH 750</i>  |                   |
| <b>FRENCH 714</b>  | <b>15 Points</b> | <b>FRENCH 751</b>   | <b>30 Points</b>  |
| <b>Special Topic: Topics in Gender in the Francophone World</b>  |                  | <b>FRENCH 751A</b>  | <b>15 Points</b>  |
| <b>FRENCH 715</b>  | <b>15 Points</b> | <b>FRENCH 751B</b>  | <b>15 Points</b>  |
| <b>Special Topic</b>   |                  | <b>Special Study</b>  |                   |
| <b>FRENCH 717</b>  | <b>30 Points</b> | Supervised research on a topic or topics approved by the Academic Head or nominee. <i>To complete this course students must enrol in FRENCH 751 A and B, or FRENCH 751</i>  |                   |
| <b>Advanced French Linguistics</b>   |                  | <b>FRENCH 752</b>   | <b>15 Points</b>  |
| 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.   |                  | <b>FRENCH 752A</b>  | <b>7.5 Points</b> |
| <b>FRENCH 720</b>  | <b>30 Points</b> | <b>FRENCH 752B</b>  | <b>7.5 Points</b> |
| <b>FRENCH 720A</b>   | <b>15 Points</b> | <b>Special Study</b>  |                   |
| <b>FRENCH 720B</b>   | <b>15 Points</b> | Supervised research on a topic or topics approved by the Academic Head or nominee. <i>To complete this course students must enrol in FRENCH 752 A and B, or FRENCH 752</i>  |                   |
| <b>Advanced French Translation</b>   |                  | <b>FRENCH 753</b>   | <b>30 Points</b>  |
| A study of translation theory and intensive practice in the translation of a variety of texts. <i>Restriction: FRENCH 320</i> <i>To complete this course students must enrol in FRENCH 720 A and B, or FRENCH 720</i>  |                  | <b>FRENCH 753A</b>  | <b>15 Points</b>  |
| <b>FRENCH 725</b>  | <b>30 Points</b> | <b>FRENCH 753B</b>  | <b>15 Points</b>  |
| <b>FRENCH 725A</b>   | <b>15 Points</b> | <b>Special Study</b>  |                   |
| <b>FRENCH 725B</b>   | <b>15 Points</b> | Supervised research on a topic or topics approved by the Academic Head or nominee. <i>To complete this course students must enrol in FRENCH 753 A and B, or FRENCH 753</i>  |                   |
| <b>Special Topic</b>   |                  | <b>FRENCH 777</b>   | <b>15 Points</b>  |
| To complete this course students must enrol in FRENCH 725 A and B, or FRENCH 725   |                  | <b>Study Abroad</b>   |                   |
| <b>FRENCH 727</b>  | <b>30 Points</b> | 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 Academic       |                   |
| <b>Special Topic</b>   |                  |   |                   |
| <b>FRENCH 728</b>  | <b>30 Points</b> |   |                   |
| <b>Special Topic</b>   |                  |   |                   |

Head or nominee. Enrolment requires the approval of the Academic Head or nominee.

### **FRENCH 778 15 Points**

#### **Study Abroad**

Formal study in an approved overseas university where the language of instruction is French. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.

### **FRENCH 785 45 Points**

#### **FRENCH 785A 22.5 Points**

#### **FRENCH 785B 22.5 Points**

#### **Dissertation**

To complete this course students must enrol in FRENCH 785 A and B, or FRENCH 785

### **FRENCH 790 30 Points**

#### **FRENCH 790A 15 Points**

#### **FRENCH 790B 15 Points**

#### **Research Project**

To complete this course students must enrol in FRENCH 790 A and B, or FRENCH 790

### **FRENCH 792 45 Points**

#### **FRENCH 792A 22.5 Points**

#### **FRENCH 792B 22.5 Points**

#### **Dissertation**

To complete this course students must enrol in FRENCH 792 A and B, or FRENCH 792

### **FRENCH 793A 45 Points**

#### **FRENCH 793B 45 Points**

#### **Thesis**

Prerequisite: A BA(Hons) in French with at least Second Class Honours, First Division, or equivalent

To complete this course students must enrol in FRENCH 793 A and B

### **FRENCH 796A 60 Points**

#### **FRENCH 796B 60 Points**

#### **Thesis**

Prerequisite: A BA(Hons) in French with at least Second Class Honours, First Division, or equivalent

To complete this course students must enrol in FRENCH 796 A and B

### **FRENCH 797A 60 Points**

#### **FRENCH 797B 60 Points**

#### **Research Portfolio**

Prerequisite: A BA(Hons) in French with at least Second Class Honours, First Division, or equivalent

To complete this course students must enrol in FRENCH 797 A and B

## **Gender Studies**

### **Stage I**

### **GENDER 101 15 Points**

#### **Gender: Global and Local**

Develops an understanding of key concepts that underlie gender analysis, and how they are expressed in politics, culture and society. Examines the meaning of gender across a range of subjects and issues on the global stage and in our everyday lives.

Restriction: GENDER 100, WOMEN 100

### **Stage II**

### **GENDER 202 15 Points**

#### **Gender in the Pacific**

Issues of gender politics, culture and migration in the contemporary Pacific. Considers the historical and contemporary development of gender identities and relations in and across Pacific cultures, as well as how various media such as film, music, photography, or other forms of cultural production influence gender in the region.

Prerequisite: 30 points passed

Restriction: WOMEN 202

### **GENDER 206 15 Points**

#### **Special Topic**

Prerequisite: 30 points passed

Restriction: WOMEN 206

### **GENDER 207 15 Points**

#### **Special Topic**

Prerequisite: 30 points passed

Restriction: WOMEN 207

### **GENDER 208 15 Points**

#### **Thinking Gender**

Interdisciplinary examination of feminist theories of gender and sexuality. Focuses on contemporary issues, debates, and practices, while grounding them in foundational theories and investigating how these issues and debates play out across disciplines and practices. Examples include the perils of identity politics, tensions between feminist and queer theories, the politics of representation, and gender justice in a globalised world.

Prerequisite: 30 points passed

Restriction: GENDER 308

### **Stage III**

### **GENDER 300 15 Points**

#### **Special Topic**

### **GENDER 301 15 Points**

#### **Gender, Sex and Commodification**

Focuses on current and controversial issues at the intersections of sex and gender and their co-construction. Issues will be approached from contemporary feminist and queer theory perspectives. Various topics are critically examined in both theoretical and practical terms, such as co-constructions of gender and sexualities in pornography and advertising, technologies and reproduction, representations of transgender bodies/identities, and the selling of cybersex.

Prerequisite: 30 points at Stage II in Gender Studies or Sociology

Restriction: SOCIOL 324

### **GENDER 306 15 Points**

#### **Gender and Change: Making Waves**

Explores the relationship between gender and other structures of inequality, like sexuality and ethno-race, and progressive social change. Develops and engages students' theoretically informed critical skills in order to interrogate how gender inequality is re-produced, contested and/or transformed through all or some of the following: literary texts, visual representations, media texts, everyday practices and interactions, and policy.

Prerequisite: 30 points at Stage II in Gender Studies, or 15 points at Stage II in Gender Studies and 30 points passed at Stage II in BA courses

Restriction: WOMEN 306

**GENDER 307** 15 Points  
**Special Topic**  
*Prerequisite:* 30 points at Stage II  
*Restriction:* WOMEN 307

### Postgraduate 700 Level Courses

**GENDER 700** 30 Points  
**Critical Theories and Methods in Gender Studies**  
 Engages, using an interdisciplinary approach, critical theories and epistemological debates in gender studies; provides grounding in key gender studies methods and methodologies; traces the evolution in approaches to gender from early feminist scholarship to the present; requires independent research and application of theories and methods.

**GENDER 701** 30 Points  
**GENDER 701A** 15 Points  
**GENDER 701B** 15 Points  
**Special Study**  
*Restriction:* WOMEN 702  
 To complete this course students must enrol in GENDER 701 A and B, or GENDER 701

**GENDER 705** 15 Points  
**Special Topic**  
*Restriction:* WOMEN 705

**GENDER 706** 15 Points  
**Special Topic**  
*Restriction:* WOMEN 706

**GENDER 780** 30 Points  
**GENDER 780A** 15 Points  
**GENDER 780B** 15 Points  
**Research Project**  
*Restriction:* GENDER 785  
 To complete this course students must enrol in GENDER 780 A and B, or GENDER 780

**GENDER 785** 45 Points  
**GENDER 785A** 22.5 Points  
**GENDER 785B** 22.5 Points  
**Dissertation**  
 To complete this course students must enrol in GENDER 785 A and B, or GENDER 785

**GENDER 796A** 60 Points  
**GENDER 796B** 60 Points  
**Thesis**  
 To complete this course students must enrol in GENDER 796 A and B

**GENDER 797A** 60 Points  
**GENDER 797B** 60 Points  
**Research Portfolio**  
 To complete this course students must enrol in GENDER 797 A and B

### German

#### Stage I

**GERMAN 101** 15 Points  
**GERMAN 101G** 15 Points  
**German Language Introductory 1**  
 Written and oral use of German for students with no previous

knowledge of the language or with fewer than 16 credits in NCEA Level 2 German.

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**GERMAN 102** 15 Points  
**German Language Introductory 2**

Written and oral use of German. Assumes that students have passed GERMAN 101 or have at least 16 credits in NCEA Level 2 German.

*Prerequisite:* GERMAN 101 or approval of Academic Head or nominee

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**GERMAN 178** 15 Points  
**German Study Abroad I**

Course of at least 3 weeks in length and 60 taught hours on German language and/or culture to be taken at an approved academic institution in a German-speaking country.

*Prerequisite:* Approval of Academic Head or nominee

#### Stage II

**GERMAN 200** 15 Points  
**German Language Intermediate 1**

Written and oral use of German. Assumes that students have passed GERMAN 102 or have achieved in all standards entered for German NCEA Level 3 or gained grade average 50 or above, or have acquired language competence through a stay or exchange in a German-speaking country.

*Prerequisite:* GERMAN 102 or approval of Academic Head or nominee

*Restriction:* GERMAN 104. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**GERMAN 201** 15 Points  
**German Language Intermediate 2**

Written and oral use of German.

*Prerequisite:* GERMAN 104 or 200

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**GERMAN 210** 15 Points  
**20th Century German Literature**

Literary criticism of aspects of twentieth century drama, prose and/or poetry.

*Prerequisite:* 45 points in German

**GERMAN 211** 15 Points  
**Contemporary Literature**

Literary criticism of selected works of contemporary German literature.

*Prerequisite:* 45 points in German

*Restriction:* GERMAN 303

**GERMAN 212** 15 Points  
**Special Study in German**

A topic arranged and approved by the Academic Head or nominee.

*Prerequisite:* Approval of Academic Head or nominee

**GERMAN 213** 15 Points  
**Introduction to German Linguistics**

Introduction to the linguistic side of Modern German, examining some of its different varieties (spoken vs written, sociolects etc) and some recent changes the language has undergone in its structure.

*Prerequisite:* GERMAN 102

*Restriction:* GERMAN 313

**GERMAN 214 15 Points****Teaching German as a foreign language**

Provides an overview of teaching and learning German as a second or heritage language. Students gain a solid understanding of German teaching and learning, including concepts and theories behind second language learning, individual differences, learning needs, approaches to strengthen learner autonomy as well as methods and principles of teaching German.

*Prerequisite:* GERMAN 201 or equivalent

*Restriction:* GERMAN 314

**GERMAN 230 15 Points****German Cinema from Murnau to Riefenstahl**

A close analysis of film from the Weimar Republic and the Third Reich as seen against the political and social upheavals of the time with an emphasis on the role of gender and the portrayal of gender in film.

*Prerequisite:* Any 30 points passed in BA courses

*Restriction:* GERMAN 331

**GERMAN 231 15 Points****Modern Germany on Screen**

Examines key issues and developments in German society through the medium of film. Surveying the years between 1945 and the present, films will focus on the reconstruction of Germany after WWII, the division and reunification of Germany as well as on current issues around immigration, identity and diversity in the German speaking world.

*Prerequisite:* 30 points passed in BA courses

*Restriction:* GERMAN 130

**GERMAN 250 15 Points****The Holocaust in Literature and Film**

With a focus on German texts and films pertaining to World War II and the Holocaust, the course charts the development of the ideas and the language of genocide, and the representation of the Holocaust in literature and films.

*Prerequisite:* 30 points passed in BA courses

*Restriction:* GERMAN 350

**GERMAN 277 15 Points****German Study Abroad 2A**

Course taken at an approved academic institution abroad.

*Prerequisite:* Approval of Academic Head or nominee

**GERMAN 278 15 Points****German Study Abroad 2B**

Course taken at an approved academic institution abroad.

*Prerequisite:* GERMAN 277 and approval of Academic Head or nominee

**GERMAN 290 15 Points****Special Topic****GERMAN 291 15 Points****The German Connection with New Zealand**

A study of the German connection with New Zealand, with special reference to the arts and sciences, German-speaking settlements in the nineteenth century, and German and Austrian refugees in the twentieth century.

*Prerequisite:* 45 points in German

*Restriction:* GERMAN 391

**Stage III****GERMAN 301 15 Points****German Language Advanced 1**

Enables students to understand the main ideas of a wide range of complex texts on both concrete and abstract topics and to increase fluency both in oral and written

communication. Brings students from proficiency level B1 to B2.1. The course is taught in German.

*Prerequisite:* GERMAN 201 or 203

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**GERMAN 302 15 Points****German Language Advanced 2**

German language acquisition at an advanced level. Advances students from B2.1 level to B2.2 level, i.e., completes the B2 proficiency stage in all four skills: reading, writing, speaking and listening. The course is taught in German.

*Prerequisite:* GERMAN 301

**GERMAN 303 15 Points****Contemporary German Literature**

A study of post-1990 German literary texts as well as their social and political environment. Topics include: literary responses to a newly developing national identity, literary reconstructions of life in the GDR, literary representations of a united Germany by immigrants, Jewish identity in a united Germany. Authors considered include Jens Sparschuh, Monika Maron, Barbara Honigmann, Stefan Heym and others.

*Prerequisite:* GERMAN 201

*Restriction:* GERMAN 211

**GERMAN 305 15 Points****Translation**

The theory, practice and critical evaluation of translation, principally of texts translated from German into English. Not intended for students enrolled in the Postgraduate Diploma in Translation Studies.

*Prerequisite:* GERMAN 301

**GERMAN 306 15 Points****Language Acquisition C1**

Offers language tuition in the German language on the C1 level of the European Reference Framework for language acquisition courses.

*Prerequisite:* GERMAN 302

*Restriction:* GERMAN 701, 703

**GERMAN 310 15 Points****Classicism, Romanticism, Realism**

Literary criticism of selected major works of German literature of the eighteenth and nineteenth centuries.

*Prerequisite:* 45 points above Stage I in German

**GERMAN 312 15 Points****Directed Reading and Research**

Supervised research projects.

*Prerequisite:* Approval of Academic Head or nominee

**GERMAN 313 15 Points****Introduction to German Linguistics**

Introduction to the linguistic side of Modern German, examining some of its different varieties (spoken vs written, sociolects etc) and some recent changes the language has undergone in its structure.

*Prerequisite:* GERMAN 201

*Restriction:* GERMAN 213

**GERMAN 314 15 Points****Teaching German as a Foreign Language**

Provides an overview of teaching and learning German as a second or heritage language. Students gain a solid understanding of German teaching and learning, including concepts and theories behind second language learning, individual differences, learning needs, approaches to

strengthen learner autonomy as well as methods and principles of teaching German.

*Prerequisite: GERMAN 301 or equivalent*

*Restriction: GERMAN 214*

### **GERMAN 320 15 Points**

#### **20th Century German Literature**

Examines key literary works of prose, poetry and drama against the backdrop of major cultural, social and political shifts in Germany during the twentieth century. Two World Wars, the Weimar Republic, a divided and reunited Germany will be a special focus of the texts examined in this course.

*Prerequisite: GERMAN 201*

*Restriction: GERMAN 210*

### **GERMAN 331 15 Points**

#### **German Cinema from Murnau to Riefenstahl**

A close analysis of film from the Weimar Republic and the Third Reich as seen against the political and social upheavals of the time with an emphasis on the role of gender and the portrayal of gender in film.

*Prerequisite: 30 points passed in German above Stage I*

*Restriction: GERMAN 230*

### **GERMAN 350 15 Points**

#### **The Holocaust in Literature and Film**

With a focus on German texts and films pertaining to World War II and the Holocaust, the course charts the development of the ideas and the language of genocide, and the representation of the Holocaust in literature and films.

*Prerequisite: 30 points in German at Stage II or approval of Academic Head or nominee*

*Restriction: GERMAN 250*

### **GERMAN 360 15 Points**

#### **Advanced German Linguistics**

Focuses on the linguistic fields of German sociolinguistics and German applied linguistics and deepens the understanding of the current linguistic situation in the German speaking area.

*Prerequisite: GERMAN 201 or equivalent*

*Restriction: GERMAN 760, 761*

### **GERMAN 377 15 Points**

#### **German Study Abroad 3A**

Course taken at an approved academic institution abroad.

*Prerequisite: Approval of Academic Head or nominee*

### **GERMAN 378 15 Points**

#### **German Study Abroad 3B**

Course taken at an approved academic institution abroad.

*Prerequisite: GERMAN 377 and approval of Academic Head or nominee*

### **GERMAN 391 15 Points**

#### **The German Connection with New Zealand**

A study of the German connection with New Zealand, with special reference to the arts and sciences, German-speaking settlements in the nineteenth century, and German and Austrian refugees in the twentieth century.

*Prerequisite: GERMAN 201*

*Restriction: GERMAN 291*

### **GERMAN 392 15 Points**

#### **Special Topic**

*Prerequisite: GERMAN 201*

### **GERMAN 393 15 Points**

#### **Special Topic**

*Prerequisite: GERMAN 201*

### **GERMAN 394**

**15 Points**

#### **Special Topic**

*Prerequisite: GERMAN 201*

### **Postgraduate 700 Level Courses**

### **GERMAN 703**

**15 Points**

#### **German Language C1.1**

Offers language tuition in the German language on the C1 level of the European Reference Framework for language acquisition courses with a focus on the students' reading and writing skills.

*Prerequisite: GERMAN 302*

*Restriction: GERMAN 701*

### **GERMAN 707**

**30 Points**

#### **German Language C1**

Offers language tuition in the German language on the full C1 level of the European Reference Framework for language acquisition courses.

*Prerequisite: GERMAN 302 or equivalent*

*Restriction: GERMAN 306, 703, 777, 778*

### **GERMAN 710**

**15 Points**

#### **Topics in German Literature and Culture Studies**

Topics related to German literature and culture studies.

*Prerequisite: GERMAN 301 or equivalent*

*Restriction: GERMAN 713*

### **GERMAN 713**

**30 Points**

#### **Issues in German Literature and Culture Studies**

In-depth analysis of topics related to German literature and culture studies.

*Prerequisite: GERMAN 301 or equivalent*

*Restriction: GERMAN 710*

### **GERMAN 721**

**15 Points**

#### **Special Topic in Germanic Studies**

An academic topic arranged and approved by the Academic Head or nominee.

### **GERMAN 728**

**15 Points**

#### **Special Topic**

### **GERMAN 729**

**15 Points**

#### **Special Topic in Germanic Studies**

An academic topic arranged and approved by the Academic Head or nominee.

### **GERMAN 730**

**15 Points**

#### **Special Topic**

### **GERMAN 731**

**30 Points**

#### **Special Topic**

### **GERMAN 732**

**30 Points**

#### **Special Topic**

### **GERMAN 733**

**15 Points**

#### **Topics in German Linguistics and Applied Linguistics**

Topics related to German linguistics and applied linguistics.

*Prerequisite: GERMAN 301 or equivalent*

*Restriction: GERMAN 734*

### **GERMAN 734**

**30 Points**

#### **Issues in German Linguistics and Applied Linguistics**

In-depth analysis of topics in German linguistics and applied linguistics.

*Prerequisite: GERMAN 301 or equivalent*

*Restriction: GERMAN 733*

**GERMAN 735** 15 Points  
**Special Topic in German Linguistics**  
 An academic topic arranged and approved by the Academic Head or nominee.

**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 Academic Head or nominee.

*Prerequisite:* Approval of Academic Head or nominee

**GERMAN 751** 30 Points  
**Special Study**  
 Supervised research essays on a topic or topics approved by the Academic Head or nominee.

*Prerequisite:* Approval of Academic Head or nominee

**GERMAN 760** 15 Points  
**Advanced German Linguistics**  
 Focuses on the linguistic fields of German sociolinguistics and German applied linguistics and deepens the understanding of the current linguistic situation in the German speaking area.

*Prerequisite:* GERMAN 302 or equivalent

*Restriction:* GERMAN 360, 761

**GERMAN 761** 30 Points  
**Advanced German Linguistics**  
 Focuses on the linguistic fields of German sociolinguistics and German applied linguistics and deepens the understanding of the current linguistic situation in the German speaking area.

*Prerequisite:* GERMAN 302 or equivalent

*Restriction:* GERMAN 360, 760

**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 Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.

*Restriction:* GERMAN 707

**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 Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.

*Restriction:* GERMAN 707

**GERMAN 780** 30 Points  
**GERMAN 780A** 15 Points  
**GERMAN 780B** 15 Points  
**Research Project**

*To complete this course students must enrol in GERMAN 780 A and B, or GERMAN 780*

**GERMAN 792** 45 Points  
**GERMAN 792A** 22.5 Points  
**GERMAN 792B** 22.5 Points  
**Dissertation**

A dissertation with a suggested maximum of 15,000 words.  
*To complete this course students must enrol in GERMAN 792 A and B, or GERMAN 792*

**GERMAN 793A** 45 Points  
**GERMAN 793B** 45 Points  
**Thesis**

*Prerequisite:* A BA(Hons) in German with at least Second Class Honours, First Division, or equivalent

*To complete this course students must enrol in GERMAN 793 A and B*

**GERMAN 796A** 60 Points  
**GERMAN 796B** 60 Points  
**Thesis**

*Prerequisite:* A BA(Hons) in German with at least Second Class Honours, First Division, or equivalent

*To complete this course students must enrol in GERMAN 796 A and B*

**GERMAN 797A** 60 Points  
**GERMAN 797B** 60 Points  
**Research Portfolio**

*Prerequisite:* A BA(Hons) in German with at least Second Class Honours, First Division, or equivalent

*To complete this course students must enrol in GERMAN 797 A and B*

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## Global Studies

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### Stage I

**GLOBAL 100** 15 Points  
**Intercultural Communication**  
 Examines intercultural competence and communication in the context of the contemporary transnational movement and interactions of people, practices and products. Students are introduced to the concepts, ideas, and frameworks necessary for critically reflecting on cultural differences and perceptions, and on the impact of migration and multiculturalism on communication across cultures.

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### Stage II

**GLOBAL 200** 15 Points  
**Global Challenges**  
 Engages with real-world challenges that evoke key global studies themes such as global economic complexity and interdependence; globalisation and identity; cyberspace and netizenship; environmental and health challenges; global citizenship and responsibility. A workshop-based format prioritises teamwork where students produce a joint project in response to their chosen challenge. Provides research methods training to enable students to produce a research proposal for their capstone project.

*Prerequisite:* GLOBAL 100

|   |                  |
|---|------------------|
| <b>GLOBAL 250</b><br><b>Special Topic</b><br><i>Prerequisite: 60 points at Stage I in Global Studies</i>  | <b>15 Points</b> |
| <b>GLOBAL 251</b><br><b>Special Topic</b><br><i>Prerequisite: 60 points at Stage I in Global Studies</i>  | <b>15 Points</b> |
| <b>GLOBAL 252</b><br><b>Special Topic</b><br><i>Prerequisite: 60 points at Stage I in Global Studies</i>  | <b>15 Points</b> |
| <b>GLOBAL 277</b><br><b>Study Abroad 2A</b><br>Course taken at an approved academic institution abroad.<br><i>Prerequisite: Approval of Academic Head or nominee</i>  | <b>15 Points</b> |
| <b>GLOBAL 278</b><br><b>Study Abroad 2B</b><br>Course taken at an approved academic institution abroad.<br><i>Prerequisite: Approval of Academic Head or nominee</i>  | <b>15 Points</b> |
| <b>GLOBAL 279</b><br><b>Study Abroad 2C</b><br>Course taken at an approved academic institution abroad.<br><i>Prerequisite: Approval of Academic Head or nominee</i>  | <b>15 Points</b> |
| <b>GLOBAL 280</b><br><b>Study Abroad 2D</b><br>Course taken at an approved academic institution abroad.<br><i>Prerequisite: Approval of Academic Head or nominee</i>  | <b>15 Points</b> |
| <b>Stage III</b>  |                  |
| <b>GLOBAL 300</b><br><b>Research Project</b><br>This capstone course provides the opportunity for the synthesis and application of skills and knowledge developed throughout the degree programme. Students complete a research project that applies all the components of the degree.<br><i>Prerequisite: GLOBAL 200</i> | <b>15 Points</b> |
| <b>GLOBAL 350</b><br><b>Special Topic</b><br><i>Prerequisite: 60 points at Stage II in Global Studies</i>   | <b>15 Points</b> |
| <b>GLOBAL 351</b><br><b>Special Topic</b><br><i>Prerequisite: 60 points at Stage II in Global Studies</i>   | <b>15 Points</b> |
| <b>GLOBAL 352</b><br><b>Special Topic</b><br><i>Prerequisite: 60 points at Stage II in Global Studies</i>   | <b>15 Points</b> |
| <b>GLOBAL 377</b><br><b>Study Abroad 3A</b><br>Course taken at an approved academic institution abroad.<br><i>Prerequisite: Approval of Academic Head or nominee</i>  | <b>15 Points</b> |
| <b>GLOBAL 378</b><br><b>Study Abroad 3B</b><br>Course taken at an approved academic institution abroad.<br><i>Prerequisite: Approval of Academic Head or nominee</i>  | <b>15 Points</b> |
| <b>GLOBAL 379</b><br><b>Study Abroad 3C</b><br>Course taken at an approved academic institution abroad.<br><i>Prerequisite: Approval of Academic Head or nominee</i>  | <b>15 Points</b> |
| <b>GLOBAL 380</b><br><b>Study Abroad 3D</b><br>Course taken at an approved academic institution abroad.<br><i>Prerequisite: Approval of Academic Head or nominee</i>  | <b>15 Points</b> |

## Greek

### Stage I

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| <b>GREEK 100</b><br><b>Introduction to Ancient Greek Language 1</b><br>A beginner's course in the grammar and vocabulary of Ancient Greek.<br><i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i> | <b>15 Points</b> |
|--|------------------|

|   |                  |
|---|------------------|
| <b>GREEK 101</b><br><b>Introduction to Ancient Greek Language 2</b><br>An advancing beginner's course in the grammar and vocabulary of Ancient Greek.<br><i>Prerequisite: GREEK 100 or approval of Academic Head or nominee</i><br><i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i> | <b>15 Points</b> |
|---|------------------|

### Stage II

|   |                  |
|---|------------------|
| <b>GREEK 200</b><br><b>Ancient Greek Language Acquisition: Intermediate</b><br>The analysis and description of Ancient Greek grammar, practice in the translation of Ancient Greek to and from English, vocabulary acquisition.<br><i>Prerequisite: GREEK 101</i><br><i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i> | <b>15 Points</b> |
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| <b>GREEK 201</b><br><b>Ancient Greek Literary Texts 2A</b><br>Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.<br><i>Prerequisite: GREEK 101</i> | <b>15 Points</b> |
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|--|------------------|
| <b>GREEK 202</b><br><b>Ancient Greek Literary Texts 2B</b><br>Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.<br><i>Prerequisite: GREEK 101</i> | <b>15 Points</b> |
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| <b>GREEK 203</b><br><b>Ancient Greek Literary Texts 2C</b><br>Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.<br><i>Prerequisite: GREEK 101</i> | <b>15 Points</b> |
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| <b>GREEK 204</b><br><b>Ancient Greek Literary Texts 2D</b><br>Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.<br><i>Prerequisite: GREEK 101</i> | <b>15 Points</b> |
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### Stage III

|   |                  |
|---|------------------|
| <b>GREEK 300</b><br><b>Advanced Language Study Part 1</b><br>A study of the structure and use of the ancient Greek language including the use of non-Attic Greek.<br><i>Prerequisite: GREEK 200 and either GREEK 201 or 202</i> | <b>15 Points</b> |
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|  |                  |
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| <b>GREEK 301</b><br><b>Ancient Greek Literary Texts 3A</b><br>Detailed study of prescribed texts with reference to their | <b>15 Points</b> |
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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

### **Directed Study**

Directed reading and individual study on a topic approved by the Academic Head or nominee.

*Prerequisite:* GREEK 200 and either GREEK 201 or 202 and approval of Academic Head or nominee

**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 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 709** 30 Points

**GREEK 709A** 15 Points

**GREEK 709B** 15 Points

### **Directed Study**

Directed reading and individual study on a topic approved by the Graduate Adviser.

*Prerequisite:* Approval of Academic Head or nominee

*To complete this course students must enrol in GREEK 709 A and B, or GREEK 709*

**GREEK 714** 15 Points

**GREEK 714A** 7.5 Points

**GREEK 714B** 7.5 Points

### **Translation Portfolio: Greek to English**

A learning portfolio which may include practical exercises in translation, comparative study of different translations of one or more ancient Greek authors, stylistic analysis, or study of the translation history of one or more Greek texts.

*Restriction:* GREEK 700

*To complete this course students must enrol in GREEK 714 A and B, or GREEK 714*

**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**

### **Stage I**

**HISTORY 102** 15 Points

### **Sexual Histories: Western Sexualities from Medieval to Modern Times**

The shifting meanings, languages and practices of hetero- and homosexualities using examples from the USA and Europe. Topics include: origins and development in early Christian ideologies, images of the body, gender, reproduction and marriage in sexuality, homosexual identities, Victorian ideologies and behaviour, changing discourses of pornography, the modern privileging of sex and the impact of AIDS.

**HISTORY 103** 15 Points

**HISTORY 103G** 15 Points

### **Global History**

It is only since the fifteenth century that a truly global dimension to history can be identified. This course examines key determinants that have bound the fate of peoples together including the emergence of world trade networks, the growth of world religions, the spread of epidemic diseases, the formation of empires, and the migration of peoples across continents.

**HISTORY 104** 15 Points

### **Pacific History: An Introduction**

A survey of the history of the Pacific from 1000 to the present. Includes indigenous histories, colonisation and post-colonisation, cross-cultural encounters, warfare, and environmental change.

**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

**Stage II****HISTORY 205****15 Points****Bloodlands: Global Warfare**

Asks historical questions about warfare in the modern era. Analyses conflicts and state violence and their impacts on people and their governments in a global setting. Themes include: the causes, course and consequences of warfare; restraint in warfare; ideologies of war and peace; civil war and revolution; imperial warfare; genocide; the human impact and context of war.

*Prerequisite:* 15 points at Stage I in History and 30 points passed or 30 points at Stage I in Global Politics and Human Rights

*Restriction:* HISTORY 309

**HISTORY 206****15 Points****Making Sex: Modern Histories of Sex**

The terms heterosexual, homosexual, bisexual, sadist, masochist – indeed sexuality itself – all date from the nineteenth century, the era of sexology. Using examples from the USA and Europe, this course explores the formation of modern sexualities in the period from the nineteenth century onwards, with particular focus on the construction of homosexual and heterosexual identities and the modern privileging of sex.

*Prerequisite:* 15 points at Stage I in History and 30 points passed

*Restriction:* HISTORY 306

**HISTORY 208****15 Points****African-American Freedom Struggles: USA 1900-2000**

An examination of the experience of African Americans during the 'long civil rights movement' of the twentieth century, emphasising the depth and breadth of Black oppositional spirit and activity, the achievements, and remaining challenges.

*Prerequisite:* 15 points at Stage I in History and 30 points passed, or HISTORY 103 and 30 points passed in Global Politics and Human Rights

*Restriction:* HISTORY 308

**HISTORY 210****15 Points****Health, Medicine and Society**

Examines the rise of modern Western medicine since 1850 and its impact, with a particular emphasis on Britain and its colonies. Topics include public health, hospitals, nursing, psychiatry, sexual health, reproductive health, child health, tuberculosis, medicine and war, and alternative medicines.

*Prerequisite:* 15 points at Stage I in History and 30 points passed, or SOCSCIPH 200 and 30 points passed

*Restriction:* HISTORY 367

**HISTORY 213****15 Points****Mao Zedong, Revolution and China**

An overview of modern Chinese history (late nineteenth century to around 1980), using the life of Mao Zedong (1893-1976) as a jumping-off point for discussions of Chinese political and cultural history. Topics include: the fall of the Qing dynasty, Western imperialism, World War II, the Cultural Revolution, economic reforms since 1976, women's history, and religions in China.

*Prerequisite:* 60 points passed

*Restriction:* HISTORY 313

**HISTORY 217****15 Points****Nazi Germany and its Legacies**

An in-depth look into a period of history that has simultaneously fascinated and horrified generations of people around the world. Topics include: the origins of Nazism, Adolf Hitler and the rise of the NSDAP, life in Nazi Germany in peace and war, Hitler's foreign policy, the

Second World War, the Holocaust and its myriad legacies in history and popular culture.

*Prerequisite:* 45 points passed

*Restriction:* HISTORY 317

**HISTORY 224****15 Points****Old Regime and Revolution: France, 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:* 15 points at Stage I in History and 30 points passed

*Restriction:* HISTORY 324

**HISTORY 225****15 Points****Samurai and Scholars: Early Modern China and Japan**

Early modern China and Japan shared not only geographical space in East Asia but also a history of cultural interaction, trade, and an enduring interest in Confucianism as a moral, philosophical, and social framework. This course explores and compares the government, trade, and culture of these two societies with a focus on the structures and patterns of everyday life.

*Prerequisite:* 60 points passed

*Restriction:* HISTORY 222, 242, 322, 335, 342

**HISTORY 227****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:* 15 points at Stage I in History or Politics and International Relations, or MĀORI 130 and 30 points passed

*Restriction:* HISTORY 327

**HISTORY 233****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:* 15 points at Stage I in History and 30 points passed

*Restriction:* HISTORY 333

**HISTORY 239****15 Points****Medieval Cultures: Faith, Power, Identities**

Explores the social, cultural, religious and political histories of medieval Europe and its relations with wider worlds. Topics covered may vary from year to year, but will likely include social structures, the place of religious faith, gender relations, power and authority, ethnic identities, conflict and dissent, migrations, literary and artistic expressions, and responses to crises.

*Prerequisite:* 15 points at Stage I in History and 30 points passed

*Restriction:* HISTORY 219, 254, 268, 319, 339, 354, 368

**HISTORY 241****15 Points****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:* 15 points at Stage I in History and 30 points passed  
*Restriction:* HISTORY 341

### **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:* 15 points at Stage I in History and 30 points passed  
*Restriction:* HISTORY 356

### **HISTORY 252 15 Points** **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:* 15 points at Stage I in History and 30 points passed  
*Restriction:* HISTORY 352

### **HISTORY 257 15 Points** **Making Modern America 1865-1919**

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:* 15 points at Stage I in History and 30 points passed  
*Restriction:* HISTORY 357

### **HISTORY 259 15 Points** **Special Topic**

### **HISTORY 260 15 Points** **The Māori 20th Century**

Wide ranging study of Māori in the twentieth century exploring a variety of topics and themes including: studies and sources of Māori history; Māori and the state; war, work, church and leisure; resistance, protest and advocacy; rural and urban communities; organisations and leadership; mana wahine; and race relations in New Zealand.

*Prerequisite:* 15 points at Stage I in History and 30 points passed  
*Restriction:* HISTORY 360

### **HISTORY 270 15 Points** **Special Topic**

## **Stage III**

### **HISTORY 300 15 Points** **Thinking History: Approaches to the Past**

Focuses on the study of history and how historians have understood and explained the past as well as the challenges facing the discipline today. 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:* 15 points at Stage II in History and 60 points passed

### **HISTORY 306 15 Points**

#### **Making Sex: Modern Histories of Sex**

The terms heterosexual, homosexual, bisexual, sadist, masochist – indeed sexuality itself – all date from the nineteenth century, the era of sexology. Using examples from the USA and Europe, this course explores the formation of modern sexualities in the period from the nineteenth century onwards, with particular focus on the construction of homosexual and heterosexual identities and the modern privileging of sex.

*Prerequisite:* 15 points at Stage II in History and 60 points passed

*Restriction:* HISTORY 206

### **HISTORY 308 15 Points**

#### **African-American Freedom Struggles: USA 1900-2000**

An examination of the experience of African Americans during the 'long civil rights movement' of the twentieth century, emphasising the depth and breadth of Black oppositional spirit and activity, the achievements, and remaining challenges. Attention will also be given to the 'long civil rights movement' in historiography and popular memory.

*Prerequisite:* 15 points at Stage II in History and 60 points passed, or HISTORY 103 and 30 points at Stage II in Global Politics and Human Rights

*Restriction:* HISTORY 208

### **HISTORY 309 15 Points**

#### **Bloodlands: Global Warfare**

Asks historical questions about warfare in the modern era. Analyses conflicts and state violence and their impacts on people and their governments in a global setting. Themes include: the causes, course and consequences of warfare; restraint in warfare; ideologies of war and peace; civil war and revolution; imperial warfare; genocide; the human impact and context of war.

*Prerequisite:* 15 points at Stage II in History and 60 points passed or 30 points at Stage II in Global Politics and Human Rights

*Restriction:* HISTORY 205

### **HISTORY 313 15 Points**

#### **Mao Zedong, Revolution and China**

An overview of modern Chinese history (late nineteenth century to around 1980), using the life of Mao Zedong (1893-1976) as a jumping-off point for discussions of Chinese political and cultural history. Topics include: the fall of the Qing dynasty, Western imperialism, World War II, the Cultural Revolution, economic reforms since 1976, women's history, and religions in China.

*Prerequisite:* 90 points passed

*Restriction:* HISTORY 213

### **HISTORY 317 15 Points**

#### **Nazi Germany and its Legacies**

An in-depth look into a period of history that has simultaneously fascinated and horrified generations of people around the world. Topics include: the origins of Nazism, Adolf Hitler and the rise of the NSDAP, life in Nazi Germany in peace and war, Hitler's foreign policy, the Second World War, the Holocaust and its myriad legacies in history and popular culture.

*Prerequisite:* 15 points at Stage II and 60 points passed

*Restriction:* HISTORY 217

### **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:* 15 points at Stage II in History and 60 points passed

*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:* 15 points at Stage II in History and 60 points passed, or HISTORY 103 and 30 points at Stage II in BGlobalSt courses

*Restriction:* HISTORY 227

### 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:* 15 points at Stage II in History and 60 points passed

*Restriction:* HISTORY 233

### HISTORY 335

15 Points

#### Samurai and Scholars: Early Modern China and Japan

Early modern China and Japan shared not only geographical space in East Asia but also a history of cultural interaction, trade, and an enduring interest in Confucianism as a moral, philosophical, and social framework. This course explores and compares the government, trade, and culture of these two societies with a focus on the structures and patterns of everyday life.

*Prerequisite:* 90 points passed

*Restriction:* HISTORY 222, 225, 242, 322, 342

### HISTORY 339

15 Points

#### Medieval Cultures: Faith, Power, Identities

Explores the social, cultural, religious and political histories of medieval Europe and its relations with wider worlds. Topics covered may vary from year to year, but will likely include social structures, the place of religious faith, gender relations, power and authority, ethnic identities, conflict and dissent, migrations, literary and artistic expressions, and responses to crises.

*Prerequisite:* 15 points at Stage II in History and 60 points passed

*Restriction:* HISTORY 219, 239, 254, 268, 319, 354, 368

### 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:* 15 points at Stage II in History and 60 points passed

*Restriction:* HISTORY 241

### HISTORY 352

15 Points

#### New Zealand Cultural History

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:* 15 points at Stage II in History and 60 points passed

*Restriction:* HISTORY 252

### HISTORY 356

15 Points

#### Body and Blood: Religious Cultures and Conflicts c.50-1650

An in-depth analysis of Christianity, Islam and Judaism in the late antique and medieval periods and the conflicts which shaped them. It examines the roots of Christian and Muslim religious thinking, their interaction with Jewish and Pagan traditions, the Crusades, anti-Semitism, heresy, schisms within Christianity and the Reformation.

*Prerequisite:* 15 points at Stage II in History and 60 points passed

*Restriction:* HISTORY 243

### HISTORY 357

15 Points

#### Making Modern America 1865-1919

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:* 15 points at Stage II in History and 60 points passed

*Restriction:* HISTORY 257

### HISTORY 359

15 Points

#### Special Topic

### HISTORY 360

15 Points

#### The Māori 20th Century

Wide ranging study of Māori in the twentieth century exploring a variety of topics and themes including: studies and sources of Māori history; Māori and the state; war, work, church and leisure; resistance, protest and advocacy; rural and urban communities; organisations and leadership; mana wahine; and race relations in New Zealand.

*Prerequisite:* 15 points at Stage II in History and 60 points passed

*Restriction:* HISTORY 260

### HISTORY 367

15 Points

#### Health, Medicine and Society

Examines the rise of modern Western medicine since 1850 and its impact, with a particular emphasis on Britain and its colonies. Topics include public health, hospitals, nursing, psychiatry, sexual health, reproductive health, child health, tuberculosis, medicine and war, and alternative medicines.

*Prerequisite:* 15 points at Stage II in History and 30 points passed, or SOCSCIPH 200 and 30 points passed

*Restriction:* HISTORY 210

### HISTORY 370

15 Points

#### Special Topic

### Postgraduate 700 Level Courses

**HISTORY 700A** 15 Points

**HISTORY 700B** 15 Points

#### Settlers and Empire

Explores the histories of nineteenth and twentieth century British settler societies, with a particular focus on New Zealand, Australia and Canada. Examines the key conceptual frameworks and major themes for thinking about the comparative and transnational pasts of these settler societies.

To complete this course students must enrol in HISTORY 700 A and B

**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

**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 707A** 15 Points

**HISTORY 707B** 15 Points

#### Early Modern Japanese Lives

Explores the history and historiography of birth, death, and social life in Tokugawa and Meiji Japan. Students will read from a variety of historical genres including biography, demography, historical anthropology, cultural and social history, and primary sources in translation. Considers themes in recent history writing with attention to scholarship written both inside and outside Japan.

To complete this course students must enrol in HISTORY 707 A and B

**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

**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

**HISTORY 713A** 15 Points

**HISTORY 713B** 15 Points

#### Empire and Insurgency, 1840-1950

Investigates insurgency within the British Empire between 1840 and 1950. Drawing upon examples including the Indian Rebellion of 1857 and the Irish Revolution, it explores how we can establish a framework for studying insurgencies, the challenges that arise for historians in comparing acts of rebellion, and how nationalist movements drew upon an empire-wide repertoire of insurgency to advance their objectives.

To complete this course students must enrol in HISTORY 713 A and B

**HISTORY 715A** 15 Points

**HISTORY 715B** 15 Points

#### Topics in the History of War and Peace

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

**HISTORY 721A** 15 Points

**HISTORY 721B** 15 Points

#### Special Topic: Māori History in Focus

Surveys historical representations of the Māori past and related debates about methodological and epistemological approaches to writing Māori history. Drawing on international indigenous parallels, the course examines how key themes or events in the Māori past, and in particular Māori 'urbanisation', have been incorporated into the national narrative. Past and future uses of primary sources, especially oral, will also be considered.

To complete this course students must enrol in HISTORY 721 A and B

**HISTORY 725A** 15 Points

**HISTORY 725B** 15 Points

#### Health, Medicine and Society

Health and medicine within the context of the society of which they are part, with a special emphasis on New Zealand from 1840 to the present day. Various public health topics will be investigated including mental health, infant health and maternity, sexually transmitted diseases, tuberculosis, and the politics of health care.

Restriction: HISTORY 702

To complete this course students must enrol in HISTORY 725 A and B

**HISTORY 734A** 15 Points

**HISTORY 734B** 15 Points

#### Uncovering 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

|   |                  |
|---|------------------|
| <b>HISTORY 735A</b>   | <b>15 Points</b> |
| <b>HISTORY 735B</b>   | <b>15 Points</b> |
| <b>Saints and Sinners c.300-800 CE</b>  |                  |
| Explores developing ideas of sanctity and sinfulness in Western Europe between c. 300 and 800. The main focus is on Christianity, but the course also touches on ideas within Jewish and polytheist traditions. Topics include martyrdom, asceticism, cult of saints and relics, idea of the Devil, demonisation of misbehaviour and the role of literature in creating concepts of sanctity and sin. |                  |
| <i>To complete this course students must enrol in HISTORY 735 A and B</i>   |                  |
| <b>HISTORY 736A</b>   | <b>15 Points</b> |
| <b>HISTORY 736B</b>   | <b>15 Points</b> |
| <b>Medieval Women, c.1100-1500</b>  |                  |
| 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.   |                  |
| <i>To complete this course students must enrol in HISTORY 736 A and B</i>   |                  |
| <b>HISTORY 737A</b>   | <b>15 Points</b> |
| <b>HISTORY 737B</b>   | <b>15 Points</b> |
| <b>Rethinking History</b>   |                  |
| 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.  |                  |
| <i>Restriction: HISTORY 710</i>   |                  |
| <i>To complete this course students must enrol in HISTORY 737 A and B</i>   |                  |
| <b>HISTORY 740</b>  | <b>15 Points</b> |
| <b>Special Topic</b>  |                  |
| <b>HISTORY 742A</b>   | <b>15 Points</b> |
| <b>HISTORY 742B</b>   | <b>15 Points</b> |
| <b>Special Topic</b>  |                  |
| <i>To complete this course students must enrol in HISTORY 742 A and B</i>   |                  |
| <b>HISTORY 760</b>  | <b>30 Points</b> |
| <b>HISTORY 760A</b>   | <b>15 Points</b> |
| <b>HISTORY 760B</b>   | <b>15 Points</b> |
| <b>Special Study</b>  |                  |
| 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 Academic Head or nominee.   |                  |
| <i>To complete this course students must enrol in HISTORY 760 A and B, or HISTORY 760</i>   |                  |
| <b>HISTORY 761</b>  | <b>30 Points</b> |
| <b>HISTORY 761A</b>   | <b>15 Points</b> |
| <b>HISTORY 761B</b>   | <b>15 Points</b> |
| <b>Special Study</b>  |                  |
| 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 Academic Head or nominee.   |                  |
| <i>To complete this course students must enrol in HISTORY 761 A and B, or HISTORY 761</i>   |                  |

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|---------------------|------------------|
| <b>HISTORY 780</b>  | <b>30 Points</b> |
| <b>HISTORY 780A</b> | <b>15 Points</b> |
| <b>HISTORY 780B</b> | <b>15 Points</b> |

**Research Project**

*To complete this course students must enrol in HISTORY 780 A and B, or HISTORY 780*

|                     |                  |
|---------------------|------------------|
| <b>HISTORY 796A</b> | <b>60 Points</b> |
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| <b>HISTORY 796B</b> | <b>60 Points</b> |
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**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*

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|---------------------|------------------|
| <b>HISTORY 797A</b> | <b>60 Points</b> |
|---------------------|------------------|

|                     |                  |
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| <b>HISTORY 797B</b> | <b>60 Points</b> |
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**Research Portfolio**

*To complete this course students must enrol in HISTORY 797 A and B*

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**Humanities**


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**Stage I**

|                  |                  |
|------------------|------------------|
| <b>HUMS 100G</b> | <b>15 Points</b> |
|------------------|------------------|

**Digital Humanities: From Text to txt**

An interdisciplinary course designed to introduce students to the Humanities using digital tools and resources. Students will study the approaches, texts and digital technologies of disciplines in the Humanities such as Art History, English, History, Philosophy, and Theological and Religious Studies. Students will expand their knowledge of the Humanities, extend their digital literacy and build critical and creative thinking skills.

*Restriction: ARTSGEN 100G*

|                 |                  |
|-----------------|------------------|
| <b>HUMS 101</b> | <b>15 Points</b> |
|-----------------|------------------|

**Europe: Medieval to Modern**

A thematic and chronological survey of major developments in European history and visual culture since the early Middle Ages. The course is designed to provide a solid foundation for subsequent study in European history, art history and culture as well as an introduction to the nature of scholarly research and writing in the Humanities.

*Restriction: ARTHIST 106, 107, HISTORY 106*

**Stage III**

|                 |                  |
|-----------------|------------------|
| <b>HUMS 300</b> | <b>15 Points</b> |
|-----------------|------------------|

**Critiquing the Museum**

An introduction to the history and theory of museums, and to institutional collecting and the interpretation of culture. Focuses on the role of museums in colonisation and nation building, involvement in globalising processes as well as the opportunities museums offer for social advocacy.

*Prerequisite: 15 points in BA courses*

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**Indigenous Studies**


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**Postgraduate 700 Level Courses**

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|--------------------|------------------|
| <b>INDIGEN 700</b> | <b>30 Points</b> |
|--------------------|------------------|

**Indigenous Theories**

Topics include cultural autonomy, political inclusion, land claims, urbanisation and indigenous rights. Through a close reading of key texts and engaging in seminar discussions, students will deepen their insight into the knowledge systems that embody indigenous world views and be able

to critically and analytically engage with historical and contemporary issues in Indigenous Studies.

**INDIGEN 701** 15 Points  
**Special Topic**

**INDIGEN 702** 30 Points  
**Special Topic**

**INDIGEN 710** 15 Points  
**Indigenous Methodologies**

Research had been a powerful tool of colonisation. This course seeks to explore traditional and new methodologies that are robust, ethical and culturally informed to study Indigenous and Indigenous-related issues. In developing an understanding of relevant methodologies, ethics/tikanga and cultural understanding in Indigenous Studies students will gain knowledge of the links between Indigenous epistemology, research methodology and application.

**INDIGEN 711** 30 Points  
**Indigenous Environmental Politics**

Examines contemporary issues related to Indigenous peoples and the environment. There will be a particular focus on the interface between Indigenous peoples, governments and corporate bodies. Topics may include Indigenous responses to environmental degradation; Indigenous peoples and extractive industries; sustainable development; Indigenous environmental protest movements; land and treaty rights; traditional knowledge and resource protection; and Indigenous peoples and climate change.

**INDIGEN 712** 30 Points  
**Indigenous Psychologies**

Examines the historical and material circumstances Indigenous peoples face and the emergence and development of Indigenous psychologies to respond to a range of social and psychological challenges. Covers topics relevant to Indigenous and non-Indigenous survival and flourishing including cultural contributions to health and collective and individual wellbeing.

**INDIGEN 792** 45 Points

**INDIGEN 792A** 30 Points

**INDIGEN 792B** 15 Points  
**Dissertation**

Examines key research issues for indigenous peoples. Students will develop a focused understanding of relevant methodologies, ethics and cultural understandings in Indigenous Studies. Students will develop a research project that identifies a particular indigenous issue and implement an appropriate methodology.

*To complete this course students must enrol in INDIGEN 792 A and B, or INDIGEN 792*

## Italian

### Stage I

**ITALIAN 100** 15 Points

**ITALIAN 100G** 15 Points

#### Introductory Italian Language

Learn basic Italian language structures and communication skills, including common words and basic phrases concerning everyday life. Acquire skills of interacting verbally by asking and answering straightforward questions on familiar topics. The course is delivered through a combination of class

instruction and interactive online activities. For students with no previous knowledge of Italian.

*Restriction: ITALIAN 106. May not be taken if an equivalent or more advanced language acquisition course in this subject has previously been passed.*

**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 100. 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

Learners further develop lexical, grammatical, cultural and communicative competence, allowing them to prepare for intermediate level grammar and to be operative in social situations requiring a direct exchange of information in the target language environment and areas of immediate need. Meets the standard of Basic User level A2 as set out by the Council of Europe's Language Policy Unit.

*Prerequisite: ITALIAN 100 or 106*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**ITALIAN 177** 15 Points

#### Study Abroad 1

Language course taken at an approved overseas institution where instruction is in Italian.

*Prerequisite: ITALIAN 106*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

### 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*

*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.

*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 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*

*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:* 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

*Corequisite:* ITALIAN 200

*Restriction:* ITALIAN 232, 336

### ITALIAN 206 15 Points

#### Special Topic

*Prerequisite:* ITALIAN 107

### 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

*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:* 90 points passed

*Restriction:* ITALIAN 209, 309

### ITALIAN 211 15 Points

#### Italy on Screen

Highlights Italy's distinctive film tradition from the post-World War II period to the present through the examination of a variety of film genres and filmmakers. Considers the sources, complexities and resonances of these films and the ways in which they refer to historical, social and political issues as well as to cinematic conventions. This course is designed for Italian majors and minors, and will require work in the Italian language.

*Prerequisite:* ITALIAN 107

*Corequisite:* ITALIAN 200

*Restriction:* ITALIAN 111, 212

### ITALIAN 212 15 Points

#### Italy on Screen

Highlights Italy's distinctive film tradition from the post-World War II period to the present through the examination of a variety of film genres and filmmakers. Considers the sources, complexities and resonances of these films and the ways in which they refer to historical, social and political issues as well as to cinematic conventions. Lectures are in English, all films are subtitled, and no knowledge of Italian is necessary. This course does not count for a major or minor in Italian.

*Prerequisite:* 90 points passed

*Restriction:* ITALIAN 111, 211

### ITALIAN 232 15 Points

#### Italian Fiction and Cinema (Texts in English)

A study of Italian novels, short stories and their adaptation

into 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:* 90 points passed

*Restriction:* ITALIAN 204, 336

### ITALIAN 235 15 Points

#### Special Topic

*Prerequisite:* ITALIAN 107

*Corequisite:* ITALIAN 200

### ITALIAN 236 15 Points

#### Special Topic

*Prerequisite:* 90 points passed in BA courses

### ITALIAN 277 15 Points

#### Italian Study Abroad 2A

Refer to the entry for Language Study Abroad.

*Prerequisite:* Approval of Academic Head or nominee

### ITALIAN 278 15 Points

#### Italian Study Abroad 2B

Refer to the entry for Language Study Abroad.

*Prerequisite:* ITALIAN 277 and approval of Academic Head or nominee

## Stage III

### ITALIAN 300 15 Points

#### Advanced Italian Language

Builds on the language skills acquired in ITALIAN 200 and 201, focusing on selected topics in more specialised contexts.

*Prerequisite:* ITALIAN 201

### ITALIAN 301 15 Points

#### Italian Translation Practice

Designed specifically for Stage III Italian students who have no prior formal experience in translation. The course will develop students' reading, writing, listening and speaking skills in Italian, while introducing a fifth skill, that of translation.

*Prerequisite:* ITALIAN 300

### ITALIAN 304 15 Points

#### Foundations of European Literature (Texts in English)

Examines the founding texts of Italian literature and canonical books of Western culture: Dante's *Divine Comedy*, a poetic summary of medieval learning, Boccaccio's *Decameron*, a flawless human comedy and Petrarch's *Canzoniere* (scattered rhymes), an intense examination of the self which became the model for love poetry in Western literature from Sidney and Shakespeare to the Romantic poets.

*Prerequisite:* 30 points at Stage II in BA courses

*Restriction:* ITALIAN 302, 303, 305

### ITALIAN 305 15 Points

#### Foundations of European Literature (Texts in Italian)

Examines the founding texts of Italian literature and canonical books of Western culture: Dante's *Divine Comedy*, a poetic summary of medieval learning, Boccaccio's *Decameron*, a flawless human comedy and Petrarch's *Canzoniere* (scattered rhymes), an intense examination of the self which became the model for love poetry in Western literature from Sidney and Shakespeare to the Romantic poets.

*Prerequisite:* ITALIAN 201 and 15 points from ITALIAN 202, 204,



206, 209, 211, 235, 236 or approval from Academic Head or nominee

Corequisite: ITALIAN 300

Restriction: ITALIAN 302, 303, 304

### ITALIAN 309 15 Points

#### Major Themes in Italian Renaissance Culture (Texts in Italian)

An introduction to themes and issues in Italian Renaissance culture. General topics are covered in English but texts are read in Italian.

Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236

Restriction: ITALIAN 209, 210

### ITALIAN 312 15 Points

#### Special Topic

Prerequisite: ITALIAN 300

### ITALIAN 313 15 Points

#### Special Topic

Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236

### ITALIAN 330 15 Points

#### Modern Italian Fiction and Drama

Studies in selected fictional and dramatic works of the twentieth century and beyond. It considers the structures, topics and influence of these works and the ways in which they refer to historical, social and political issues as well as to literary and theatrical conventions.

Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236

Corequisite: ITALIAN 300 or equivalent language proficiency

Restriction: ITALIAN 331, 339, 712, 739

### ITALIAN 333 15 Points

#### Italian Popular Culture

An examination of typical examples of Italian popular culture in the context of critical debates on mass culture.

Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236

Corequisite: ITALIAN 300

Restriction: ITALIAN 713

### ITALIAN 335 15 Points

#### Engendered Voices (Texts in Italian)

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 Italian.

Prerequisite: ITALIAN 201 and 15 points from ITALIAN 204, 206, 209, 211, 235, 236

Restriction: ITALIAN 202, 203

### ITALIAN 336 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 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236

Restriction: ITALIAN 204, 232

### ITALIAN 337 15 Points

#### Special Topic

Prerequisite: Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236

Corequisite: ITALIAN 300

### ITALIAN 338 15 Points

#### Special Topic

Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236

Corequisite: ITALIAN 300

### ITALIAN 355 15 Points

#### Directed Study

Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236 and approval of Academic Head or nominee

### ITALIAN 356 15 Points

#### Directed Study

Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236 and approval of Academic Head or nominee

### ITALIAN 377 15 Points

#### Italian Study Abroad 3A

Refer to the entry for Language Study Abroad.

Prerequisite: Approval of Academic Head or nominee

### ITALIAN 378 15 Points

#### Italian Study Abroad 3B

Refer to the entry for Language Study Abroad.

Prerequisite: ITALIAN 377 and approval of Academic Head or nominee

### ITALIAN 379 15 Points

#### Study Abroad – Internship

Research-informed project based on an internship in an institution or organisation in Italy to gain both academic credit and work experience. Projects will be completed under the supervision of a workplace supervisor and assessed by a University of Auckland academic.

Prerequisite: Approval of Academic Head or nominee

### Postgraduate 700 Level Courses

### ITALIAN 700 30 Points

### ITALIAN 700A 15 Points

### ITALIAN 700B 15 Points

#### Language Acquisition: Oral and Written Use of Italian

The fundamental skills of reading, writing and speaking in various registers of Italian are taken to an advanced level. All classes are held in Italian.

To complete this course students must enrol in ITALIAN 700 A and B, or ITALIAN 700

### ITALIAN 701 15 Points

#### Special Topic

### ITALIAN 702 30 Points

### ITALIAN 702A 15 Points

### ITALIAN 702B 15 Points

#### Advanced Italian Translation Practice

Designed for students wishing to develop specific, practical translation skills. Introduces students to issues in translation and offers translating practice in areas of social issues, commerce, law, technology and the media.

Restriction: ITALIAN 322

To complete this course students must enrol in ITALIAN 702 A and B, or ITALIAN 702

### ITALIAN 704 30 Points

#### Special Topic

### ITALIAN 709 30 Points

#### Special Topic

|   |                  |  |                    |
|---|------------------|--|--------------------|
| <b>ITALIAN 711</b>  | <b>30 Points</b> | <b>ITALIAN 792</b>   | <b>45 Points</b>   |
| <b>Dante</b>  |                  | <b>ITALIAN 792A</b>  | <b>22.5 Points</b> |
| A close study of selected works by Dante, read in the context of medieval history and thought.  |                  | <b>ITALIAN 792B</b>  | <b>22.5 Points</b> |
| <i>Restriction: ITALIAN 302</i>   |                  | <b>Dissertation</b>  |                    |
|   |                  | To complete this course students must enrol in ITALIAN 792 A and B, or ITALIAN 792   |                    |
| <b>ITALIAN 713</b>  | <b>30 Points</b> | <b>ITALIAN 793A</b>  | <b>45 Points</b>   |
| <b>Italian Popular Culture</b>  |                  | <b>ITALIAN 793B</b>  | <b>45 Points</b>   |
| Examines some typical examples of Italian popular culture in the context of critical debates on mass culture. Among the texts to be studied are: <i>Pinocchio</i> , comic strips and <i>fotoromanzi</i> , an Italian horror movie, Edmondo de Amicis' <i>Cuore</i> , Carlo Fruttero and Franco Lucentini's <i>La donna della domenica</i> and the television series <i>Il maresciallo Rocca</i> . |                  | <b>Thesis</b>  |                    |
| <i>Restriction: ITALIAN 333</i>   |                  | To complete this course students must enrol in ITALIAN 793 A and B   |                    |
| <b>ITALIAN 720</b>  | <b>30 Points</b> | <b>ITALIAN 796A</b>  | <b>60 Points</b>   |
| <b>Special Topic</b>  |                  | <b>ITALIAN 796B</b>  | <b>60 Points</b>   |
| <b>ITALIAN 721</b>  | <b>15 Points</b> | <b>Thesis</b>  |                    |
| <b>Special Topic</b>  |                  | To complete this course students must enrol in ITALIAN 796 A and B   |                    |
| <b>ITALIAN 730</b>  | <b>30 Points</b> | <b>ITALIAN 797A</b>  | <b>60 Points</b>   |
| <b>Special Topic</b>  |                  | <b>ITALIAN 797B</b>  | <b>60 Points</b>   |
| <b>ITALIAN 732</b>  | <b>30 Points</b> | <b>Research Portfolio</b>  |                    |
| <b>Special Topic</b>  |                  | To complete this course students must enrol in ITALIAN 797 A and B   |                    |
| <b>ITALIAN 777</b>  | <b>15 Points</b> |  |                    |
| <b>Study Abroad</b>   |                  | <b>Japanese</b>  |                    |
| 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 Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.                          |                  | <b>Stage I</b>   |                    |
| <b>ITALIAN 778</b>  | <b>15 Points</b> | <b>JAPANESE 130</b>  | <b>15 Points</b>   |
| <b>Study Abroad</b>   |                  | <b>JAPANESE 130G</b>   | <b>15 Points</b>   |
| 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 Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.                          |                  | <b>Japanese Language 1A</b>  |                    |
| <b>ITALIAN 779</b>  | <b>15 Points</b> | An integrated basic course in modern Japanese covering reading, writing, speaking and listening.   |                    |
| <b>Study Abroad – Internship</b>  |                  | <i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>   |                    |
| Research-informed project based on an internship in an institution or organisation in Italy to gain both academic credit and work experience. Projects will be completed under the supervision of a workplace mentor and assessed by a University of Auckland academic staff. Supplementary study at the University of Auckland may be required as part of this course.                           |                  | <b>JAPANESE 131</b>  | <b>15 Points</b>   |
| <i>Prerequisite: Approval of Academic Head or nominee</i>   |                  | <b>Japanese Language 1B</b>  |                    |
| <b>ITALIAN 780</b>  | <b>30 Points</b> | Further develops the basic proficiency in modern Japanese necessary to communicate in limited situations. Uses a range of exercises and activities to develop speaking, listening, reading and writing skills as well as strategies to enhance and support these skills. Introduces some sociocultural aspects directly related to language-use situations.          |                    |
| <b>ITALIAN 780A</b>   | <b>15 Points</b> | Note: Students with NCEA level 2 Japanese or equivalent should enrol in this course.   |                    |
| <b>ITALIAN 780B</b>   | <b>15 Points</b> | <i>Prerequisite: JAPANESE 130 or approval of Academic Head or nominee</i>  |                    |
| <b>Research Project</b>   |                  | <i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>   |                    |
| To complete this course students must enrol in ITALIAN 780 A and B, or ITALIAN 780  |                  | <b>JAPANESE 150</b>  | <b>15 Points</b>   |
| <b>ITALIAN 782</b>  | <b>30 Points</b> | <b>Exploring Japan</b>   |                    |
| <b>Research Essay</b>   |                  | 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. |                    |
|   |                  | <b>JAPANESE 178</b>  | <b>15 Points</b>   |
|   |                  | <b>Japanese Study Abroad 1</b>   |                    |
|   |                  | Formal language study in an approved overseas institution where instruction is in Japanese. May not be taken if a more advanced language acquisition course in this subject has previously been passed.  |                    |
|   |                  | <i>Prerequisite: Approval of Academic Head or nominee</i>  |                    |

**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.

*Corequisite:* JAPANESE 231 or 232

**JAPANESE 231 15 Points****Japanese Language 2A**

Further develops the basic proficiency in modern Japanese necessary to communicate in everyday situations. Uses a range of exercises and activities to develop communicative use of speaking, listening, reading and writing skills in a range of situations as well as strategies to enhance and support these skills.

Note: Students with NCEA level 3 Japanese or equivalent should enrol in this course.

*Prerequisite:* JAPANESE 131 or approval of Academic Head or nominee

*Restriction:* JAPANESE 230, 239. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**JAPANESE 232 15 Points****Japanese Language 2B**

A continuation of JAPANESE 231 covering more advanced grammar. By the end of the course, students will have acquired all essential grammar items and will be ready to explore more authentic materials in Stage III. Further develops communicative use of the language in speaking, listening, reading and writing in various situations and strategies to enhance and support these skills.

*Prerequisite:* JAPANESE 231 or approval of Academic Head or nominee

*Restriction:* JAPANESE 230, 239. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**JAPANESE 240 15 Points****Villains and Heroes in 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:* 45 points in BA courses, including either JAPANESE 150 or ASIAN 100

*Restriction:* JAPANESE 340

**JAPANESE 241 15 Points****Japanese Popular Culture since 1945**

Examines post-1945 Japanese popular culture such as manga, anime, music and literature, from the perspective of how they have dealt with issues such as national/cultural identity, 'race', war memory, gender and globalisation. The historical and political context of each text and cultural practice is emphasised. No knowledge of Japanese language required.

*Prerequisite:* 45 points in BA courses

*Restriction:* JAPANESE 341

**JAPANESE 243 15 Points****Geisha and Samurai: Edo Literature**

Explores literary works and other writings and media from early modern (Edo/Tokugawa) Japan, focusing on the way

these texts reflect aspects of Edo culture. Texts in English translation.

*Prerequisite:* 45 points in BA courses, including either JAPANESE 150 or ASIAN 100

*Restriction:* JAPANESE 343

**JAPANESE 270 15 Points****Japanese Culture and Traditions**

Examines important aspects of Japanese culture, society, and history. Focuses particularly on the creation and recreation of traditions, and the interaction between cultural and historical forces in shaping society. The course consists of four thematic parts, dealing with history, education, family, and health.

*Prerequisite:* 45 points in BA courses, including either JAPANESE 150 or ASIAN 100

*Restriction:* JAPANESE 370

**JAPANESE 277 15 Points****Japanese Study Abroad 2A**

Refer to the entry for Language Study Abroad.

*Prerequisite:* Approval of Academic Head or nominee

**JAPANESE 278 15 Points****Japanese Study Abroad 2B**

Refer to the entry for Language Study Abroad.

*Prerequisite:* JAPANESE 277 and approval of Academic Head or nominee

**JAPANESE 292 15 Points****Special Topic****Stage III****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 308 15 Points****Religion in Modern Japanese Society**

The aim of this course is to understand the role of religious beliefs, practices, and institutions in modern Japanese society. Topics to be covered include the "invention" of State Shinto and its role in nation-building, the decline of established temple Buddhism, the emergence and impact of new religious movements, and social conflict related to religion-state issues in the postwar period.

*Prerequisite:* ASIAN 100 and 30 points at Stage II in Asian Studies or 45 points in Stage II BA courses, including one of the following: ANTHRO 250, JAPANESE 240, 241, 243, 270, THEOLOGY 201 or THEOREL 201, SOCIOL 213

*Restriction:* ASIAN 708

**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

*Restriction:* JAPANESE 728

**JAPANESE 328 15 Points****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****Japanese Language 3A**

Further develops communicative use of the Japanese language in and beyond everyday situations. With greater focus on written Japanese, students will explore a variety of authentic materials including essays, folk tales, poems and visual texts that contain both traditional and contemporary cultural elements. Students are encouraged to study autonomously as well as collaboratively.

*Prerequisite:* JAPANESE 232

*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****Japanese Language 3B**

Further develops communicative use of Japanese language in speaking, listening, reading and writing beyond everyday situations. With greater focus on written Japanese, students will familiarise themselves with various styles of Japanese texts including newspaper articles, manga and short novels, through which their understanding of Japanese culture will deepen.

*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 340 15 Points****Villains and Heroes in 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 the deployment of power.

*Prerequisite:* JAPANESE 150 and 45 points at Stage II in Japanese including one of JAPANESE 241, 242, 270, HISTORY 242  
*Restriction:* JAPANESE 240

**JAPANESE 341 15 Points****Japanese Popular Culture since 1945**

Examines post-1945 Japanese popular culture such as manga, anime, music and literature, from the perspective of how they have dealt with issues such as national/cultural identity, 'race', war memory, gender and globalisation. The historical and political context of each text and cultural practice is emphasised. No knowledge of Japanese language required.

*Prerequisite:* JAPANESE 150 and 45 points at Stage II in Japanese including one of JAPANESE 240, 243, 270 HISTORY 242, or 30 points at Stage II in Asian Studies

*Restriction:* JAPANESE 241

**JAPANESE 343 15 Points****Geisha and Samurai Edo Literature**

Explores, 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, 241, or 270

*Restriction:* JAPANESE 243

**JAPANESE 370 15 Points****Japanese Culture and Traditions**

Examines important aspects of Japanese culture, society, and history. Focuses particularly on the creation and recreation of traditions, and the interaction between cultural

and historical forces in shaping society. The course consists of four thematic parts, dealing with history, education, family, and health.

*Prerequisite:* JAPANESE 150 and either 45 points at Stage II including one of JAPANESE 240, 241, 243 and HISTORY 242 or 30 points at Stage II in Asian Studies

*Restriction:* JAPANESE 270

**JAPANESE 377 15 Points****Japanese Study Abroad 3A**

Refer to the entry for Language Study Abroad.

*Prerequisite:* Approval of Academic Head or nominee

**JAPANESE 378 15 Points****Japanese Study Abroad 3B**

Refer to the entry for Language Study Abroad.

*Prerequisite:* JAPANESE 377 and approval of Academic Head or nominee

**JAPANESE 385 15 Points****Topics in Japanese Culture and Society**

Introduces several specific topics in modern Japanese society and culture. Topics may include: media, gender, ethnicity, colonialism, national identity, performing arts, and intellectual discourse. Readings are in Japanese and English.

*Prerequisite:* 45 points at Stage II in BA courses including JAPANESE 240, 241, 243 or 270

**JAPANESE 392 15 Points****Special Topic**

*Prerequisite:* JAPANESE 150 and 45 points at Stage II in Japanese

**Postgraduate 700 Level Courses****JAPANESE 702 30 Points****Topics in Japanese Culture and Society**

In-depth study of selected topics on Japanese culture and society. Topics may include Japanese religion and society, popular culture, early modern history, Japan in East Asia and globalisation. This will be a team-taught course, and the content each year will be adapted according to student research interests. The course requires critical reading of core texts and regular student seminar presentations.

**JAPANESE 703 30 Points****Topics in Japanese Language and Linguistics**

In-depth study of selected topics on Japanese language and linguistics. Topics may include accentuation, morphophonology, transitivity, subjectivity, gender and language, politeness, and discourse strategies. The course focuses on student-led seminar presentations and discussions on assigned key works in the field.

**JAPANESE 706 15 Points****Advanced Japanese Language Acquisition 1**

Uses authentic materials on a variety of topics to enhance language skills in support of postgraduate studies.

*Restriction:* JAPANESE 707

**JAPANESE 707 30 Points****Advanced Japanese Language Acquisition 2**

Use materials on a variety of topics to enhance language skills in support of postgraduate studies. Readings relevant to the individual student's research field will be assigned for critical analysis in Japanese.

*Restriction:* JAPANESE 706

|                       |                   |
|-----------------------|-------------------|
| <b>JAPANESE 745</b>   | <b>15 Points</b>  |
| <b>JAPANESE 745A</b>  | <b>7.5 Points</b> |
| <b>JAPANESE 745B</b>  | <b>7.5 Points</b> |
| <b>Directed Study</b> |                   |

To complete this course students must enrol in JAPANESE 745 A and B, or JAPANESE 745

|                       |                    |
|-----------------------|--------------------|
| <b>JAPANESE 746A</b>  | <b>22.5 Points</b> |
| <b>JAPANESE 746B</b>  | <b>22.5 Points</b> |
| <b>Research Essay</b> |                    |

To complete this course students must enrol in JAPANESE 746 A and B

|                       |                  |
|-----------------------|------------------|
| <b>JAPANESE 747</b>   | <b>30 Points</b> |
| <b>JAPANESE 747A</b>  | <b>15 Points</b> |
| <b>JAPANESE 747B</b>  | <b>15 Points</b> |
| <b>Directed Study</b> |                  |

To complete this course students must enrol in JAPANESE 747 A and B, or JAPANESE 747

|                       |                  |
|-----------------------|------------------|
| <b>JAPANESE 748</b>   | <b>15 Points</b> |
| <b>Research Essay</b> |                  |

|                         |                  |
|-------------------------|------------------|
| <b>JAPANESE 780</b>     | <b>30 Points</b> |
| <b>JAPANESE 780A</b>    | <b>15 Points</b> |
| <b>JAPANESE 780B</b>    | <b>15 Points</b> |
| <b>Research Project</b> |                  |

To complete this course students must enrol in JAPANESE 780 A and B, or JAPANESE 780

|                       |                  |
|-----------------------|------------------|
| <b>JAPANESE 782</b>   | <b>30 Points</b> |
| <b>JAPANESE 782A</b>  | <b>15 Points</b> |
| <b>JAPANESE 782B</b>  | <b>15 Points</b> |
| <b>Research Essay</b> |                  |

To complete this course students must enrol in JAPANESE 782 A and B, or JAPANESE 782

|                      |                    |
|----------------------|--------------------|
| <b>JAPANESE 792A</b> | <b>22.5 Points</b> |
| <b>JAPANESE 792B</b> | <b>22.5 Points</b> |
| <b>Dissertation</b>  |                    |

To complete this course students must enrol in JAPANESE 792 A and B

|                      |                  |
|----------------------|------------------|
| <b>JAPANESE 793A</b> | <b>45 Points</b> |
| <b>JAPANESE 793B</b> | <b>45 Points</b> |
| <b>Thesis</b>        |                  |

*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

|                      |                  |
|----------------------|------------------|
| <b>JAPANESE 796A</b> | <b>60 Points</b> |
| <b>JAPANESE 796B</b> | <b>60 Points</b> |
| <b>Thesis</b>        |                  |

*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

|                           |                  |
|---------------------------|------------------|
| <b>JAPANESE 797A</b>      | <b>60 Points</b> |
| <b>JAPANESE 797B</b>      | <b>60 Points</b> |
| <b>Research Portfolio</b> |                  |

To complete this course students must enrol in JAPANESE 797 A and B

## Korean

### Stage I

|                    |                  |
|--------------------|------------------|
| <b>KOREAN 110</b>  | <b>15 Points</b> |
| <b>KOREAN 110G</b> | <b>15 Points</b> |

#### 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

|                               |                  |
|-------------------------------|------------------|
| <b>KOREAN 111</b>             | <b>15 Points</b> |
| <b>Korean for Beginners 2</b> |                  |

Further develops the basic proficiency in Korean necessary to communicate in limited situations. Uses a range of exercises and activities to develop speaking, listening, reading and writing skills. Introduces distinctive aspects of contemporary Korean culture related to language-use situations.

*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

|                                   |                  |
|-----------------------------------|------------------|
| <b>KOREAN 120</b>                 | <b>15 Points</b> |
| <b>Korean Society and Culture</b> |                  |

An introduction to Korean society and culture, focusing on the development of the nation. The course covers the colonial legacy, national division, and cultural, social, economic and political changes in the two Koreas. No knowledge of Korean language required.

### Stage II

|                              |                  |
|------------------------------|------------------|
| <b>KOREAN 200</b>            | <b>15 Points</b> |
| <b>Intermediate Korean 1</b> |                  |

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

|                              |                  |
|------------------------------|------------------|
| <b>KOREAN 201</b>            | <b>15 Points</b> |
| <b>Intermediate Korean 2</b> |                  |

A continuation of KOREAN 200 covering more advanced grammar points and their usage. Further develops communicative use of Korean in a wide range of everyday situations.

*Prerequisite:* KOREAN 200

*Restriction:* KOREAN 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed

|                      |                  |
|----------------------|------------------|
| <b>KOREAN 203</b>    | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

|  |                  |
|--|------------------|
| <b>KOREAN 205</b>                      | <b>15 Points</b> |
| <b>Korea through TV Drama and Film</b> |                  |

Examines some of the cultural, social and political issues of contemporary South Korea through a selection of popular TV dramas and films.

*Prerequisite:* 30 points at Stage I in Asian Studies, Chinese,

Japanese or Korean, or 30 points from COMMS 100, FTVMS 100, 101, MEDIA 101 or 45 points at Stage I in BA courses  
Restriction: ASIAN 202, KOREAN 305

### KOREAN 241 15 Points

#### Modern Korea: Resilience, Innovation and Transformation

Aims to analyse historically the various ways in which the Koreans have understood, responded to and participated in the far-reaching changes which characterise Modern Korean history. The course is divided into three periods, the Late Choson (1800-1910), the Colonial Period (1905-1945), and the Era of Division (1945 to the present), and examines the chief internal and external forces that shaped the Korean nation up to the early 2000s.

*Prerequisite:* 15 points passed

*Restriction:* KOREAN 341

### KOREAN 250 15 Points

#### Korean for Heritage Speakers

Aims to enhance written skills in modern Korean for students with native speaker background. Emphasis will be placed on the comprehension of a wide range of issues in Korean society.

*Prerequisite:* Approval of Academic Head or nominee

*Restriction:* KOREAN 110, 111, 200, 201, 300, 301. May not be taken if a more advanced language acquisition course in this subject has previously been passed

### KOREAN 277 15 Points

#### Korean Study Abroad 2A

Refer to the entry for Language Study Abroad.

*Prerequisite:* Approval of Academic Head or nominee

### KOREAN 278 15 Points

#### Korean Study Abroad 2B

Refer to the entry for Language Study Abroad.

*Prerequisite:* KOREAN 277 and approval of Academic Head or nominee

## Stage III

### KOREAN 300 15 Points

#### Advanced Korean 1

Korean grammar at an advanced level. A continuation of KOREAN 201.

*Prerequisite:* KOREAN 201

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

### KOREAN 301 15 Points

#### Advanced Korean 2

Designed to emphasise comprehension and composition of Korean texts.

*Prerequisite:* KOREAN 300

### KOREAN 305 15 Points

#### Korea through TV Drama and Film

Examines some of the cultural, social and political issues of contemporary South Korea through a selection of popular TV dramas and films.

*Prerequisite:* 30 points at Stage II in Asian Studies, Chinese, Japanese or Korean or 30 points at Stage II in Media, Film and Television

*Restriction:* ASIAN 202, KOREAN 205

### KOREAN 341 15 Points

#### Modern Korea: Resilience, Innovation and Transformation

Aims to analyse historically the various ways in which the Koreans have understood, responded to and participated in the far-reaching changes which characterise Modern Korean history. The course is divided into three periods, the Late Choson (1800-1910), the Colonial Period (1905-1945), and

the Era of Division (1945 to the present), and examines the chief internal and external forces that shaped the Korean nation up to the early 2000s.

*Prerequisite:* KOREAN 120 and 15 points at Stage II in Asian Studies or History

*Restriction:* KOREAN 241

### KOREAN 377 15 Points

#### Korean Study Abroad 3A

Refer to the entry for Language Study Abroad.

*Prerequisite:* Approval of Academic Head or nominee

### KOREAN 378 15 Points

#### Korean Study Abroad 3B

Refer to the entry for Language Study Abroad.

*Prerequisite:* KOREAN 377 and approval of Academic Head or nominee

## 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 Academic Head or nominee 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 Academic Head or nominee.*

*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 101 15 Points

#### Introduction to Language Teaching

An introduction to a range of approaches to second language teaching and the theories of language and learning which underpin them. Students will explore the basic concepts related to current approaches to ELT in their home country and the social context of learning.

### LANGTCHG 102 15 Points

#### Classroom Management and School Experience

Introduces students to the organisation of learning in the classroom and specifically to the role and behaviour of the teacher in secondary classrooms and in the school. The integrated school experience provides students with an initial orientation to the school environment in their home country and the opportunity to apply their growing knowledge and skills in a supportive classroom context.

*Prerequisite:* Student must be enrolled in BED(TESOL)

### LANGTCHG 103 15 Points

#### Competency in the Mother Tongue

Extends the students' command and control over their mother tongue to enable them to operate efficiently and effectively in schools in their home country where the medium of instruction is the mother tongue. To further enrich their communication skills they will be exposed to the literature in their mother tongue.

*Prerequisite:* Student must be enrolled in BED(TESOL)

**Stage II****LANGTCHG 202 15 Points****Introductory English Language Analysis for Teachers**

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: 30 points passed or approval of Academic Head or nominee.*

**LANGTCHG 205 15 Points****Developing Literacy in a Second Language**

Examines the theory and practice related to the development of both initial and advanced literacy in a second language: how reading and writing skills are developed in a second language; the interdependency of first and second language literacy skills; effective instructional methods and the role played by second language literacy in the development of academic skills where English is the medium of instruction.

*Prerequisite: 30 points passed or approval of Academic Head or nominee*

**LANGTCHG 206 15 Points****Special Topic****LANGTCHG 207 15 Points****Instructed Language Learning**

Introduces the study of the language acquisition-rich classroom by considering how a second or foreign language is learned, and explores different aspects of language teaching from the perspective of language learning and factors responsible for individual differences in learning. Students will consider concepts and research in instructed language learning in relation to classroom, institutional, and broader social and political contexts.

*Prerequisite: 30 points passed or approval of Academic Head or nominee*

*Restriction: LANGTCHG 303*

**LANGTCHG 209 15 Points****Using Tasks in Language Teaching**

Students learn about task-based language teaching and have opportunities for hands-on practice in developing tasks for use in the language classroom. The course also enhances students' understanding of the difference between task-based teaching and traditional approaches to language teaching.

*Prerequisite: LANGTCHG 101 or 30 points passed or approval of Academic Head or nominee*

*Restriction: LANGTCHG 306*

**Stage III****LANGTCHG 300 15 Points****Theory and Practice of Language Teaching**

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: LANGTCHG 101 or 202 or 30 points passed at Stage II or above or approval of Academic Head or nominee*

**LANGTCHG 301 15 Points****The Second Language Curriculum**

Introduces principles and procedures used in course design and to evaluate TEFL courses, coursebooks and materials.

Develops a practical understanding of how to set about planning an EFL curriculum.

*Prerequisite: LANGTCHG 101 or 30 points passed at Stage II or above or approval of Academic Head or nominee*

**LANGTCHG 302 15 Points****Practical Language Teaching**

Develops an understanding of the procedures, techniques and options used in teaching language lessons; helps participants to design and deliver effective language lessons for a variety of contexts; and introduces participants to a variety of tools for teacher development such as peer teaching, peer observation, and reflective teaching.

*Prerequisite: LANGTCHG 300 or 301*

**LANGTCHG 304 15 Points****The Young Second Language Learner**

Examines the experience of children aged 6-12 years in learning a second language. Gives particular attention to the social, cognitive and psychological characteristics of children; examines the particular needs of young learners of a second language, and how languages are learned in different contexts.

*Prerequisite: LANGTCHG 101 or 30 points at Stage II or above or approval of the Academic Head or nominee*

**LANGTCHG 305 15 Points****Special Topic****LANGTCHG 307 15 Points****Special Topic**

*Prerequisite: 30 points passed at Stage II*

**LANGTCHG 308 15 Points****Special Topic****LANGTCHG 309 15 Points****Second/Foreign Language Teaching Experience**

Students teach English (or another language) for an organisation (local or abroad) approved by the Academic Head or nominee. Excludes teaching in a NZ primary, intermediate or secondary school.

*Prerequisite: LANGTCHG 101, 202, 300, 301, 302 with a B average or higher and approval of Academic Head or nominee*

**LANGTCHG 310 15 Points****Literature in Second Language Learning**

Introduces students to the study of stylistics, looks at various forms and genres of literary texts and presents different approaches to teaching literature in a second language classroom. The students will experiment with, evaluate and discuss various ways of teaching literature.

*Prerequisite: LANGTCHG 101 or 202, or 30 points at Stage II or III, or approval of the Academic Head or nominee*

**LANGTCHG 311 15 Points****Language and Technology**

Introduces students to theoretical and practical aspects of using technology for language learning and teaching purposes. Enables students to develop confidence in their ability to integrate technology into their teaching, and in their capacity to explore other technological applications in response to workplace needs. Students will also experience and reflect upon the language learning dimension, and critically examine on the relative benefits of particular applications with reference to sound pedagogical principles.

*Prerequisite: 30 points passed at Stage II*

**LANGTCHG 312 15 Points****Special Topic**



**Stage IV****LANGTCHG 400 15 Points****Language Curriculum Studies**

Examines the meaning of curriculum in relation to the school, state, national contexts, and the broader socio-political context. Of central importance is the idea of curriculum as an interactive process. The idea of curriculum as process and the dynamic interplay between curriculum context, theory and practice are emphasised.

*Prerequisite: Student must be enrolled in BEd(TESOL)*

*Restriction: LANGTCHG 724, 741*

**LANGTCHG 401 15 Points****Language Assessment in Schools**

Aims to develop understanding of second language learning assessment. Starting with broader considerations and techniques, the focus is on different forms of assessment used in secondary English teaching contexts in the home country.

*Prerequisite: Student must be enrolled in BEd(TESOL)*

*Restriction: LANGTCHG 704, 742*

**LANGTCHG 402 15 Points****Linking Theory and Practice in the Language Classroom**

Examines the pedagogical frameworks underpinning classroom methodology. Focuses on linking theory and practice and on preparing students for forthcoming classroom teaching. Includes the practical preparation and implementation of lessons, drawing on and bringing into focus relevant aspects of the programme.

*Prerequisite: Student must be enrolled in BEd(TESOL)*

*Restriction: LANGTCHG 710*

**LANGTCHG 403 60 Points****Teaching Practice**

A 12-week period of teaching practice in a school in the country of the student's origin. The practice will focus mainly on the teaching of English, although the student may have an opportunity to teach a second subject.

*Prerequisite: Student must be enrolled in BEd(TESOL)*

**Postgraduate 700 Level Courses****LANGTCHG 700 15 Points****Literature in Second Language Learning**

Introduces students to the study of stylistics, looks at various forms and genres of literary texts and presents different approaches to teaching literature in a second language classroom. The students will experiment with, evaluate and discuss various ways of teaching literature.

*Restriction: LANGTCHG 310*

**LANGTCHG 701 15 Points****Multilingual Lives**

Examines main theoretical approaches to understanding multilingualism. Students acquire specialised knowledge of different approaches to addressing the needs of an ethnolinguistically diverse population, and develop a critical awareness of issues and debates in the field. Assignments involve substantial independent research that includes the analysis of factors that influence the acquisition, maintenance, and use of multiple languages in individuals' lives.

**LANGTCHG 708 15 Points****Special Topic****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 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 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 733 30 Points****Second/Foreign Language Teaching Practice**

Aims to create opportunities for students to integrate disciplinary knowledge and professional teaching practice in order to develop the skills required of effective teachers of second and foreign languages. The course includes a seminar-based learning component, micro-teaching, focused observation and reflective teaching practice.

*Prerequisite: Approval of Academic Head or nominee*

*Restriction: LANGTCHG 729*

**LANGTCHG 734 15 Points****Special Topic****LANGTCHG 739 15 Points****Directed Study**

Supervised research on an approved topic or topics related to language teaching and learning.

**LANGTCHG 740 15 Points****Language Analysis for Teachers**

The study of the 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.

*Restriction: LANGTCHG 720*

**LANGTCHG 746 15 Points****Materials Development and Evaluation**

The principles and processes of designing and evaluating language teaching materials.

*Restriction: LANGTCHG 726*

**LANGTCHG 747 15 Points****Individual Learner Differences and Second Language Learning**

The findings of research into individual learner differences



and their role in language learning; the quantitative and qualitative methods used in this research.

*Restriction: LANGTCHG 711*

**LANGTCHG 751 15 Points**  
**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.

*Restriction: LANGTCHG 713*

**LANGTCHG 752 15 Points**  
**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.

*Restriction: LANGTCHG 719*

**LANGTCHG 753 30 Points**

**LANGTCHG 753A 15 Points**

**LANGTCHG 753B 15 Points**

**Research Essay**

*Prerequisite: An average of A- over four courses or approval of Academic Head or nominee*

*To complete this course students must enrol in LANGTCHG 753 A and B, or LANGTCHG 753*

**LANGTCHG 754 15 Points**  
**English for Specific Purposes**

Considers theory and practice in developing language courses to meet the specific academic or work-related needs of adult learners. In particular, it focuses on analysis of target communication, needs analysis, issues and methodologies in ESP and ESP research. Uses the example of English for Specific Purposes but is relevant to the teaching of other languages for specific purposes as well.

**LANGTCHG 756 15 Points**  
**Special Topic**

**LANGTCHG 757 15 Points**  
**Conducting Research in Applied Language Studies**

Explores advanced theoretical perspectives for research into second/foreign language learning, teaching, and use. Enables students to acquire an advanced understanding of selected research methods. Students work independently on a small-scale project, which involves the collection and analysis of data on second or foreign language learning, teaching or use.

*Restriction: LANGTCHG 732, 745*

**LANGTCHG 760 15 Points**  
**Curriculum Design**

Advanced level study of theoretical principles and current issues in the second language curriculum. Includes historical examination of influential approaches and methods, with particular attention to the development and current position of communicative approaches. Examines issues associated with course design processes including assessment of needs, objectives setting, syllabus and materials selections, and course evaluation.

*Restriction: LANGTCHG 741*

**LANGTCHG 761 15 Points**  
**Sociolinguistics**

Examines sociolinguistic concepts relevant to understanding influences on language use at the level of individuals, social groups and institutions. Enables students to acquire an advanced understanding of social and regional dialects, perceived differences in the market status of particular languages, the use of sociolects and ethnolects in the media and other public domains, and policies and practices concerning migrant and heritage language maintenance.

*Restriction: LANGTCHG 749*

**LANGTCHG 762 15 Points**  
**Second Language Acquisition**

Advanced study of current theories of second language acquisition and research that have examined both instructed and naturalistic acquisition. Includes an independent study involving analysis of learner language and writing a standard research report and a critique of a pedagogical approach, drawing on contemporary research on how languages are learned.

*Restriction: LANGTCHG 722, 723, 743*

**LANGTCHG 763 15 Points**  
**Discourse Analysis**

Examines major theoretical approaches to the analysis of discourse and implications for pedagogy. Students acquire specialised knowledge of approaches to analysis and frameworks that underpin research, and develop advanced skills in written and spoken text analysis and critical awareness of issues and debates in the field. Assignments involve substantial independent research that includes analysis and interpretation of data.

*Restriction: LANGTCHG 744*

**LANGTCHG 764 15 Points**  
**Creativity: Research and Practice**

Theoretical perspectives, pedagogical practices and research projects related to the topic of creativity in language learning and teaching. Enables students to acquire an advanced understanding of the concept of 'creativity' with reference to language teaching and learning through exploratory research, practice and reflection.

*Restriction: LANGTCHG 755*

**LANGTCHG 765 15 Points**  
**Language Testing and Assessment**

Advanced study of theoretical principles and current issues in language testing, assessment and evaluation, and their application to teaching practice and research. Examines issues associated with the creation of valid and reliable assessments, and the implications for course design processes, with particular attention to the testing, assessment and evaluation of communicative language proficiency.

*Restriction: LANGTCHG 742*

**LANGTCHG 790 30 Points**

**LANGTCHG 790A 15 Points**

**LANGTCHG 790B 15 Points**

**Research Project**

*Prerequisite: An average of A- in 60 points from courses in the MA in Applied Linguistics or MTESOL or approval of Academic Head or nominee*

*To complete this course students must enrol in LANGTCHG 790 A and B, or LANGTCHG 790*

|                      |                  |
|----------------------|------------------|
| <b>LANGTCHG 796A</b> | <b>60 Points</b> |
| <b>LANGTCHG 796B</b> | <b>60 Points</b> |

**Thesis**

*Prerequisite:* A BA(Hons) in Linguistics or a language with an average grade of A-, or equivalent, or a PGDipLT or equivalent with an average grade of A-

*To complete this course students must enrol in LANGTCHG 796 A and B*

|                      |                  |
|----------------------|------------------|
| <b>LANGTCHG 797A</b> | <b>60 Points</b> |
| <b>LANGTCHG 797B</b> | <b>60 Points</b> |

**Research Portfolio**

*To complete this course students must enrol in LANGTCHG 797 A and B*

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## Languages and Literature

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**Postgraduate 700 Level Courses**

|                     |                    |
|---------------------|--------------------|
| <b>LANGLIT 792</b>  | <b>45 Points</b>   |
| <b>LANGLIT 792A</b> | <b>22.5 Points</b> |
| <b>LANGLIT 792B</b> | <b>22.5 Points</b> |

**Dissertation**

*To complete this course students must enrol in LANGLIT 792 A and B, or LANGLIT 792*

|                     |                  |
|---------------------|------------------|
| <b>LANGLIT 794</b>  | <b>60 Points</b> |
| <b>LANGLIT 794A</b> | <b>30 Points</b> |
| <b>LANGLIT 794B</b> | <b>30 Points</b> |

**Dissertation**

*To complete this course students must enrol in LANGLIT 794 A and B, or LANGLIT 794*

|                     |                  |
|---------------------|------------------|
| <b>LANGLIT 796A</b> | <b>60 Points</b> |
| <b>LANGLIT 796B</b> | <b>60 Points</b> |

**Thesis**

*To complete this course students must enrol in LANGLIT 796 A and B*

|                     |                  |
|---------------------|------------------|
| <b>LANGLIT 797A</b> | <b>60 Points</b> |
| <b>LANGLIT 797B</b> | <b>60 Points</b> |

**Research Portfolio**

*To complete this course students must enrol in LANGLIT 797 A and B*

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## Latin

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**Stage I**

|                   |                  |
|-------------------|------------------|
| <b>LATIN 100</b>  | <b>15 Points</b> |
| <b>LATIN 100G</b> | <b>15 Points</b> |

**Introduction to Latin Language 1**

An introduction to the vocabulary and the grammar of simple sentences in Latin.

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

|                  |                  |
|------------------|------------------|
| <b>LATIN 101</b> | <b>15 Points</b> |
|------------------|------------------|

**Introduction to Latin Language 2**

An advancing beginner's course in the vocabulary and the grammar of complex sentences in Latin.

*Prerequisite:* LATIN 100 or approval of Academic Head or nominee

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**Stage II**

|                  |                  |
|------------------|------------------|
| <b>LATIN 200</b> | <b>15 Points</b> |
|------------------|------------------|

**Latin Language Acquisition: Intermediate**

The analysis and description of Latin grammar, practice in the translation of Latin to and from English, vocabulary acquisition.

*Prerequisite:* LATIN 101 or 201 or 202 or approval of Academic Head or nominee

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

|                  |                  |
|------------------|------------------|
| <b>LATIN 201</b> | <b>15 Points</b> |
|------------------|------------------|

**Latin Literary Texts 2A**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite:* LATIN 101 or 200 or 202 or approval of Academic Head or nominee

|                  |                  |
|------------------|------------------|
| <b>LATIN 202</b> | <b>15 Points</b> |
|------------------|------------------|

**Latin Literary Texts 2B**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite:* LATIN 101 or 200 or 201 or approval of Academic Head or nominee

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|------------------|------------------|
| <b>LATIN 203</b> | <b>15 Points</b> |
|------------------|------------------|

**Latin Literary Texts 2C**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite:* LATIN 201

|                  |                  |
|------------------|------------------|
| <b>LATIN 204</b> | <b>15 Points</b> |
|------------------|------------------|

**Latin Literary Texts 2D**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite:* LATIN 202

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|------------------|------------------|
| <b>LATIN 205</b> | <b>15 Points</b> |
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**Special Topic: Latin Texts**

Study of literary texts in Latin.

*Prerequisite:* LATIN 101 or approval of Academic Head or nominee

**Stage III**

|                  |                  |
|------------------|------------------|
| <b>LATIN 300</b> | <b>15 Points</b> |
|------------------|------------------|

**Advanced Language Study Part 1**

The structure and use of the Latin language including the use of non-classical Latin.

*Prerequisite:* 30 points from LATIN 200-205

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|------------------|------------------|
| <b>LATIN 301</b> | <b>15 Points</b> |
|------------------|------------------|

**Latin Literary Texts 3A**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite:* 30 points from LATIN 200-205

|                  |                  |
|------------------|------------------|
| <b>LATIN 302</b> | <b>15 Points</b> |
|------------------|------------------|

**Latin Literary Texts 3B**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite:* 30 points from LATIN 200-205

**LATIN 305** 15 Points  
**Directed Study**  
 Directed reading and individual study on a topic approved by the Academic Head or nominee.  
*Prerequisite:* 30 points from LATIN 200-205 and approval of Academic Head or nominee

**LATIN 310** 15 Points  
**Advanced Language Study Part 2**  
 An advanced analytical study of Latin; translation.  
*Prerequisite:* 30 points from LATIN 200-205

### Postgraduate 700 Level Courses

**LATIN 707** 30 Points  
**LATIN 707A** 15 Points  
**LATIN 707B** 15 Points

**Selected Latin Texts 1**  
 Selected texts will be set for translation and explanation.  
*To complete this course students must enrol in LATIN 707 A and B, or LATIN 707*

**LATIN 709** 30 Points  
**LATIN 709A** 15 Points  
**LATIN 709B** 15 Points

**Directed Study**  
 Directed reading and individual study on a topic approved by the Graduate Adviser.  
*Prerequisite:* Approval of Academic Head or nominee  
*To complete this course students must enrol in LATIN 709 A and B, or LATIN 709*

**LATIN 714** 15 Points  
**LATIN 714A** 7.5 Points  
**LATIN 714B** 7.5 Points

**Translation Portfolio: Latin to English**  
 A learning portfolio which may include practical exercises in translation, comparative study of different translations of one or more Latin authors, stylistic analysis, or study of the translation history of one or more Latin texts.  
*Restriction:* LATIN 700  
*To complete this course students must enrol in LATIN 714 A and B, or LATIN 714*

**LATIN 792** 45 Points  
**LATIN 792A** 22.5 Points  
**LATIN 792B** 22.5 Points  
**Dissertation**  
*To complete this course students must enrol in LATIN 792 A and B, or LATIN 792*

**LATIN 794A** 45 Points  
**LATIN 794B** 45 Points  
**Thesis**  
*Prerequisite:* A BA(Hons) in Latin with at least Second Class Honours, First Division, or equivalent  
*To complete this course students must enrol in LATIN 794 A and B*

**LATIN 796A** 60 Points  
**LATIN 796B** 60 Points  
**Thesis**  
*Prerequisite:* A BA(Hons) in Latin with at least Second Class Honours, First Division, or equivalent  
*To complete this course students must enrol in LATIN 796 A and B*

**LATIN 797A** 60 Points  
**LATIN 797B** 60 Points  
**Research Portfolio**  
*To complete this course students must enrol in LATIN 797 A and B*

## Latin American Studies

### Stage I

**LATINAM 101** 15 Points  
**Introductory Portuguese Language**  
 An introduction to spoken and written language, for students with no prior background in the language or limited fluency.

### Stage II

**LATINAM 200** 15 Points  
**Special Topic: Brazil in Global Cultural History**  
 An introduction to Latin America's largest country from Indigenous First Nations to European conquest and Afro-Brazilian resistance and settlement, to Brazil's current rise as a cultural and economic global power. Through a multimedia and interdisciplinary approach, the course addresses Brazil's growing influence on the world stage, placing its culture (music, cinema, literature, visual arts, sports), environment, economy and geopolitics in historical context.  
*Prerequisite:* 15 points from SPANISH 103, 105, 200, 201, 277, 278, 319, 321, 377, 378, or approval of Academic Head or nominee

**LATINAM 201** 15 Points  
**Latin American History and Culture Through Film**  
 A journey through five moments of Latin American history and culture, from its creation as a region imagined through the gaze of colonialism, through the development of an independent, revolutionary Third Cinema, to the present when globalisation is critiqued from the periphery.  
*Prerequisite:* 15 points from COMMS 100, FTVMS 100, 101, 112, MEDIA 101, SPANISH 103, 105, 200, 201, 277, 278, 319, 321, 377, 378, or 45 points in BGlobalSt courses  
*Restriction:* LATINAM 303

**LATINAM 202** 15 Points  
**Study Abroad (Latin America)**  
 A minimum of four weeks of study at an overseas institution approved by the Spanish and Latin American Study Abroad Adviser.  
*Prerequisite:* Programme Coordinator approval

**LATINAM 210** 15 Points  
**Visual Cultures and Industries in Latin America**  
 Follows transformations in Latin American visual cultures and culture industries since the 1930s, from the liberal to the neoliberal era. Throughout this history, who controls visual media production and how does this control relate to democracy? Have recent alliances between Indigenous groups and social movements to introduce new Media Laws successfully widened participation and challenged corporate media ownership?  
*Prerequisite:* 45 points in BA courses or approval of Programme Coordinator  
*Restriction:* LATINAM 310

**LATINAM 216** 15 Points  
**Music, Politics and Social Change**  
 A theorised study of the history of twentieth-century social movements in Latin America through its poetry and music, largely as expressed in popular forms. The major focus is on

the political and cultural manifestations of these expressions as they respond to and instigate social change.

*Prerequisite:* 15 points from SPANISH 103, 105, 200, 201, 277, 278, 319, 321, 377, 378

*Restriction:* LATINAM 301, SPANISH 216

### Stage III

#### LATINAM 301 15 Points

##### Music, Politics and Social Change

A theorised study of the history of twentieth-century social movements in Latin America through its poetry and music, largely as expressed in popular forms. The major focus is on the political and cultural manifestations of these expressions as they respond to and instigate social change.

*Prerequisite:* 15 points from LATINAM 201, SPANISH 202, 306, or 30 points at Stage II in BGlobalSt courses

*Restriction:* LATINAM 216, SPANISH 216

#### LATINAM 302 15 Points

##### Special Topic

*Prerequisite:* 15 points from LATINAM 201, SPANISH 202, 306

#### LATINAM 303 15 Points

##### Latin American History and Culture through Film

A journey through five moments of Latin American history and culture, from its creation as a region imagined through the gaze of colonialism, through the development of an independent, revolutionary Third Cinema, to the present when globalisation is critiqued from the periphery.

*Prerequisite:* 15 points from LATINAM 216, 301, SPANISH 202, or 30 points at Stage II in BGlobalSt courses

*Restriction:* LATINAM 201

#### LATINAM 304 15 Points

##### Study Abroad (Latin America)

A minimum of four weeks of study at an overseas institution approved by the Spanish and Latin American Study Abroad Adviser.

*Prerequisite:* 30 points at Stage II from the BA schedule or approval of Academic Head or nominee

#### LATINAM 306 15 Points

##### 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, 202, or 30 points at Stage II in BGlobalSt courses

*Restriction:* SPANISH 306, 729

#### LATINAM 310 15 Points

##### Visual Cultures and Industries

Follows transformations in Latin American visual cultures and culture industries since the 1930s, from the liberal to the neoliberal era. Throughout this history, who controls visual media production and how does this control relate to democracy? Have recent alliances between Indigenous groups and social movements to introduce new Media Laws successfully widened participation and challenged corporate media ownership?

*Prerequisite:* 45 points at Stage II in BA courses or approval of Programme Coordinator

*Restriction:* LATINAM 210

#### LATINAM 320

15 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:* 15 points from LATINAM 201, 216, POLITICS 234, SOCIO 210, SPANISH 202, or 30 points at Stage II in BGlobalSt courses

*Restriction:* SPANISH 720

#### LATINAM 325

15 Points

##### 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, 202, or 30 points at Stage II in BGlobalSt courses

*Restriction:* SPANISH 306, 725, 729

#### LATINAM 350

15 Points

##### Directed Reading and Research

Supervised research projects.

*Prerequisite:* 75 points in Latin American Studies at Stages I and II, and approval of Academic Head or nominee

### Linguistics

#### Stage I

##### LINGUIST 100

15 Points

##### 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:* LINGUIST 103

##### LINGUIST 101

15 Points

##### LINGUIST 101G

15 Points

##### Language, Mind and Society

A survey of three areas: the interaction between language structure and use on the one hand, and social structure and social norms on the other (sociolinguistics); the relationship between linguistic and cultural knowledge (anthropological linguistics); and the inter-relationship of language and other cognitive structures, especially as it is revealed through language acquisition (psycholinguistics).

#### Stage II

##### LINGUIST 200

15 Points

##### 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 15 Points****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 203 15 Points****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: 15 points at Stage I*

**LINGUIST 206 15 Points****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*

**LINGUIST 207 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 or Linguistics*

*Restriction: ENGLISH 203*

**Stage III****LINGUIST 300 15 Points****Advanced Syntax**

A continuation of LINGUIST 200. Examines selected topics, such as syntactic dependencies, movement, grammatical relations, phrase structure, typology and universals.

*Prerequisite: LINGUIST 200*

**LINGUIST 301 15 Points****Advanced Phonology**

A continuation of LINGUIST 201, introducing a more theoretical approach to phonology including distinctive feature theory, syllable theory, metrical phonology, autosegmental phonology and 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 305 15 Points****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 or 203*

**LINGUIST 308 15 Points****Language Change**

Introduces long-term historical trends, types of language change, language families and comparative reconstruction.

*Prerequisite: LINGUIST 200, 201*

*Restriction: LINGUIST 202*

**LINGUIST 310 15 Points****Linguistics Essays Course**

Students undertake supervised research.

*Prerequisite: Permission of Academic Head or nominee*

**LINGUIST 311 15 Points****Special Topic****LINGUIST 314 15 Points****Special Topic****LINGUIST 315 15 Points****Special Topic****LINGUIST 320 15 Points****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 206*

**LINGUIST 322 15 Points****Middle English: Language and Change**

A study of the origins, development and influences on English until around 1500.

*Prerequisite: 15 points from LINGUIST 200, 201, ENGLISH 203*

**LINGUIST 324 15 Points****Morphology**

Provides an overview of linguistic morphology and the various strategies of word formation across languages. Theories such as Distributed Morphology, Lexical Phonology and Morphology, Lexeme-Based Morphology, Prosodic Morphology, and Word Syntax will be discussed, and the course will include a practical component in which these theories are applied to language data.

*Prerequisite: LINGUIST 100 or 103*

**Postgraduate 700 Level Courses****LINGUIST 700 15 Points****Directed Study****LINGUIST 701 15 Points****Special Topic****LINGUIST 704 15 Points****Special Topic****LINGUIST 705 15 Points****Field Methods: Phonetics and Phonology**

Students analyse the structure of an unfamiliar language, focusing on phonetics and phonology. The language studied in LINGUIST 705 and 706 may be the same in any given academic year.

*Prerequisite: LINGUIST 201 and either LINGUIST 300 or 313*

*Restriction: LINGUIST 707*

**LINGUIST 706 15 Points****Field Methods: Morpho-syntax**

Students analyse the structure of an unfamiliar language,

focusing on morphosyntax. The language studied in LINGUIST 705 and 706 may be the same in any given academic year.

*Prerequisite: LINGUIST 201 and either LINGUIST 300 or 313*

*Restriction: LINGUIST 707*

### **LINGUIST 709 15 Points**

#### **Linguistic Research**

Research methods and practices in Linguistics, which provides students with skills necessary for carrying out linguistic research. In addition to practicum sessions students will propose, develop and complete an independent research project.

### **LINGUIST 720 15 Points**

#### **Functional-typological Syntax**

Cross-linguistic examination of selected topics, such as lexical categories, passives, transitivity, serial verb constructions, head-marking and dependent-marking, and iconicity. Consideration will be given both to differences among languages and to recurrent patterns.

### **LINGUIST 721 15 Points**

#### **Formal Syntax**

Formal theories of syntax, generative grammar, and current topics of interest to students. This could include: LFG, Minimalism, the DP analysis, theories of argument structure, and/or formal models of language processing.

### **LINGUIST 722 15 Points**

#### **Phonology**

A range of topics from the field of non-linear phonology, including autosegmental phonology, syllable theory, feature geometry and CV phonology.

### **LINGUIST 724 15 Points**

#### **Semantics and Pragmatics**

Deals with a wide range of issues in semantics and especially pragmatics. Topics may include implicature, presupposition, speech act, deixis, reference, pragmatics and cognition, pragmatics and semantics, and pragmatics and syntax.

*Prerequisite: LINGUIST 206 or 302, or equivalent*

### **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 736 15 Points**

#### **Issues in Advanced Morphology**

Focuses on competing theoretical models of morphology and includes application of one theory in an extended analysis.

### **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 743 15 Points**

#### **Special Topic**

### **LINGUIST 790 30 Points**

#### **LINGUIST 790A 15 Points**

#### **LINGUIST 790B 15 Points**

#### **Research Project**

*To complete this course students must enrol in LINGUIST 790 A and B, or LINGUIST 790*

### **LINGUIST 792 45 Points**

### **LINGUIST 792A 22.5 Points**

### **LINGUIST 792B 22.5 Points**

#### **Dissertation**

*To complete this course students must enrol in LINGUIST 792 A and B, or LINGUIST 792*

### **LINGUIST 793A 45 Points**

### **LINGUIST 793B 45 Points**

#### **Thesis**

*To complete this course students must enrol in LINGUIST 793 A and B*

### **LINGUIST 796A 60 Points**

### **LINGUIST 796B 60 Points**

#### **Thesis**

*To complete this course students must enrol in LINGUIST 796 A and B*

## **Logic and Computation**

### **Stage II**

### **LOGICOMP 201 15 Points**

#### **Special Topic**

### **Stage III**

### **LOGICOMP 300 15 Points**

#### **Directed Study**

*Prerequisite: Approval of Academic Head or nominee*

### **LOGICOMP 301 15 Points**

#### **Philosophy and Computation**

Covers a range of issues arising from the engagement of philosophy and computer science. Topics include the nature of computation, the limits of computation, and philosophical problems facing Artificial Intelligence.

*Prerequisite: PHIL 222 or COMPSCI 225*

### **LOGICOMP 302 15 Points**

#### **Special Topic**

### **LOGICOMP 399 15 Points**

#### **Capstone: Logic and Computation**

Potential topics relate logic and computation, and their roles in modern information society. Topics and reading material are introduced before students pick topics, to work alone or in small teams. The topics will be chosen to be accessible to all participants, thereby fostering interaction and interdisciplinary collaboration.

*Prerequisite: 30 points at Stage III in Logic and Computation*

## **Postgraduate 700 Level Courses**

### **LOGICOMP 701 15 Points**

#### **Directed Studies**

Supervised research studies in an area of logic and computation.

### **LOGICOMP 702 15 Points**

#### **Special Topic**

### **LOGICOMP 703 15 Points**

#### **Directed Study**

Supervised research studies in an area of logic and computation.

### **LOGICOMP 704 15 Points**

#### **Special Topic**

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| <b>LOGICOMP 705</b><br><b>Special Topic</b>  | <b>15 Points</b> |
| <b>LOGICOMP 782</b>  | <b>30 Points</b> |
| <b>LOGICOMP 782A</b>   | <b>15 Points</b> |
| <b>LOGICOMP 782B</b><br><b>Research Project</b>  | <b>15 Points</b> |
| <i>Restriction: LOGICOMP 780, 788</i>  |                  |
| <i>To complete this course students must enrol in LOGICOMP 782 A and B, or LOGICOMP 782</i>                                |                  |
| <b>LOGICOMP 796A</b>   | <b>60 Points</b> |
| <b>LOGICOMP 796B</b><br><b>Thesis</b>  | <b>60 Points</b> |
| <i>Prerequisite: A BA(Hons) in Logic and Computation with at least Second Class Honours, First Division, or equivalent</i> |                  |
| <i>To complete this course students must enrol in LOGICOMP 796 A and B</i>   |                  |

## Māori Studies

### Stage I

|                   |                  |
|-------------------|------------------|
| <b>MĀORI 101</b>  | <b>15 Points</b> |
| <b>MĀORI 101G</b> | <b>15 Points</b> |

#### 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: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

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| <b>MĀORI 103</b> | <b>15 Points</b> |
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#### 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: MĀORI 106. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

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| <b>MĀORI 104</b> | <b>15 Points</b> |
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#### 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*

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| <b>MĀORI 130</b> | <b>15 Points</b> |
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| <b>MĀORI 130G</b> | <b>15 Points</b> |
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#### 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.

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| <b>MĀORI 190</b> | <b>15 Points</b> |
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#### 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.

### Stage II

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| <b>MĀORI 201</b> | <b>15 Points</b> |
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#### Whakatakoto Reo Tuarua / Intermediate Written Māori

Follows on from MĀORI 101. Techniques in listening, reading, writing and translation are further developed.

*Prerequisite: MĀORI 101 or 105*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

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| <b>MĀORI 202</b> | <b>15 Points</b> |
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#### Decolonising the Screen in Aotearoa

An in-depth examination of the socio-cultural and political impact of New Zealand films foregrounding Māori, both in front of and especially, behind the camera. The course looks primarily at how Māori filmmakers have used cinema as a means to reassert cultural identity and tino rangatiratanga, from its activist beginnings during the Māori Cultural Renaissance in the 1980s, to the present.

*Prerequisite: 60 points at Stage I or approval of Academic Head or nominee*

*Restriction: MĀORI 303*

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| <b>MĀORI 203</b> | <b>15 Points</b> |
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#### Intermediate Spoken Māori

Continuing the development of language skills that will facilitate students' own communicative ability.

*Prerequisite: MĀORI 103*

*Restriction: MĀORI 206. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

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| <b>MĀORI 204</b> | <b>15 Points</b> |
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#### Reo Tuarua 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*

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| <b>MĀORI 230</b> | <b>15 Points</b> |
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#### Te Ao Hurihuri / 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*

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| <b>MĀORI 233</b> | <b>15 Points</b> |
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#### Tikanga Ancestral Ways

Examines tikanga (ancestral ways of living) and how these have changed since the arrival of Māori in Aotearoa. Beginning with topics of contemporary interest such as land use, the sea, kinship, gender relations, justice, health and economics, this course will trace the patterns of ancestral life, explore historical debates and reflect upon possible futures.

*Prerequisite: 30 points passed*

*Restriction: MĀORI 396*

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| <b>MĀORI 270</b> | <b>15 Points</b> |
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#### Kaupapa Hōu: Special Topic



**MĀORI 271 15 Points****Māori and the Media / Te Ao Pāho**

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:* 30 points passed

*Restriction:* MĀORI 370

**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

**Stage III****MĀORI 301 15 Points****Reo Māori Tuhituhi**

Follows on from MĀORI 201. Advances skills and techniques in listening, reading, writing and translation. Examines the preservation of oral traditions including grammatical analysis and practical exercises in transcription and translation.

*Prerequisite:* MĀORI 201

**MĀORI 302 15 Points****Reo Māori Kōrero**

Ko tēnei te pepa whakaohoho ake i ngā tau ka taha. Ko te whaingā, ko te whanake i ngā ture whakatakotoranga 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 ngā tuhinga Māori, ka atā tirohia te ao o te Māori, te ātaahuatanga o te whakaahuatanga mai o te kōrero i roto i te Reo Māori.

*Prerequisite:* 15 points from MĀORI 203, 204, 206

**MĀORI 303 15 Points****Decolonising the Screen in Aotearoa**

An in-depth examination of the socio-cultural and political impact of New Zealand films foregrounding Māori, both in front of and especially, behind the camera. The course looks primarily at how Māori filmmakers have used cinema as a means to reassert cultural identity and tino rangatiratanga, from its activist beginnings during the Māori Cultural Renaissance in the 1980s, to the present.

*Prerequisite:* 60 points at Stage II or approval of Academic Head or nominee

*Restriction:* MĀORI 202

**MĀORI 320 15 Points****Mātauranga: Māori Knowledge**

Explores the various facets of knowledge. This includes genealogy - cosmic, theogenic and anthropogenic (whakapapa), traditional songs (mōteatea), proverbs (whakatauki). The aim is to help develop an understanding of a Māori world view and a te ao mārama paradigm through studying Māori epistemology.

*Prerequisite:* 15 points from MĀORI 201, 203, 206 or 30 points at Stage II

**MĀORI 330 15 Points****Te Ao Hōu / Contemporary Māori Issues**

An examination of contemporary issues and debates around

Māori identity as indigenous peoples in the twenty-first century. Various aspects of Māori political, cultural, social and economic development in the twenty-first century will be discussed.

*Prerequisite:* 30 points at Stage II

**MĀORI 335 15 Points****Mana Taketake / Indigenous Sovereignty and Public Policy**

Examines the nature of the claims that indigenous minorities are making and the political strategies that they use to pursue their self-determining agendas in both domestic and international arenas. Concepts of indigenous and human rights, redistributive justice and others are discussed and explored in relation to contemporary demands of some indigenous peoples.

*Prerequisite:* 30 points at Stage II

**MĀORI 370 15 Points****Māori and the Media / Te Ao Pāho**

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:* 30 points passed at Stage II in any subject

*Restriction:* MĀORI 271

**MĀORI 393 15 Points****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 approval of Academic Head or nominee

**MĀORI 394 15 Points****Kaupapa Hōu: Special Topic**

*Prerequisite:* 15 points at Stage II in Māori Studies

**MĀORI 396 15 Points****Tikanga: Ancestral Ways**

Examines tikanga (ancestral ways of living) and how these have changed since the first arrival of the ancestors of Māori in Aotearoa. Beginning with topics of contemporary interest such as land use, the sea, kinship, gender relations, justice, health and economics, this course will trace the patterns of ancestral life, explore historical debates and reflect upon possible futures.

*Prerequisite:* 30 points at Stage II

**Postgraduate 700 Level Courses****MĀORI 700 30 Points****Reo Māori: Topic in Māori Language**

An examination of developments in Māori and Polynesian language description, analysis and preservation over the past 50 years.

**MĀORI 710 30 Points****Ngā Tuhituhi Māori: Māori Manuscript**

Translation and analysis of nineteenth-century Māori manuscripts.



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| <b>MĀORI 711</b>   | <b>30 Points</b>  |
| <b>Ngā Kōrero Tuku Iho: Māori Oral Literature</b>  |                   |
| Translation to English and analysis of texts derived from the oral tradition.  |                   |
| <b>MĀORI 712</b>   | <b>30 Points</b>  |
| <b>Whakareo Kē: Translation of Māori Literature</b>  |                   |
| Intensive practice in the translation of a variety of texts.   |                   |
| <b>MĀORI 713</b>   | <b>30 Points</b>  |
| <b>Te Reo Tuku Iho</b>   |                   |
| Advanced Māori language acquisition.   |                   |
| <b>MĀORI 732</b>   | <b>30 Points</b>  |
| <b>Rangatiratanga</b>  |                   |
| A study of a theoretical framework for the analysis of cultural politics between Māori and Pākehā and between Indigenous Peoples and coloniser States, in particular He Whakaputanga o te Rangatiratanga o Nū Tīreni, Te Tiriti o Waitangi and the United Nations Declaration on the Rights of Indigenous Peoples. |                   |
| <b>MĀORI 733</b>   | <b>30 Points</b>  |
| <b>Kaupapa Hōu: Special Topic</b>  |                   |
| <b>MĀORI 734</b>   | <b>30 Points</b>  |
| <b>Kaupapa Hōu: Special Topic</b>  |                   |
| <b>MĀORI 740</b>   | <b>30 Points</b>  |
| <b>MĀORI 740A</b>  | <b>15 Points</b>  |
| <b>MĀORI 740B</b>  | <b>15 Points</b>  |
| <b>Kaupapa Hōu: Te Ao Māori: Special Topic</b>   |                   |
| <i>To complete this course students must enrol in MĀORI 740 A and B, or MĀORI 740</i>  |                   |
| <b>MĀORI 741</b>   | <b>30 Points</b>  |
| <b>Ngā Taonga Hanga: Taonga Māori</b>  |                   |
| An extension of skills and research methods in material culture.   |                   |
| <b>MĀORI 742</b>   | <b>15 Points</b>  |
| <b>MĀORI 742A</b>  | <b>7.5 Points</b> |
| <b>MĀORI 742B</b>  | <b>7.5 Points</b> |
| <b>Kaupapa Hōu: Special Topic</b>  |                   |
| <i>To complete this course students must enrol in MĀORI 742 A and B, or MĀORI 742</i>  |                   |
| <b>MĀORI 743</b>   | <b>30 Points</b>  |
| <b>Tōrangapū / Issues in Māori Politics and Policy</b>   |                   |
| An examination of selected issues in public policy and their impact on Māori development.  |                   |
| <b>MĀORI 744</b>   | <b>30 Points</b>  |
| <b>Whakaora ai Te Reo Māori - Sociolinguistics</b>   |                   |
| The study of language revival and revitalisation strategies for Te Reo Māori that have been informed by research, especially the work undertaken since the 1970s Māori renaissance.  |                   |
| <b>MĀORI 748</b>   | <b>15 Points</b>  |
| <b>Kaupapa Hōu: Special Topic</b>  |                   |
| <b>MĀORI 749</b>   | <b>15 Points</b>  |
| <b>Kaupapa Hōu: Special Topic</b>  |                   |
| <b>MĀORI 750</b>   | <b>15 Points</b>  |
| <b>Kaupapa Motuhake: Special Study in Māori Studies</b>  |                   |
| A directed reading and individual study course under supervision approved by the Academic Head or nominee.   |                   |

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| <b>MĀORI 785</b>   | <b>45 Points</b>   |
| <b>MĀORI 785A</b>  | <b>22.5 Points</b> |
| <b>MĀORI 785B</b>  | <b>22.5 Points</b> |
| <b>Dissertation</b>  |                    |
| <i>To complete this course students must enrol in MĀORI 785 A and B, or MĀORI 785</i>  |                    |
| <b>MĀORI 790</b>   | <b>30 Points</b>   |
| <b>MĀORI 790A</b>  | <b>15 Points</b>   |
| <b>MĀORI 790B</b>  | <b>15 Points</b>   |
| <b>Research Project</b>  |                    |
| 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. |                    |
| <i>To complete this course students must enrol in MĀORI 790 A and B, or MĀORI 790</i>  |                    |
| <b>MĀORI 792A</b>  | <b>22.5 Points</b> |
| <b>MĀORI 792B</b>  | <b>22.5 Points</b> |
| <b>Dissertation</b>  |                    |
| <i>To complete this course students must enrol in MĀORI 792 A and B</i>  |                    |
| <b>MĀORI 796A</b>  | <b>60 Points</b>   |
| <b>MĀORI 796B</b>  | <b>60 Points</b>   |
| <b>Thesis</b>  |                    |
| <i>To complete this course students must enrol in MĀORI 796 A and B</i>  |                    |
| <b>MĀORI 797A</b>  | <b>60 Points</b>   |
| <b>MĀORI 797B</b>  | <b>60 Points</b>   |
| <b>Research Portfolio</b>  |                    |
| <i>To complete this course students must enrol in MĀORI 797 A and B</i>  |                    |

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## Media, Film and Television

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### Stage I

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| <b>MEDIA 101</b>   | <b>15 Points</b> |
| <b>Film Studies</b>  |                  |
| 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 a 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. |                  |
| <i>Restriction: FTVMS 101</i>  |                  |

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### Stage II

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| <b>MEDIA 201</b>   | <b>15 Points</b> |
| <b>Contemporary Chinese Media</b>  |                  |
| Focuses on the evolution of media industries and the growth of new media in contemporary China. Investigates a range of media formats in relation to media policies and media production, circulation and consumption. Addresses these issues against the backdrop of the broader aesthetic and socio-cultural influences in contemporary China. |                  |
| <i>Prerequisite: 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses</i>   |                  |
| <i>Restriction: MEDIA 301</i>  |                  |
| <b>MEDIA 202</b>   | <b>15 Points</b> |
| <b>Hollywood and its Others</b>  |                  |
| 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:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses, or 30 points in Transnational Cultures and Creative Practice

*Restriction:* FTVMS 202, 307, MEDIA 307

### **MEDIA 205 15 Points**

#### **Screening Hong Kong**

An examination of the cinema of Hong Kong through some of its major genres (e.g., martial chivalry, kung fu, action, romance, comedy, fantasy, ghost, melodrama). Aims to develop both an appreciation of filmic styles and an understanding of post-1980s changes in Hong Kong's film industry and their relation to Hong Kong society.

*Prerequisite:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses

*Restriction:* FTVMS 205, 308, MEDIA 308

### **MEDIA 210 15 Points**

#### **Settlement, Indigeneity and Media**

Looks at the range of media involved in the representation and implementation of the settlement of Aotearoa New Zealand in terms of questions of indigeneity. Media considered include cartography, photography, film, television and digital media. Materials include selected photographic work, New Zealand films, Māori television, and writings by Paul Carter, Giselle Byrnes, Barry Barclay and Jo Smith.

*Prerequisite:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses

*Restriction:* FTVMS 210, 325, MEDIA 325

### **MEDIA 211 15 Points**

#### **Watching Television**

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:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses

*Restriction:* FTVMS 211, 309, MEDIA 309

### **MEDIA 212 15 Points**

#### **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:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses

*Restriction:* FTVMS 212, 328, MEDIA 328

### **MEDIA 213 15 Points**

#### **Cinema of Aotearoa New Zealand**

Traces a thematic history of filmmaking in Aotearoa New Zealand from the mid-1980s until the present. Locates a range of films in their historical, social and political contexts by concentrating on issues that arise for a small nation defined by indigenous and settler relations, immigration and globalisation.

*Prerequisite:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses

*Restriction:* FTVMS 208, 300, MEDIA 313

### **MEDIA 218 15 Points**

#### **Popular Music on Screens**

Explores relationships between popular music and visual media, such as film, television and online media. Includes analysis of documentaries, feature films, TV shows, music videos and social media platforms. Themes include stardom, fandom, songs, dancing, music genres, technologies and industries. Texts are situated in debates about music media and power relations marked by class, gender, sexuality, race and ethnicity.

*Prerequisite:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses

*Restriction:* FTVMS 218, 323, MEDIA 323

### **MEDIA 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:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses

*Restriction:* FTVMS 219, 326, MEDIA 326

### **MEDIA 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:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses

*Restriction:* FTVMS 220, 316, MEDIA 316

### **MEDIA 221 15 Points**

#### **Action Films**

Investigates action films as a genre and a "spectacle" in world cinema. Considers the aesthetic qualities of the genre and its interaction with the wider context. Issues studied include the relationship between conventions and inventions, the combination of visual and aural spectacle, as well as how identity is articulated through the discourse of nation, gender, ethnicity, age and the landscape.

*Prerequisite:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses

*Restriction:* FTVMS 221, 315, MEDIA 315

### **MEDIA 222 15 Points**

#### **Comics and Visual Narrative**

Explores the medium of comics both as an expression of popular culture and as a visual language. Beginning with a history of sequential graphic narrative, the course considers issues around the legitimacy of a popular art form and means of story-telling, as well as the problem of censorship that dominated comics culture especially in the 1950s.

*Prerequisite:* 30 points in Media, Film and Television or Communication or Transnational Culture and Creative Practice, or ARTHIST 115

*Restriction:* FTVMS 222, 327, MEDIA 327

### **MEDIA 224 15 Points**

#### **Science Fiction Media**

A critical study of science fiction film, television and new media in terms of themes, aesthetics, technologies, markets and audiences. Emphasises the unique and prominent role of science fiction media in contemporary public culture

as a site for engagement with political questions about humanity's technological, ecological and biomedical futures.  
*Prerequisite:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses  
*Restriction:* FTVMS 224, 319, MEDIA 319

**MEDIA 226** **Special Topic** **15 Points**

*Prerequisite:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses

**MEDIA 227** **Special Topic** **15 Points**

*Prerequisite:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses

**MEDIA 229** **Recorded Music and Media Formats** **15 Points**

Cultural studies of the sounds and significance of popular recorded music through the media formats in which it has been manufactured, distributed and consumed. Provides a critical introduction to the role of technologies and industries, studios and producers, musicians, music scenes and everyday listening in relation to vinyl records, radio, cassettes, CDs, the MP3 and streaming music.

*Prerequisite:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses  
*Restriction:* FTVMS 229, 331, MEDIA 331

**MEDIA 231** **Eco/media** **15 Points**

Eco/media introduces students to the increasingly important and varied role that nature, environment, and ecology play in media, film, and television studies. Students explore how environmentalism is communicated through various media, how the mediation of flora, fauna and the earth's atmosphere offers powerful new insights into media texts, and how media production and consumption can be analysed using ecological frameworks.

*Prerequisite:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses, or 30 points in Global Environment and Sustainable Development  
*Restriction:* FTVMS 231, 332, MEDIA 332

**MEDIA 233** **Special Topic** **15 Points**

*Prerequisite:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses

**MEDIA 236** **Horror Media** **15 Points**

Explores horror's aesthetic, experiential, and political dimensions, investigating why and how it has persisted as one of popular culture's most vigorous and influential genres. Closely considers a range of classic and contemporary films, TV shows and video games, confronting questions of power, affect, mediation and representation.

*Prerequisite:* 15 points from COMMS 100, 104, FTVMS 100, 101, 110, MEDIA 101 and 45 points in BA courses  
*Restriction:* FTVMS 236, 336, MEDIA 336

**Stage III**

**MEDIA 301** **Contemporary Chinese Media** **15 Points**

Focuses on the evolution of media industries and the growth of new media in contemporary China. Investigates a range of media formats in relation to media policies and media production, circulation and consumption. Addresses these

issues against the backdrop of the broader aesthetic and socio-cultural influences in contemporary China.

*Prerequisite:* 30 points at Stage II in Media, Film and Television or Communication  
*Restriction:* MEDIA 201

**MEDIA 307** **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.

*Prerequisite:* 30 points at Stage II in Media, Film and Television or Transnational Cultures and Creative Practice  
*Restriction:* FTVMS 202, 307, MEDIA 202

**MEDIA 308** **Screening Hong Kong** **15 Points**

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 at Stage II in Media, Film and Television Studies  
*Restriction:* FTVMS 205, 308, MEDIA 205

**MEDIA 309** **Watching Television** **15 Points**

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 at Stage II in Media, Film and Television  
*Restriction:* FTVMS 211, 309, MEDIA 211

**MEDIA 313** **Cinema of Aotearoa New Zealand** **15 Points**

Traces a thematic history of filmmaking in Aotearoa New Zealand from the mid-1980s until the present. Locates a range of films in their historical, social and political contexts by concentrating on issues that arise for a small nation defined by indigenous and settler relations, immigration and globalisation.

*Prerequisite:* 30 points at Stage II in Media and/or Screen Production  
*Restriction:* FTVMS 208, 300, MEDIA 213

**MEDIA 315** **Action Films** **15 Points**

Investigates action films as a genre and a "spectacle" in world cinema. Considers the aesthetic qualities of the genre and its interaction with the wider context. Issues studied include the relationship between conventions and inventions, the combination of visual and aural spectacle, as well as how identity is articulated through the discourse of nation, gender, ethnicity, age and the landscape.

*Prerequisite:* 30 points at Stage II in Media, Film and Television  
*Restriction:* FTVMS 221, 315, MEDIA 221

**MEDIA 316** **Mockumentary and Docu-Genres** **15 Points**

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 at Stage II in Media, Film and Television  
*Restriction:* FTVMS 220, 316, MEDIA 220

### **MEDIA 317 15 Points**

#### **Screen Tools**

Designed to enable students to produce a serial drama, recorded in the television studio with inserts shot on field location. As well as developing technical skills in multi-camera television production, single camera location shooting and digital editing, students will explore the processes of script breakdowns, casting and directing actors. This is an intensive, workshop-style production class drawing on creative and technical skills from drama scripting through to acting, directing and producing.

*Prerequisite:* Academic Head or nominee approval

*Restriction:* FTVMS 317

### **MEDIA 319 15 Points**

#### **Science Fiction Media**

A critical study of science fiction film, television and new media in terms of themes, aesthetics, technologies, markets and audiences. Emphasises the unique and prominent role of science fiction media in contemporary public culture as a site for engagement with political questions about humanity's technological, ecological and biomedical futures.

*Prerequisite:* 30 points at Stage II in Media, Film and Television  
*Restriction:* FTVMS 224, 319, MEDIA 224

### **MEDIA 323 15 Points**

#### **Popular Music on Screens**

Explores relationships between popular music and visual media, such as film, television and online media. Includes analysis of documentaries, feature films, TV shows, music videos and social media platforms. Themes include stardom, fandom, songs, dancing, music genres, technologies and industries. Texts are situated in debates about music media and power relations marked by class, gender, sexuality, race and ethnicity.

*Prerequisite:* 30 points at Stage II in Media, Film and Television or Anthropology

*Restriction:* FTVMS 218, 323, MEDIA 218

### **MEDIA 325 15 Points**

#### **Settlement, Indigeneity and Media**

Looks at the range of media involved in the representation and implementation of the settlement of Aotearoa New Zealand in terms of questions of indigeneity. Media considered include cartography, photography, film, television and digital media. Materials include selected photographic work, New Zealand films, Māori television, and writings by Paul Carter, Giselle Byrnes, Barry Barclay and Jo Smith.

*Prerequisite:* 30 points at Stage II in Media, Film and Television, or Māori Studies

*Restriction:* FTVMS 210, 325, MEDIA 210

### **MEDIA 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 at Stage II in Media, Film and Television  
*Restriction:* FTVMS 219, 326, MEDIA 219

### **MEDIA 327**

**15 Points**

#### **Comics and Visual Narrative**

Explores the medium of comics both as an expression of popular culture and as a visual language. Beginning with a history of sequential graphic narrative, the course considers issues around the legitimacy of a popular art form and means of story-telling, as well as the problem of censorship that dominated comics culture especially in the 1950s.

*Prerequisite:* 30 points at Stage II in Communication or Media, Film and Television or Transnational Cultures and Creative Practice

*Restriction:* FTVMS 222, 327, MEDIA 222

### **MEDIA 328**

**15 Points**

#### **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 at Stage II in Media, Film and Television  
*Restriction:* FTVMS 212, 328, MEDIA 212

### **MEDIA 329**

**15 Points**

#### **Special Topic**

*Prerequisite:* 30 points at Stage II in Media, Film and Television

### **MEDIA 331**

**15 Points**

#### **Recorded Music and Media Formats**

Cultural studies of the sounds and significance of popular recorded music through the media formats in which it has been manufactured, distributed and consumed. Provides a critical introduction to the role of technologies and industries, studios and producers, musicians, music scenes and everyday listening in relation to vinyl records, radio, cassettes, CDs, the MP3 and streaming music.

*Prerequisite:* 30 points at Stage II in Media, Film and Television or Anthropology

*Restriction:* FTVMS 229, 331, MEDIA 229

### **MEDIA 332**

**15 Points**

#### **Eco/media**

Eco/media introduces students to the increasingly important and varied role that nature, environment, and ecology play in media, film, and television studies. Students explore how environmentalism is communicated through various media, how the mediation of flora, fauna and the earth's atmosphere offers powerful new insights into media texts, and how media production and consumption can be analysed using ecological frameworks.

*Prerequisite:* 30 points at Stage II in Media, Film and Television or Global Environment and Sustainable Development

*Restriction:* FTVMS 231, 332, MEDIA 231

### **MEDIA 333**

**15 Points**

#### **Special Topic**

*Prerequisite:* 30 points at Stage II in Media, Film and Television

### **MEDIA 334**

**15 Points**

#### **Special Topic**

*Prerequisite:* 30 points at Stage II in Media, Film and Television

### **MEDIA 336**

**15 Points**

#### **Horror Media**

Explores horror's aesthetic, experiential, and political dimensions, investigating why and how it has persisted as

one of popular culture's most vigorous and influential genres. Closely considers a range of classic and contemporary films, TV shows and video games, confronting questions of power, affect, mediation and representation.

*Prerequisite:* 30 points at Stage II in Media, Film and Television  
*Restriction:* FTVMS 236, 336, MEDIA 236

### Postgraduate 700 Level Courses

#### MEDIA 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 704, 722

#### MEDIA 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 711, 735

#### MEDIA 713 30 Points

##### Media, Sound and Music

Interdisciplinary scholarship on sound and music media. Topics include: listening and soundscapes; noise/music; popular culture; the politics of sound and music; audio technologies; affect, feelings and emotions; identities; stardom, celebrity and fandom; voices; material cultures; audiovisual media; social media; and the political economy of music.

*Restriction:* FTVMS 713, 730, 738

#### MEDIA 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.

*Restriction:* FTVMS 715

#### MEDIA 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.

*Restriction:* FTVMS 716

#### MEDIA 726 30 Points

##### Research Projects

#### MEDIA 729 30 Points

##### Film Evil

Explores the theme of evil in the cinema. What 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.

*Restriction:* FTVMS 729

#### MEDIA 741

30 Points

##### Time and the Moving Image

Explores how moving images mediate our experience of time, from the actualities of early cinema to video games and digital special effects. Addresses the representation and articulation of time across documentary and narrative cinema, experimental film and video, television and new media, with reference to key concepts in philosophy and media theory.

*Restriction:* FTVMS 741

#### MEDIA 742

15 Points

##### Directed Study

*Restriction:* FTVMS 742

#### MEDIA 743

30 Points

##### Chinese Film Genres

Explores the evolution of major film genres of the Chinese-language cinemas (i.e., cinemas of mainland China, Hong Kong, Taiwan and the Chinese diaspora). Investigates the formal styles of such genres as melodrama, youth, avant-garde, and documentary as well as how the changing styles reflect some big issues of sociocultural significances.

*Restriction:* FTVMS 743

#### MEDIA 744

30 Points

##### The Politics of Digital Media

Digital media technologies are a major political battleground in the twenty-first century. This course examines a range of political controversies associated with the digital age, such as: piracy and copyright; surveillance, privacy and digital espionage; hacking, hacktivism and cybersecurity; internet censorship, regulation and free speech; hate speech and harassment; the open web and digital enclosure; big data and algorithmic governance.

*Restriction:* FTVMS 744

#### MEDIA 745

30 Points

##### Special Topic: Communication Excess and Avoidance

Silences and absences make communication possible. Each medium, whether spoken or printed, projected or computed, has peculiar silences ranging from elegant to tragic, comic to painful, fleeting to eternal. Superabundant digital media raise acute questions about communicative excess and possible needs to disconnect. Such questions will be addressed alongside the cultural and technological history of communication excess and absence.

#### MEDIA 746

30 Points

##### Special Topic: Žižek Through Hitchcock

Slavoj Žižek is known for elaborating psychoanalytic and Marxist theory through the use of film and popular culture. In this course we shall read Alfred Hitchcock's films and Žižek's idiosyncratic citation of them to develop a theory of Žižek's own work. To achieve this, each lesson looks at a film by Hitchcock and explores a key aspect of Žižek's ideas.

#### MEDIA 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, or Media, Film and Television.

*Restriction:* FTVMS 781

|                     |                    |
|---------------------|--------------------|
| <b>MEDIA 792</b>    | <b>45 Points</b>   |
| <b>MEDIA 792A</b>   | <b>22.5 Points</b> |
| <b>MEDIA 792B</b>   | <b>22.5 Points</b> |
| <b>Dissertation</b> |                    |

*Restriction: FTVMS 792*

*To complete this course students must enrol in MEDIA 792 A and B, or MEDIA 792*

|                     |                  |
|---------------------|------------------|
| <b>MEDIA 793</b>    | <b>60 Points</b> |
| <b>MEDIA 793A</b>   | <b>30 Points</b> |
| <b>MEDIA 793B</b>   | <b>30 Points</b> |
| <b>Dissertation</b> |                  |

*Restriction: FTVMS 793*

*To complete this course students must enrol in MEDIA 793 A and B, or MEDIA 793*

|                   |                  |
|-------------------|------------------|
| <b>MEDIA 796A</b> | <b>60 Points</b> |
| <b>MEDIA 796B</b> | <b>60 Points</b> |
| <b>Thesis</b>     |                  |

*Restriction: FTVMS 796*

*To complete this course students must enrol in MEDIA 796 A and B*

|                           |                  |
|---------------------------|------------------|
| <b>MEDIA 797A</b>         | <b>60 Points</b> |
| <b>MEDIA 797B</b>         | <b>60 Points</b> |
| <b>Research Portfolio</b> |                  |

*Restriction: FTVMS 797*

*To complete this course students must enrol in MEDIA 797 A and B*

## Museums and Cultural Heritage

### Postgraduate 700 Level Courses

|   |                  |
|---|------------------|
| <b>MUSEUMS 700</b>                        | <b>15 Points</b> |
| <b>Exhibiting Cultures: International</b> |                  |

Investigates the presentation of cultures in museums, art galleries and other sites globally, the strategies of public exhibitions, and the role of curators and institutions in identity formation and nationalism. Case studies are drawn from international and indigenous practice, as well as regional examples from Aotearoa New Zealand, Australia and the Pacific.

*Restriction: ARTHIST 715, 721, 736, MUSEUMS 701, 703, 704*

|                                      |                  |
|--------------------------------------|------------------|
| <b>MUSEUMS 701</b>                   | <b>15 Points</b> |
| <b>Indigenous People and Museums</b> |                  |

An examination of key museological issues in relation to indigenous peoples, with a particular focus on Māori, Pacific, Aboriginal, Inuit and Native American communities.

*Restriction: ARTHIST 730, MUSEUMS 703*

|                          |                  |
|--------------------------|------------------|
| <b>MUSEUMS 702</b>       | <b>15 Points</b> |
| <b>Inside the Museum</b> |                  |

Provides a foundation in the best practices, critical issues, and the future of museology and introduces students to a variety of museum collection-based activities through experiential education at the Auckland War Memorial Museum/Tāmaki Paenga Hira.

|                            |                  |
|----------------------------|------------------|
| <b>MUSEUMS 704</b>         | <b>30 Points</b> |
| <b>MUSEUMS 704A</b>        | <b>15 Points</b> |
| <b>MUSEUMS 704B</b>        | <b>15 Points</b> |
| <b>Exhibiting Cultures</b> |                  |

Investigates the presentation of cultures in museums, art galleries and other sites globally, the strategies of public exhibitions, and the role of curators and institutions in identity formation and nationalism. Case studies are drawn from international and indigenous practice as well as

regional examples from Aotearoa New Zealand, Australia and the Pacific.

*Restriction: ARTHIST 715, 721, 736, MUSEUMS 700, 701, 703, 705*

*To complete this course students must enrol in MUSEUMS 704 A and B, or MUSEUMS 704*

|  |                  |
|--|------------------|
| <b>MUSEUMS 705</b>                               | <b>15 Points</b> |
| <b>Exhibiting Cultures: Māori and Indigenous</b> |                  |

An examination of key museological issues in relation to indigenous peoples, with a particular focus on Māori, Pacific, Aboriginal, Inuit and Native American communities.

*Restriction: ARTHIST 715, 721, 736, MUSEUMS 701, 703, 704*

|                      |                  |
|----------------------|------------------|
| <b>MUSEUMS 706</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

|                                 |                  |
|---------------------------------|------------------|
| <b>MUSEUMS 750</b>              | <b>15 Points</b> |
| <b>Museums Past and Present</b> |                  |

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*

|                      |                  |
|----------------------|------------------|
| <b>MUSEUMS 751</b>   | <b>30 Points</b> |
| <b>Special Topic</b> |                  |

|                       |                  |
|-----------------------|------------------|
| <b>MUSEUMS 760</b>    | <b>15 Points</b> |
| <b>Directed Study</b> |                  |

A directed reading and individual study course or research project to prepare students in the methodologies and subject matter of museum studies.

*For students currently enrolled in a postgraduate programme in Museums and Cultural Heritage*

|                       |                  |
|-----------------------|------------------|
| <b>MUSEUMS 761</b>    | <b>30 Points</b> |
| <b>MUSEUMS 761A</b>   | <b>15 Points</b> |
| <b>MUSEUMS 761B</b>   | <b>15 Points</b> |
| <b>Directed Study</b> |                  |

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*

|                         |                  |
|-------------------------|------------------|
| <b>MUSEUMS 780</b>      | <b>30 Points</b> |
| <b>MUSEUMS 780A</b>     | <b>15 Points</b> |
| <b>MUSEUMS 780B</b>     | <b>15 Points</b> |
| <b>Research Project</b> |                  |

*To complete this course students must enrol in MUSEUMS 780 A and B, or MUSEUMS 780*

|                     |                    |
|---------------------|--------------------|
| <b>MUSEUMS 792</b>  | <b>45 Points</b>   |
| <b>MUSEUMS 792A</b> | <b>22.5 Points</b> |
| <b>MUSEUMS 792B</b> | <b>22.5 Points</b> |
| <b>Dissertation</b> |                    |

*To complete this course students must enrol in MUSEUMS 792 A and B, or MUSEUMS 792*

|                     |                  |
|---------------------|------------------|
| <b>MUSEUMS 796A</b> | <b>60 Points</b> |
| <b>MUSEUMS 796B</b> | <b>60 Points</b> |
| <b>Thesis</b>       |                  |

*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*

|   |                  |
|---|------------------|
| <b>MUSEUMS 797A</b>   | <b>60 Points</b> |
| <b>MUSEUMS 797B</b>   | <b>60 Points</b> |
| <b>Research Portfolio</b>   |                  |
| <i>To complete this course students must enrol in MUSEUMS 797 A and B</i> |                  |

## Pacific Studies

### Stage I

|                     |                  |
|---------------------|------------------|
| <b>PACIFIC 100</b>  | <b>15 Points</b> |
| <b>PACIFIC 100G</b> | <b>15 Points</b> |

#### Introduction to Pacific Studies

Introduces students to the discipline of Pacific Studies, framed by Pacific ways of knowing and doing and the expression and understanding of Pacific cultures. Topics covered include: health and wellbeing, ethnic and gender identities, spirituality, history, politics, sports and society, languages, performing arts, leadership, and innovation and sustainability.

|                                 |                  |
|---------------------------------|------------------|
| <b>PACIFIC 105</b>              | <b>15 Points</b> |
| <b>The Contemporary Pacific</b> |                  |

Explores the ways in which Pacific peoples frame their contemporary world in the context of globalisation. It also examines factors which shape contemporary Pacific life and popular culture as well as some of the challenges emanating from how Pacific peoples construct and make sense of their own and others' historical, political, socio-cultural, economic and religious worlds.

|                                |                  |
|--------------------------------|------------------|
| <b>PACIFIC 110</b>             | <b>15 Points</b> |
| <b>Pacific Music and Dance</b> |                  |

Practical and theoretical introduction to performing cultures of the Pacific with emphasis on Polynesian 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

|                        |                  |
|------------------------|------------------|
| <b>PACIFIC 200</b>     | <b>15 Points</b> |
| <b>Pacific Studies</b> |                  |

Builds students' core knowledge of the Pacific, introducing key debates and interdisciplinary methods in Pacific Studies. The course tackles critical concerns in the Pacific Islands' region, including those of its peoples, transnationalism and globalisation, government and economy, health, wellbeing and climate.

*Prerequisite: PACIFIC 100 or 45 points in BGlobalSt courses*

|   |                  |
|---|------------------|
| <b>PACIFIC 205</b>  | <b>15 Points</b> |
| <b>Special Topic: Pacific Innovation and Sustainability</b> |                  |

Examines innovation and sustainability of Pacific Peoples in the Pacific and within the Pacific communities of Aotearoa. Explores the adaptability and innovation of Pacific peoples to create sustainable communities that embody both traditional cultural values and identities, and are also focused on future development, opportunity, mobility, and communal success.

*Prerequisite: 30 points passed*

*Restriction: PACIFIC 305*

|  |                  |
|--|------------------|
| <b>PACIFIC 206</b>   | <b>15 Points</b> |
| <b>Pacific Youth: Contemporary Realities in the Pacific Region</b> |                  |

Addresses critical contemporary issues for youth in the Pacific region with a particular emphasis on Aotearoa.

Throughout this course, issues around health and wellbeing, identities (ethnic, spiritual, gender), education, climate change, artistic expressions, resilience, youth engagement and risk taking behaviours will be examined, and the impacts these have upon Pacific young peoples, their families and their communities will be explored.

*Prerequisite: 30 points passed*

*Restriction: PACIFIC 306*

|                               |                  |
|-------------------------------|------------------|
| <b>PACIFIC 207</b>            | <b>15 Points</b> |
| <b>Topics in Pacific Arts</b> |                  |

A survey of traditional Pacific art forms focusing specifically on their histories, significance and socio-cultural functioning within contemporary Pacific diasporas. Art forms covered in this course include Pacific architecture, body adornment, tapa (barkcloth), tivaevae (quilt-making), tatau (tattoo) and weaponry. This course will look at these art forms as part of dynamic living cultures within an ever changing, ever global Pacific. Issues addressed in this course include gender, power, ritual and the impact of new technologies on notions of tradition.

*Prerequisite: 30 points passed*

*Restriction: PACIFIC 308*

|   |                  |
|---|------------------|
| <b>PACIFIC 208</b>  | <b>15 Points</b> |
| <b>Special Topic: Gender and the Pacific in a Globalising World</b> |                  |

Gender affects the way identity, culture and wellbeing is experienced and navigated in the Pacific. Moreover, these processes are complicated by emerging cosmopolitanisms that impact gendered bodies, cultures, institutions, nations and states. This course examines the intersections of race, sex, biology, ableism, colonialism, nationality, politics and social movements in our constructions/understanding of gender in a Pacific and global context.

*Prerequisite: 30 points passed*

*Restriction: PACIFIC 307*

|   |                  |
|---|------------------|
| <b>PACIFIC 209</b>                              | <b>15 Points</b> |
| <b>Pacific Leadership: Navigators of Change</b> |                  |

Pacific leadership has had profound effects on Pacific peoples, playing critical roles in how Pacific societies have responded to the forces of colonisation, Christianity and capitalism. The course will examine Pacific traditional leadership and contemporary leadership in areas such as politics, academia, education, the arts, sports and health, analysing changes and developments.

*Prerequisite: 15 points from PACIFIC 100, 105, 110, or 15 points at Stage I in Education, Anthropology, History, or approval of Head of School or nominee*

*Restriction: PACIFIC 309*

|                                  |                  |
|----------------------------------|------------------|
| <b>PACIFIC 210</b>               | <b>15 Points</b> |
| <b>Pacific Music and Dance 2</b> |                  |

Instruction in the intermediate music and dance forms of specific Pacific nations. Practical focus on acquisition of fundamental music and dance skills, for example songs, commands, gestures, posture, costumes, discussion of styles, instruments, performer categories and the place of the performing arts in the identified Pacific cultures. Two-four music and dance items will normally be taught during the semester.

*Prerequisite: PACIFIC 110 or 30 points in Transnational Cultures and Creative Practice*

|  |                  |
|--|------------------|
| <b>PACIFIC 211</b>                                     | <b>15 Points</b> |
| <b>Polynesian Warriors: Sport and Pacific Cultures</b> |                  |

Sport has profoundly impacted Pacific peoples and cultures, playing critical roles in colonialism and education in the past, to migration and commercialisation in the present. Sport



has changed Pacific cultures and been changed by Pacific cultures. Pacific cultural encounters with globalisation, race, capitalism, migration and public discourse will be explored through the experience of sport.

*Prerequisite:* 30 points passed

*Restriction:* PACIFIC 311

#### **PACIFIC 212 15 Points**

##### **Pacific Indigenous Literatures and Knowledges**

Studies Pacific genres of oral literature in English translation. Genres include oratory, poetry, tales of creation, folk tales, and proverbs and sayings.

*Prerequisite:* 30 points passed

*Restriction:* PACIFIC 312

#### **PACIFIC 213 15 Points**

##### **Pacific Wellbeing: Empowering Dimensions**

Examines empowering notions of Pacific wellbeing for Pacific individuals, families and communities. Students explore definitions of Pacific wellbeing and the cultural concepts, models, practices and worldviews that have enhanced the overall positive wellbeing experiences of Pacific peoples across the Pacific region.

*Prerequisite:* 30 points passed

*Restriction:* PACIFIC 313

### **Stage III**

#### **PACIFIC 300 15 Points**

##### **NZ-Born Pacific Identities**

Explores the complex issues of growing up as NZ-born persons of Pacific descent. Examines how their dual or multiple identities affect and interact with their behaviours, priorities, social relationships and their concept of self. The course will use a cross-cultural perspective, exploring ethnic identities of other minorities. The concept of inter-generational ethnic identity will also be considered.

*Prerequisite:* 30 points at Stage II in Pacific Studies

#### **PACIFIC 304 15 Points**

##### **Advanced Pacific Studies**

This is the 'capstone' course for the Pacific Studies major. It is particularly engaged with the theory and methods of Pacific Studies. Different modes of presenting Pacific Studies work, and their relevance for real world applications - from policy papers and briefings to NGO reports - are also explored. The central feature of the course is the large project to be completed by each student, which will combine knowledge taught in this course with original research.

*Prerequisite:* PACIFIC 200 and a minimum B- average at Stage II in Pacific Studies

#### **PACIFIC 305 15 Points**

##### **Special Topic: Pacific Innovation and Sustainability**

Examines innovation and sustainability of Pacific Peoples in the Pacific and within the Pacific communities of Aotearoa. Explores the adaptability and innovation of Pacific peoples to create sustainable communities that embody both traditional cultural values and identities, and are also focused on future development, opportunity, mobility, and communal success.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 205

#### **PACIFIC 306 15 Points**

##### **Pacific Youth: Contemporary Realities in the Pacific Region**

Addresses critical contemporary issues for youth in the Pacific region with a particular emphasis on Aotearoa. Throughout this course, issues around health and wellbeing, identities (ethnic, spiritual, gender), education, climate

change, artistic expressions, resilience, youth engagement and risk taking behaviours will be examined, and the impacts these have upon Pacific young peoples, their families and their communities will be explored.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 206

#### **PACIFIC 307 15 Points**

##### **Special Topic: Gender and the Pacific in a Globalising World**

Gender affects the way identity, culture and wellbeing is experienced and navigated in the Pacific. Moreover, these processes are complicated by emerging cosmopolitanisms that impact gendered bodies, cultures, institutions, nations and states. This course examines the intersections of race, sex, biology, ableism, colonialism, nationality, politics and social movements in our constructions/understanding of gender in a Pacific and global context.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 208

#### **PACIFIC 308 15 Points**

##### **Special Topic: Topics in Pacific Arts**

A survey of traditional Pacific art forms focusing specifically on their histories, significance and socio-cultural functioning within contemporary Pacific diasporas. Art forms covered in this course include Pacific architecture, body adornment, tapa (barkcloth), tivaevae (quilt-making), tatau (tattoo) and weaponry. This course will look at these art forms as part of dynamic living cultures within an ever changing, ever global Pacific. Issues addressed in this course include gender, power, ritual and the impact of new technologies on notions of tradition.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 207

#### **PACIFIC 309 15 Points**

##### **Pacific Leadership: Navigators of Change**

Pacific leadership has had profound effects on Pacific peoples, playing critical roles in how Pacific societies have responded to the forces of colonisation, Christianity and capitalism. The course will examine Pacific traditional leadership and contemporary leadership in areas such as politics, academia, education, the arts, sports and health, analysing changes and developments.

*Prerequisite:* 30 points at Stage II in Pacific Studies, Education, Anthropology, History, or approval of Head of School or nominee

*Restriction:* PACIFIC 209

#### **PACIFIC 310 15 Points**

##### **Koneseti**

Under supervision of instructors, students plan, rehearse, publicise and present a public song and dance performance. Repertoire selection, costuming, and rehearsal skills will be taught.

*Prerequisite:* PACIFIC 210 or 30 points at Stage II in Transnational Cultures and Creative Practice

#### **PACIFIC 311 15 Points**

##### **Polynesian Warriors: Sport and Pacific Cultures**

Sport has profoundly impacted Pacific peoples and cultures, playing critical roles in colonialism and education in the past, to migration and commercialisation in the present. Sport has changed Pacific cultures and been changed by Pacific cultures. Pacific cultural encounters with globalisation, race, capitalism, migration and public discourse will be explored through the experience of sport.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 211



**PACIFIC 312** **15 Points**  
**Pacific Indigenous Literatures and Knowledges**  
 Studies Pacific genres of oral literature in English translation. Genres include oratory, poetry, tales of creation, folk tales, and proverbs and sayings.  
*Prerequisite: 30 points passed at Stage II*  
*Restriction: PACIFIC 212*

**PACIFIC 313** **15 Points**  
**Pacific Wellbeing: Empowering Dimensions**  
 Examines empowering notions of Pacific wellbeing for Pacific individuals, families and communities. Students explore definitions of Pacific wellbeing and the cultural concepts, models, practices and worldviews that have enhanced the overall positive wellbeing experiences of Pacific peoples across the Pacific region.  
*Prerequisite: 30 points passed at Stage II*  
*Restriction: PACIFIC 213*

### Postgraduate 700 Level Courses

**PACIFIC 700** **30 Points**  
**The Pacific: Interdisciplinary Studies**  
 An examination of the ways in which the Pacific has been and is studied in the humanities and social sciences; an analysis and evaluation of views and perspectives on the development of the region and its peoples.

**PACIFIC 701** **30 Points**  
**Pacific Language Studies**  
 Students will research topics such as the historical origins of Pacific languages, their linguistic structure, orthographies, speech levels, sociolinguistic situation in Aotearoa including language shift, loss and maintenance, bilingualism and biliteracy, and the relationship between language, culture and identity.

**PACIFIC 705** **30 Points**  
**Special Topic: Pacific History 1880-1980: Islanders, Empires and the World**  
 Examines the encounters between a variety of indigenous Pacific societies and European and American empires. Beginning in the period when imperial activity in the Pacific intensified, this course investigates key developments from the colonial period to decolonisation, focusing on the entanglement of Pacific Island histories with larger scale transnational developments such as imperialism, capitalism, world war, and decolonisation.

**PACIFIC 707** **30 Points**  
**Special Topic**  
**PACIFIC 708** **30 Points**  
**PACIFIC 708A** **15 Points**  
**PACIFIC 708B** **15 Points**  
**Special Study**  
 An approved research topic.  
*To complete this course students must enrol in PACIFIC 708 A and B, or PACIFIC 708*

**PACIFIC 710** **15 Points**  
**Special Study**

**PACIFIC 711** **30 Points**  
**Intervention, Prevention and Promotion of Pacific Wellbeing**  
 Appraises some critical issues negatively affecting Pacific wellbeing across the Pacific region. Examines both the research and systemic processes that seek to combat these adverse effects via strengths-based Pacific-focused

interventions and prevention strategies, as well as other approaches that promote positive aspects of Pacific wellbeing.

**PACIFIC 712** **30 Points**  
**Pacific Indigenous Thought**  
 Explores the relevance and use of Pacific indigenous concepts such as vanua, tapu, and mana across a range of disciplinary contexts. Focuses on Samoan, Fijian and Tongan concepts.

**PACIFIC 713** **15 Points**  
**Special Topic**

**PACIFIC 714** **30 Points**  
**Pacific Research Methodologies and Practices**  
 Analyses critical approaches to Pacific research development and evaluation of research design in Pacific Studies. Focuses on analytical engagement with a range of Pacific methodologies and methods in Pacific research. Includes application of theory to research questions and development of proposals for research that draw on Pacific world views and form a basis for robust, innovative and significant research contributions.  
*Restriction: PACIFIC 702, 709*

**PACIFIC 715** **30 Points**  
**The Global Pacific**  
 An interdisciplinary approach to understanding contemporary challenges for Pacific societies, incorporating anthropological, sociological, historical, and Pacific/Indigenous Studies sources. Examines contemporary challenges and potential futures of the Pacific through a focus on the key themes of colonial legacies, globalisation, and transnationalism; the movement of people and commodities; articulations of popular culture and practice; and sovereignty, power, and movements toward indigenous resurgence.  
*Restriction: PACIFIC 704*

**PACIFIC 781** **30 Points**  
**Topics in Pacific Research**  
 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, 709*

**PACIFIC 785** **30 Points**  
**PACIFIC 785A** **15 Points**  
**PACIFIC 785B** **15 Points**  
**Research Project**  
*To complete this course students must enrol in PACIFIC 785 A and B, or PACIFIC 785*

**PACIFIC 792** **45 Points**  
**PACIFIC 792A** **22.5 Points**  
**PACIFIC 792B** **22.5 Points**  
**Dissertation**  
*To complete this course students must enrol in PACIFIC 792 A and B, or PACIFIC 792*

**PACIFIC 793** **60 Points**  
**Dissertation**  
*Restriction: PACIFIC 792*

|  |                  |
|--|------------------|
| <b>PACIFIC 796A</b>  | <b>60 Points</b> |
| <b>PACIFIC 796B</b>  | <b>60 Points</b> |
| <b>Thesis</b>  |                  |
| <i>Prerequisite: A BA(Hons) in Pacific Studies with at least Second Class Honours, First Division, or equivalent</i> |                  |
| <i>To complete this course students must enrol in PACIFIC 796 A and B</i>  |                  |
| <b>PACIFIC 797A</b>  | <b>60 Points</b> |
| <b>PACIFIC 797B</b>  | <b>60 Points</b> |
| <b>Research Portfolio</b>  |                  |
| <i>To complete this course students must enrol in PACIFIC 797 A and B</i>  |                  |

## Philosophy

### Stage I

|                                     |                  |
|-------------------------------------|------------------|
| <b>PHIL 100</b>                     | <b>15 Points</b> |
| <b>Mind, Knowledge, and Reality</b> |                  |

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.

|                              |                  |
|------------------------------|------------------|
| <b>PHIL 101</b>              | <b>15 Points</b> |
| <b>Introduction to Logic</b> |                  |

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.

|                           |                  |
|---------------------------|------------------|
| <b>PHIL 104</b>           | <b>15 Points</b> |
| <b>Ethics and Justice</b> |                  |

How should we live? And how do we live well together? This course examines practical questions of ethics and justice at the personal, professional, social and global levels. The course reflects on these topics in the light of philosophical theories about justice, liberty, rights, and different approaches to ethics that emphasise roles, rules, virtues and consequences.

|                  |                  |
|------------------|------------------|
| <b>PHIL 105</b>  | <b>15 Points</b> |
| <b>PHIL 105G</b> | <b>15 Points</b> |

### 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.

### Stage II

|                           |                  |
|---------------------------|------------------|
| <b>PHIL 200</b>           | <b>15 Points</b> |
| <b>Philosophy of Mind</b> |                  |

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 60 points*

*Restriction: PHIL 320*

|                         |                  |
|-------------------------|------------------|
| <b>PHIL 204</b>         | <b>15 Points</b> |
| <b>Greek Philosophy</b> |                  |

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 EUROPEAN 100 and 15 points in Philosophy*

|                                      |                  |
|--------------------------------------|------------------|
| <b>PHIL 205</b>                      | <b>15 Points</b> |
| <b>Community, Society and Rights</b> |                  |

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 Global Politics and Human Rights, Philosophy or Political Studies or Politics and International Relations*

|                               |                  |
|-------------------------------|------------------|
| <b>PHIL 207</b>               | <b>15 Points</b> |
| <b>Philosophy of Religion</b> |                  |

A study of the relationship between reason and faith; is belief in the Judeo-Christian God reasonable? Topics include: the problem of evil, the meaningfulness of religious language, alternative concepts of God, Hume on miracles, and Kierkegaard and William James on faith and reason.

*Prerequisite: 30 points in Philosophy*

*Restriction: PHIL 327*

|   |                  |
|---|------------------|
| <b>PHIL 209</b>                         | <b>15 Points</b> |
| <b>19th-Century European Philosophy</b> |                  |

Examines key figures in nineteenth-century European philosophy, including Arthur Schopenhauer, Friedrich Nietzsche, Søren Kierkegaard, and Karl Marx. Considers alternative reactions to the human condition, either by minimising suffering and seeking tranquillity, by embracing the pain that life contains and continuing to struggle for greatness, by aiming to experience one's true individuality, or by working to establish a non-exploitative social community.

*Prerequisite: 30 points in Philosophy or EUROPEAN 100 and 15 points in Philosophy*

*Restriction: PHIL 329*

|                       |                  |
|-----------------------|------------------|
| <b>PHIL 210</b>       | <b>15 Points</b> |
| <b>Applied Ethics</b> |                  |

Philosophical analysis and discussion of contemporary moral issues, such as abortion, euthanasia, reverse discrimination, sex work, punishment and the ethics of charity.

*Prerequisite: PHIL 102 or 104, or 30 points in Philosophy, or 30 points at Stage I in Social Science for Public Health*

*Restriction: PHIL 313*

|                               |                  |
|-------------------------------|------------------|
| <b>PHIL 212</b>               | <b>15 Points</b> |
| <b>Philosophy of the Arts</b> |                  |

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 90 points

*Restriction:* PHIL 332

**PHIL 216 15 Points**  
**Modal Logic**

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 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 in Philosophy or 90 points

*Restriction:* PHIL 337

**PHIL 218 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:* 30 points in Philosophy

*Restriction:* PHIL 338

**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 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:* 15 points in Philosophy, and 30 points passed

*Restriction:* PHIL 345

**PHIL 226 15 Points**  
**Special Topic**

**PHIL 228 15 Points**  
**Special Topic**

**PHIL 250 15 Points**  
**Philosophy and the Environment**

Philosophical questions relating to the environment and our use of it, such as the following: Do we have obligations to future generations, especially concerning preservation of the environment? What are our moral and epistemic responsibilities regarding climate change and other

environmental issues? Does nature have intrinsic value? Is it better to live in a natural world or a virtual world.

*Prerequisite:* 30 points in Philosophy or 60 points

*Restriction:* PHIL 351

**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 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, common sense, religions and cultures all presuppose metaphysical worldviews. Traditional metaphysical problems concern laws, causation, time, space, substance, identity, attributes and universals, free will, reality, existence etc. Course topics will be selected from such traditional problems.

*Prerequisite:* 30 points in Philosophy or 60 points

*Restriction:* PHIL 361

**PHIL 263 15 Points**  
**Philosophy of Biology**

Examines philosophical and conceptual issues in the life sciences. Topics may include the units and levels of selection, adaptationism, the evolution of altruism, biology and ethics, sociobiology and evolutionary psychology, cultural evolution, evolution versus creationism, and the origin and nature of life.

*Prerequisite:* 30 points in Philosophy or 60 points

*Restriction:* PHIL 363

**PHIL 268 15 Points**  
**Ethical Theory**

Philosophical study of moral theory, in both normative ethics and meta-ethics. Topics covered may include: accounts of well-being such as hedonism, preference theory, and objectivism; theories of right action such as consequentialism and contractualism; the demandingness of morality; the role of intuitions in moral theory; and the status and justification of moral theories.

*Prerequisite:* 30 points at Stage I in Philosophy or any 60 points passed from the BA or 30 points in Global Politics and Human Rights

*Restriction:* PHIL 368

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**Stage III**

**PHIL 301 15 Points**  
**Philosophy for Children**

Provides a thorough practical grounding in facilitation of philosophical communities of inquiry, and in the construction of materials to stimulate philosophical inquiry. Opportunities for classroom practice in co-operating primary schools will be provided to participants who are not classroom-based.

*Prerequisite:* 60 points in Philosophy

*Restriction:* PHIL 701

**PHIL 302 15 Points****Medieval Philosophy**

A detailed introduction to either the work of a leading medieval philosopher, for example Augustine, Abaelard, Scotus or Ockham, or to one or more of the topics which were of interest to medieval philosophers. The course aims to show how understanding medieval philosophy is essential for the history of Christian thought and philosophy up to modern times.

*Prerequisite:* 30 points at Stage II in Philosophy, or EUROPEAN 100 and 15 points at Stage II in Philosophy

**PHIL 306 15 Points****Language, Truth and Meaning**

Examines the relationship between language, thought, and reality. Topics include the nature of existence and nonexistence; the linguistic turn in analytic philosophy; theories of reference, meaning, and truth; the relation between meaning, necessity, and the a priori; scepticism about meaning and reference. (PHIL 101 offers useful background, but the course is intended to be accessible to students without a formal background in logic.)

*Prerequisite:* 30 points at Stage II in Philosophy

**PHIL 307 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage II in Philosophy

**PHIL 308 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage II in Philosophy

**PHIL 310 15 Points****Political Philosophy 3**

Advanced topics in Political Philosophy.

*Prerequisite:* 30 points at Stage II in Global Politics and Human Rights, Philosophy or Political Studies or Politics and International Relations

**PHIL 313 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage II in Philosophy, or 30 points at Stage II in Social Science for Public Health

*Restriction:* PHIL 210

**PHIL 315 15 Points****Topics in Applied Logic**

A selection of topics in applied logic such as: modal logic (the logic of necessity and possibility), temporal logic (the logic of time), dynamic logic (the logic of change), and epistemic logic (the logic of knowledge and belief, including the logic of belief revision).

*Prerequisite:* 15 points from PHIL 222, 216 or 266

**PHIL 320 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 at Stage II in Philosophy or PHIL 260 and SCIGEN 201

*Restriction:* PHIL 200

**PHIL 323 15 Points****Philosophy of Logic**

An introduction to philosophical logic, covering topics such

as: paradoxes, non-classical logic, language and logic, conditionals. Emphasis is put on a back and forth dialogue between the methodologies of logic and philosophy.

*Prerequisite:* PHIL 222 or 30 points at Stage II in Philosophy

**PHIL 327 15 Points****Philosophy of Religion**

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 at Stage II in Philosophy

*Restriction:* PHIL 207

**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 tragedies are also discussed.

*Prerequisite:* 30 points at Stage II in Philosophy or Transnational Cultures and Creative Practice

*Restriction:* PHIL 212

**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:* 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:* 30 points at Stage II in Philosophy, or EUROPEAN 100 and 15 points at Stage II in Philosophy

*Restriction:* PHIL 220

**PHIL 341 15 Points****20th-Century European Philosophy**

Examines intellectual movements in twentieth-century European philosophy, including phenomenology, hermeneutics, existentialism, and poststructuralism. Discusses key figures in these movements such as Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Simone de

Beauvoir, Maurice Merleau-Ponty, Hannah Arendt, Michel Foucault, and Jürgen Habermas.

*Prerequisite:* 30 points at Stage II in Philosophy, or EUROPEAN 100 and 15 points at Stage II in Philosophy

*Restriction:* PHIL 221

**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 348 15 Points**

**Special Topic**

**PHIL 351 15 Points**

**Philosophy and the Environment**

Philosophical questions relating to the environment and our use of it, such as the following: Do we have obligations to future generations, especially concerning preservation of the environment? What are our moral and epistemic responsibilities regarding climate change and other environmental issues? Does nature have intrinsic value? Is it better to live in a natural world or a virtual world?

*Prerequisite:* 30 points at Stage II in Global Environment and Sustainable Development or Philosophy

*Restriction:* PHIL 250

**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:* 30 points at Stage II in Philosophy

*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, common sense, religions and cultures all presuppose metaphysical worldviews. Traditional metaphysical problems concern laws, causation, time, space, substance, identity, attributes and universals, free will, reality, existence etc. Course topics will be selected from such traditional problems.

*Prerequisite:* 30 points at Stage II in Philosophy or PHIL 260 and SCIGEN 201

*Restriction:* PHIL 261

**PHIL 363 15 Points**

**Philosophy of Biology**

Examines philosophical and conceptual issues in the life sciences. Topics may include the units and levels of selection, adaptationism, the evolution of altruism, biology and ethics, sociobiology and evolutionary psychology,

cultural evolution, evolution versus creationism, and the origin and nature of life.

*Prerequisite:* 30 points at Stage II in Philosophy or PHIL 260 and SCIGEN 201

*Restriction:* PHIL 263

**PHIL 368 15 Points**

**Ethical Theory**

Philosophical study of moral theory, in both normative ethics and meta-ethics. Topics covered may include: accounts of well-being such as hedonism, preference theory, and objectivism; theories of right action such as consequentialism and contractualism; the demandingness of morality; the role of intuitions in moral theory; and the status and justification of moral theories.

*Prerequisite:* 30 points at Stage II in Philosophy or 15 points from PHIL 205, 210, 250, or POLITICS 209 or 30 points at Stage II in Global Politics and Human Rights

*Restriction:* PHIL 268

**Postgraduate 700 Level Courses**

**PHIL 701 30 Points**

**Philosophy for Children – Theory and Practice**

Provides a thorough practical grounding in facilitation of philosophical communities of inquiry, and in the construction of materials to stimulate philosophical inquiry. The educational theory and international research on cognitive and social outcomes of Philosophy for Children are explored. A selection of topics in philosophy will be studied at a level appropriate for advanced Education students encountering philosophy for the first time.

*Prerequisite:* Diploma in Teaching (Primary or Secondary), or equivalent

*Restriction:* PHIL 301

**PHIL 720 30 Points**

**PHIL 720A 15 Points**

**PHIL 720B 15 Points**

**Special Studies**

Directed study on a topic or topics approved by the Academic Head or nominee.

*To complete this course students must enrol in PHIL 720 A and B, or PHIL 720*

**PHIL 721 30 Points**

**Special Topic**

**PHIL 722 30 Points**

**Special Topic**

**PHIL 723 30 Points**

**Special Topic**

**PHIL 724 30 Points**

**Special Topic**

**PHIL 725 30 Points**

**Special Topic**

**PHIL 726 15 Points**

**Ethics 1**

Discussion of selected topics in Ethics.

**PHIL 727 15 Points**

**Ethics 2**

Discussion of selected topics in Ethics.

**PHIL 728 15 Points**

**Political Philosophy 1**

Discussion of selected topics in political philosophy.

|   |                  |  |                  |
|---|------------------|--|------------------|
| <b>PHIL 729</b>   | <b>15 Points</b> | <b>PHIL 754</b>  | <b>15 Points</b> |
| <b>Political Philosophy 2</b>                                     |                  | <b>History of Philosophy 1</b>   |                  |
| Discussion of selected topics in political philosophy.            |                  | Discussion of selected topics in the history of philosophy.  |                  |
| <b>PHIL 730</b>   | <b>15 Points</b> | <b>PHIL 755</b>  | <b>15 Points</b> |
| <b>Philosophy of Law</b>  |                  | <b>History of Philosophy 2</b>   |                  |
| Discussion of selected topics in philosophy of law.               |                  | Discussion of selected topics in the history of philosophy.  |                  |
| <b>PHIL 731</b>   | <b>15 Points</b> | <b>PHIL 757</b>  | <b>15 Points</b> |
| <b>Philosophy of the Arts 1</b>                                   |                  | <b>European Continental Philosophy 1</b>   |                  |
| Discussion of selected topics in philosophy of the arts.          |                  | Discussion of selected topics in European continental philosophy.  |                  |
| <b>PHIL 732</b>   | <b>15 Points</b> | <b>PHIL 758</b>  | <b>15 Points</b> |
| <b>Philosophy of the Arts 2</b>                                   |                  | <b>European Continental Philosophy 2</b>   |                  |
| Discussion of selected topics in philosophy of the arts.          |                  | Discussion of selected topics in European continental philosophy.  |                  |
| <b>PHIL 736</b>   | <b>15 Points</b> | <b>PHIL 759</b>  | <b>15 Points</b> |
| <b>Logic 1</b>  |                  | <b>European Continental Philosophy 3</b>   |                  |
| Discussion of selected topics in logic.                           |                  | Discussion of selected topics in European continental philosophy.  |                  |
| <b>PHIL 737</b>   | <b>15 Points</b> | <b>PHIL 762</b>  | <b>15 Points</b> |
| <b>Logic 2</b>  |                  | <b>God and Morality</b>  |                  |
| Discussion of selected topics in logic.                           |                  | An exploration of the relationship between God and morality. Topics may include: the role of moral claims in arguments for or against the existence of God; the impact of morality on disputes about the nature of God, and the influence of theism on the content of morality.  |                  |
| <b>PHIL 738</b>   | <b>15 Points</b> | <b>PHIL 763</b>  | <b>15 Points</b> |
| <b>Philosophical Logic</b>  |                  | <b>Special Topic: Freedom: Its Nature, Value and Future</b>  |                  |
| Discussion of selected topics in philosophical logic.             |                  | Combines issues in metaphysics, meta-ethics, moral philosophy, philosophy of religion, and political philosophy. The unifying theme is the role of freedom in our moral lives.   |                  |
| <b>PHIL 739</b>   | <b>15 Points</b> | <b>PHIL 765</b>  | <b>15 Points</b> |
| <b>Philosophy of Language</b>                                     |                  | <b>Special Topic</b>   |                  |
| Discussion of selected topics in philosophy of language.          |                  | <b>PHIL 766</b>  | <b>15 Points</b> |
| <b>PHIL 740</b>   | <b>15 Points</b> | <b>Special Topic: Ethics for Possible Futures</b>  |                  |
| <b>Metaphysics 1</b>  |                  | Discusses the impact on moral and political philosophy of two credible futures: a broken world damaged by climate change or other disaster; and a digital future inhabited by super-intelligent machines. How should we think about these futures? Should we welcome or fear them?   |                  |
| Discussion of selected topics in metaphysics.                     |                  | <b>PHIL 767</b>  | <b>15 Points</b> |
| <b>PHIL 741</b>   | <b>15 Points</b> | <b>Global Justice</b>  |                  |
| <b>Metaphysics 2</b>  |                  | Examination of issues related to global justice, e.g., 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? |                  |
| Discussion of selected topics in metaphysics.                     |                  | <i>Restriction: PHIL 310</i>   |                  |
| <b>PHIL 742</b>   | <b>15 Points</b> | <b>PHIL 768</b>  | <b>15 Points</b> |
| <b>Philosophy of Religion 1</b>                                   |                  | <b>Special Studies</b>   |                  |
| Discussion of selected topics in philosophy of religion.          |                  | Directed study on a topic or topics approved by the Academic Head or nominee.  |                  |
| <b>PHIL 743</b>   | <b>15 Points</b> | <b>PHIL 769</b>  | <b>15 Points</b> |
| <b>Philosophy of Religion 2</b>                                   |                  | <b>Special Studies</b>   |                  |
| Discussion of selected topics in philosophy of religion.          |                  | Directed study on a topic or topics approved by the Academic Head or nominee.  |                  |
| <b>PHIL 745</b>   | <b>15 Points</b> |  |                  |
| <b>Philosophy of Mind 1</b>                                       |                  |  |                  |
| Discussion of selected topics in philosophy of mind.              |                  |  |                  |
| <b>PHIL 746</b>   | <b>15 Points</b> |  |                  |
| <b>Philosophy of Mind 2</b>                                       |                  |  |                  |
| Discussion of selected topics in philosophy of mind.              |                  |  |                  |
| <b>PHIL 749</b>   | <b>15 Points</b> |  |                  |
| <b>Philosophy of Science 1</b>                                    |                  |  |                  |
| Discussion of selected topics in philosophy of science.           |                  |  |                  |
| <b>PHIL 750</b>   | <b>15 Points</b> |  |                  |
| <b>Philosophy of Science 2</b>                                    |                  |  |                  |
| Discussion of selected topics in philosophy of science.           |                  |  |                  |
| <b>PHIL 752</b>   | <b>15 Points</b> |  |                  |
| <b>Ancient/Medieval Philosophy 1</b>                              |                  |  |                  |
| Discussion of selected topics in ancient and medieval philosophy. |                  |  |                  |
| <b>PHIL 753</b>   | <b>15 Points</b> |  |                  |
| <b>Ancient/Medieval Philosophy 2</b>                              |                  |  |                  |
| Discussion of selected topics in ancient and medieval philosophy. |                  |  |                  |

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| <b>PHIL 770</b>  | <b>15 Points</b>   |
| <b>Special Studies: Honours</b>  |                    |
| Directed study on a topic or topics approved by the Academic Head or nominee.                            |                    |
| <b>PHIL 771</b>  | <b>15 Points</b>   |
| <b>Special Studies: Honours</b>  |                    |
| Directed study on a topic or topics approved by the Academic Head or nominee.                            |                    |
| <b>PHIL 772</b>  | <b>15 Points</b>   |
| <b>Special Studies: Honours</b>  |                    |
| Directed study on a topic or topics approved by the Academic Head or nominee.                            |                    |
| <b>PHIL 773</b>  | <b>15 Points</b>   |
| <b>Special Studies: Honours</b>  |                    |
| Directed study on a topic or topics approved by the Academic Head or nominee.                            |                    |
| <b>PHIL 774</b>  | <b>15 Points</b>   |
| <b>Special Studies: Master's</b>   |                    |
| Directed study on a topic or topics approved by the Academic Head or nominee.                            |                    |
| <b>PHIL 775</b>  | <b>15 Points</b>   |
| <b>Special Studies: Master's</b>   |                    |
| Directed study on a topic or topics approved by the Academic Head or nominee.                            |                    |
| <b>PHIL 776</b>  | <b>15 Points</b>   |
| <b>Special Studies: Master's</b>   |                    |
| Directed study on a topic or topics approved by the Academic Head or nominee.                            |                    |
| <b>PHIL 777</b>  | <b>15 Points</b>   |
| <b>Special Studies: Master's</b>   |                    |
| Directed study on a topic or topics approved by the Academic Head or nominee.                            |                    |
| <b>PHIL 782</b>  | <b>30 Points</b>   |
| <b>PHIL 782A</b>   | <b>15 Points</b>   |
| <b>PHIL 782B</b>   | <b>15 Points</b>   |
| <b>Research Project</b>  |                    |
| To complete this course students must enrol in PHIL 782 A and B, or PHIL 782                             |                    |
| <b>PHIL 792</b>  | <b>45 Points</b>   |
| <b>PHIL 792A</b>   | <b>22.5 Points</b> |
| <b>PHIL 792B</b>   | <b>22.5 Points</b> |
| <b>Dissertation</b>  |                    |
| To complete this course students must enrol in PHIL 792 A and B, or PHIL 792                             |                    |
| <b>PHIL 796A</b>   | <b>60 Points</b>   |
| <b>PHIL 796B</b>   | <b>60 Points</b>   |
| <b>Thesis</b>  |                    |
| 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  |                    |
| <b>PHIL 797A</b>   | <b>60 Points</b>   |
| <b>PHIL 797B</b>   | <b>60 Points</b>   |
| <b>Research Portfolio</b>  |                    |
| To complete this course students must enrol in PHIL 797 A and B  |                    |

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## Politics and International Relations

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### Stage I

#### **POLITICS 106** **15 Points**

##### **Global Politics**

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.

#### **POLITICS 107** **15 Points**

##### **POLITICS 107G** **15 Points**

##### **New Zealand Politics**

An introduction to understanding who governs New Zealand and in whose interests. Topics include national identity, institutions of government, leadership, voting and elections, the place of Māori within the political system, parties and political participation. The course draws on current research in NZ politics and provides knowledge that can be applied to a variety of careers, including law, business and public service.

#### **POLITICS 109** **15 Points**

##### **Foundations of Western Politics and Law**

An examination, via the works of selected major European thinkers from Ancient Greece to nineteenth-century Britain, of ideas central to the western tradition of political thought: justice, law, liberty, power, rights, citizenship, the rights of women, and the right to resist governments. Thinkers studied include Plato, Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Mill and Marx.

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### Stage II

#### **POLITICS 201** **15 Points**

##### **Globalisation and International Organisations**

Examines the relationship between globalisation and international relations. Investigates recent developments of globalisation in view of the rise and fall of great powers, placing globalisation against the backdrop of the school of liberalism in international relations theory, and studies the role played by international organisations.

*Prerequisite: 30 points at Stage I in Political Studies or Politics and International Relations or POLITICS 106 and 30 points in either Global Politics and Human Rights or International Relations and Business*

*Restriction: POLITICS 348*

#### **POLITICS 203** **15 Points**

##### **Special Topic**

*Prerequisite: 30 points at Stage I in Political Studies or Politics and International Relations*

#### **POLITICS 209** **15 Points**

##### **Modern Political Thought**

What should the state do and what should it keep out of? Focussing on key debates in modern political theory, topics will vary year from year and may include political authority and the rule of law; freedom, coercion, and manipulation; indigenous rights and the welfare state; paternalism; the ethics of war, global justice and feminism.

*Prerequisite: 15 points at Stage I in Political Studies or Politics and International Relations and 30 points in the BA*

**POLITICS 210 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage I in Political Studies or Politics and International Relations

**POLITICS 211 15 Points****Politics of China**

An introduction to China's domestic politics, emphasising changes since 1978. The course explores topics such as political succession; the cadre system and political decision-making at the central, provincial, and local levels; economic development; popular religion and the state; NGOs and the non-state sector; nationalism and ethnic diversity; the role and relevance of ideological legacies; and institutional innovation and authoritarian survival.

*Prerequisite:* 30 points at Stage I in Political Studies or Politics and International Relations, or POLITICS 106 and ASIAN 100, or CHINESE 130 and ASIAN 100

**POLITICS 214 15 Points****Democracy in Theory and Practice**

Examines the theory and practice of democratic politics. Specific questions include how democracies try to reconcile freedom and equality, and the relations between democratic nationalism and citizenship. Practical topics include judicial review and the rule of law, referendums and the 'tyranny of the majority', and issues in political representation, including Māori representation.

*Prerequisite:* 15 points at Stage I in Political Studies or Politics and International Relations and 30 points in the BA, or 45 points in the BGlobalSt

*Restriction:* POLITICS 314

**POLITICS 216 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage I in Political Studies or Politics and International Relations

**POLITICS 218 15 Points****American Politics and Public 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:* 30 points at Stage I in Political Studies or Politics and International Relations, or POLITICS 106 and 30 points in Global Politics and Human Rights

*Restriction:* POLITICS 319

**POLITICS 222 15 Points****Public Policy: Actors, Processes and Politics**

Government policy choices determine the taxes we pay, the resources we consume and the wars we fight. This course provides an introduction to policy studies together with a conceptual tool-kit for understanding and evaluating public policies. It poses questions about the relevance of different actors and instruments in a series of important substantive policy areas: health and food, the environment, foreign relations, (un)employment, crime and the economy.

*Prerequisite:* 30 points at Stage I in Political Studies or Politics and International Relations or Māori Studies or MĀORI 130, or 30 points at Stage I in Social Science for Public Health

**POLITICS 229 15 Points****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:* 30 points at Stage I in Political Studies or Politics and International Relations or Māori Studies, or any 60 points

**POLITICS 232 15 Points****New Zealand Parties, Leaders and Elections**

An examination of New Zealand's political parties and the changing party system. Topics will include: the emergence of multi-party politics, candidate selection methods, parties and the media, the controversy over party finance and campaign funding, the so-called 'Americanization' of modern electoral campaigns, and changing patterns of electoral participation and support.

*Prerequisite:* 30 points at Stage I in Political Studies or Politics and International Relations

*Restriction:* POLITICS 352

**POLITICS 233 15 Points****Politics, Media and Public Sphere**

Critics voice disquiet about the future of journalism and political deliberation, and the lack of a unified public space where citizens can engage seriously with matters of collective concern. The course surveys the changing public sphere over time, from its early-modern emergence to the challenges of tabloid news and online fragmentation in contemporary media culture.

*Prerequisite:* 30 points at Stage I in Political Studies or Politics and International Relations, or 30 points from COMMS 100, FTVMS 100, 101, MEDIA 101, or 30 points at Stage I in Communication

**POLITICS 236 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage I in Political Studies or Politics and International Relations, or 30 points from COMMS 100, FTVMS 100, 101, MEDIA 101

**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:* 30 points at Stage I in Political Studies or Politics and International Relations, or Asian Studies or History, or CHINESE 130 and ASIAN 100, or POLITICS 106 and 30 points in Global Politics and Human Rights

*Restriction:* POLITICS 354

**POLITICS 256 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage I in Political Studies or Politics and International Relations, or POLITICS 106 and 30 points in International Relations and Business

**Stage III****POLITICS 300 15 Points****Great Power Relations**

Examines international diplomatic, economic, and security interactions of the governments of the United States, Europe, Russia, and China and their implications for the Middle East, South Asia, Southeast Asia, Latin America and Oceania, and for the United Nations and other international organisations.

*Prerequisite:* 30 points at Stage II in Political Studies or Politics



and International Relations or POLITICS 106 and 30 points at Stage II in Global Politics and Human Rights  
Restriction: POLITICS 751

**POLITICS 301** **15 Points**  
**Toleration and Censorship**

An exploration of the ideas and practical dilemmas, past and present, of toleration and intolerance, and the relationship between freedom of expression and attempts to censor and control the public communication of political, religious and moral thought.

*Prerequisite:* 30 points at Stage II in Political Studies or Politics and International Relations, or 15 points at Stage II in Political Studies or Politics and International Relations and 15 points at Stage II in History or Philosophy

**POLITICS 303** **15 Points**  
**War and Political Violence**

An advanced introduction to violence and war, paying particular attention to why conflicts begin, how they escalate and what can be done to build a sustainable peace. Students explore the main theories of political violence, as well as key themes such as post-conflict reconstruction, sexual violence, reconciliation, humanitarian intervention and terrorism.

*Prerequisite:* 30 points at Stage II in Political Studies or Politics and International Relations or POLITICS 106 and 30 points at Stage II in Global Politics and Human Rights

**POLITICS 313** **15 Points**  
**Governing Planet Earth**

Environmental problems play an increasingly important role in contemporary politics. This course examines the role of ideologies and institutions in shaping environmental governance challenges from climate change and land-use conflicts to air and water pollution. Drawing from examples in New Zealand and around the globe, topics include limits to growth, sustainable development, ecological modernisation, ecolocalism and environmental justice.

*Prerequisite:* 30 points at Stage II in Political Studies or Politics and International Relations, or POLITICS 106 and 30 points at Stage II in Global Environment and Sustainable Development  
Restriction: POLITICS 205

**POLITICS 314** **15 Points**  
**Democracy in Theory and Practice**

Examines the theory and practice of democratic politics. Specific questions include how democracies try to reconcile freedom and equality, and the relations between democratic nationalism and citizenship. Practical topics include judicial review and the rule of law, referendums and the 'tyranny of the majority', and issues in political representation, including Māori representation.

*Prerequisite:* 30 points at Stage II in Political Studies or Politics and International Relations, or 15 points at Stage II in Political Studies or Politics and International Relations and 15 points at Stage II in Economics or History or Philosophy or Māori Studies or Sociology, or POLITICS 106 and 30 points at Stage II in Global Politics and Human Rights  
Restriction: POLITICS 214

**POLITICS 315** **15 Points**  
**The Practice of Politics**

Explores the skills and knowledge needed for students to practice politics effectively, considering the range of jobs available in the political arena, the professional skills needed to succeed in political positions, lessons that can be learnt from political science literature about how to

practice politics both effectively and ethically, and individual development of employability attributes.

*Prerequisite:* 30 points at Stage II in Political Studies or Politics and International Relations  
Restriction: POLITICS 206

**POLITICS 316** **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 II in Political Studies or Politics and International Relations, or 15 points at Stage II in Political Studies or Politics and International Relations and 15 points at Stage II in Philosophy, or POLITICS 106 and 30 points at Stage II in International Relations and Business

**POLITICS 320** **15 Points**  
**Social Justice**

Examines contemporary theories of justice focusing on the relationships between justice, equality and liberty. Students explore a range of topics that may include the distribution of resources both globally and domestically, and the rights of cultural minorities, gender groups, animals and future generations.

*Prerequisite:* 30 points at Stage II in Political Studies or Politics and International Relations or Philosophy, or POLITICS 106 and 30 points at Stage II in Global Politics and Human Rights

**POLITICS 345** **15 Points**  
**Political Marketing**

Studies how and why political organisations such as political parties use business techniques and concepts.

*Prerequisite:* 30 points at Stage II in Politics and International Relations, or 30 points at Stage II in Communication

**POLITICS 346** **15 Points**  
**Terrorism**

Terrorism is a major issue of global concern. In this course, students will learn the definition, history, causes and dynamics of terrorism. They will examine why terrorist organisations emerge, their goals and the causes of their demise. Students also examine the causes of radicalisation of individual terrorists and how governments can counter violent extremism.

*Prerequisite:* 30 points at Stage II in Politics and International Relations, or POLITICS 106 and 30 points at Stage II in Global Politics and Human Rights

**POLITICS 347** **15 Points**  
**Special Topic**

*Prerequisite:* 30 points at Stage II in Political Studies or Politics and International Relations

**POLITICS 352** **15 Points**  
**New Zealand Parties, Leaders and Elections**

An examination of New Zealand's political parties and the changing party system. Topics will include: the emergence of multi-party politics, candidate selection methods, parties and the media, the controversy over party finance and campaign funding, the so-called 'Americanization' of modern electoral campaigns, and changing patterns of electoral participation and support.

*Prerequisite:* 30 points at Stage II in Political Studies or Politics and International Relations  
Restriction: POLITICS 232

**POLITICS 356 15 Points****Ethno-Political Violence: Hate Crimes to Genocide**

Examines the causes and prevention of ethno-political violence. Forms of violence examined include: hate crimes; ethnic and religious conflict; revolution, insurgency and civil war; mass killings and genocide. Students will become familiar with the main theories and explanations of this violence, numerous case studies and policies for their prevention.

*Prerequisite:* 30 points at Stage II in Politics and International Relations, or POLITICS 106 and 30 points at Stage II in Global Politics and Human Rights

**POLITICS 358 15 Points**  
**Special Topic****Postgraduate 700 Level Courses****POLITICS 700 15 Points**  
**Conflict and Terrorism**

Examines the causes, dynamics and resolution of violent conflict and terrorism. Students will study the theory of conflict, radicalisation and terrorism as well as the leading policies of conflict prevention and resolution. They will also study numerous historical and contemporary cases of political violence and learn methods of analysis which will be useful to government agencies, humanitarian organisations and think tanks.

**POLITICS 701 15 Points****Research Design in Empirical Political Inquiry**

Explores a range of tools and approaches commonly used by political and other social scientists in the course of conducting empirical research. The course is designed to assist postgraduate students in Politics and International Relations, as well as cognate disciplines, in developing their own research projects.

**POLITICS 702 15 Points****Transitional Justice: From Retribution to Reconciliation**

Explores the politics of transitional justice in post-war, post-conflict, and post-colonial states. Students examine political responses to atrocity in the context of conflicting demands that include the rule of law, peace, retribution, and human rights. Specific topics include trials, truth commissions and hybrid courts, the use of amnesty and the practice of apology, democratisation, development and reconciliation.

**POLITICS 704 15 Points****Political Management in Government**

Explores how politicians and their staff use management tools to help them achieve their goals within the constraints and challenges of the governing environment. It explores the nature of government, and the potential and limitations of branding, PR, market research, public engagement, strategy, government advertising, crisis management, media management and delivery management within the political environment.

**POLITICS 706 15 Points****International Relations in Asia**

A theoretical perspective based on empirical analyses that draws on Western theories to examine burgeoning perspectives from the rising East. The empirical analyses cover North Korea's nuclear crisis, territorial disputes in the South China Sea, relations across the Taiwan Strait, as well as regional trade, investment, and finance.

**POLITICS 707 15 Points****Politics of Global Protest: Dissent, Resistance and Power**

Advanced-level study of the politics of transnational or global protest and resistance that analyses ideas and practices of protest, activism, social movements and resistance through a range of contemporary case studies. Responses by governments and non-state actors will also be considered, making particular use of ideas from International Relations scholarship.

**POLITICS 708 15 Points****War and Peace: Theorising International Relations**

An advanced examination of contemporary international relations theory. Students will explore key concepts, such as war, anarchy and the state, along with a range of different theoretical perspectives, from realism and liberalism through to feminism, poststructuralism and postcolonialism. *Restriction:* POLITICS 318

**POLITICS 709 15 Points****Political Extremism**

Considers the political context behind a range of forms of modern extremism, including fascism and other forms of dictatorship, genocide, the persecution of minorities, far-right white nationalism, and religious and political terrorism. Investigate cases such as the Nazi regime; Stalin's Soviet Union; the Cambodian, Indonesian and other genocides; al Qaeda; Islamic State / ISIS; and neo-Nazis so as to identify common pathways to extremism.

**POLITICS 710 15 Points****The Security-Development Nexus**

The security-development nexus has become the leading paradigm for international interventions since the end of the Cold War, especially since the 11 September 2001 terrorist attacks. This course engages with the advanced theoretical, normative and operational underpinnings of the 'nexus'. The theoretical learning will then allow students to critically analyse the political economy and operational outcomes of international interventions.

**POLITICS 724 15 Points****Identity and the Politics of Multiculturalism**

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 731 15 Points****Special Topic: Conflict Zone Humanitarian Practice**

Equips students with the specialist knowledge and practical skills required to provide humanitarian assistance in conflict zones, including, managing mass casualties, managing security and managing a media or advocacy campaign. Students develop these skills through practically oriented study.

**POLITICS 733 15 Points****Special Topic: Peace and Conflict in Colombia (Study Abroad)**

Travel to Los Andes University in Bogota to study the conflict and peace process in Colombia. Examine the causes of the conflict, the role of the political economy in the continuation of the violence, the impact of violence on the civilian population and recent efforts to negotiate a sustainable peace.

*Prerequisite:* Academic Head or nominee approval

**POLITICS 737** 15 Points  
**POLITICS 737A** 7.5 Points  
**POLITICS 737B** 7.5 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  
**Revolutions, Ideas and Media**

Revolutions are politics writ large, moments when political reality and political aspirations collide and erupt in often epochal transformations. This course explores the idea, and the realities, of historical and modern revolutions as sources of insight into politics and societal change, with particular attention to the key role of 'the people', public opinion and the media.

**POLITICS 741** 15 Points  
**Ethics and Health Policy**

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 (e.g., pandemic influenza) or lifestyle.

**POLITICS 746** 15 Points  
**Global Organisations and Governance**

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 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 policy actors, processes and outcomes. Engaging with a range of conceptual and methodological approaches, the course considers how we might explain and understand cross-national similarities and differences in policy-making and policy outcomes. The course focuses on the relative importance of interests, institutions and ideas at the national level, as well as international contexts and actors that facilitate diffusion and transfer of policy across countries.

**POLITICS 768** 15 Points  
**Economic Statecraft: Power, Politics and Resources**

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 770** 15 Points  
**Ethnic Conflict and Civil War**

Students examine the comparative literature on civil war, mass killings and conflict prevention, and apply this scholarship to past and contemporary cases of violent conflict. In doing so, they learn to carry out two policy-relevant tasks: identify common causes of violence and assess which policies of prevention work best in different contexts.

**POLITICS 771** 15 Points  
**Democratisation**

Examines on-going trends, causes and problems in the spread of democracy worldwide. Topics covered include the economic and social preconditions for democratisation, actor-based models of regime transition, institution-building in new and weak democracies, the role of the international community in promoting democracy, and the rise of competitive authoritarian and hybrid regimes.

**POLITICS 773** 15 Points  
**From Dresden to Drones: The Ethics of War**

A focus on the ethical dimension of contemporary conflict, enabling students to critically assess debates about drone warfare, counterinsurgency and the politics of killing. Students will draw on a range of theorists, including Michel Foucault, Giorgio Agamben and Judith Butler, whilst looking at examples from Afghanistan, Israel-Palestine, Vietnam and Iraq.

**POLITICS 774** 30 Points  
**Politics-Policy Internship**

*Prerequisite: Programme Coordinator approval*  
*Restriction: POLICY 737*

**POLITICS 775** 30 Points  
**Special Topic**

**POLITICS 776** 15 Points  
**Media and Politics in an Age of Globalisation**

Explores the relationship between media and politics, domestically and internationally, within a changing global context. Students will critically engage with key theories in political communication scholarship, such as agenda-setting, priming, framing, silencing and informational effects within the new media dynamics, which includes multiple new media outlets (such as state and private media), platforms, technologies and faster delivery.

**POLITICS 777** 15 Points  
**Special Topic: Politics of Terrorism**

Provides students with a critical understanding of terrorism and counter-terrorism politics, policy and practice in a globalised world. The course examines theories, causes, typologies and case studies of terrorism, as well as counterterrorism responses by states and the international community. It also engages with moral, ethical and political

questions posed by the discursive battleground of terrorism and counterterrorism.

**POLITICS 780** 30 Points

**POLITICS 780A** 15 Points

**POLITICS 780B** 15 Points

#### Research Project

To complete this course students must enrol in **POLITICS 780 A and B**, or **POLITICS 780**

**POLITICS 789** 45 Points

**POLITICS 789A** 22.5 Points

**POLITICS 789B** 22.5 Points

#### Dissertation in International Relations and Human Rights

To complete this course students must enrol in **POLITICS 789 A and B**, or **POLITICS 789**

**POLITICS 792** 45 Points

**POLITICS 792A** 22.5 Points

**POLITICS 792B** 22.5 Points

#### Dissertation

To complete this course students must enrol in **POLITICS 792 A and B**, or **POLITICS 792**

**POLITICS 793** 60 Points

**POLITICS 793A** 30 Points

**POLITICS 793B** 30 Points

#### Dissertation

To complete this course students must enrol in **POLITICS 793 A and B**, or **POLITICS 793**

**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 or Politics and International Relations with at least Second Class Honours, First Division, or equivalent*

To complete this course students must enrol in **POLITICS 796 A and B**

## Public Policy

### Postgraduate 700 Level Courses

**POLICY 701** 15 Points

#### Policy Analysis and Evaluation

Provides a solid practical and theoretical basis for public policy analysis. Examines criteria for effective policy-making as well as competing models of the policy process. Concepts and approaches covered include: problem definition, writing policy briefs, project implementation, reflexive policy-making, cost-benefit and impact analysis. 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 and approval of Academic Head or nominee*

## 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 769*

*Restriction: POLITICS 737, 774*

## POLICY 769

15 Points

### Advanced Research Skills

Examination of qualitative and quantitative methods of research design, execution, analysis and interpretation. Particular attention is paid to computer-assisted data analysis methods such as Nvivo and SPSS and benefits of employing multiple methods when utilising datasets such as the New Zealand Election Survey and the International Social Survey Programme. Requires the completion of independent research exercises culminating in both a qualitative and quantitative research report.

*Restriction: POLITICS 769, SOCIOL 701, SOCSCRES 702, 703*

**POLICY 790** 30 Points

**POLICY 790A** 15 Points

**POLICY 790B** 15 Points

### Research Project

To complete this course students must enrol in **POLICY 790 A and B**, or **POLICY 790**

**POLICY 792** 45 Points

**POLICY 792A** 22.5 Points

**POLICY 792B** 22.5 Points

### Dissertation

Develops students' ability to design and undertake a policy-related research project under supervision and to present a written report of 15,000 words.

*Prerequisite: POLICY 769*

To complete this course students must enrol in **POLICY 792 A and B**, or **POLICY 792**

**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 approval of Academic Head or nominee

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

### Stage II

#### RUSSIAN 200 15 Points

##### Intermediate Russian 1

A revision of the grammar covered at Stage I, with more vocabulary building, reading of authentic journalistic and literary texts, and practice of listening and speaking.

*Prerequisite:* RUSSIAN 101 or approval of Academic Head or nominee

*Restriction:* RUSSIAN 210. May not be taken if a more advanced language acquisition course in this subject has previously been passed

#### RUSSIAN 201 15 Points

##### Intermediate Russian 2

Builds on skills obtained in RUSSIAN 200 with special emphasis on practical work, spoken Russian and development of aural-oral skills.

*Prerequisite:* RUSSIAN 200 or approval of Academic Head or nominee

*Restriction:* RUSSIAN 210. May not be taken if a more advanced language acquisition course in this subject has previously been passed

#### RUSSIAN 277 15 Points

##### Russian Study Abroad 2A

Course taken at an approved academic institution abroad.

*Prerequisite:* Approval of Academic Head or nominee

#### RUSSIAN 278 15 Points

##### Russian Study Abroad 2B

Course taken at an approved academic institution abroad.

*Prerequisite:* RUSSIAN 277 and approval of Academic Head or nominee

### Stage III

#### RUSSIAN 300 15 Points

##### Advanced Russian 1

A revision of the grammar covered at Stage II, with more emphasis on development of oral and written use of Russian in practical contexts.

*Prerequisite:* RUSSIAN 201 or 210

*Restriction:* RUSSIAN 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

#### RUSSIAN 301 15 Points

##### Advanced Russian 2

Builds on skills obtained in RUSSIAN 300, with special emphasis on practical work, increasing fluency and comprehension skills.

*Prerequisite:* RUSSIAN 300

*Restriction:* RUSSIAN 310

#### RUSSIAN 377 15 Points

##### Russian Study Abroad 3A

Course taken at an approved academic institution abroad.

*Prerequisite:* Approval of Academic Head or nominee

#### RUSSIAN 378 15 Points

##### Russian Study Abroad 3B

Course taken at an approved academic institution abroad.

*Prerequisite:* RUSSIAN 377 and approval of Academic Head or nominee

#### RUSSIAN 390 15 Points

##### East European Interdisciplinary Essay

Students taking this course will write a 6,000-word essay on a historical, political or cultural issue deriving from their prior courses on Eastern Europe, in consultation with one or more of their principal teachers.

*Prerequisite:* 30 points at Stage II or above in History, Political Studies or Politics and International Relations or European Studies and approval of Academic Head or nominee

### Postgraduate 700 Level Courses

#### 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

### Samoan

#### Stage I

#### SAMOAN 101 15 Points

#### SAMOAN 101G 15 Points

##### Samoan Language 1

Gives students an introduction to the structure of Samoan as well as allowing them to develop basic language skills in listening, speaking, reading and writing. 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:* 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

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.

*Prerequisite:* SAMOAN 201

#### SAMOAN 303 15 Points

##### Special Topic

## Screen Production

### Stage II

#### SCREEN 200 15 Points

##### Foundations of Screen Production

Students will be exposed to the concepts, working methods and technical aspects of narrative screen production (drama and documentary). Through a series of workshops, exercises and lectures, students will be instructed in basics of production, cinematography, editing, and the broad technical skills required to create well-crafted, proficiently made, time-based projects for the screen.

*Prerequisite:* 30 points from COMMS 100, FTVMS 100, 101, MEDIA 101 and Academic Head or nominee approval

#### SCREEN 201 15 Points

##### Storytelling for Screen

Students will be exposed to the conceptual and practical aspects of constructing a narrative (fiction and non-fiction) for screen.

*Prerequisite:* 30 points from COMMS 100, FTVMS 100, 101, MEDIA 101 and Academic Head or nominee approval

#### SCREEN 202 15 Points

##### Special Topic

### Stage III

#### SCREEN 300 15 Points

##### Documentary Video Making

A practical production course in which students work individually and in groups to develop, shoot and edit short documentaries.

*Prerequisite:* SCREEN 200, 201 and approval of Academic Head or nominee

*Restriction:* FTVMS 301

#### SCREEN 301 15 Points

##### Screenplay Writing

A practical screenwriting course in which students work individually to write screenplays for dramatic short films.

*Prerequisite:* SCREEN 200, 201 and approval of Academic Head or nominee

*Restriction:* FTVMS 303

#### SCREEN 302 15 Points

##### Creating Serial Narratives

Enables students to create scripted narratives for television or the web. Examines the history of serial and episodic narratives as well as the current audiences and platforms for both broad and niche shows. Students will conceive, write and produce a serialised narrative.

*Prerequisite:* SCREEN 200, 201 and approval of Academic Head or nominee

*Restriction:* FTVMS 311

#### SCREEN 303 15 Points

##### Working with Performers for Screen

An intensive study of working methods for directing performance of both actors and non-actors as well as non-fiction subjects.

*Prerequisite:* SCREEN 200, 201 and approval of Academic Head or nominee

#### SCREEN 304 15 Points

##### Special Topic

## Postgraduate 700 Level Courses

#### SCREEN 700 30 Points

##### Screenwriting Project

Considers the short film script with a focus on the practice and principles of dramatic screenwriting, including industry format and narrative structure. By developing a script for a 5-8 minute film in stages, students will practice creative writing, script development, and pitching while also learning skills related to production management, proposal writing, and preparing and scheduling a low-budget production.

*Restriction:* SCREEN 702, 705

#### 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 film. Emphasises the importance of directing style, 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

*Restriction:* FTVMS 763

#### SCREEN 710 15 Points

##### Special Topic

#### SCREEN 711 15 Points

##### Special Topic

#### SCREEN 712 30 Points

##### Advanced Drama Directing

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.

*Restriction: COMMS 713, 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****SCREEN 797B****60 Points****Production Project**

The production of a substantial project in which the student specialises as director, writer, or producer completing either a documentary (approximately 30 minutes), a short dramatic film (approximately 10-15 minutes) or a feature length screenplay (80-110 pages). 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: Approval of Academic Head or nominee*

*Restriction: FTVMS 776, SCREEN 720*

*To complete this course students must enrol in SCREEN 797 A and B*

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**Social Science for Public Health**

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**Stage II****SOCSCIPH 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 analytical models to health.

*Prerequisite: 30 points at Stage I in Health Social Sciences or Social Science for Public Health, or 60 points passed*

**Stage III****SOCSCIPH 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: SOCSCIPH 200*

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**Social Science Research Methods**

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**Stage II****SOCSCRES 200****15 Points****Mixing and Matching Methods**

Explores methods and methodologies from both qualitative and quantitative traditions (interviewing, participant observation, forms of textual analysis, genre studies; as well as, surveys, content analysis, material trace analysis, statistical approaches. Focuses also on approaches to research that combine qualitative quantitative methods.

*Prerequisite: SOCSCRES 100 or 60 points passed*

**Stage III****SOCSCRES 300****15 Points****Working with Numerical Data**

Intensively studies collection, access and analysis of statistical data. The course will extend competencies in the use of statistical analysis, as well as examining digital and technologically-mediated environments that produce big data. A key focus will be in the transformation of data generated and collected by a range of public and private stakeholders to material amenable for contemporary social science research.

*Prerequisite: SOCSCRES 200 or 30 points at Stage II from BA courses*

*Restriction: ANTHRO 309*

**SOCSCRES 301****15 Points****Skills in Qualitative Research**

Intensively studies the methods and methodologies of qualitative research (e.g., indigenous, Pacific, feminist), as well as current debates. Examines issues raised when studying people, communities and cultures, and considers archival, digital and other innovations in collecting and representing data. It explores a wide range of methods used to collect and analyse qualitative data, for example, interviews, focus groups, participant observation, and thematic analysis.

*Prerequisite: SOCSCRES 200 or 30 points at Stage II from BA courses*

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**Sociology**

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**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.

**SOCIOL 101****15 Points****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.

### **SOCIOL 103** 15 Points

#### **New Zealand Social Policy and Social Justice**

Provides an overview of key contemporary social policy issues within the context of globalising economic processes and continuing gendered and racialised divisions. Discusses the way in which debates around social policy are constructed and the implications this has for social justice. Case studies may include food and health, technology, indigeneity and children.

### **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. Sociological theory will be explored through investigating different cultural forms including film, advertising, art, social media, sport, and video games.

### **Stage II**

### **SOCIOL 200** 15 Points

#### **Sociological Theory**

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

### **SOCIOL 203** 15 Points

#### **Social Reality and Ideology**

Sociologists construe ideology as ideas that conceal social inequalities. This course explores the meaning of ideology and some of its related concepts, such as hegemony, discourse, and subjugation. It then critically analyses some of the most pervasive contemporary ideologies. Although not exhaustive, examples include beliefs about personal responsibility, corporate job creators, faith in technology, and crime and deviance.

*Prerequisite:* 60 points passed from BA courses

### **SOCIOL 204** 15 Points

#### **Special Topic**

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

### **SOCIOL 205** 15 Points

#### **Special Topic**

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

### **SOCIOL 206** 15 Points

#### **Sociology for Auckland**

Auckland is located in Aotearoa New Zealand but is not always of Aotearoa New Zealand. By virtue of geography, history, and size, Auckland is a unique social setting, with an uneasy relationship to the rest of Aotearoa New Zealand (and beyond). This course examines the differences in class, ethnicity, gender, sexual orientation, and other social factors that make Auckland "special".

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

*Restriction:* SOCIOL 106

### **SOCIOL 207** 15 Points

#### **Sociology of Gender and Families**

Focuses on the interrelationship between gender, sexuality and families in New Zealand and other Western societies.

Through an examination of important moments in the life course of families – for example, partnering and parenting – it explores changes and continuities in the gendered norms, identities, practices and patterns that characterise contemporary family life.

*Prerequisite:* 30 points in Sociology or Gender Studies or 60 points passed

*Restriction:* SOCIOL 214, SOCIOL 222

### **SOCIOL 208** 15 Points

#### **Economy and Society**

Examines the changing relations between work and life outside of paid employment. Particular attention is paid to new forms of expropriation that profit from claiming private ownership of collective effort, ideas and cultural forms. These developments are crucial to understanding and contesting social inequality, globalisation, organisational restructuring and new technologies. Course material is drawn from international literatures and is grounded in an understanding of contemporary New Zealand.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass, or 30 points in International Relations and Business

### **SOCIOL 210** 15 Points

#### **Colonisation, Globalisation and Social Justice**

Charts the political, economic, cultural and ecological consequences of imperialism, colonisation, globalisation, aid and development, up to and including the IMF/World Bank's neoliberalism and structural adjustment programme. It pays particular attention to violence (physical, psychological and ideological), environmental consequences and health impacts in these contexts.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass or LATINAM 100 or SPANISH 103, or 30 points in Global Politics and Human Rights

### **SOCIOL 211** 15 Points

#### **Sociology of Popular Culture**

Popular culture appears to be everywhere, but what political and social effects might all this popular entertainment have on us? This course seeks to answer such questions through a sociological interpretation of popular culture as both an indicator of social change and as a location of meaning and significance. Topics include reality TV, celebrities, consumption, music, and technology.

*Prerequisite:* 30 points at Stage I in Sociology, or 15 points at Stage I in Sociology with a B+ or higher, or 30 points from COMMS 100, FTVMS 100, 101, MEDIA 101, or 30 points from Comparative Literature

### **SOCIOL 213** 15 Points

#### **Ethnicity and Identity**

Charts the development of the concepts of racial, national, ethnic and indigenous identities in relation to the histories of modernity and colonisation and then uses these concepts to analyse a range of contemporary issues of identity and belonging.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

### **SOCIOL 228** 15 Points

#### **Special Topic: Sociology of Migration**

Examines international migration in the context of the modern world economy, its impact on global cultures and its relationships with ideologies such as nationalism and



racism. The focus is on the Pacific Rim region, but in the context of, and in comparison with, other parts of the world.  
*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass  
*Restriction:* SOCIOL 224, 306

**SOCIOL 229 15 Points**

**Environmental Sociology**

Environmental sociology provides insight into the complex social processes that define, create and even threaten our natural environment. This course gives tools with which to think sociologically about environmental issues, such as understanding how environmental issues come to be seen as environmental problems, and how political, cultural, and economic factors have come to shape our interaction with the natural environment.

*Prerequisite:* 30 points at Stage I in Sociology or 30 points from ENVSCI 101, 201, GEOG 102, 205

**Stage III**

**SOCIOL 300 15 Points**

**Sociology of Science and Technology**

A survey of theoretical and practical approaches to understanding the relationship between technology and society. Topics studied include: technology and social theory, technology and subjectivity, the politics of artefacts and the impacts of new social media.

*Prerequisite:* 30 points at Stage II in Sociology

*Restriction:* SOCIOL 311

**SOCIOL 301 15 Points**

**Critical Theory and Society**

Critical theory seeks to understand the multiple contradictions of society and to offer roadmaps for progressive social change. This course explores foundational ideas in the tradition of critical theory and in contemporary critical thought. Critical theories are situated in the social and historical contexts from which they arise and are scrutinised for their relevance to contemporary struggles for social justice.

*Prerequisite:* SOCIOL 200 or 30 points above Stage I in BA or Global Studies courses

**SOCIOL 305 15 Points**

**Special Topic**

**SOCIOL 306 15 Points**

**Sociology of Migration**

Examines international migration in the context of the modern world economy, its impact on global cultures and its relationships with ideologies such as nationalism and racism. The focus is on the Pacific Rim region, but in the context of, and in comparison with, other parts of the world.

*Prerequisite:* 30 points at Stage II in Sociology or 15 points at Stage II in Sociology and 30 points at Stage II in BA courses

*Restriction:* SOCIOL 224, 228

**SOCIOL 307 15 Points**

**The Pacific in the World**

Brief history of post Second World War theories of economic development; Wallerstein and elements of modern world system; modern world system; and patterns of development in the Pacific; linkages between core and semi-periphery Britain, US, East Asia and Aotearoa New Zealand and Samoa/Cooks and Tuvalu; limitations of world systems models.

*Prerequisite:* 30 points at Stage II in Global Environment and Sustainable Development or Sociology

**SOCIOL 310 15 Points**

**Researching Social Problems**

Develops skills in integrating theory and methods so that students can critically engage with social problems using a sociological lens both inside and outside the university.

*Prerequisite:* 30 points at Stage II in Sociology or 60 points passed at Stage II from BA courses

**SOCIOL 315 15 Points**

**Law, Inequality and the State**

Examines, in a comparative mode, how law as a set of social relations and categories can both create and remedy inequalities of gender, race, and class.

*Prerequisite:* 30 points at Stage II in Sociology or 15 points from CRIM 201, 202 or 30 points at Stage II in Global Politics and Human Rights

*Restriction:* SOCIOL 215

**SOCIOL 316 15 Points**

**Critical Theories of Schooling**

Compulsory schooling in western society has traditionally been seen as a significant instrument of socialisation, progression and economic advancement for young people. The course will engage students in ideas which challenge this view by drawing on critical theories such as Labelling, Marxist, Foucauldian, and Anarchist theory, and exploring topics including colonialism, patriarchy, racism, and the social control of youth.

*Prerequisite:* 30 points at Stage II in Sociology

**SOCIOL 317 15 Points**

**Changing Welfare State Policies**

Examines the differing origins and possible futures of welfare states. Using a range of theoretical viewpoints, the course considers the historical shift from a Keynesian welfare state to a neo-liberal state and questions whether recent 'Third Way' policies provide a solution to future welfare needs. The course is comparative, but will concentrate mostly on Aotearoa New Zealand.

*Prerequisite:* 30 points at Stage II in International Relations and Business or Sociology, or SOCSICIP 200

**SOCIOL 318 15 Points**

**Sociology of the Media**

An exploration of the relationship and patterns of interaction between media, culture and society through an examination of the print and broadcasting media, and advertising in New Zealand.

*Prerequisite:* 30 points at Stage II in Sociology, or Media, Film and Television, or Communication

**SOCIOL 322 15 Points**

**A Sociology of Relational Life**

Introduces students to new developments in sociology by examining the significance of our relationships to others: intimate partners, friends, acquaintances, and even pets. The course considers the ways relationships are embedded in life through everyday practices, sharing photographs, and telling stories. In so doing, it engages with contemporary debates about the rise of individualism and the decline of family life.

*Prerequisite:* 30 points at Stage II in Sociology

**SOCIOL 323 15 Points**

**Sociology of Consumption**

Approaches consumption as an economic imperative, a way of life, and a condition of subjectivity. Examining the environmental impact of consumption and conditions under which those who labour to produce the things we consume live, consideration will be given to the symbolic power of

consumption and how class, gender, and racial divisions are reproduced through consumption habits.

*Prerequisite:* 30 points at Stage II in Sociology

### **SOCIOL 326 15 Points**

#### **Sociology of Violence and Death**

Drawing on writings from a variety of intellectual traditions, this course explores the contested nature of violence through an examination of a number of contemporary debates about the causes, agents, consequences, as well as responses to and interventions in, incidents of violence.

*Prerequisite:* 30 points at Stage II in Sociology, or 15 points at Stage II in Sociology and CRIM 201 or 202

### **SOCIOL 330 15 Points**

#### **Special Topic**

*Prerequisite:* 30 points at Stage II in Sociology

### **SOCIOL 333 15 Points**

#### **Sociology of Health, Illness, and Medicine**

Presents a conceptual and topical overview of the Sociology of Health, Illness, and Medicine. Specific topics to be addressed include: the social distribution of disease; the social production of disease; the social construction of 'illness'; the social construction of treatment practices; patient experiences of illness and healthcare; the social organisation of medicine; and alternative visions of healthcare.

*Prerequisite:* 30 points at Stage II in Sociology, or SOCSCIPH 200

### **SOCIOL 334 15 Points**

#### **Youth Sociology**

Introduces students to literature in the social constructions of youth identity in society by exploring relationships between youth identity, crime, deviance, public policy, media and moral panics, popular culture, class, gender and ethnicity in modern society using 'youth-focused' theoretical and empirical work.

*Prerequisite:* 60 points passed at Stage II in the BA

### **SOCIOL 335 15 Points**

#### **Sociology of Work and Organisation**

Examines political and textual representations in complex organisations. Political readings of organisations emphasise the social forces and institutional frameworks by which sets of actors represent others. Textual readings emphasise ways in which symbolic realities come to stand for material ones. Explores the differing expressions of representation across organisations and the convergence and divergence of political and textual readings.

*Prerequisite:* 30 points at Stage II in Sociology

### **SOCIOL 339 15 Points**

#### **Special Topic**

*Prerequisite:* 30 points at Stage II in Sociology

### **SOCIOL 340 15 Points**

#### **Special Topic**

*Prerequisite:* 30 points at Stage II in Sociology

### **Postgraduate 700 Level Courses**

### **SOCIOL 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

### **SOCIOL 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

### **SOCIOL 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.

### **SOCIOL 706 30 Points**

#### **Special Topic: The Sociology of Disasters**

Disasters are increasing in scale, cost, frequency and severity. This course examines their causes and consequences and considers their future avoidance. In doing so it draws on social theory, Science and Technology Studies, and broad literatures on disaster. Topics include: the risk society thesis, the social patterning of disasters, and the political economy of disasters (disaster capitalism).

### **SOCIOL 707 30 Points**

#### **Special Topic**

### **SOCIOL 709 30 Points**

#### **Special Topic**

### **SOCIOL 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.

### **SOCIOL 718 30 Points**

#### **Research Projects: Design and Practice**

Explores some of the major principles of research design and practice before discussing particular methods of research. Students will work through problem definition, literature review, research design and a small supervised research project. Both 'empirical' and 'theoretical' projects will be encouraged.

*Restriction:* SOCIOL 731, SOCSCRES 701

### **SOCIOL 728 30 Points**

#### **Family, Gender and the State**

The influence of changing ideologies of mothering, fathering, family and work, as well as the political forces and pressure groups that promote them, on both the development and restructuring of social and legal policies in several industrialised nations, including New Zealand.

### **SOCIOL 732 30 Points**

#### **Tourism and Heritage**

Tourism is one of the world's largest and fastest growing industries. This course examines tourism's intersection with 'heritage', considering the political economy of tourist development, the tourist gaze, commodified 'authenticity' and cultural conflicts in tourism.

**SOCIOL 735 30 Points****Current Debates in Gender and Sexuality**

Traces contemporary sociological debates in the analysis of gender and sexuality. This includes reference to feminist concerns with identities, differences, bodies, power and agency. These issues are taken up and explored through an examination of practices enacted on/or through sexed bodies.

**SOCIOL 736 30 Points****Renegotiating Citizenship**

Changing economic, political and social realities in Western societies have challenged traditional notions of citizenship. This course critically examines emerging debates in citizenship studies that consider how shifting political ideologies, welfare state reform, increasing cultural diversity and globalisation impact on citizenship at both theoretical and policy levels.

**SOCIOL 737 15 Points****Special Topic****SOCIOL 738 15 Points****Directed Study****SOCIOL 739 30 Points****Directed Study****SOCIOL 740 30 Points****Modern Times, Modern Crimes**

Sociology sees itself as being centrally concerned with the question of modernity. However, until recently, it has avoided active scholarly engagement with modernity's underbelly: war, genocide and torture. This course argues that rather than appearing as peripheral aberrations they are central to the project of modernity. Special attention will be paid to the roles played by science and technology in the production of inhumanity.

**SOCIOL 742 30 Points****Deviance and Social Control**

Examines cultural, medical and sociological explanations of deviant behavior. Particular attention is given to the manner in which social control has historically functioned in relation to race, class, gender, colonialism and sexuality, and the means by which individuals and groups have been politically, socially and culturally marginalised.

**SOCIOL 743 15 Points****Special Topic****SOCIOL 745 30 Points****Sociology of Science and Technology**

Starting from the premise that science is a social phenomenon, this course investigates how science is shaped by norms, institutions, beliefs and other social forces. It asks students to consider how the human world affects science, and how science affects the human world.

**SOCIOL 746 30 Points****Settler Societies and Indigenous Peoples**

Critically examines settler colonialism and the contemporary politics and practices of recognition and reconciliation between indigenous and settler peoples in Aotearoa New Zealand, Australia, Canada and the USA. The course examines the literatures on settler colonialism and contemporary practices of recognition and apology, as well as the work of courts, tribunals, governments and indigenous communities across these four societies.

**SOCIOL 747 30 Points****Political Ecology of Youth and Crime**

Focuses on the social processes that underpin the relationship between individual agency, identity and the broader political ecology of crime as it relates to youth and crime. These will be explored by examining youth offending and criminalisation, victimisation, the media and representations of youth crime and young people's engagement with youth justice policy and practice.

**SOCIOL 748 30 Points****Critical Theory and Social Change**

Investigates the social forces and forms of thought currently producing progressive social change out of the contradictory realities of the existing social situation. Considers the immanent possibilities for radical change at the present moment of late capitalism, the grounds on which social change might be justified and the practical steps that might be taken to realise them.

**SOCIOL 790 30 Points****SOCIOL 790A 15 Points****SOCIOL 790B 15 Points****Research Project**

To complete this course students must enrol in SOCIOL 790 A and B, or SOCIOL 790

**SOCIOL 792 45 Points****SOCIOL 792A 22.5 Points****SOCIOL 792B 22.5 Points****Dissertation**

To complete this course students must enrol in SOCIOL 792 A and B, or SOCIOL 792

**SOCIOL 794 60 Points****SOCIOL 794A 30 Points****SOCIOL 794B 30 Points****Dissertation**

To complete this course students must enrol in SOCIOL 794 A and B, or SOCIOL 794

**SOCIOL 796A 60 Points****SOCIOL 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

**SOCIOL 797A 60 Points****SOCIOL 797B 60 Points****Research Portfolio**

To complete this course students must enrol in SOCIOL 797 A and B

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**Spanish**

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**Stage I****SPANISH 104 15 Points****SPANISH 104G 15 Points****Beginners' Spanish 1**

Provides a solid grounding in the basic grammar and vocabulary of Spanish for beginners or near beginners, emphasising communicative competence in the present tense. Develops speaking, listening, reading and writing skills, and prepares students at the A1 Level of the Common European Framework of Reference for Languages.

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**

Moving from the present to the past tenses, this course prepares students for basic conversation about everyday activities such as travel, weather, health, pastimes, emotions and simple narratives of historical events. Prepares students for the A2 Level of the Common European Framework of Reference for Languages.

Note: Students with 16 Level 2 NCEA credits in Spanish in last two years will enrol in SPANISH 105.

*Prerequisite:* SPANISH 104 or 109

*Restriction:* SPANISH 108. May not be taken if an equivalent or a more advanced language acquisition course in this subject has previously been passed

**SPANISH 178 15 Points****Spanish Study Abroad 1B**

Course of at least 4 weeks in length and 48 taught hours on Spanish language and/or culture to be taken at an approved academic institution in a Spanish-speaking country.

*Prerequisite:* B- or higher in SPANISH 104 or approval of Academic Head or nominee

**Stage II****SPANISH 200 15 Points****Intermediate Spanish 1**

Consolidates Spanish study by introducing the present subjunctive, enables students to move toward fluency in conversations on contemporary topics, and enriches daily activities with detail, subtlety and idioms used in the context of the rich cultures of the Hispanic world (Spain and Latin America). This course is equivalent to B1 of the Common European Framework of Reference for Languages.

*Prerequisite:* SPANISH 105 or 178

*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 study of Iberian literatures in their cultural contexts, focusing on major works and movements from different historical periods.

*Prerequisite:* 15 points from SPANISH 105, 108, 200, 201, 277, 278, 319, 321, 377, 378

**SPANISH 203 15 Points****Iberian and Latin American Civilisations**

Focuses on the unique traditions and radical innovations of the pluricultural nations comprising the Iberian Peninsula and Latin America, tracing parallel historical trajectories, diverse political systems and engaging aesthetic creations. Develops knowledge of Spanish and Latin American cultural studies through a global studies approach.

*Prerequisite:* 45 points at Stage I in BA courses

*Restriction:* SPANISH 103

**SPANISH 206 15 Points****Spanish Myths and Global Icons**

Explores cultural representations of universal Spanish motifs in literature and the arts. Examines classical cultural myths associated with Spain (such as Don Quixote, Don Juan and Carmen), and global icons which have defined modernity, from Picasso, Dalí, and García Lorca to Buñuel and Almodóvar.

*Prerequisite:* 15 points from SPANISH 105, 108, 200, 201, 277, 278, 319, 321, 377, 378

*Restriction:* SPANISH 306

**SPANISH 207 15 Points****Transnational Movements in Hispanic Culture**

Explores transnational movements pertaining to Spain and Latin America: from the impact of Catholicism and Jewish and Islamic cultures on early modern Spain and its colonised territories, to the nineteenth-century agendas of abolitionism and freethinking, to exile, gender and human rights movements in the twentieth and twenty-first centuries.

*Prerequisite:* 15 points from SPANISH 105, 108, 200, 201, 277, 278, 319, 321, 377, 378

*Restriction:* SPANISH 307

**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 Academic Head or nominee.

*Prerequisite:* B- or higher in SPANISH 105 or approval of Academic Head or nominee

**SPANISH 278 15 Points****Spanish Study Abroad 2B**

For approved courses at overseas institutions with permission of the Academic Head or nominee.

*Prerequisite:* B- or higher in SPANISH 105 or approval of Academic Head or nominee

**Stage III****SPANISH 302 15 Points****Iberian Cultures and Literatures**

Advanced study of Iberian literatures in their cultural contexts, focusing on major works and movements from different historical periods.

*Prerequisite:* 15 points from SPANISH 201, 278, 319, 321, 323, 377, 378 and 15 points from SPANISH 206, 207, LATINAM 201, 210, 216

*Restriction:* SPANISH 202

**SPANISH 306 15 Points****Spanish Myths and Global Icons**

Explores cultural representations of universal Spanish motifs in literature and the arts. Examines classical cultural myths associated with Spain (such as Don Quixote, Don Juan and Carmen), and global icons which have defined modernity, from Picasso, Dalí, and García Lorca to Buñuel and Almodóvar.

*Prerequisite:* 15 points from SPANISH 201, 278, 319, 321, 377, 378 and 15 points from SPANISH 202, 207, LATINAM 201, 216

*Restriction:* SPANISH 206

**SPANISH 307 15 Points****Transnational Movements in Hispanic Culture**

Explores transnational movements pertaining to Spain and Latin America: from the impact of Catholicism and Jewish and Islamic cultures on early modern Spain and its colonised territories, to the nineteenth-century agendas of abolitionism and freethinking, to exile, gender and human rights movements in the twentieth and twenty-first centuries.

*Prerequisite:* 15 points from SPANISH 201, 278, 319, 321, 377, 378 and 15 points from SPANISH 202, 207, LATINAM 201, 216

*Restriction:* SPANISH 207

**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 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

*Restriction:* SPANISH 738

**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**

Builds on skills obtained in SPANISH 319 with special

emphasis on advanced Spanish grammar review and development of Spanish and Latin American cultural literacy. Note: Students who have passed SPANISH 300 in 2006 or 2007 may enrol in the course with permission of the Academic Head or nominee.

*Prerequisite:* SPANISH 319 or 377 or approval of Academic Head or nominee

*Restriction:* SPANISH 378

**SPANISH 323 15 Points****Spanish Translation Practice**

Develops translator competence within general, cultural and technical knowledge domains, through full translations into and out of Spanish, topic-based research, and summary and selective translations. Specific skills include understanding the different phases in the translation process; documentary research skills, and editing and proof-reading skills.

*Prerequisite:* SPANISH 201 or approval of Spanish Programme Coordinator

*Restriction:* SPANISH 723

**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:* 15 points from SPANISH 201, 278, 319, 321, 377, 378

*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:* 15 points from SPANISH 201, 278, 319, 321, 377, 378

*Restriction:* SPANISH 742

**SPANISH 345 15 Points****Periphrastic Cultures and Literatures**

Focuses on the study of periphrastic 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 approval of Academic Head or nominee

**SPANISH 377 15 Points****Spanish Study Abroad 3A**

For approved courses at overseas institutions with permission of the Academic Head or nominee.

*Prerequisite:* B- or higher in SPANISH 201 or approval of Academic Head or nominee

**SPANISH 378 15 Points****Spanish Study Abroad 3B**

For approved courses at overseas institutions with permission of Academic Head or nominee.

*Prerequisite:* B- or higher in SPANISH 201 or approval of Academic Head or nominee

**Postgraduate 700 Level Courses****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

*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****Advanced Spanish Translation Practice**

Aims at developing translator competence within general, cultural and technical knowledge domains, through full translations into and out of Spanish, topic-based research, and summary and selective translations. Specific skills include mastering the different phases in the translation process; understanding the main textual and contextual features of Languages for Specific Purposes (LSP) texts; documentary research skills, and editing and proof-reading skills.

*Restriction:* SPANISH 323

**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.

*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:* 15 points from HISTORY 310, POLITICS 332, SPANISH 313

*Restriction:* LATINAM 306, SPANISH 306

**SPANISH 735 30 Points****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.

*Restriction:* LATINAM 325

**SPANISH 736 15 Points****Special Topic****SPANISH 737 30 Points****Special Topic****SPANISH 738 30 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.

*Restriction:* SPANISH 313

**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 30 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 30 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.

*Restriction:* SPANISH 345

|                      |                   |
|----------------------|-------------------|
| <b>SPANISH 750</b>   | <b>15 Points</b>  |
| <b>SPANISH 750A</b>  | <b>7.5 Points</b> |
| <b>SPANISH 750B</b>  | <b>7.5 Points</b> |
| <b>Special Study</b> |                   |

Supervised research on a topic or topics approved by the Academic Head or nominee.

To complete this course students must enrol in SPANISH 750 A and B, or SPANISH 750

|                     |                  |
|---------------------|------------------|
| <b>SPANISH 777</b>  | <b>15 Points</b> |
| <b>Study Abroad</b> |                  |

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 Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.

|                     |                  |
|---------------------|------------------|
| <b>SPANISH 778</b>  | <b>15 Points</b> |
| <b>Study Abroad</b> |                  |

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 Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.

|                         |                  |
|-------------------------|------------------|
| <b>SPANISH 782</b>      | <b>30 Points</b> |
| <b>SPANISH 782A</b>     | <b>15 Points</b> |
| <b>SPANISH 782B</b>     | <b>15 Points</b> |
| <b>Research Project</b> |                  |

Prerequisite: 30 points from SPANISH 718-737

To complete this course students must enrol in SPANISH 782 A and B, or SPANISH 782

|                     |                    |
|---------------------|--------------------|
| <b>SPANISH 792A</b> | <b>22.5 Points</b> |
| <b>SPANISH 792B</b> | <b>22.5 Points</b> |
| <b>Dissertation</b> |                    |

To complete this course students must enrol in SPANISH 792 A and B

|                     |                  |
|---------------------|------------------|
| <b>SPANISH 793A</b> | <b>45 Points</b> |
| <b>SPANISH 793B</b> | <b>45 Points</b> |
| <b>Thesis</b>       |                  |

Prerequisite: A BA(Hons) in Spanish with at least Second Class Honours, First Division, or equivalent

To complete this course students must enrol in SPANISH 793 A and B

|                     |                  |
|---------------------|------------------|
| <b>SPANISH 796A</b> | <b>60 Points</b> |
| <b>SPANISH 796B</b> | <b>60 Points</b> |
| <b>Thesis</b>       |                  |

Prerequisite: A BA(Hons) in Spanish with at least Second Class Honours, First Division, or equivalent

To complete this course students must enrol in SPANISH 796 A and B

|                           |                  |
|---------------------------|------------------|
| <b>SPANISH 797A</b>       | <b>60 Points</b> |
| <b>SPANISH 797B</b>       | <b>60 Points</b> |
| <b>Research Portfolio</b> |                  |

Prerequisite: A BA(Hons) in Spanish with at least Second Class Honours, First Division, or equivalent

To complete this course students must enrol in SPANISH 797 A and B

## Tertiary Foundation Certificate Arts General

### Foundation Courses

|  |                  |
|--|------------------|
| <b>TFCARTS 92F</b>                         | <b>15 Points</b> |
| <b>Introduction to Arts and Humanities</b> |                  |

Encourages students to think in a variety of different ways about a particular theme or topic. This is achieved by introducing different Arts and Arts-related subjects/ disciplines and the ways those different disciplines can, in their own unique ways, work complementarily to enrich understanding.

Restriction: ARTSGEN 92P

## Tertiary Foundation Certificate English

### Foundation Courses

|                            |                  |
|----------------------------|------------------|
| <b>TFCENG 91F</b>          | <b>15 Points</b> |
| <b>Academic Literacy 1</b> |                  |

Establishes skills in spoken and written English for academic purposes. Introduces critical reading, writing, listening and oral presentation skills. Students develop greater competency in English and learn the basics of academic literacy.

Restriction: ENGLISH 91F

|                            |                  |
|----------------------------|------------------|
| <b>TFCENG 92F</b>          | <b>15 Points</b> |
| <b>Academic Literacy 2</b> |                  |

Further establishes English skills for academic purposes. Develops sound academic practice, including enhanced critical reading and writing, critical listening and effective oral presentation skills. Building on TFCENG 91F, this course strengthens students' abilities and confidence in academic literacy.

Restriction: ENGLISH 92F

## Tertiary Foundation Certificate English Writing

### Foundation Courses

|                                   |                  |
|-----------------------------------|------------------|
| <b>TFCEWRIT 94F</b>               | <b>15 Points</b> |
| <b>Foundation English Writing</b> |                  |

Develops language skills necessary for academic study. The course will help students to improve their sentence structure, develop their vocabulary, plan their writing, and improve paragraph and essay organisation. It focuses on sound principles of essay writing and provides practice in the various stages of writing.

Prerequisite: Coordinator approval

Restriction: ENGWRIT 94F

## Tertiary Foundation Certificate History

### Foundation Courses

|                           |                  |
|---------------------------|------------------|
| <b>TFCHIST 91F</b>        | <b>15 Points</b> |
| <b>Foundation History</b> |                  |

Examines New Zealand history between 1769 and 1840, particularly the interactions and relationships between the Māori world and Europeans and their ongoing legacies to today. Introduces broader skills suitable for studying history, providing a solid foundation for research, critical thinking, speaking, writing and collaborative work that is invaluable in a wide-range of disciplines.

Restriction: HISTORY 91F



## Tertiary Foundation Certificate Pacific Studies

### Foundation Courses

#### TFCPAC 91F 15 Points

##### Foundation Pacific Studies

Introduces students to an essential knowledge of the Pacific and its cultures and peoples, and to the core practices and concepts of interdisciplinary Pacific Studies. This course will provide a foundation of knowledge of Pacific cultures, languages, history, geography and politics, and introduce students to some core Pacific Studies concepts (such as fa'aalo'alo/faka'apa'apa, diaspora, Oceania, identity, and culture). Students will gain familiarity with the history and purposes of Pacific Studies and work with some accessible forms of indigenous Pacific knowledge.

## Tertiary Foundation Certificate Sociology

### Foundation Courses

#### TFCSOCIO 91F 15 Points

##### Foundation Sociology 1

Introduces students to fundamental building blocks in sociology. Students develop familiarity with key sociological concepts that explain social inequalities, enabling them to think sociologically about this issue. In particular, students learn how social structures (for example, class, race/ethnicity, gender and sexuality), social institutions (for instance, the state) as well as interactions between people produce and sustain various forms of inequality.

#### TFCSOCIO 92F 15 Points

##### Foundation Sociology 2

Focuses on Aotearoa New Zealand as a multicultural nation produced through colonisation and subsequent waves of migration. Using a range of case studies, the course highlights the role of different cultural norms and values in creating diverse experiences of living in Aotearoa New Zealand. Such divergent realities invite reconsideration of what it means to be a 'New Zealander'.

## TFC Academic English Studies

### Foundation Courses

#### TFCACENG 93F 15 Points

##### Foundation Academic English

Develops language skills necessary for academic study. The course will help students to improve their sentence structure, develop their vocabulary, plan their writing, and improve paragraph and essay organisation. It focuses on sound principles of essay writing and provides practice in the various stages of writing.

*Prerequisite:* Coordinator approval

*Restriction:* ACADENG 93F

## Theological and Religious Studies

### Stage I

#### THEOREL 101 15 Points

#### THEOREL 101G 15 Points

##### The Bible and 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.

*Restriction:* THEOLOGY 101, 101G

#### THEOREL 102 15 Points

##### Studying Religion: An Introduction

Introduces students to some of the central issues, questions, and debates in the contemporary study of religion. It guides students through a series of case studies, each focusing on a particular topic pertaining to religion, and introduces them to ways of thinking about these topics in an informed and critical way.

#### THEOREL 106 15 Points

#### THEOREL 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:* THEOLOGY 106, 106G

### Stage II

#### THEOREL 200 15 Points

##### A Major Religious Thinker

In-depth study of a figure whose thought has had a major impact on the development of one or more religious traditions. It includes the critical study of selected texts by the chosen thinker (where these have survived), and of texts and traditions related to the thinker. The figure chosen reflects the research interests of current staff.

*Prerequisite:* 30 points at Stage I

*Restriction:* THEOREL 300

#### THEOREL 201 15 Points

##### Religions in New Zealand

An exploration of living religions in contemporary New Zealand, surveying the beliefs, traditions and practices that are central to religious groups in New Zealand and their interactions with contemporary culture both locally and globally. The course will introduce students to the comparative study of religion, engaging in such topics as religion and ritual, exploring belief, and interfaith dialogue.

*Prerequisite:* 15 points at Stage I in Theology or from the BA Schedule, or approval of Academic Head or nominee

*Restriction:* THEOLOGY 201

#### THEOREL 202 15 Points

##### A History of the Apocalypse

An 'apocalypse' is a divine revelation about the shape of history. It is written for a society in crisis, often describing that society's collapse before the coming of a better world. This course traces the development of apocalyptic thought in the religions of the West, from the ancient Middle East through to apocalyptic themes in modern cultures.

*Prerequisite:* 30 points at Stage I

*Restriction:* THEOREL 302

#### THEOREL 206 15 Points

##### Religion in Film and Television

Explores the ways that religious themes, myths, and imagery are expressed within the narratives of some classic and contemporary films and television dramas. Students will learn skills to identify the articulation of religious beliefs, narratives, and the sacred or transcendent within the



medium of film and television, and to discuss critically this cultural engagement with religion.

*Prerequisite:* 30 points at Stage I

*Restriction:* THEOREL 306

### **THEOREL 207 15 Points**

#### **Christianity and Modernity, 1600-2000**

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:* 30 points at Stage I

*Restriction:* CTHTHEO 255, 355, THEOLOGY 255, 355, THEOREL 307

### **THEOREL 208 15 Points**

#### **Special Topic in Theological and Religious Studies**

Study of a particular theme, religious tradition or set of texts from within the discipline of Theological and Religious Studies.

*Prerequisite:* 30 points at Stage I from BA Schedule

*Restriction:* THEOREL 308

### **THEOREL 209 15 Points**

#### **Religious Texts of Terror**

Explores the ways that various forms of violence are evoked and discussed within religious texts and traditions. Students will learn about the origins of these 'texts of terror', and then trace their ongoing influence throughout history and up to the present day across a range of socio-cultural contexts, both global and local.

*Prerequisite:* 30 points at Stage I from the BA Schedule

*Restriction:* THEOREL 301

### **THEOREL 210 15 Points**

#### **Special Topic**

*Prerequisite:* 30 points at Stage I from the BA Schedule

### **THEOREL 211 15 Points**

#### **Religion, Gender and Sexuality**

Considers how gender and sexuality are articulated and debated within contemporary religious communities. Topics covered may include: gender and sexuality in religious texts and traditions; women in religion; sexualities and religion; gender, sexuality, and religion in popular culture; feminist, gender and queer theories in the study of religion; gender violence and religion; HIV/AIDS and religion.

*Prerequisite:* 30 points at Stage I

*Restriction:* THEOREL 311

### **THEOREL 213 15 Points**

#### **Special Topic**

*Prerequisite:* 30 points at Stage I

*Restriction:* THEOREL 313

### **THEOREL 214 15 Points**

#### **Special Topic: The Evolution and Psychology of Religion**

Approaches religion as a dimension of human biology, psychology, and social life. We consider how approaches in the human sciences clarify patterns of individual and cultural variation in the expression of religion and spirituality. Topics include the evolution of religion and cooperation, social inequality, ecology, virtue, transformational experiences, collective rituals and the diverse social functions of religion.

*Prerequisite:* 30 points at Stage I

*Restriction:* THEOREL 314

### **THEOREL 215 15 Points**

#### **Danger and Desire: The Bible and Visual Culture**

Explores how biblical themes of sexuality, gender, sin, and desire are represented in the visual arts, including fine art, advertising, and film. Students will learn how artists' cultural contexts shape and inspire their visual interpretations of the Bible, and how these interpretations have influenced cultural discourses of gender and sexuality throughout history.

*Prerequisite:* 30 points at Stage I from the BA Schedule

*Restriction:* THEOREL 212, 312, 315

### **THEOREL 216 15 Points**

#### **Early Christianity**

Examines the history of Christianity from its origins in Palestinian and diaspora Judaism through to its official endorsement by the Roman Empire at the end of the fourth century. Explores how various traditions about Jesus evolved, how Christians both accommodated and resisted the wider culture, and how norms for "orthodoxy" (correct teaching) gradually took shape.

*Prerequisite:* 30 points at Stage I from the BA Schedule

*Restriction:* CTHTHEO 252, 352, THEOREL 316, THEOLOGY 104

### **Stage III**

### **THEOREL 300 15 Points**

#### **A Major Religious Thinker**

In-depth study of a figure whose thought has had a major impact on the development of one or more religious traditions. It includes the critical study of selected texts by the chosen thinker (where these have survived), and of texts and traditions related to the thinker. The figure chosen reflects the research interests of current staff.

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 200

### **THEOREL 301 15 Points**

#### **Religious Texts of Terror**

Explores the ways that various forms of violence are evoked and discussed within religious texts and traditions. Students will learn about the origins of these 'texts of terror', and then trace their ongoing influence throughout history and up to the present day across a range of socio-cultural contexts, both global and local.

*Prerequisite:* 30 points at Stage II from the BA Schedule

*Restriction:* THEOREL 209

### **THEOREL 302 15 Points**

#### **A History of the Apocalypse**

An apocalypse is a divine revelation about the shape of history. It is written for a society in crisis, often describing that society's collapse before the coming of a better world. This course traces the development of apocalyptic thought in the religions of the West, from the ancient Middle East through to apocalyptic themes in modern cultures.

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 202

### **THEOREL 306 15 Points**

#### **Religion in Film and Television**

Explores the ways that religious themes, myths, and imagery are expressed within the narratives of some classic and contemporary films and television dramas. Students will learn skills to identify the articulation of religious beliefs, narratives, and the sacred or transcendent within the medium of film and television, and to discuss critically this cultural engagement with religion.

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 206

**THEOREL 307 15 Points****Christianity and Modernity, 1600-2000**

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:* 30 points at Stage II

*Restriction:* CTHTHEO 255, 355, THEOLOGY 255, 355, THEOREL 207

**THEOREL 308 15 Points****Special Topic in Theological and Religious Studies**

Study of a particular theme, religious tradition or set of texts from within the discipline of Theological and Religious Studies.

*Prerequisite:* 30 points at Stage II from BA Schedule

*Restriction:* THEOREL 208

**THEOREL 309 15 Points****Directed Study 1**

Provides students with the possibility of undertaking directed study of a topic in Theological and Religious Studies approved by the Academic Head and directed by a member of academic staff with relevant expertise.

*Prerequisite:* 30 points at Stage II from the BA Schedule

**THEOREL 310 15 Points****Directed Study 2**

Provides students with the possibility of undertaking directed study of a topic in Theological and Religious Studies approved by the Academic Head and directed by a member of academic staff with relevant expertise.

*Prerequisite:* 30 points at Stage II from the BA Schedule

**THEOREL 311 15 Points****Religion, Gender and Sexuality**

Considers how gender and sexuality are articulated and debated within contemporary religious communities. Topics covered may include: gender and sexuality in religious texts and traditions; women in religion; sexualities and religion; gender, sexuality, and religion in popular culture; feminist, gender and queer theories in the study of religion; gender violence and religion; HIV/AIDS and religion.

*Prerequisite:* 30 points at Stage II from the BA Schedule

*Restriction:* THEOREL 211

**THEOREL 313 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 213

**THEOREL 314 15 Points****Special Topic: The Evolution and Psychology of Religion**

Approaches religion as a dimension of human biology, psychology, and social life. We consider how approaches in the human sciences clarify patterns of individual and cultural variation in the expression of religion and spirituality. Topics include the evolution of religion and cooperation, social inequality, ecology, virtue, transformational experiences, collective rituals and the diverse social functions of religion.

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 214

**THEOREL 315 15 Points****Danger and Desire: The Bible and Visual Culture**

Explores the ways that biblical themes of sexuality, gender, sin, and desire, are represented in the visual arts, including fine art, advertising, and film. Students will learn how artists' cultural contexts shape and inspire their visual

interpretations of the Bible, and how these interpretations have influenced cultural discourses of gender and sexuality throughout history.

*Prerequisite:* 30 points at Stage II from the BA Schedule

*Restriction:* THEOREL 212, 215, 312,

**THEOREL 316 15 Points****Early Christianity**

Examines the history of Christianity from its origins in Palestinian and diaspora Judaism through to its official endorsement by the Roman Empire at the end of the fourth century. Explores how various traditions about Jesus evolved, how Christians both accommodated and resisted the wider culture, and how norms for "orthodoxy" (correct teaching) gradually took shape.

*Prerequisite:* 30 points at Stage II in the BA Schedule

*Restriction:* CTHTHEO 252, 352, THEOREL 216, THEOLOGY 104

**THEOREL 318 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage II in the BA Schedule

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**Theology**

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**Postgraduate 700 Level Courses**

**THEOLOGY 780 30 Points**

**THEOLOGY 780A 15 Points**

**THEOLOGY 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 Theology.

*To complete this course students must enrol in THEOLOGY 780 A and B, or THEOLOGY 780*

**THEOLOGY 781 15 Points**

**Research Essay**

A supervised research essay designed to help Postgraduate Diploma students engage with a research question in Theology.

*Restriction:* BSTHEO 789

**THEOLOGY 782 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.

**THEOLOGY 796A 60 Points**

**THEOLOGY 796B 60 Points**

**Thesis**

The thesis of approximately 35,000 words should embody the results obtained by the candidate in an investigation relating to the subject.

*Restriction:* BSTHEO 796, CTHTHEO 796, PTHEO 796

*To complete this course students must enrol in THEOLOGY 796 A and B*

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**Tongan**

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**Stage I**

**TONGAN 101 15 Points**

**TONGAN 101G 15 Points**

**Tongan Language 1**

Gives students an introduction to the structure of Tongan as well as allowing them to develop basic language skills in listening, speaking, reading and writing. 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: 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*

#### TONGAN 203 15 Points

##### Special Topic

### Stage III

#### TONGAN 301 15 Points

##### Tongan Language 3

Extends the level of fluency and literacy developed in TONGAN 201. Skills in oral and written Tongan will be extended through intensive study of Tongan history and culture.

*Prerequisite: TONGAN 201*

#### TONGAN 303 15 Points

##### Special Topic

## Translation Studies

### Stage I

#### TRANSLAT 100 15 Points

#### TRANSLAT 100G 15 Points

##### Translation for Global Citizens

Covers the foundations of translation and interpreting as an academic discipline and as a critically important communication enabler which serves a multicultural and multilingual society. The course is designed to equip monolingual students, as well as students with language skills, with the literacy in translation and interpreting increasingly needed to navigate today's globalised world and to detect and overcome communication gaps in diverse business and private contexts.

### Postgraduate 700 Level Courses

#### TRANSLAT 700 30 Points

##### Digital Translation

Equips students with highly specialised theoretical and practical skills in audiovisual translation (AVT) and localisation. Develops specialised skills and knowledge needed to translate software, websites and audiovisual content. Covers the distinctive characteristics of digital texts. Develops the skills required to address the specific characteristics of digital source texts. Students will be exposed to the latest scholarship and develop an advanced critical understanding of localisation tools and tools to facilitate subtitling.

*Restriction: TRANSLAT 715*

#### 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 market-leading translation memory systems, namely SDL Trados.

*Restriction: TRANSLAT 710, 723*

#### TRANSLAT 713 30 Points

##### Community Translation and Interpreting

Equips students with translation and interpreting skills and knowledge needed to communicate public service information to multilingual and multicultural communities, for example, in healthcare and legal settings and in disaster scenarios. Provides training on terminology, notetaking and memory management complements the knowledge of professional ethics and community management. Students will become aware of wider social roles played by translators and interpreters.

*Restriction: TRANSLAT 601, 602, 704, 706*

#### TRANSLAT 715 30 Points

##### Audiovisual Translation

Equips students with theoretical and practical dimensions of audiovisual translation (AVT). Examines the rapid development of AVT in recent times that encompasses media and information accessibility issues for immigrants, the deaf and hard-of-hearing as well as the blind and visually impaired. Students will gain some hands-on experience of interlingual and intralingual subtitling, facilitated by technology.

*Restriction: TRANSLAT 700*

#### TRANSLAT 716 30 Points

##### Chinese Specialised Translation

Develops students' competence in understanding and producing specialised texts in English and Chinese. Translate materials in a variety of subject areas, such as trade, tourism, science, medicine or finance, and in different text types. Emphasis is on longer texts that require the acquisition of subject knowledge and in-depth terminology research. Introduced to professional ethics.

*Restriction: CHINESE 747, 748*

#### TRANSLAT 717 30 Points

##### German Specialised Translation

Develops students' competence in understanding and producing specialised texts in English and German. Translate materials in a variety of subject areas, such as trade, tourism, science, medicine or finance, and in different text types. Emphasis is on longer texts that require the acquisition of subject knowledge and in-depth terminology research. Introduced to professional ethics.

*Restriction: GERMAN 747, 748*

#### TRANSLAT 718 30 Points

##### Japanese Specialised Translation

Develops students' competence in understanding and producing specialised texts in English and Japanese. Translate materials in a variety of subject areas, such as trade, tourism, science, medicine or finance, and in different text types. Emphasis is on longer texts that require the acquisition of subject knowledge and in-depth terminology research. Introduced to professional ethics.

*Restriction: TRANSLAT 747*

**TRANSLAT 719 30 Points****Translation Theories and Paradigms**

A critical analysis of key theories and paradigms of translation. The examination of a broad range of perspectives will facilitate the awareness that the act and the process of translation are multifaceted. These encompass history, culture, gender and technology as well as translation competence. Analysis and applies different paradigms to translation phenomena.

*Restriction: TRANSLAT 702, 703*

**TRANSLAT 720 30 Points****Translation Portfolio**

A practical application of the student's prior learning in key paradigms and issues in translation studies, presented in the form of a learning portfolio. Portfolios will contain five pieces of advanced translation work, involving at least three different text types (scientific, technical, legal, medical, literary etc). Students may choose different levels of human-intervention, ranging from post-editing of machine translated texts to transcreation.

*Prerequisite: TRANSLAT 712, 719 and 30 points from FRENCH 720, ITALIAN 702, MĀORI 712, SPANISH 723, TRANSLAT 716, 717, 718, 726*

**TRANSLAT 725 15 Points****Research Essay**

A supervised research essay or project on a specific topic in Translation Studies.

**TRANSLAT 726 30 Points****TRANSLAT 726A 15 Points****TRANSLAT 726B 15 Points****Translation Project**

A supervised research project on a topic in Translation Studies.

*To complete this course students must enrol in TRANSLAT 726 A and B, or TRANSLAT 726*

**TRANSLAT 727 45 Points****TRANSLAT 727A 22.5 Points****TRANSLAT 727B 22.5 Points****Translation Project**

A supervised research project on a topic in Translation Studies.

*To complete this course students must enrol in TRANSLAT 727 A and B, or TRANSLAT 727*

**TRANSLAT 728 15 Points****Special Topic****TRANSLAT 729 15 Points****Special Topic****TRANSLAT 777 30 Points****Study Abroad**

Formal study in an approved overseas university. 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 Programme Coordinator. Enrolment requires the approval of the Programme Coordinator.

**TRANSLAT 778 30 Points****Study Abroad**

Formal study in an approved overseas university. 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 Programme Coordinator. Enrolment requires the approval of the Programme Coordinator.

**TRANSLAT 791 60 Points****TRANSLAT 791A 30 Points****TRANSLAT 791B 30 Points****Dissertation**

*To complete this course students must enrol in TRANSLAT 791 A and B, or TRANSLAT 791*

**TRANSLAT 792 45 Points****TRANSLAT 792A 22.5 Points****TRANSLAT 792B 22.5 Points****Dissertation**

*To complete this course students must enrol in TRANSLAT 792 A and B, or TRANSLAT 792*

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## Faculty of Business and Economics

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**Academic Integrity****ACADINT A01****0 Points****Academic Integrity Course**

The Academic Integrity Course is an online course designed to increase student knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct. Students work through a series of modules, outlining scenarios that they may encounter while studying at university. Each scenario provides information on relevant rules, resources and expected behaviour.

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## Accounting

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**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.

**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*

**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: Not to 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, STATS 108*

#### 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, STATS 108*

#### ACCTG 222 15 Points

##### Accounting Information Systems

Encompasses the development and distribution of economic information about organisations for internal and external decision-making. Major themes include: objectives and procedures of internal control, the database approach to data management, data modelling, typical business documents and reports and proper system documentation through data flow diagrams and flowcharts.

*Prerequisite: ACCTG 102, INFOSYS 110, STATS 108*

### 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*

#### 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 Evaluation

The design of performance measurement frameworks such as the Balanced Scorecard incorporating strategy maps and alignment principles. Methods of performance analysis will cover ratios, weighting systems and Data Envelopment Analysis. Evaluation principles and methods will include internal audit perspectives around project and programme evaluation, cost-benefit analysis, randomised control tests and value-for-money.

*Prerequisite: Any 30 points at Stage II in Accounting or Finance*

#### ACCTG 331 15 Points

##### Revenue and Cost Management

Revenue management concepts and techniques and their support by cost management systems are studied with particular reference to service organisations. The range of services encompasses both private and public sector organisations. Components include: yield management, pricing, linear programming, project management, valuation principles and methodologies.

*Prerequisite: ACCTG 221 or 291*

#### ACCTG 371 15 Points

##### Financial Statement Analysis

How is financial statement information used to evaluate a firm's performance, risk and value? An opportunity to examine this question and to gain experience in evaluating performance, assessing risk and estimating value.

*Prerequisite: FINANCE 251 or 261, and ACCTG 211 or 292*

#### ACCTG 381 15 Points

##### Special Topic

#### ACCTG 382 15 Points

##### Special Topic

### Postgraduate 700 Level Courses

#### ACCTG 701 15 Points

##### Research Methods in Accounting

The theory and application of modern research methods in accounting. The content will include the philosophy, process and design of scientific research. Prior knowledge of basic statistical techniques is assumed.

*Restriction: FINANCE 701*

#### ACCTG 702 15 Points

##### Governance Issues in Accounting

An introduction to the economic literatures relating to property rights, transaction cost economics, and agency theory. Application of these notions to the way in which organisations are structured. Identification of why some transactions are internalised and some are undertaken through markets. The application of these ideas to financial and managerial accounting.

*Restriction: FINANCE 702*

#### ACCTG 711 15 Points

##### Financial Accounting Research

A study of the contracting-cost theories of accounting policy choice and the related empirical literature. It focuses on agency and efficient contracting explanations for accounting choice. In particular, the course explores the role of accounting in contracts between parties to the

firm (e.g., manager, shareholders, debtholders, customers etc). The political process is also analysed to determine the impact on accounting policy choice. Incentives for managers to manipulate earnings under various economic settings are examined and the implications of this behaviour for accounting policy makers are analysed.

**ACCTG 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 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: Sustainability Accounting and Integrated Reporting**

Examines the theoretical and empirical literature on the role of sustainability accounting and integrated reporting and the determinants for the supply and demand for non-financial reporting and how this has evolved over time.

**ACCTG 781** 15 Points

#### **Special Topic: Efficiency and Productivity Measurement**

Productivity and efficiency are core fundamentals across the spectrum encompassing individuals, organisations and economies. This course provides a theoretical structure for efficiency and productivity measurement and examines empirical models for estimating efficiency and productivity and analysing their underlying determinants.

**ACCTG 782** 15 Points

#### **Special Topic**

**ACCTG 786** 15 Points

#### **Special Topic in Taxation Accounting**

To be prescribed by the Head of Department of Accounting and Finance.

**ACCTG 788** 30 Points

#### **Research Essay**

*Restriction:* ACCTG 789

**ACCTG 791** 60 Points

**ACCTG 791A** 30 Points

**ACCTG 791B** 30 Points

#### **Dissertation**

*To complete this course students must enrol in ACCTG 791 A and B, or ACCTG 791*

**ACCTG 794A** 30 Points

**ACCTG 794B** 60 Points

#### **Thesis**

*To complete this course students must enrol in ACCTG 794 A and B*

**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**

Business involves making choices about how to create and capture value through innovation and entrepreneurship, understanding customers, and managing people and resources. The course explores how these choices are shaped by increasing market and societal emphases on corporate social responsibility and sustainability. Introduces the professional skills and capabilities needed in business  
*Restriction:* MGMT 101

**BUSINESS 102** 15 Points

#### **Business and Enterprise 2**

Explores and applies fundamental concepts, frameworks, and theories in entrepreneurship, marketing, and management. Emphasises the development of professional skills and capabilities by engaging students in assessing situations, proposing solutions and communicating recommendations.

*Prerequisite:* BUSINESS 101

*Restriction:* BUSINESS 103, MGMT 101

**BUSINESS 103** 15 Points

#### **Business and Enterprise 3**

Explores and applies fundamental concepts, frameworks, and theories in entrepreneurship, marketing, and management. Continues to develop personal skills and professional capabilities by engaging students in a 'real world' case that requires them to assess a situation, propose solutions and communicate recommendations.

*Prerequisite:* BUSINESS 101 and at least a Merit average across 16 credits in NCEA Level 3 Business Studies or a B grade or higher in CIE Business Studies

*Restriction:* BUSINESS 102

**BUSINESS 151** 15 Points

**BUSINESS 151G** 15 Points

#### **Communication in a Multicultural Society**

Communication knowledge and skills are essential in business careers and for interpersonal and intercultural relationships. This course offers a theory-based approach combined with applied communication practices. Communication knowledge, competencies and skills are developed through exploring relationships, mediated

communication, writing, team dynamics, oral presentation and technologies.

*Restriction: BUSINESS 101, 291, MGMT 291*

### Stage II

#### **BUSINESS 200 15 Points**

##### **Understanding Business Context**

Equips students with an appreciation of the forces and actors at work beyond the market. In order to compete in the marketplace firms need to understand their nonmarket context - culture, law, regulations, politics and the physical environment - which all affect business opportunities and strategies. In turn, businesses can influence their environment, both through deliberate nonmarket strategies and as a result of their core operations.

*Prerequisite: BUSINESS 102 or MGMT 101*

*Restriction: MGMT 231, INTBUS 210*

#### **BUSINESS 201 15 Points**

##### **Special Topic**

#### **BUSINESS 210 15 Points**

##### **Study Abroad 2A**

Course taken at an approved academic institution abroad.

*Prerequisite: Academic Head or nominee approval*

#### **BUSINESS 211 15 Points**

##### **Study Abroad 2B**

Course taken at an approved academic institution abroad.

*Prerequisite: Academic Head or nominee approval*

#### **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 202*

#### **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: BUSINESS 309, INNOVENT 201, 303*

#### **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: BUSINESS 309, INNOVENT 201, 303*

#### **BUSINESS 310 15 Points**

##### **Study Abroad 3A**

Course taken at an approved academic institution abroad.

*Prerequisite: Academic Head or nominee approval*

#### **BUSINESS 311 15 Points**

##### **Study Abroad 3B**

Course taken at an approved academic institution abroad.

*Prerequisite: Academic Head or nominee approval*

#### **BUSINESS 312 15 Points**

##### **Study Abroad 3C**

Course taken at an approved academic institution abroad.

*Prerequisite: Academic Head or nominee approval*

#### **BUSINESS 328 15 Points**

##### **Special Topic**

*Prerequisite: 30 points in Management or International Business or Innovation and Entrepreneurship*

*Restriction: BUSINESS 309*

### **Postgraduate 700 Level Courses**

#### **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.

*Prerequisite: BUSINESS 710*

*Restriction: MKTG 703, 704*

#### **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.

*Prerequisite: BUSINESS 710*

*Restriction: MKTG 703, 704*

#### **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 711** **15 Points**

#### **Advanced Quantitative Research Methods**

An advanced seminar on recent developments in the application of quantitative methods in business research.

*Prerequisite: BUSINESS 704, 710, or Head of Department approval*

### **BUSINESS 712** **15 Points**

#### **Advanced Qualitative Research Methods**

An advanced seminar on recent developments in the application of qualitative methods in business research.

*Prerequisite: BUSINESS 705, 710, or Head of Department approval*

## **Business Accounting**

### **Postgraduate 700 Level Courses**

#### **BUSACT 701** **15 Points**

##### **Commercial and Corporate Law**

Examines the impact of the law on decision making and management of an organisation. Develops the ability to identify legal requirements, issues and mechanisms critical to managing the risk/reward profile of the firm and achieving its strategic objectives.

*Prerequisite: BUSMGT 731-733, 735*

#### **BUSACT 702** **15 Points**

##### **Accounting Information Systems**

Independently manages applied accounting information projects using specialised and advanced problem-solving skills. Students will research and critically assess major information risks and opportunities facing businesses, demonstrating an integrated understanding of relevant theories and approaches. Students will provide well-justified recommendations to address the issues identified to improve company decision making.

*Prerequisite: BUSMGT 731-733, 735*

#### **BUSACT 703** **15 Points**

##### **Taxation for Business**

Provides an overview of the Income Tax Act and the Goods and Services Tax Act and how they are relevant to taxpayers. Topics covered include the nature of income, taxation of common types of income, the deduction and prohibition of various types of expenses, tax accounting issues, provisional tax, rebates, PAYE system, tax returns, and an introduction to GST.

*Prerequisite: BUSMGT 731-733, 735*

#### **BUSACT 704** **15 Points**

##### **Auditing for Business**

Provides an understanding of the audit of financial statements that lends support to their credibility. Emphases will be on the audit process, including the planning stage to the issuing of the audit opinion.

*Prerequisite: BUSMGT 731-733, 735*

#### **BUSACT 705** **15 Points**

##### **Capstone Project for MProfAcctg**

Provides opportunities to extend and integrate the understanding of theoretical and practical issues in accounting through a 'real-world' business case. Involves the assessment of risk, cost of capital, financial analysis

of performance, forecasting, and the development of recommendations for change and/or improvement.

*Prerequisite: BUSMGT 731-733, 735*

## **Business Administration**

### **Postgraduate 700 Level Courses**

#### **BUSADMIN 760** **15 Points**

##### **Business Law**

Examines the legal environment of business, contract law, legal rules governing the management of businesses, directorships and partnerships, selected aspects of the Commerce Act and the Fair Trading Act.

*Restriction: BUSADMIN 705, 784*

#### **BUSADMIN 761** **15 Points**

##### **Management**

Core theories and their implications for the art and practice of management in modern organisations.

*Restriction: BUSADMIN 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*

#### **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.

*Restriction: BUSADMIN 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 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*

#### **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.

*Restriction: BUSADMIN 777*



**BUSADMIN 768 15 Points****Strategy**

The science and practice of strategic thinking and entrepreneurial action. Examines the logics and processes of opportunity recognition and competitive strategy formation and implementation in 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:* 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 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

**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 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 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

**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 767

**BUSADMIN 778 15 Points****Strategic Management**

The art, science, and practice of strategic thinking and entrepreneurial action. Examines the logics and processes of opportunity recognition and competitive strategy formation and implementation, in both national and global contexts, for a variety of enterprise types. A case-intensive course requiring extensive analysis of business situations and the preparation and communication of pragmatic, 'real world' recommendations.

*Prerequisite:* 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 and provides practical experience in identifying, assessing, and valuing strategic opportunities for growth.

*Prerequisite:* BUSADMIN 768 or 778

**BUSADMIN 781 15 Points****Leadership and Ethics**

Alternative leadership styles, self-knowledge, and the dynamics of leadership as a vital process. Examines the nature, need for, and impacts of creativity, responsibility, and probity in enterprise leadership and related communications.

*Prerequisite:* BUSADMIN 768 or 778

**BUSADMIN 782 15 Points****Entrepreneurship and Innovation**

Contemporary theory and practice of entrepreneurship and innovation in small-to-medium-sized enterprises (SMEs). Topics include opportunity recognition, new product and venture development, risk management, and venture financing.

*Prerequisite:* BUSADMIN 763 or 773, and 768 or 778

**BUSADMIN 783 15 Points****International Business**

Creates understanding of the strategic aspects and actual delivery of international business development within today's multi-cultural organisations. Focuses on the challenges faced by businesses. Emphasis on the preparation and negotiation of contracts and partnerships across borders and (corporate) cultures.

*Prerequisite:* BUSADMIN 768 or 778

**BUSADMIN 784 15 Points****Managers and the Law**

Impact of the law on management of the enterprise. Legal requirements, issues, and mechanisms critical to achieving the strategic objectives and managing the risk/reward profile of the firm. Identification of sources of potential legal problems. Law and the international business environment.

*Prerequisite:* BUSADMIN 768 or 778

*Restriction:* MAORIDEV 721

**BUSADMIN 785 15 Points****Special Topic****BUSADMIN 786 15 Points****Special Topic****BUSADMIN 787 15 Points****Special Topic****BUSADMIN 788 15 Points****Contemporary Topics in Management**

Contemporary issues and topics which impact the formulation and administration of management policy.

*Prerequisite:* BUSADMIN 768 or 778

**BUSADMIN 789 15 Points****Advanced Professional Development**

Students develop their personal professional skills in order to make a difference in organisations in the future. Personal portfolios reflect individual competences and advancement in conceptual thinking, facilitation, written and oral presentation skills including the use of new media.

*Prerequisite:* BUSADMIN 768 or 778

**BUSADMIN 790 15 Points****Organisational Studies**

Selected theories, principles and concepts applicable to contemporary management thought and related productive activities.

*Prerequisite:* BUSADMIN 768 or 778

**BUSADMIN 798 30 Points****BUSADMIN 798A 15 Points****BUSADMIN 798B 15 Points****MBA Research Project**

Individual or group project addressing a specific management challenge or business issue facing an organisation.

*To complete this course students must enrol in BUSADMIN 798 A and B, or BUSADMIN 798*

**Business Analytics****Stage I****BUSAN 100G 15 Points****Digital Information Literacy**

Introduces students to skills, technologies, and techniques for the effective use of digital information. Information in all spheres of personal and professional life is increasingly created, stored, analysed, exchanged and communicated in

digital forms. Digital information literacy will help students be more productive in the digital age.

*Restriction:* Cannot be taken with or after INFOSYS 110-345

**Stage II****BUSAN 200 15 Points****Business Analytics**

An introduction to the science of fact based, data driven, decision making, exposure to different approaches, support tools, and analytical methods for decision making, particularly using spreadsheets, reinforcement of critical thinking skills and the ability to intelligently use information; and development and integration of modelling skills in a variety of decision-making-oriented applications.

*Prerequisite:* STATS 108 and 15 points from COMPSCI 101, 107, 130, INFOMGMT 192, INFOSYS 110

*Restriction:* INFOMGMT 290

**BUSAN 201 15 Points****Data Management**

Rapid advancements in computing power and data storage capacity has changed how digital data is created, stored, consumed, and managed. As a result, business data exists in many formats and representations. Students will be equipped with contemporary data management tools and exploratory techniques to realise the value of data as a business asset.

*Prerequisite:* 15 points from COMPSCI 101, 107, 130, INFOMGMT 192, INFOSYS 110

*Restriction:* INFOMGMT 292

**Stage III****BUSAN 300 15 Points****Data Wrangling**

Organisations are increasingly adopting big data analysis, predictive analytics, social data mining, and deep machine learning to gain business intelligence and insight. The value of such technologies relies on having high-quality data, yet raw data is messy and its transformation to add value is often neglected. Students will explore a data wrangling toolbox to add value to data.

*Prerequisite:* 15 points from BUSAN 201, INFOMGMT 292, INFOSYS 222

*Restriction:* INFOMGMT 390

**BUSAN 301 15 Points****Data Visualisation**

Graphs, maps, charts, animations and tag clouds assist us to better understand data. Accountants, economists, management and marketing specialists all seek sophisticated visual representations to better communicate with their clients. This course takes a multi-media approach to acquiring and analysing data then transforming it into a usable form, using open-source coding and development tools.

*Prerequisite:* 30 points at Stage II in Business Analytics, Information Management, Information Systems

*Restriction:* INFOMGMT 392

**BUSAN 302 15 Points****Data Mining and Decision Support**

Business modelling to solve challenging problems faced by identified stakeholders. Students will explore these challenges by decomposing unstructured complex problems,

evaluating and prioritising alternatives, allocating scarce resources, and justifying and defending solutions provided.  
*Prerequisite:* 15 points from BUSAN 201, INFOMGMT 292, INFOSYS 222

*Restriction:* INFOMGMT 393, INFOSYS 330

**BUSAN 303** 15 Points  
**Special Topic**

**BUSAN 304** 15 Points

**Business Analytics Capstone**

Based on a real-life project and focuses on creating a competitive advantage through improving the overall decision-making process of the company hosting the project: from data through to decisions. By exploring the challenges surrounding decision-making students will utilise the skills gained in previous courses enabling the deployment of business analytics tools to find practical solutions to benefit the host company.

*Prerequisite:* 15 points from BUSAN 200, INFOMGMT 290, STATS 208, 255, and BUSAN 201 or INFOMGMT 292

*Restriction:* INFOMGMT 394

**BUSAN 305** 15 Points  
**Simulation Modelling**

Uncertainty exists in all management decisions and simulation is used for analysing systems in industry. This course focuses on modelling 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 modelling, modelling networks (computer or transportation networks) and simulating operations (machine scheduling or assembly line modelling). The emphasis is on “learning by doing”.

*Prerequisite:* 15 points from BUSAN 200, ENGSCI 255, INFOMGMT 290, OPSMGT 255, 258, STATS 201-290

*Restriction:* OPSRES 385

## Business Human Resource Management

### Postgraduate 700 Level Courses

**BUSHRM 701** 15 Points  
**Human Resource Analytics**

Develops the tools and frameworks for gathering and analysing data on workforce skills, attitudes and behaviours and building models of how these variables influence business and employee outcomes.

*Prerequisite:* BUSMGT 724, 751, 761, 762, with a B average or higher

**BUSHRM 702** 15 Points  
**Strategic Human Resource Management**

Focuses on how HR specialists can help business leaders to develop HR strategies that enhance organisational performance and employee well-being. Examines current and emerging research in HRM and evaluates contemporary practice.

*Prerequisite:* BUSMGT 724, 751, 761, 762, with a B average or higher

**BUSHRM 703** 30 Points  
**HRM Research Project**

Explores human resource management within the business environment through research of a human resource management issue and the production of a written analytical research report that addresses that human resource management issue.

*Prerequisite:* BUSMGT 724, 751, 761, 762, with a B average or higher

**BUSHRM 710** 15 Points

**Consultancy Practice**

Develops the tools and frameworks required to engage in consultancy work. Engages students in problem framing, identifying and employing appropriate methodologies, and developing and presenting solutions to specific problems. Considers the dynamics of client-consultant relationships.

*Prerequisite:* BUSMGT 724, 751, 761, 762, with a B average or higher

**BUSHRM 711** 30 Points

**Consultancy Project for HRM**

A research-informed consultancy project based on a human resource management internship with a company or other appropriate organisation with written and oral reports of the findings.

*Prerequisite:* BUSMGT 724, 751, 761, 762, with a B average or higher

## Business International

### Postgraduate 700 Level Courses

**BUSINT 701** 15 Points

**Applied Research Design**

Focuses on the principles and practices of research design. Topics covered will include the ethics of research activities, how a topic might be investigated from multiple approaches and philosophical perspectives, and the key components of a dissertation and project.

*Prerequisite:* BUSMGT 741-744

*Restriction:* BUSINESS 704, BUSMKT 701

**BUSINT 703** 30 Points

**International Business Research Project**

Students explore the international business environment by addressing a global business problem to produce a written analytical research report.

*Prerequisite:* BUSMGT 724, 741, 751, 761 with at least a B average

*Restriction:* INTBUS 780

**BUSINT 704** 30 Points

**Internship Project for MintBus**

Students explore the international business environment first-hand as they take part in an internship with a company or organisation to complete a research-informed project, and present both written and oral reports of the findings.

*Prerequisite:* BUSMGT 741-744

*Restriction:* INTBUS 781

**BUSINT 706** 15 Points

**Cases in Strategy**

Focuses on the practical development, implementation and control of strategies needed to attain and sustain an organisation's competitive advantage.

*Prerequisite:* BUSMGT 724, 741, 743, 751 with at least a B average

**BUSINT 710** 15 Points

**Consultancy Practice**

Develops the tools and frameworks required to engage in consultancy work. Engages students in problem framing, identifying and employing appropriate methodologies, and developing and presenting solutions to specific problems. Considers the dynamics of client-consultant relationships.

*Prerequisite:* BUSMGT 724, 741, 751, 761 with at least a B average

**BUSINT 711** 30 Points

**Consultancy Project for MintBus**

A research-informed consultancy project based on an international business internship with a company or other

appropriate organisation with written and oral reports of the findings.

*Prerequisite:* BUSMGT 724, 741, 751, 761 with at least a B average

*Restriction:* BUSMKT 703, 704

## Business Management

### Postgraduate 700 Level Courses

#### BUSMGT 701 7.5 Points

##### Professional Development Module 1

Establishes an understanding of self as an individual within a personal, cultural and 'emerging-professional' context. Provides opportunities for the development of applied communication skills and personal career planning strategies to become an agile, reflective professional.

#### BUSMGT 702 7.5 Points

##### Professional Development Module 2

Develops key interpersonal strategies and skills to manage self and function effectively and cooperatively as a professional in a range of business environments. Builds on personal and professional goals focussing on the presentation of self to the market place.

*Prerequisite:* BUSMGT 701

#### BUSMGT 703 7.5 Points

##### Professional Development Module 3

Engages the emerging manager in developing skills and capabilities that will enhance the ability to work effectively and manage others including cross-border contexts. Focuses on the application of tools and models to develop an understanding of the complexity of organisational contexts and the challenges and issues which confront managers.

*Prerequisite:* BUSMGT 702

#### BUSMGT 704 7.5 Points

##### Professional Development Module 4

Focuses on the development of advanced professional attributes which are essential to leadership including influencing others and managing change. Creates understanding of an entrepreneurial mind-set and emphasises techniques for identifying and evaluating business opportunities. Develops skills and competencies including advanced communication through the critical analysis of applied scenarios.

#### BUSMGT 711 15 Points

##### Managing People and Organisations

Focuses on the foundations of organisational behaviour and managing within the workplace. Examines the challenges that managers and leaders face in managing people and organisations.

#### BUSMGT 712 15 Points

##### Principles of Business Analytics

Focuses on fact-based and data driven-decision making in a volatile, uncertain, complex and ambiguous (VUCA) world. Introduces and examines tools and approaches to support decision making through an understanding of data and structured thinking.

#### BUSMGT 713 15 Points

##### Financial Reporting and Control

Focuses on essential accounting knowledge for effective resource allocation and for quantifying, assessing, and communicating information about the health of the enterprise.

#### BUSMGT 714 15 Points

##### Economics for Managers

Examines attributes and behaviours of consumers, firms, markets and institutions and their impacts on the macroeconomy. Focuses on the micro- and macro-economic aspects of market actors from a managerial perspective.

#### BUSMGT 715 15 Points

##### Corporate and Marketing Strategy

Focuses on the core components of corporate strategy such as strategy development, diversification, and corporate portfolio management. Examines key elements of marketing strategy such as market defining, segmenting, targeting, positioning and branding.

*Prerequisite:* 60 points from BUSMGT 711-714, with at least a B- average

#### BUSMGT 716 15 Points

##### Strategy Capstone

Examines the logics and processes of strategy formulation and implementation. The course involves extensive business situation case analysis and a 'real world' business project requiring creative and innovative recommendations typical for a capstone experience.

*Prerequisite:* 60 points from BUSMGT 711-714 with at least a B- average

#### BUSMGT 717 15 Points

##### Strategic Management

Advanced analysis of corporate and competitive strategy with a focus on innovation, diversification and strategic change. Uses a case-based approach to evaluate the strengths and limitations of different perspectives for creating an appropriate strategy.

*Prerequisite:* BUSMGT 711-714 with at least a B- average

#### BUSMGT 718 15 Points

##### Business Analytics

Focuses on fact-based and data driven-decision making in a volatile, uncertain, complex and ambiguous (VUCA) world. Examines decision biases and tools to overcome decision making under VUCA, particularly through critical and structured thinking.

#### BUSMGT 722 15 Points

##### Innovation and Value Creation

Focuses on how entrepreneurs and organisations create and capture value through innovation. Examines the different paths for creating value from innovation, and the role of the market and how organisations can manage innovation processes in house and in collaboration with other organisations.

*Prerequisite:* 60 points from BUSMGT 711-714 with at least a B- average

#### BUSMGT 723 15 Points

##### Leadership and Governance

Focuses on the choices organisations and their leaders make to maximise organisational effectiveness. Integrating leadership theory with legal, ethical, cultural, and stakeholder viewpoints a particular emphasis is given to the leadership roles of CEO's and Corporate Directors in the determination of governance processes.

*Prerequisite:* 60 points from BUSMGT 711-714 with at least a B- average

#### BUSMGT 724 15 Points

##### Global Operations Management

Advanced analysis of global operations management. Evaluates the design, management, and improvement of

operations in goods and services organisations and critiques strategies to improve global supply chain performance.

*Prerequisite:* 60 points from BUSMGT 711–714 with at least a B- average

#### **BUSMGT 725 15 Points**

##### **Entrepreneurship and Global Venture Creation**

Focuses on how entrepreneurs capture value from new ideas and create new ventures. Explores models and frameworks for evaluating and exploiting entrepreneurial opportunities including decision-making, market validation, financing and marketing.

#### **BUSMGT 731 15 Points**

##### **Financial Reporting and Accounting**

Provides overview of financial accounting principles within New Zealand and the understanding and application of New Zealand Financial Reporting Standards. Focuses on the role of financial statements play in investment, analysis and contracting decisions.

*Prerequisite:* 60 points from BUSMGT 711–714 with at least a B- average

#### **BUSMGT 732 15 Points**

##### **Business Finance**

Examines the functions of the markets for real and financial assets, and their valuation. Focuses on the various techniques that financial managers can create wealth for shareholders and stakeholders.

*Prerequisite:* 60 points from BUSMGT 711–714 with at least a B- average

#### **BUSMGT 733 15 Points**

##### **Analysing Financial Statements**

Advanced analysis of financial statements and the assessments of an organisation's performance. Evaluates tools and techniques used to measure and assess risk and value through an applied project.

*Prerequisite:* 60 points from BUSMGT 711–714 with at least a B- average

#### **BUSMGT 734 15 Points**

##### **Strategic Management Accounting**

Critically analyses the role of strategic management accounting in facilitating strategic decision making and sustainable value creation. Evaluates strategic cost management tools and techniques, budgetary control systems and performance measurement through an applied project.

*Prerequisite:* 60 points from BUSMGT 711–714 with at least a B- average

#### **BUSMGT 735 15 Points**

##### **Management Accounting**

Design and management of revenue and cost management systems. Analysis of Budgets and standards, costing system, cost systems for decision-making and control, performance appraisal, and contemporary related issues.

*Prerequisite:* 60 points from BUSMGT 711–714 with at least a B- average

#### **BUSMGT 741 15 Points**

##### **International Business Environment**

Provides an understanding of macro-environment issues that businesses operating internationally face. Develops students' analytical thinking and decision making skills with the use of analytical tools and case studies.

*Prerequisite:* 60 points from BUSMGT 711–714 with at least a B- average

*Restriction:* INTBUS 723

#### **BUSMGT 742 15 Points**

##### **International Trade and Finance**

Provides an understanding of the trade and financial environments within which organisations operate. Focuses on the challenges organisations face when making business decisions with regard to international trade and finance.

*Prerequisite:* BUSMGT 724, 741, 751, 761 with at least a B average

*Restriction:* INTBUS 725

#### **BUSMGT 743 15 Points**

##### **Competing in Asia**

Develops highly specialised knowledge about the changing institutional and business environments in key economies in the Asia-Pacific region. Requires independent research and analysis to critically evaluate the implications of such changes for innovation, business strategy and understanding customers.

*Prerequisite:* 60 points from BUSMGT 724, 741, 751, 752, 754, 761, with at least a B grade average

*Restriction:* INTBUS 727

#### **BUSMGT 751 15 Points**

##### **Marketing Management**

Focuses on the core concepts and principles of marketing theory and practice using examples from New Zealand and overseas.

*Prerequisite:* BUSMGT 711–714 with at least a B- average

#### **BUSMGT 752 15 Points**

##### **Understanding Consumers**

Explores the consumer perspective in marketing with an overview of the theories that explain consumption and the research methods that generate insights that firms can use.

*Prerequisite:* BUSMGT 711–714 with at least a B- average

#### **BUSMGT 753 15 Points**

##### **Contemporary Marketing**

Development and evaluation of contemporary marketing issues and strategies.

*Prerequisite:* BUSMGT 711–714 with at least a B- average

#### **BUSMGT 754 15 Points**

##### **Marketing Communications**

Analysis of the individual components of the marketing communications mix. Critically evaluates the role of marketing communications in supporting brand, product and service strategy.

*Prerequisite:* BUSMGT 711–714 with at least a B- average

#### **BUSMGT 755 15 Points**

##### **Strategic Digital Marketing**

Examines current and emerging research in marketing communications and evaluates contemporary practice. Focuses on the effective integration of digital strategies in marketing planning, implementation and practice.

*Prerequisite:* BUSMGT 751, 752, 754, 761 with at least a B grade average

#### **BUSMGT 756 15 Points**

##### **Advertising, Branding, and PR**

Develops the essential frameworks and tools for operating in specialised marketing agencies such as advertising, branding, media, PR, or similar. Examines the work of marketing agencies, and equips students with a mobile repertoire of practical skills required by marketing agencies.

#### **BUSMGT 761 15 Points**

##### **International Human Resource Management**

Examines the management of international workforces in multinational corporations. Explores the impact of culture on managing people in cross-border contexts.

**BUSMGT 762 15 Points****Human Resource Policy and Practice**

Evaluates the policies and practices involved in the core processes of HRM and builds students professional skills in assisting organisations to design and implement these policies and practices effectively.

*Prerequisite: BUSMGT 711-714 with a B- average or higher*

**BUSMGT 771 15 Points****Extended Enterprise Operations**

Examines cross-functional and inter-organisational business processes, systems, and technologies to enhance supply chain performance. Considers analysis, design, implementation, and configuration.

*Prerequisite: 60 points from BUSMGT 711-714 with at least a B-average*

**BUSMGT 772 15 Points****Supply Chain Management**

Using quantitative models and qualitative understanding, the course explores the essential components of a supply chain- inventory, logistics and transportation. Considers supply chain dynamics, risk management, collaboration, and sustainability, and the trade-offs inherent in supply chain decisions

*Prerequisite: 60 points from BUSMGT 711-714 with at least a B-average*

**BUSMGT 773 15 Points****Strategic Sourcing**

Considers analysis, planning, management, and improvement of the sourcing/procurement function in businesses. Special attention is given to Supplier Selection and Relationship Management, Negotiation, Co-ordination and Collaboration, and Supply Chain Financing. The course uses both qualitative and quantitative models.

*Prerequisite: 60 points from BUSMGT 711-714 with at least a B-average*

**BUSMGT 774 15 Points****Global Operations**

Advanced analysis of global operations management through an understanding of process capacity and constraints, and risks and benefits of lean processes. Considers operational, ethical, and sustainability issues in managing global trade networks and global operations teams.

*Prerequisite: BUSMGT 771-714 with a B- average or higher*

**BUSMGT 775 15 Points****Supply Chain Strategy**

Presents the development and implementation of strategies for enhancing supply chain performance. Explores competitive issues, tradeoffs and performance metrics, along with supply chain alignment and design, ICT, integration and strategic partnerships. There will be a focus on sustainable supply chain management and an extension to humanitarian logistics.

*Prerequisite: 60 points from BUSMGT 711-714 with at least a B-average*

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**Business Marketing**


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**Postgraduate 700 Level Courses****BUSMKT 703 30 Points****Marketing Research Project**

Explores marketing within the business environment through research of a marketing issue and the production of a written

analytical research report that addresses that marketing issue.

*Prerequisite: BUSMGT 751, 752, 754, 761 with at least a B grade average*

*Restriction: BUSMGT 704*

**BUSMKT 706 15 Points****Cases in Strategy**

Focuses on the practical development, implementation and control of strategies needed to attain and sustain an organisation's competitive advantage.

*Prerequisite: BUSMGT 743, 751-753 with at least a B average*

**BUSMKT 710 15 Points****Consultancy Practice**

Develops the tools and frameworks required to engage in consultancy work. Engages students in problem framing, identifying and employing appropriate methodologies, and developing and presenting solutions to specific problems. Considers the dynamics of client-consultant relationships.

*Prerequisite: BUSMGT 751, 752, 754, 761 with at least a B average*

**BUSMKT 711 30 Points****Consultancy Project for MMktg**

A research-informed consultancy project based on a marketing internship with a company or other appropriate organisation with written and oral reports of the findings.

*Prerequisite: BUSMGT 751, 752, 754, 761 with at least a B grade average*

*Restriction: BUSMKT 703, 704*

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**Business MBA**


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**Postgraduate 700 Level Courses****BUSMBA 700 0 Points****Coaching for Leadership**

Develops skills to lead oneself, others and organisations in increasingly global, uncertain and complex business environments. Explores principles of effective leadership within a context that is constantly changing.

**BUSMBA 701 7.5 Points****Financial Return, Risk and Valuation**

Examines factors that affect the value of real and financial assets and explores the relation between risk and return and its implications for asset values and the cost of capital. Includes coverage of models and techniques used for the valuation of real and financial assets.

**BUSMBA 702 7.5 Points****Managing Capacity and Inventory**

Develops effective strategies for determining and allocating capacity and inventories to match supply and demand consistent with business strategy, cost factors, and uncertainty. Considers both manufacturing and services utilising perspectives from operations, accounting, and finance.

**BUSMBA 703 7.5 Points****Globalising Mindsets**

Develops skills to navigate the complexities of the global business environment. Critically evaluates differences in regulation, culture and customs in formulating strategies to reach overseas customers and navigate different business systems.

**BUSMBA 704 7.5 Points****Managing Talent in the 21st Century**

Explores the factors that enable organisations to attract,

keep and promote valued talent. Considers the role of technological developments in the definition and organisation of work and the implications for individuals and organisations. Explores principles of human talent management within a context that is constantly changing.

**BUSMBA 705** 7.5 Points  
**Approaches to Growth**

Explores various strategic approaches to growth, drawing on strategic management and marketing. Develops skills to critically evaluate, develop and manage growth strategies that are appropriate for the given context.

**BUSMBA 706** 7.5 Points  
**Innovating New Products and Services**

Examines the processes that create successful new products and services and explores the development of appealing concepts, prototyping and testing, refinement, production and launch. Develops skills to create a refined concept for a new offering, and plans for processes required to execute its launch into the marketplace.

**BUSMBA 707** 7.5 Points  
**Engaging Innovation Ecosystems**

Provides a multi-disciplinary approach to build the practices of innovation, commercialisation, and corporate entrepreneurship. Examines the essential processes of open innovation, such as collaboration, knowledge sharing, and contracting.

**BUSMBA 708** 7.5 Points  
**Leading and Managing Change**

Critically evaluates the key determinants of successful organisational change including factors within the control of the change agent, including those that enable and constrain the actions of the change agent. Develops skills to initiate and manage change, and then to embed change in organisational systems and practices.

**BUSMBA 709** 7.5 Points  
**Market Making and Market Shaping**

Explores the factors that enable organisations to make and shape markets, drawing on the transdisciplinary science of systems theory. Develops skills to devise and implement strategies on a market or ecosystem level in uncertain and complex contexts.

**BUSMBA 710** 7.5 Points  
**Creative Disruption**

Explores the main technological changes and other change forces impacting businesses and the wider society. Provides a multi-disciplinary approach to harnessing and fostering disruptive innovations.

**BUSMBA 711** 7.5 Points  
**Organisational Resilience**

Develops skills to critically assess current reality and understand ripple effects while scanning the horizon for long-term threats and opportunities. Develops skills to build individual and organisational resilience in a context that is volatile, uncertain, complex and ambiguous.

**BUSMBA 712** 7.5 Points  
**Demographic Shifts**

Develops a critical understanding of the changing demography of New Zealand and other nations and the implications for organisations. Identifies and critically evaluates organisational actions in anticipation of or in response to demographic shifts.

**BUSMBA 713** 7.5 Points  
**Special Topic**

**BUSMBA 714** 15 Points  
**Special Topic**

**BUSMBA 750** 15 Points  
**Navigating the Business Environment**

Critically evaluates the business environment from legal, economic, political and social perspectives, at both the national and international levels. Develops skills to identify and influence major constraints and opportunities, and to use this critical understanding in strategic decision-making.

**BUSMBA 751** 15 Points  
**Financial Management and Control**

Covers the process of financial management within a corporation and explores how the analysis of a range of financial information can be used to gain insights which enhance managerial decision making. Examines how value can be created for shareholders and other stakeholders through investment and financing decisions.

**BUSMBA 752** 15 Points  
**Building Capabilities for Performance**

Explores business strategies based on unique resources and capabilities, utilising perspectives from management and marketing. Develops skills to generate market intelligence, device strategies, manage intangible assets as well as relationships with external stakeholders.

**BUSMBA 753** 15 Points  
**Designing, Managing, and Improving Business Processes**

Explores leading and organising intra- and inter-organisational processes and systems, for effective production and delivery of goods and services meeting customer needs. Considers uncertain and complex business environments, along with operations and supply chain management ideas and technologies.

**BUSMBA 760** 15 Points  
**Making Evidence-based Decisions under Uncertainty**

Develops highly specialised knowledge about decision making within organisations. Requires the critical synthesis and appraisal of different types of expertise and evidence in informing management practice.

*Prerequisite: 90 points from BUSMBA 701-753*

**BUSMBA 770** 30 Points  
**Managing Entrepreneurial Growth Project**

Provides a practical opportunity for participants to work with a New Zealand or international business in an advisory capacity to develop strategic recommendations for growth locally and internationally. Develops a hands-on multi-disciplinary approach to recognising, assessing, and marketing entrepreneurial opportunities for new products and services. An overseas fieldtrip is required to complete the course.

*Prerequisite: BUSMBA 760 and 90 points from BUSMBA 701-753*

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## Business Supply Chain Management

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### Postgraduate 700 Level Courses

**BUSSCM 701** 15 Points  
**Service Operations**

Examines both traditional and new approaches for achieving operational competitiveness in service businesses. Major service sectors such as health care, banking and financial services, transportation, hotels, and call centres are



studied. Addresses both strategic analysis and operational decision making, with an emphasis on the latter.

*Prerequisite:* BUSMGT 771-774 with a B average or higher

### **BUSSCM 702** **Supply Chain Analytics** **15 Points**

Explores the key tools involved in the analysis and design of effective supply chains. Covers forecasting, optimisation, decision analysis, game theory, and simulation as analytic methods for supply chain performance improvement. Discusses the employment of “big data” for supply chain analytics.

*Prerequisite:* BUSMGT 771-774 with a B average or higher

### **BUSSCM 703** **SCM Research Project** **30 Points**

Examines supply chain management within the business environment through research of a supply chain management issue and the production of a written analytical research report that addresses that issue.

*Prerequisite:* BUSMGT 771-774 with a B average or higher

### **BUSSCM 710** **Consultancy Practice** **15 Points**

Develops the tools and frameworks required to engage in consultancy work. Engages students in problem framing, identifying and employing appropriate methodologies, and developing and presenting solutions to specific problems. Considers the dynamics of client-consultant relationships.

*Prerequisite:* BUSMGT 771-774 with a B average or higher

### **BUSSCM 711** **Consultancy Project for SCM** **30 Points**

A research-informed consultancy project based on a supply chain management internship with a company or other appropriate organisation with written and oral reports of the findings.

*Prerequisite:* BUSMGT 771-774 with a B average or higher

## **Commercial Law**

### **Stage I**

### **COMLAW 101** **Law in a Business Environment** **15 Points**

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

### **Stage II**

### **COMLAW 201** **Commercial Contracts** **15 Points**

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

### **Stage III**

### **COMLAW 301** **Taxation** **15 Points**

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 203

### **COMLAW 303** **Receiverships and Reconstructions** **15 Points**

A business in difficulty may fail or it may be rehabilitated. Receiverships and Reconstructions looks at aspects of business failure and near failure including informal workouts, formal business rescue regimes, company receiverships and personal bankruptcy. Students will develop the skills and expertise to operate in these fields.

*Prerequisite:* COMLAW 203 or LAW 417

### **COMLAW 304** **Business Structures for Enterprises** **15 Points**

Business advisers 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 advisers are familiar with their merits and legal consequences of utilising these structures.

*Prerequisite:* COMLAW 203

### **COMLAW 305** **Financial Markets Law** **15 Points**

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 203

### **COMLAW 306** **Marketing Law** **15 Points**

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 101, MKTG 201; or COMLAW 201 or 203; or COMLAW 101 and at least 30 points at Stage II

#### **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 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

#### **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

#### **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 and at least 30 points at Stage II

#### **COMLAW 321 15 Points**

##### **Special Topic**

### **Postgraduate 700 Level Courses**

#### **COMLAW 703 30 Points**

##### **Legal Research, Writing and Contemporary Issues**

The theory and application of legal research methodologies and the practice of legal writing, identifies and resolves key commercial law and taxation issues that arise for businesses and organisations operating in New Zealand.

#### **COMLAW 788 30 Points**

##### **Research Essay**

#### **COMLAW 791 60 Points**

##### **COMLAW 791A 30 Points**

##### **COMLAW 791B 30 Points**

##### **Dissertation**

To complete this course students must enrol in COMLAW 791 A and B, or COMLAW 791

#### **COMLAW 793A 30 Points**

##### **COMLAW 793B 60 Points**

##### **Thesis**

To complete this course students must enrol in COMLAW 793 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

## **Commercialisation and Entrepreneurship**

### **Postgraduate 700 Level Courses**

#### **COMENT 703 15 Points**

##### **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 15 Points**

##### **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 45 Points**

##### **COMENT 705A 22.5 Points**

##### **COMENT 705B 22.5 Points**

##### **Project in Commercialisation**

A supervised project requiring the application of advanced 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.

To complete this course students must enrol in COMENT 705 A and B, or COMENT 705

#### **COMENT 706 15 Points**

##### **Managing Innovative Processes**

Focuses on the core activities and practices associated with

managing innovation, commercialisation and entrepreneurial processes such as internationalisation, collaboration, knowledge sharing, new product development, leading innovation and creativity, innovative organisation and project management.

**COMENT 707** 15 Points

#### Elective Study

Topics approved by the Programme Director.

**COMENT 708A** 15 Points

**COMENT 708B** 15 Points

#### Business Analysis for Commercialisation and Entrepreneurship

Develops a cross disciplinary set of competencies for research commercialisation, entrepreneurship and technology ventures by drawing upon core concepts, models and knowledge from the disciplines of Accounting/Finance, Marketing, IP and Commercial Law. Emphasis will also be placed on linkages between the disciplinary concepts and methods and how they are applied in specific situations.

*Restriction: COMENT 701, 702*

*To complete this course students must enrol in COMENT 708 A and B*

## Economics

### Stage I

**ECON 151** 15 Points

**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: ECON 101, 111, 152, 191*

**ECON 152** 15 Points

#### Principles of Economics

Analysis of issues that affect our daily lives, including pricing decisions by firms and their impact on our cost of living; game theory and strategic decision-making; tackling problems of pollution and global warming; and how governments use monetary and fiscal policies to stimulate economic growth and address unemployment and inequality.

*Prerequisite: ECON 151 or 16 credits in NCEA Level 3 Economics with a Merit average including standard 91399 (Demonstrate understanding of the efficiency of market equilibrium), or a scholarship pass in Economics, or B grade in CIE Economics or 4 out of 7 in Economics (HL) in IB*

*Restriction: ECON 101, 111, 191*

### Stage II

**ECON 200** 15 Points

#### Special Topic

*Prerequisite: ECON 111 or 152*

**ECON 201** 15 Points

#### Microeconomics

Study of the allocation of scarce resources among competing end uses. Intermediate-level analysis of the economic behaviour of individual units, in particular consumers and firms. Although the focus is on perfectly competitive

markets, attention is also given to other types of markets. Analysis also includes concepts of expected utility and uncertainty, and welfare economics.

*Prerequisite: ECON 101 or 152 or 180 points in Mathematics or Statistics with a GPA of 5 or higher and a B or higher in MATHS 130, 150 or 153*

**ECON 202** 15 Points

#### Managerial Economics

Applies economic principles to achieve better management and strategic decisions in real-world business situations. Covers costs and investment, transaction costs and vertical integration, behavioural economics, incentives and agency problems, bargaining and non-linear pricing, product bundling and product differentiation, entry deterrence and regulation of business. Uses theory, case studies and worked problems to develop and reinforce understanding.

*Prerequisite: 15 points from ECON 101, 152, 191, or Department approval*

**ECON 211** 15 Points

#### Macroeconomics

Provides an introduction to the dynamic microfoundations of macroeconomics, and demonstrates how we can utilise these foundations (i) to understand the trends and fluctuations of macroeconomic aggregates like national output, unemployment, inflation and interest rates, and (ii) to predict the outcome of alternative government policies related to current economic problems of New Zealand and the rest of the world.

*Prerequisite: ECON 111 or 152 or 180 points in a BSc major in Mathematics or Statistics with a GPA of 5 or higher and a B or higher in MATHS 130, 150 or 153*

**ECON 212** 15 Points

#### Game Theory

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 minmax value; n-person non-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 sub-game perfection; introduction to games in coalitional form; the core and the Shapley value.

*Prerequisite: 15 points from ECON 101, 151, 152, 191, MATHS 108, 130, 150, 153, PHIL 101*

**ECON 221** 15 Points

#### Introduction to Econometrics

An introduction to model building and empirical research methods in economics. Emphasises the use and interpretation of single equation regression techniques in formulating and testing microeconomic and macroeconomic hypotheses. Cross-section and time series modelling, as well as qualitative choice models will be covered. There will be examples of the uses of econometrics in a variety of areas through statistical analysis, problem solving and econometric estimation using a statistical computer package.

*Prerequisite: 15 points from ECON 152, MATHS 108, 130, 150, 153, STATS 101, 102, 108, 125, 191*

**ECON 232** 15 Points

#### Economics of Global Development

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 111 and 101 or 191, or ECON 152

### ECON 241

15 Points

#### International Economic Policy

An introduction to contemporary issues in international trade and finance, including tariff wars, optimal currency areas, financial crises, debt default and the role of institutions like the IMF. The course provides a conceptual framework to understand how and why nations trade, the forces underpinning financial globalisation, and the political economy of international trade and monetary relations.

*Prerequisite:* ECON 111 and 101 or 191, or ECON 152

### ECON 271

15 Points

#### Behavioural Economics

Scientists and philosophers have long pondered whether human decisions are primarily deliberative or more prone to emotions. This course brings together findings from economics, psychology and neuroscience to discuss decision making at the level of individuals, within small groups and in more anonymous and impersonal market settings with an emphasis on the role of social norms and cognitive biases.

*Prerequisite:* 15 points from ECON 151, 152, MATHS 108, 130, 150, 153, PHIL 101, PSYCH 108, 109, STATS 108

### Stage III

### ECON 301

15 Points

#### Advanced Microeconomics

Advanced treatment of aspects of consumer theory, producer theory, and game theory. Applications of this basic theory to the analysis of some topics in uncertainty, contracts, auctions, oligopoly, and information economics.

*Prerequisite:* ECON 201 and 15 points from ENGGEN 150, ENGSCI 111, MATHS 108, 130, 150, 153

### ECON 302

15 Points

#### Economics of Labour Markets

The application of economics to issues that confront policy makers all over the world. Covers the workings of labour markets and teaches how to use economic frameworks to judge the appropriateness of education, training, employment, taxation, immigration and other labour market policies.

*Prerequisite:* ECON 201

### ECON 303

15 Points

#### Law and Economics

Economic analysis of law and organisation, and the application of economics to property rights, patents and natural resource management. Includes: contracts, transaction cost analysis, classical contracting, long-run contracts, enforcement, role of market forces, risk aversion, remedies for breach, economic theory for torts, negligence rules, strict liability, multiple torts, product liability. Special topics may include: crime, insider trading, and business law.

*Prerequisite:* 15 points from ECON 201, 212, 232

### ECON 304

15 Points

#### Firms and Markets

An introduction to Industrial Organisation, the analysis of markets with imperfect competition. Industrial Organisation is concerned with the interdependence of market structure, firm behaviour and market outcome. Basic concepts of game theory will be systematically introduced and applied to

study strategic firm behaviour in a variety of general and more industry-specific market settings. In each case, we will analyse the implications of the market behaviour for consumers and society and explore the potential role for public policy with instruments like regulation, competition policy and patent policy.

*Prerequisite:* ECON 201 and 15 points from ENGGEN 150, ENGSCI 111, MATHS 108, 130, 150, 153

### ECON 311

15 Points

#### Advanced Macroeconomics

Designed to teach students modern macroeconomic analysis and focuses on the standard dynamic general equilibrium model, which is central to current macroeconomic research. Students are given a careful introduction to the overlapping generations version of this model and shown how this model can be adapted in different ways to address a wide variety of economic issues and policy questions.

*Prerequisite:* ECON 211 and 15 points from ENGGEN 150, ENGSCI 111, MATHS 108, 130, 150, 153

### ECON 321

15 Points

#### Advanced Econometrics

Development of the linear regression model, its basis, problems, applications and extensions: demand systems, time-series analysis including unit roots and co-integration, simulation and resampling methods including an exposure to practical computing classes.

*Prerequisite:* 15 points from ECON 221, STATS 201, 207, 208, 210, 225 and 15 points from ENGGEN 150, ENGSCI 111, MATHS 108, 130, 150, 153

### ECON 341

15 Points

#### 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:* 15 points from ECON 201, 211, 232, 241

### ECON 343

15 Points

#### 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:* 15 points from ECON 201, 211, 232, 241

### ECON 351

15 Points

#### 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, e.g., forwards and/or options to manage exchange rate risk.

*Prerequisite:* ECON 201 and 15 points from ENGGEN 150, ENGSCI 111, MATHS 108, 130, 150, 153

### ECON 352

15 Points

#### 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: 15 points from ECON 201, 211, 232, 241*

### **ECON 361 15 Points**

#### **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 15 Points**

#### **Energy and Environmental Economics**

An overview of the theory and empirical practice of economic analysis as it is used in evaluating energy and environmental problems. Topics covered include natural resource economics, as well as electricity and oil markets. Other topics include 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, sustainable development and climate change.

*Prerequisite: ECON 201*

### **ECON 374 15 Points**

#### **Special Topic**

### **ECON 381 15 Points**

#### **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 700 15 Points**

#### **Special Topic**

### **ECON 701 15 Points**

#### **Microeconomic Theory**

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 15 Points**

#### **Industrial Organisation**

Concerned with interdependence of firm behaviour, market structures and implications for consumers and society. Concepts from game theory are introduced and applied to study strategic firm behaviour in a variety of general and more specific market settings; Coverage includes the potential role for public policy with instruments like competition policy, patent policy and the regulation of public utilities such as telecommunication, electricity, water and gas.

### **ECON 711 15 Points**

#### **Macroeconomic Theory and Policy**

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 15 Points**

#### **Topics in Money, Banking and Finance**

An advanced treatment of macroeconomics focusing on contemporary issues that have been brought into sharp relief since the global financial crisis. Topics include models of financial crises, the role of financial markets and liquidity, sovereign debt, the relationship between financial intermediation and the macroeconomy, and the (unorthodox) way in which central bank policy is now conducted.

### **ECON 721 15 Points**

#### **Econometrics 1**

Core econometrics including theory and applications. The development of the classical linear regression model and extensions to the most general case. Applications to types of linear models involving cross-section and time-series data, and simultaneous equation models. The method of maximum likelihood, other extrema estimators and associated methods of testing.

### **ECON 723 15 Points**

#### **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 co-integration theory, non-linear time series analysis and continuous time models. Students will be introduced to practical time series forecasting methods.

### **ECON 741 15 Points**

#### **Topics in International Trade**

Advanced treatment of selected developments in international trade theory including the link between trade and development and contemporary issues relating to trade strategies and structural adjustment policies with an emphasis on developing countries.

### **ECON 742 15 Points**

#### **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 751 15 Points**

#### **Advanced International Finance**

A study of open-economy macroeconomic topics (theoretic, empirical and policy oriented), including models of exchange rate behaviour.

### **ECON 761 15 Points**

#### **Public Economics and Policy**

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 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 773 15 Points**

#### **The History of Economic Thought**

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 781 15 Points**

#### **Experimental Economics**

Controlled decision-making experiments have become an integral part of economics, more so with the advent of behavioural economics, which incorporates key insights from other social sciences to add realism to the Homo Economics model of human behaviour. This course will cover a selection of topics in experimental and behavioural economics with applications to commercial decision-making and public policy.

### **ECON 783 15 Points**

#### **Energy Economics**

Discusses issues related to the economics of climate change including peak oil as well as regulation and market design issues for energy and carbon markets. Natural resource economics and electricity markets are covered in depth.

### **ECON 784 15 Points**

#### **Special Topic**

### **ECON 788 30 Points**

### **ECON 788A 15 Points**

### **ECON 788B 15 Points**

#### **Research Essay**

*Restriction: ECON 789*

*To complete this course students must enrol in ECON 788 A and B, or ECON 788*

### **ECON 791 60 Points**

### **ECON 791A 30 Points**

### **ECON 791B 30 Points**

#### **Dissertation**

*To complete this course students must enrol in ECON 791 A and B, or ECON 791*

### **ECON 792A 22.5 Points**

### **ECON 792B 22.5 Points**

#### **Dissertation**

*To complete this course students must enrol in ECON 792 A and B*

### **ECON 794A 45 Points**

### **ECON 794B 45 Points**

#### **Thesis**

*To complete this course students must enrol in ECON 794 A and B*

### **ECON 796A 60 Points**

### **ECON 796B 60 Points**

#### **Thesis**

*To complete this course students must enrol in ECON 796 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, STATS 108*

### **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 or 180 points in a BSc major in Mathematics or Statistics with a GPA of at least 5 and at least a B in MATHS 130, 150 or 153*

### **Stage III**

### **FINANCE 351 15 Points**

#### **Advanced Financial Management**

A rigorous study of advanced capital budgeting procedures, more difficult aspects associated with capital structure and dividend decisions, mergers and acquisitions. Case study applications of financial management are used. A continuation of the material introduced in FINANCE 251.

*Prerequisite: FINANCE 251*

### **FINANCE 361 15 Points**

#### **Modern Investment Theory and Management**

Portfolio theory and equilibrium asset pricing models and empirical tests. Portfolio management (forecasting, construction, administration and evaluation) including issues relating to fixed interest and international equity investment. A continuation of the material introduced in FINANCE 261.

*Prerequisite: FINANCE 261 and MATHS 208 or 250*

### **FINANCE 362 15 Points**

#### **Risk Management**

Examines theoretical and practical aspects of risk management with an emphasis on the effective use of futures, options and other financial derivatives to control market risk exposure. Reviews no-arbitrage methods used to value financial futures and options, including the Black-Scholes model and binomial tree numerical methods.

*Prerequisite: FINANCE 261 and MATHS 208 or 250*

### **FINANCE 383 15 Points**

#### **Banking and Financial Institutions**

Provides a thorough understanding of the role of banks and other financial institutions in the economy. It focuses on the problems of risk management and regulation with a particular emphasis on problems, crises and most importantly the Global Financial Crisis.

*Prerequisite: FINANCE 251 or ECON 201 and 271*

### **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 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 presumes 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 781 15 Points**

##### **Special Topic: Financial Machine Learning**

Students are expected to apply contemporary machine learning methods to topics in finance. The course focuses on the design and implementation of machine learning solutions in the field of finance.

#### **FINANCE 782 15 Points**

##### **Special Topic**

#### **FINANCE 788 30 Points**

##### **Research Essay**

*Restriction: FINANCE 789*

#### **FINANCE 791 60 Points**

##### **FINANCE 791A 30 Points**

##### **FINANCE 791B 30 Points**

##### **Dissertation**

*To complete this course students must enrol in FINANCE 791 A and B, or FINANCE 791*

#### **FINANCE 794A 30 Points**

##### **FINANCE 794B 60 Points**

##### **Thesis**

*To complete this course students must enrol in FINANCE 794 A and B*

#### **FINANCE 796A 60 Points**

##### **FINANCE 796B 60 Points**

##### **Thesis**

*To complete this course students must enrol in FINANCE 796 A and B*

## **Global Management and Innovation**

### **Postgraduate 700 Level Courses**

#### **GLMI 701 15 Points**

##### **Competing Internationally**

Examines why, when, and how firms compete internationally. Utilises concepts and research on the firm, cluster and/or industry in international competition, the role of its resources and capabilities, and its adaptation to diverse operating contexts. Includes analysis of internationalising small and medium sized enterprises, mini multinationals, and global enterprises.

*Restriction: INTBUS 701*

#### **GLMI 702 15 Points**

##### **International Management**

Focuses on management research and practice with a cross-border or cross-cultural dimension. Includes topics such as: forms and management practices in cross-border business; international human resource management; managing knowledge flows across borders; and the cross-border differential impact of culture and institutions on firms.

*Restriction: INTBUS 702*

#### **GLMI 703 15 Points**

##### **Global Strategy**

Examines the development and implementation of strategies by global firms. Focuses on strategy formation, strategic management processes, and evaluation in international, multinational and transnational organisations. Includes analysis of strategies such as foreign entry mode options, innovation and production networks.

*Restriction: INTBUS 703*

#### **GLMI 704 15 Points**

##### **Challenges of Globalisation**

Discusses the causes of globalisation and its consequences for firms, and other groups and actors. Investigates challenges and diverse approaches to navigating the globalising arena. Examines a variety of market and non-market governance structures that create incentives and opportunities for international firms.

*Restriction: INTBUS 706*

#### **GLMI 705 15 Points**

##### **People, Performance and Well-being**

Examines the employment relationship through tensions at the intersection of human resource management, organisational performance and employee well-being. Explores strategies associated with building, developing

and motivating workforces and analyses ways of improving mutuality in employment relationships.

*Restriction: MGMT 711, 712*

#### **GLMI 706 15 Points**

##### **Working in an Age of Uncertainty**

Explores the contemporary environment which contains high levels of uncertainty, stemming from new technologies and changes in economy and society. Critically examines issues confronting organisations and work in these fast-paced, fluid and complex contexts, such as power and voice, meaning and dignity, and alternative forms of organising.

#### **GLMI 707 15 Points**

##### **Responsible Business and Sustainability**

Engages with pressing contemporary topics such as corporate social responsibility, sustainability, ethical business and governance, Māori and indigenous leadership, the stakeholder approach to responsible business, and diversity and inclusiveness in organisations.

*Restriction: MGMT 733, 737*

#### **GLMI 708 15 Points**

##### **Critical, Creative and Strategic Thinking**

Focuses on learning and applying ideas, processes and technologies to critical, creative and strategic thinking in fields related to leadership, management and change. Emphasises building the confidence, dexterity and set of practices to question and create new pathways for collaborative and systemic challenges.

#### **GLMI 709 15 Points**

##### **Creating Global Ventures**

Examines the issues involved in forming and operating a knowledge-intensive company that is global from inception. Includes topics such as assessing opportunities, developing a business model, forming a team and gathering the resources to launch a global new venture.

*Restriction: INTBUS 705, MGMT 715*

#### **GLMI 710 15 Points**

##### **Innovation and Knowledge Management**

Examines the role of innovation and knowledge in business profitability and growth. Includes knowledge as a foundation for innovation, core knowledge processes in organisations, understanding innovation processes in uncertain and complex environments, and collaborative innovation.

*Restriction: MGMT 721*

#### **GLMI 711 15 Points**

##### **Strategic Entrepreneurship and Innovation**

Examines the challenge of strategising in highly uncertain situations such as knowledge intensive start-ups and introduction of new products or processes. Reviews key theories of strategy and strategising, and applies tools for strategic management and analysis.

*Restriction: MGMT 726*

#### **GLMI 712 15 Points**

##### **Understanding and Managing Creativity**

Explores theories and research on creativity in both well-established and entrepreneurial organisations at different levels of analysis – individual, groups and firms. Includes topics such as factors impacting creativity, how to manage creative teams and individuals, and how to develop a creative climate in the organisation.

#### **GLMI 750 15 Points**

##### **Contemporary Themes in Global Management and Innovation**

Individualised readings and coursework from any field related to Global Management and Innovation.

#### **GLMI 751 15 Points**

##### **Directed Readings in Global Management and Innovation**

#### **GLMI 780 30 Points**

##### **Research Essay**

#### **GLMI 791 60 Points**

##### **GLMI 791A 30 Points**

##### **GLMI 791B 30 Points**

##### **Dissertation**

*To complete this course students must enrol in GLMI 791 A and B, or GLMI 791*

#### **GLMI 794A 30 Points**

#### **GLMI 794B 60 Points**

##### **Thesis**

*To complete this course students must enrol in GLMI 794 A and B*

#### **GLMI 796A 60 Points**

#### **GLMI 796B 60 Points**

##### **Thesis**

*To complete this course students must enrol in GLMI 796 A and B*

## **Information Systems**

### **Stage I**

#### **INFOSYS 110 15 Points**

##### **Business Systems**

Explores how information systems and operations management help organisations to innovate, optimise and deliver value. Examines how the interaction of business, systems, and technologies bring about organisational transformation. Develops the ability to conduct a business analysis of an organisation's vision, industry, strategy, value chain, processes, and systems.

### **Stage II**

#### **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: 15 points from COMPSCI 101, 105, 107, 130, INFOMGMT 192, INFOSYS 110*

*Restriction: INFOMGMT 291*

#### **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:* 15 points from COMPSCI 101, 105, 107, 130, INFOSYS 110

### **INFOSYS 280** **15 Points**

#### **Business Systems Construction**

The rapid growth of the internet and mobile technologies has had an enormous impact on the ways that companies conduct their business. Covers the construction process 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 COMPSCI 101 or 107 or 130

### **Stage III**

### **INFOSYS 300** **15 Points**

#### **Special Topic**

### **INFOSYS 310A** **15 Points**

### **INFOSYS 310B** **15 Points**

#### **Business Project**

A project in conjunction with an industry partner. The projects are to be in the areas of Business Analytics, Information Systems, and Operations and Supply Chain Management. The course encourages students to demonstrate skills and knowledge obtained in previous courses and to develop the capabilities of solving real-life problems.

*Prerequisite:* Either INFOSYS 220 and 222, or OPSMG 255 and 258, or either BUSAN 200 and 201 or INFOMGMT 290 and 292, or equivalent, and a GPA of 4.0 or higher

*Restriction:* INFOSYS 340, 342, 345

To complete this course students must enrol in INFOSYS 310 A and B

### **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 modelling and development environments.

*Prerequisite:* INFOMGMT 291 or INFOSYS 220, and BUSAN 201 or INFOMGMT 292 or INFOSYS 222, and INFOSYS 280 or COMPSCI 235 or 280 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:* 15 points at Stage II in Accounting, Business Analytics, Computer Science, Engineering Science, Information Management, Information Systems, Marketing, Operations Management, Software Engineering

### **INFOSYS 322**

**15 Points**

#### **Data Communications and the Internet**

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. Provides a pathway to complete the industry recognised CCNA certificate by including the 'Network Fundamentals' module of the Cisco Networking Academy Programme.

*Prerequisite:* 15 points from COMPSCI 101, 107, 130, INFOMGMT 192, INFOSYS 110

*Restriction:* INFOSYS 224

### **INFOSYS 323**

**15 Points**

#### **Management of Information Systems**

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:* 15 points at Stage II in Accounting, Business Analytics, Computer Science, Engineering Science, Information Management, Information Systems, Marketing, Operations and Supply Chain Management, Software Engineering

*Restriction:* INFOMGMT 391

### **INFOSYS 330**

**15 Points**

#### **Databases and Business Intelligence**

Identification and analysis of opportunities to improve business processes using innovative methods based in data analytics. Comprises three main components: data cleansing and management, data retrieval and data analytics. Case-studies will provide a practical perspective.

*Prerequisite:* BUSAN 201 or INFOMGMT 292 or INFOSYS 222 and 15 points from COMPSCI 101, 107, 130, INFOMGMT 192, INFOSYS 280, or equivalent

*Restriction:* BUSAN 302, INFOMGMT 393

### **INFOSYS 338**

**15 Points**

#### **Contemporary Issues in Information Systems**

Examines emerging information technologies and explores their theoretical and practical implications. Topics covered are dynamic and may include human-computer interaction, user behaviour in digital media, online communities, the sharing economy and the Internet of Things.

*Prerequisite:* INFOSYS 110 or equivalent and 30 points at Stage II in ACCTG, COMPSCI, ENGSCI, INFOMGMT, INFOSYS, MKTG, OPSMG, SOFTENG

### **INFOSYS 339**

**15 Points**

#### **LANs, WANs, and Wireless Infrastructure**

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 (QoS). 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 or 322



**INFOSYS 341 15 Points****Management of Information Security**

An overview of activities, methods, methodologies, and procedures related to establishing sound information security policies. Topics include: defining security requirements; security management models and practices; risk management; identification and authentication; access control; information security technologies and encryption techniques. Some key legal and ethical issues associated with the management of information security will be discussed.

*Prerequisite:* 15 points from INFOSYS 220, 222, 223, 224 or ACCTG 222 or INFOMGMT 291, 292

**INFOSYS 344 15 Points****Customer Relationship Management**

Concepts in CRM (Customer Relationship Management) and in the application, implementation and management of CRM technologies. The examination of information and analytics technologies that drive innovative CRM and communication, introducing theories of customer communication and relation management, evaluating the implications and effectiveness of different digital and analytics practices and devising conventional data-driven and digital marketing to support organisational strategies.

*Prerequisite:* INFOSYS 220 and 15 points at Stage II in Accounting, Computer Science, Engineering science, Business analytics, Information Systems, Marketing, Operations and Supply Chain Management or Software Engineering

*Restriction:* MKTG 304, 314

**Postgraduate 700 Level Courses****INFOSYS 700 15 Points****Digital Innovation**

New information technologies are transforming how innovations are created, distributed, and commercialised. Focuses on the practices for digital innovation creation, distribution, and commercialisation as well as the digital strategies needed to manage such digital innovations.

**INFOSYS 701 15 Points****Global Outsourcing**

Focuses on global outsourcing through the multiple lenses of information technology governance and operations and supply chain management. Examines outsourcing from a wide range of perspectives, including economic, cultural, and political. Addresses the main areas surrounding outsourcing and offshoring including organisational outsourcing, post outsourcing monitoring and control and evaluation.

**INFOSYS 702 15 Points****Special Topic****INFOSYS 720 15 Points****Information Systems Research**

A substantive review of research in the discipline of information systems. Behavioural, strategic and social issues relating to the design, implementation and impact of information technology applications will be studied.

**INFOSYS 722 15 Points****Data Mining and Big Data**

Data mining and big data involves storing, processing, analysing and making sense of huge volumes of data extracted in many formats and from many sources. Using information systems frameworks and knowledge discovery concepts, this project-based course uses cutting-edge business intelligence tools for data analytics.

**INFOSYS 725 15 Points****New Perspectives on Organisations and Information Systems**

Investigates major issues facing organisations in adopting, implementing and using information systems for competitive advantage. Explores a set of critical issues from both an academic and practical perspectives. Topics include: Strategic Information Systems, Ecommerce, Knowledge Management, the Emergence of the Business Process, ERP Implementation, Virtual Teams and Global IT, IS and Developing Countries.

**INFOSYS 727 15 Points****Advanced Information Security**

Focuses on technical security issues of the systems used in today's information technology applications. Explores the practical issues of identification and authentication, security of operating systems, cryptography, disaster recovery and contingency planning, and discusses the relevant theoretical models. Managerial aspects of information security issues as well as legal and ethical issues arising from protecting computer files both from a New Zealand and global perspective will be addressed. The course follows the content of CISSP certification.

**INFOSYS 730 15 Points****Telecommunications Management**

Seeks to expose students to current issues in telecommunications and computer networking as the involved industries move towards network and service convergence. Uses a multidisciplinary approach consisting of communications technology evolution, network economics principles and legal and regulatory frameworks. Cases include: Ethernet and the battle for the local area standard, Carrier Ethernet as a wide area technology, MPLS and VPLS, cellular and data wireless communications, next-generation networks VoIP, IPTV.

**INFOSYS 732 15 Points****Readings in Information Systems**

An independent study of the research literature in a particular area of information systems. An opportunity to investigate a topic in depth, and gain valuable research skills. The particular area of research must be jointly agreed upon by the lecturer and students, and approved by the Head of Department.

**INFOSYS 735 15 Points****Cloud Computing Architecture**

Cloud Computing Architecture combines practical skills development with broader research and critical thinking skills to enable the student to analyze concepts relating to cloud computing. The curriculum is delivered through instructor-led classes, knowledge assessments, and hands-on labs designed to develop technical expertise in cloud computing and preparing students for a career in cloud solutions.

**INFOSYS 737 15 Points****Adaptive Enterprise Systems**

Enterprises competing in contemporary dynamic markets must respond to the ever-increasing rates of change in a sustainable manner. Focuses on integrated cross-functional enterprise systems how they can be leveraged and enhanced to support adaptive and sustainable enterprises. A range of areas including Context-aware strategy/change/process/risk/performance management, Enterprise Resource Planning, Cloud Computing, Analytics, and Mobility will be discussed holistically.

**INFOSYS 740 15 Points****System Dynamics and Complex Modelling**

The concepts, theories and modelling tools of system dynamics are used to deal with the dynamic complexities arising from interdependencies and interactions amongst various parts and functions within organisations and societies alike. Qualitative and computer modelling are used to gain insight and to foresee the intended outcomes as well as unintended consequences of policies and strategic decisions. All aspects of organisations including HR, IT, operations, marketing and strategy are considered and their interdependencies explored.

**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:* 15 points from STATS 201-255, or equivalent

*Restriction:* MKTG 703, 704

**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.

*Restriction:* MKTG 703, 704

**INFOSYS 788 30 Points****Research Essay**

*Prerequisite:* INFOSYS 750 or INFOSYS 751

*Restriction:* INFOSYS 789

**INFOSYS 791 60 Points****INFOSYS 791A 30 Points****INFOSYS 791B 30 Points****Dissertation**

To complete this course students must enrol in INFOSYS 791 A and B, or INFOSYS 791

**INFOSYS 794A 30 Points****INFOSYS 794B 60 Points****Thesis**

To complete this course students must enrol in INFOSYS 794 A and B

**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

**Innovation****Stage I****INNOVATE 100G 15 Points****Innovation through Design**

Introduces design practice and tools to students in order to develop a user-centred approach to innovation. Students learn about design and, through cycles of empathy, creativity and prototyping, learn to design for innovation.

**Innovation and Entrepreneurship****Stage II****INNOVENT 203 15 Points****INNOVENT 203G 15 Points****The Entrepreneurial Mindset**

Stimulates new ways of thinking about enterprising behaviour in a multi-disciplinary manner relevant to understanding and addressing real world challenges of today. Introduces skills needed to identify and assess opportunities, solve problems creatively, communicate persuasively, work effectively in teams, and understand individual and organisational impact.

*Prerequisite:* BUSINESS 102 or MGMT 101 or 90 points passed or 60 points from Part I of the BE(Hons) Schedule

**INNOVENT 204 15 Points****Understanding Entrepreneurial Opportunities**

Applies processes for creating, evaluating and realising entrepreneurial opportunities. Presents creative and analytical approaches to engage with different stakeholders and make decisions under conditions of uncertainty in a variety of entrepreneurial contexts. Skills to assess opportunities and associated business models and communicate a credible and compelling business case are introduced.

*Prerequisite:* BUSINESS 101 and 102 or SCIGEN 201

*Restriction:* INNOVENT 202

**Stage III****INNOVENT 305 15 Points****Special Topic**

*Prerequisite:* 15 points from ENGGEN 302, 303, INNOVENT 201, 203, 204, MGMT 202, 271, SCIGEN 201

**INNOVENT 306 30 Points****Innovation and Entrepreneurship in Action**

A project-based experience that integrates theory and practice in a variety of real world contexts that may include: start-ups, social and indigenous enterprise, new product development, corporate venturing, technology innovation. Combines and extends prior knowledge and skills for creating and capturing value in new and established ventures. Explores how organisational and sectoral factors influence ventures. Introduces skills for leading and managing projects in ambiguous situations.

*Prerequisite:* 30 points from INNOVENT 201, 202, 203, 204

**INNOVENT 307 15 Points****Ecosystems for Innovation and Entrepreneurship**

Introduces the eco-system concept to examine ways that innovating firms interact with various actors to build and sustain viable global enterprises. Actors include: suppliers, competitors, investors, users/customers, governments and universities. Develops the analytical skills needed to identify different actors for potential partnerships and strategies to engage with them.

*Prerequisite:* 15 points from ENGGEN 302, 303, INNOVENT 201, 203, 204, MGMT 202, 271, SCIGEN 201

**INNOVENT 308 15 Points****Advanced Entrepreneurship**

Extends entrepreneurial knowledge and applies advanced skills in the context of a student defined project focused on an innovative opportunity with international potential. Develops an integrated understanding of the complex interactions within a successful interdisciplinary team and

the requirements for engaging with experts relevant to the opportunity.

*Prerequisite:* INNOVENT 204

*Restriction:* INNOVENT 303

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## International Business

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### Stage I

**INTBUS 151** 15 Points

**INTBUS 151G** 15 Points

#### Business across Borders

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, the course explores the influence of international trade and multinational corporations on the contemporary global economy.

*Restriction:* BUSINESS 101, INTBUS 201, 202

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### Stage II

**INTBUS 201** 15 Points

#### Foundations of International Business

Explores the distinctive nature of business conducted beyond the boundary of the domestic market. Examines how firms reach multinational scale while exposed to the turbulence and complexity of international political and economic forces.

*Prerequisite:* BUSINESS 102 or MGMT 101, and ECON 111 or 151 or 152 or 191, or 15 points from ECON 111, 151, 152 and 30 points in International Relations and Business

*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, or 15 points from ECON 151, 152 and 30 points in International Relations and Business

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### 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 202

*Restriction:* INTBUS 301, 302

**INTBUS 305** 15 Points

#### Governing International Business

Firms that compete internationally need to employ political strategies and understand the governing institutions that affect their ability to do business. Examines the interactions between international firms and governing institutions, and explores the implications of the international regulatory framework for specific industries.

*Prerequisite:* BUSINESS 200 or INTBUS 201 or 210 or 211, or INTBUS 201 and 30 points at Stage II in International Relations and Business

*Restriction:* INTBUS 304

**INTBUS 306** 15 Points

#### 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, or INTBUS 201 and 30 points at Stage II in International Relations and Business

*Restriction:* INTBUS 310, 311, 312, 313

**INTBUS 307** 15 Points

#### 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** 15 Points

#### Special Topic

*Prerequisite:* INTBUS 201 or 202 or 210 or 211

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## Management

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### 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

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### 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

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### 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 ENGGEN 302 or ENGGEN 303 or SCIGEN 201

*Restriction:* MGMT 301

**MGMT 304 15 Points****Managing People**

The impact of employment relationships on organisational performance and employee well-being. Principles of staffing, employee development, performance management, reward, diversity management, and employment negotiation.

*Prerequisite:* MGMT 211 or 223

**MGMT 309 15 Points****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 15 Points****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

*Restriction:* MGMT 311

**MGMT 320 15 Points****Special Topic**

*Prerequisite:* BUSINESS 200 or MGMT 202 or 211

**Māori Development****Postgraduate 700 Level Courses****MAORIDEV 720 15 Points****Whai Rawa: Māori Economies**

A critical survey of one thousand years of Māori economic and business activity which examines the interaction of resources, culture, society and commerce. Considers Māori enterprise as an Area Study of developing economies such as Whenua Rangatira and the Economy of Mana.

**MAORIDEV 721 15 Points****Te Whakapakari Huanga Māori: Māori Entrepreneurship**

An examination of both theory and practice in the field of Māori and Indigenous entrepreneurship. Participants critique theoretical models and frameworks and engage with tools and methods that help develop ideas leading to a pathway of commercialisation.

**MAORIDEV 722 15 Points****Tikanga Ture mo ngā Huanga Māori: Legal Studies**

Explores the role of Te Tiriti o Waitangi/Treaty of Waitangi and tikanga Māori in the legal system with an emphasis on statutory and customary law relevant to business in Aotearoa/New Zealand. Importance is placed on governance and business structures most conducive to sustainable kaupapa Māori commercial and entrepreneurial activity.

**MAORIDEV 731 15 Points****Te Whakamana Rōpū Māori: Governance and Management**

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

**MAORIDEV 732 15 Points****Whakatairanga Huanga Māori: Marketing**

Customer value and value-creation in markets and the implications for marketing, marketing decision-making with a focus on Māori enterprise.

*Restriction:* BUSADMIN 762

**MAORIDEV 733 15 Points****Tātaritanga Huhua: Quantitative Analysis**

Quantitative analysis theory, techniques, and tools to support and facilitate governance and managerial decision-making, drawing on examples from mātauranga Māori or traditional Māori knowledge systems, and from Māori enterprise. Includes financial, statistical, and operational modelling.

*Restriction:* BUSADMIN 763

**MAORIDEV 734 15 Points****Whakatakinga Tahua Huanga Māori: Accounting and Finance**

Accounting practice for Māori organisations exploring the structure of accounting information. Develops skills in analysing and critically interpreting accounting and finance data that informs managerial planning, control, decision making and business valuation

*Restriction:* BUSADMIN 764, BUSADMIN 765

**MAORIDEV 738 15 Points****Tikanga Māhere i te Ao Māori: Strategy**

Principles and techniques associated with strategic thinking, planning and innovation for business growth and sustainable economic development. Considers the practical application of strategic and mātauranga Māori theory to Māori and non-Māori organisational contexts with a focus on, achieving simultaneous social, environmental, cultural and economic value creation.

*Restriction:* BUSADMIN 768

**Marketing****Stage I****MKTG 151 15 Points****MKTG 151G 15 Points****Essential Marketing**

Introduces fundamental marketing ideas and skillsets. Explores the world of customer value creation and marketing communications through the eyes of marketing and creative experts. Covers current topics in marketing including digital and social media, social entrepreneurship, big data analytics, green marketing and sustainability.

**Stage II****MKTG 201 15 Points****Contemporary Marketing**

A comprehensive overview of the central principles and concepts of marketing management. Highlights the challenges that marketing managers face in planning and implementing effective marketing mix strategies.

*Prerequisite:* BUSINESS 102 or 103 or MGMT 101

**MKTG 202 15 Points****Marketing Research**

Focuses on the critical role and importance of information in marketing. Covers the fundamental concepts of marketing research in traditional and digital environments and

examines how these can be used to assist companies in their decision-making.

*Prerequisite:* MKTG 201 and STATS 108

### Stage III

#### **MKTG 301** **Marketing Strategy** **15 Points**

An integrated capstone experience through the use of a business simulation. Develops knowledge in how to develop, implement and control marketing strategies. Nurtures a strong appreciation for how marketing connects and relates to other business disciplines.

*Prerequisite:* MKTG 201 or 291 and MKTG 202 or 292

*Restriction:* MKTG 391

#### **MKTG 302** **Advanced Marketing Research** **15 Points**

A case-based course in which students conduct live research for a client and work with mentors from industry. Theory and practice are intertwined to provide students with understanding and experience in key aspects of quantitative market research, including advanced questionnaire design skills, online research methods, data analytics and deriving and communicating insights.

*Prerequisite:* MKTG 201 or 291, and MKTG 202 or 292

#### **MKTG 303** **Consumer Behaviour** **15 Points**

Focuses on understanding customers. Applies psychology to how people make consumption decisions and interpret advertising. Includes a consideration of individual differences and environmental/situational influences on consumers.

*Prerequisite:* MKTG 201 or 291

*Restriction:* MKTG 293

#### **MKTG 304** **Digital Marketing** **15 Points**

Examines how digital devices and applications are transforming the way organisations engage with consumers and how consumers search for, compare and select products. Develops understanding of how organisations use emerging technologies and how these influence consumer preference and decision-making. Builds skills in online data analytics and conducting research with an industry partner.

*Prerequisite:* MKTG 201 and 202

#### **MKTG 305** **Services Marketing and Management** **15 Points**

Focuses on services, service design, and service innovation, with the aim of developing empathy for customers and understanding the customer experience. Takes an active and process-oriented approach to achieving these aims, including the application of tools such as design thinking.

*Prerequisite:* MKTG 201 and 202

*Restriction:* MKTG 391

#### **MKTG 306** **Advertising and Promotion** **15 Points**

Focuses on how a business can take an integrated approach to communicating with its customers and with other key stakeholders. Explores traditional tools such as advertising, sales promotion, public relations, personal selling, and direct marketing, as well as newer forms of communicating within digital and social media environments.

*Prerequisite:* MKTG 201 and MKTG 202, or COMMS 100, COMMS 104, MKTG 151 with minimum B grade, and either COMMS 202 or COMMS 204

#### **MKTG 308** **15 Points**

##### **Customer Insights and Marketing Intelligence**

The contemporary big-data revolution requires the integration of marketing strategy, tactical marketing insights and analytical skills. Employs real-life data sets for enhancing strategic and tactical decisions about customers and the market. Collaborates with leading business partners to develop highly sought after practical marketing skills.

*Prerequisite:* MKTG 202, and STATS 208 or any equivalent 200-level Statistics course, or BUSAN 200 (or equivalent)

#### **MKTG 309** **Social and Sustainable Marketing** **15 Points**

Explores how marketers can contribute to a healthy, sustainable, equitable and ethical society. Discusses how marketers need to be aware of the impact of their actions, and teaches how to embed such issues into marketing decisions and use marketing for positive societal change.

*Prerequisite:* MKTG 201

#### **MKTG 312** **Special Topic** **15 Points**

*Prerequisite:* MKTG 201 and 202

#### **MKTG 314** **Creating and Managing Customer Value** **15 Points**

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

### **Postgraduate 700 Level Courses**

#### **MKTG 700** **Developing Research Ideas in Marketing** **30 Points**

A critical precursor to the dissertation, this course provides the ground work to transform students into professional researchers. Working critically with the literature and being aware of ethical implications are integral parts of any research. This course provides the necessary skills related to the literature review and ethical conduct that will prepare students for carrying out their own empirical research work in marketing.

*Prerequisite:* MKTG 701, 703, 705

*Corequisite:* MKTG 704

*Restriction:* MKTG 788

#### **MKTG 701** **Marketing Theory and Practice** **15 Points**

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** **Contemporary Issues in Marketing** **15 Points**

An advanced study of marketing theory relating to contemporary issues. Emphasis is on providing students with in-depth knowledge of key topics, and asking them to critically evaluate the field. Topics covered include anti-consumption and consumer resistance, corporate social responsibility, ethics, sustainability, and marketing strategy.

**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.

*Restriction: BUSINESS 704, 705, INFOSYS 750, 751, PROPERTY 701*

**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*

*Restriction: BUSINESS 704, 705, INFOSYS 750, 751, PROPERTY 701*

**MKTG 705 15 Points****Advanced Consumer Research**

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 Advertising and Digital Communications**

Effective marketing communication across an array of platforms and channels is key to business success. Examines marketing communications research, with an emphasis on digital communication. Explores how technology is impacting consumers and firms and the dynamics between them. The course develops students' ability to understand and critique research in marketing communications, critical thinking, and research skills.

**MKTG 717 15 Points****Special Topic****MKTG 718 15 Points****Special Topic****MKTG 788 30 Points****Research Essay**

*Restriction: MKTG 789*

**MKTG 791 60 Points****MKTG 791A 30 Points****MKTG 791B 30 Points****Dissertation**

*Prerequisite: MKTG 700*

*To complete this course students must enrol in MKTG 791 A and B, or MKTG 791*

**MKTG 794A 30 Points****MKTG 794B 60 Points****Thesis**

*To complete this course students must enrol in MKTG 794 A and B*

**MKTG 796A 60 Points****MKTG 796B 60 Points****Thesis (MCom)**

*To complete this course students must enrol in MKTG 796 A and B*

**Operations and Supply Chain Management****Stage II****OPSMGT 255 15 Points****Introduction to Operations and Supply Chain Management**

An introduction to important decision areas in operations and supply chain management. Modelling and analytical skills will be developed and supporting techniques/tools will be introduced using spreadsheets. Common qualitative and quantitative aspects of supply chain management will be discussed.

*Prerequisite: INFOSYS 110 and STATS 101 or 108*

**OPSMGT 258 15 Points****Business Process Design**

Introduces the elements of business process management through mapping and design. Emphasis is on how organisations identify, design and improve essential business processes. Includes the use of software tools to model and analyse processes for continuous performance improvements.

*Prerequisite: INFOSYS 110 and STATS 101 or 108*

**Stage III****OPSMGT 357 15 Points****Project Management**

An introduction to the management of projects in organisations, with a particular emphasis placed on the interdisciplinary nature and broad application of projects. Topics covered include people management, organisational planning, and resource issues.

*Prerequisite: 30 points at Stage II*

**OPSMGT 370 15 Points****Operations and Supply Chain Strategy**

Investigates and explores complex and dynamic issues associated with the design and execution of operations and processes. Promotes an applied, integrated, and systemic approach towards operations across supply chains.

*Prerequisite: OPSMGT 255 or ENGGEN 303*

**OPSMGT 371 15 Points****Business Logistics**

Focuses on coordinating logistics across supply chains. Topic coverage features modelling using spreadsheets and includes transportation, forecasting, and inventory control models suitable for use in a distribution and supply chain context.

*Prerequisite: OPSMGT 255 or STATS 255 or ENGSCI 255*

**OPSMGT 372 15 Points****Quality Management**

The principles for delivering quality products and services that have value for both external and internal customers, while reducing waste throughout the system.

*Prerequisite: 15 points from INFOMGMT 192, STATS 101, 108 and 30 points at Stage II*

**OPSMGT 376 15 Points****Strategic Procurement**

Strategic issues in procurement and supply management, covering analysis, planning, and management of supply activities. To enhance understanding of typical situations procurement managers are dealing with and the impact of their decisions on the overall performance of a supply chain the course uses a game-theoretic approach. Note: Students should be aware that several topics of the course

make use of basic calculus concepts such as derivatives and maximisation problems.

*Prerequisite: OPSMGT 255 or ENGGEN 303 and 30 points at Stage II*

**OPSMGT 384** **15 Points**  
**Special Topic**

**OPSMGT 385** **15 Points**  
**Special Topic**

### *Postgraduate 700 Level Courses*

**OPSMGT 700** **15 Points**  
**Special Topic**

**OPSMGT 732** **15 Points**  
**Readings in Operations Management**

A comprehensive review of the research literature in a particular area of operations management. The particular area of research must be jointly agreed upon by the lecturer and student(s) and approved by the Head of Department.

**OPSMGT 752** **15 Points**  
**Research Methods – Modelling**

Mathematical modelling methods in operations management research. Includes simulation techniques, Markov decision models, optimisation methods, game theoretic formulations, and other modelling methods.

*Prerequisite: INFOMGMT 290 or STATS 255, or equivalent*

**OPSMGT 757** **15 Points**  
**Project Management**

Discusses tools and techniques for managing complex projects. Particular focus is given to balancing competing demands among scope, time, cost, and quality. Communication tools for facilitating relationships between the project team and customers are also discussed. Both qualitative and quantitative tools for risk assessment, mitigation, and management are covered.

**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 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**  
**Sustainable Transformation**

Sustainable transformation aspires to balance and integrate societal, economic and environmental dimensions. Focuses on the interrelationships and influences between the sustainability dimensions from a systems dynamics

perspective where vision and strategies are translated to sustainable processes, actions, and performance. Explores sustainable transformation of individuals and families through to organisations, supply chains and society as a whole.

**OPSMGT 788** **30 Points**  
**Research Essay**  
*Restriction: OPSMGT 789*

**OPSMGT 791** **60 Points**

**OPSMGT 791A** **30 Points**

**OPSMGT 791B** **30 Points**

**Dissertation**  
*To complete this course students must enrol in OPSMGT 791 A and B, or OPSMGT 791*

**OPSMGT 794A** **30 Points**

**OPSMGT 794B** **60 Points**

**Thesis**  
*To complete this course students must enrol in OPSMGT 794 A and B*

**OPSMGT 796A** **60 Points**

**OPSMGT 796B** **60 Points**

**Thesis in Operations Management for MCom**  
*To complete this course students must enrol in OPSMGT 796 A and B*

## **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.

### *Stage II*

**PROPERTY 211** **15 Points**

#### **Property Valuation**

As every property is unique, the valuation of property presents many challenges and has a strong influence on the financial viability of both existing buildings and the development process. General models for valuing commercial property, industrial property, and land will be introduced.

*Prerequisite: PROPERTY 102 or ACCTG 101*

*Corequisite: PROPERTY 251*

**PROPERTY 221** **15 Points**

#### **Property Marketing**

Effective marketing is at the core of successful property management, development and investment. Covers buyer behaviour, marketing research, segmentation and targeting, the marketing plan, the listing process and selling techniques all in the context of the property industry. Develops essential skills for independent thinking, strategic problem solving, effective teamwork and business report writing.

*Prerequisite: PROPERTY 102 or BUSINESS 102*



**PROPERTY 231 15 Points****Property Management**

Achieving optimum performance from property assets is a multi-faceted process involving leases, financial structures, marketing, and occupier demand. Budgeting, operational expenditures, and capital expenditures will be introduced within the property context. An understanding of health and safety issues as well as leases will be provided.

*Prerequisite: PROPERTY 102 or BUSINESS 102*

**PROPERTY 241 15 Points****Land-use Planning and Controls**

Provides an understanding of the Resource Management Act and regional and district plans and how these affect land use and subdivision as well as resource consent applications and other property processes.

*Prerequisite: 15 points from ECON 101, 151, 152, 191, PROPERTY 102*

**PROPERTY 251 15 Points****Property Finance and Investment**

Financing represents a fundamental part of how properties are purchased, developed and managed. The application of general theories of property investment, discounted cash flow, risk and return, and financial mathematics is vital for property professionals. Debt and equity financing options are discussed for residential and income-producing property and development projects.

*Prerequisite: PROPERTY 102 or ACCTG 101*

**PROPERTY 261 15 Points****Property Economics**

The supply and demand characteristics of urban developments have impacts on not only the price and availability of property, but on how we live and work. An understanding of development economics, urban policy, and land-use economics will provide students with knowledge of how the decisions of property professionals, policy makers, occupiers shape the built environment.

*Prerequisite: 15 points from ECON 101, 151, 152, 191, PROPERTY 102*

**PROPERTY 271 15 Points****Property Law**

Fundamental legal principles and issues affecting the property professional will be considered including contract law, common form contracts found in the property industry (including leasing, transfer, and valuation) land ownership and professional liability.

*Prerequisite: PROPERTY 102, COMLAW 101*

**PROPERTY 281 15 Points****Building Construction**

Knowledge of construction is vital in understanding property valuation, property management and property development. Building materials, structural options, and building services have a strong influence on how a property performs both financially and functionally. Provides general residential and commercial construction knowledge and an understanding of the construction process.

*Prerequisite: PROPERTY 102 or BUSINESS 102*

*Restriction: PROPERTY 141*

**Stage III****PROPERTY 311 15 Points****Advanced Valuation**

The theory and practice of valuing special categories of urban property. Topics include: valuation of CBD land and office buildings, shopping centres, hotels and leasehold

land. Also covered are: statutory valuations (compulsory purchase), going-concern valuations, litigation, arbitration, and professional ethics and practice.

*Prerequisite: 90 points from PROPERTY 211-281*

**PROPERTY 312 15 Points****Plant and Machinery Valuation**

Principles and practice of plant and machinery valuation, with case studies of insurance, market, existing use and infrastructural asset valuations.

*Prerequisite: 90 points from PROPERTY 211-281*

**PROPERTY 321 15 Points****Advanced Property Marketing**

An understanding of how to market complex properties and real estate services is essential in creating a competitive advantage for property professionals. Covers review of current related academic literature, preparation of marketing strategies, marketing plans and market analysis relevant to the property market. Develops skills in analysing academic literature and advanced skills for independent and creative thinking, strategic problem solving, effective teamwork and business report writing.

*Prerequisite: 90 points from PROPERTY 211-281*

**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: 90 points from PROPERTY 211-281*

**PROPERTY 342 15 Points****Property Development**

An introduction to the process of property development, including application of analytical methods to case studies.

*Prerequisite: 90 points from PROPERTY 211-281*

**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: 90 points from PROPERTY 211-281*

**PROPERTY 370 15 Points****Building Surveying**

Builds the specific knowledge and skills required to work within the building surveying profession. Topics include building pathology and survey techniques, due diligence reporting, Schedules of Condition, maintenance and reinstatement obligations when leasing commercial property, terminal reinstatement assessments and reporting and law in relation to dilapidations.

*Prerequisite: 90 points from PROPERTY 211-281*

**PROPERTY 371 15 Points****Property Project**

A research project, feasibility study or structured internship on an approved topic.

*Prerequisite: 90 points from PROPERTY 211-281*

*Restriction: PROPERTY 372*



**PROPERTY 372 15 Points****Applied Valuation Project**

The completion of a range of practical valuation reports in conjunction with industry mentors.

*Prerequisite:* 90 points from PROPERTY 211-281

*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:* 90 points from PROPERTY 211-281

**PROPERTY 382 15 Points****Māori Land Issues**

History of land conflicts in New Zealand, Waitangi Tribunal process, and development of portfolio management strategies.

*Prerequisite:* 90 points from PROPERTY 211-281

**PROPERTY 384 15 Points****Special Topic**

A seminar or individual course of study on a specialised aspect of property.

*Prerequisite:* 90 points from PROPERTY 211-281

**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.

*Restriction:* MKTG 703, 704

**PROPERTY 713 15 Points****Seminar in Valuation**

Advanced studies in the theory and practice of valuation.

*Prerequisite:* PROPERTY 321

**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 773 15 Points****GIS and Property Analysis**

The increasing availability of geographically referenced property data offers significant potential for property research and modelling. Covers fundamentals of Geographic Information Systems (GIS) (concepts, principles and functions) and essential skills for applying GIS to solve real-world property problems.

**PROPERTY 784 15 Points****Market Analysis for Property**

Provides market analysis techniques and theories relating to commercial, industrial, and residential property. Includes the application of supply and demand analyses, retail trade area analysis, and forecasting techniques.

*Corequisite:* At least 30 points selected from PROPERTY 713-763

**PROPERTY 785 15 Points****Special Topic**

A seminar or individual study on a specialised aspect of property.

*Corequisite:* At least 30 points selected from PROPERTY 701-773, and 784

**PROPERTY 786 15 Points****Special Topic****PROPERTY 789 30 Points****Research Essay**

A dissertation on a topic in property approved by the Head of Department.

*Prerequisite:* At least 30 points selected from PROPERTY 703-763

**PROPERTY 790 30 Points****Research Essay**

A dissertation on an approved topic in property.

*Prerequisite:* At least 30 points selected from PROPERTY 701-773, and 784

**PROPERTY 791 60 Points****PROPERTY 791A 30 Points****PROPERTY 791B 30 Points****Dissertation**

To complete this course students must enrol in PROPERTY 791 A and B, or PROPERTY 791

**PROPERTY 794A 30 Points****PROPERTY 794B 60 Points****Thesis**

To complete this course students must enrol in PROPERTY 794 A and B

**PROPERTY 796A 60 Points****PROPERTY 796B 60 Points****Thesis for MProp**

*Prerequisite:* PROPERTY 701

To complete this course students must enrol in PROPERTY 796 A and B

**Tertiary Foundation Certificate Business****Foundation Courses****TFCBUS 92F 15 Points****Foundation Business**

Develops an understanding of the role of business in a rapidly changing national and international context. Focuses on factors impacting success and value creation including effective management and leadership, understanding customers, innovation and product development, financial and accounting practices, and strategic planning and decision-making.

**Faculty of Creative Arts and Industries****Academic Integrity****ACADINT A01 0 Points****Academic Integrity Course**

The Academic Integrity Course is an online course designed to increase student knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct. Students work through a series of modules, outlining scenarios that they may encounter while studying at university. Each scenario provides information on relevant rules, resources and expected behaviour.

**Architectural Design****Stage I****ARCHDES 102 15 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 approaches to making and representation.

*Restriction:* ARCHDES 100

**ARCHDES 103 15 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 modes of representation.

*Restriction:* ARCHDES 101

**Stage II****ARCHDES 200 30 Points****Design 3**

The Domestic: Exploring through design those things both familiar and unfamiliar in our understanding of home, family, privacy, identity, and community. Examines both the most intimate and the most exposed aspects of dwelling. Emphasises the role of precedent in design and addresses scales ranging from the room to the block.

*Prerequisite:* ARCHDES 100 or 102

**ARCHDES 201 30 Points****Design 4**

The Constructed: An introduction to architectural practice as a complex and collaborative enterprise. Offers the opportunity to explore materials, construction, fabrication processes, and detailing, through making. Requires students to understand the full range of drawings required to move from design concept to actual construction.

*Prerequisite:* ARCHDES 101 or 103

**Stage III****ARCHDES 300 30 Points****Design 5**

The Experimental: Students will be exposed to experimental approaches to architectural design that seek to expand the field of architecture. Highlights the role and agency of media in explorative architectural pursuits.

*Prerequisite:* ARCHDES 200

**ARCHDES 301 30 Points****Design 6**

The Integrated: The culmination of all aspects – conceptual, formal, material, tectonic, environmental, 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, and 201 or 300

**ARCHDES 302 30 Points****Directed Study**

A topic approved by the Head of School of Architecture and Planning.

*Prerequisite:* ARCHDES 300 and 301 or Departmental approval

**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 702** **30 Points**  
**Adaptive Reuse**

A studio-based inquiry into an architectural topic in the field of adaptive reuse, approved by the Head of School of Architecture and Planning.

*Prerequisite: Head of School approval*

**ARCHDES 796A** **60 Points**  
**ARCHDES 796B** **60 Points**  
**Thesis**

A thesis involving a design-based discourse on a topic approved by the Head of School of Architecture and Planning for the degree of Master of Architecture (Professional) under the guidance of an appointed supervisor.

*Prerequisite: Students must have completed the taught component of their programme*

*To complete this course students must enrol in ARCHDES 796 A and B*

**ARCHDES 797A** **30 Points**  
**ARCHDES 797B** **60 Points**  
**Thesis**

A thesis involving a design-based discourse on a topic approved by the Head of School of Architecture and Planning for the Degree of Master of Architecture (Professional) and Urban Planning (Professional).

*Prerequisite: ARCHDES 700, 701, ARCHGEN 703 or ARCHPRM 700, ARCHPRM 701, URBPLAN 701-708*

*To complete this course students must enrol in ARCHDES 797 A and B*

## Architectural History, Theory and Criticism

### Stage I

**ARCHHTC 102** **15 Points**

**ARCHHTC 102G** **15 Points**

**Modern Architecture and Urbanism**

Examines through case studies the cultural contexts that shaped the development of architecture, urban design, landscape and the environment during the twentieth century. Emphasis is placed on the historical developments that influenced changes in style and the theoretical contexts that shaped attitudes towards inhabitation, social organisation, national identity, and cultural self-expression, amongst other things.

*Restriction: ARCHHTC 100*

### Stage II

**ARCHHTC 235** **10 Points**

**Contemporary Architecture and Urbanism**

Examines late modern, postmodern and contemporary architecture and urbanism. Emphasis is placed on the analysis of buildings, projects and developments that have

the potential to inform contemporary architectural design, and on the reading and writing of architectural criticism.

*Prerequisite: ARCHHTC 102 or 102G, or ARCHHTC 100 and 101*

**ARCHHTC 236** **10 Points**  
**Introduction to Architectural Theory**

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*

**ARCHHTC 237** **15 Points**  
**Postmodern and Contemporary Architecture and Urbanism**

Examines architectural and urban history and theory from the postmodern to the recent and contemporary.

*Prerequisite: ARCHHTC 102*

*Restriction: ARCHHTC 235, 236*

### Stage III

**ARCHHTC 339** **10 Points**  
**Premodern Architecture and Urbanism**

Through case studies from architecture's origins to the end of the eighteenth century, this course examines a broad range of cultural landscapes, rural and urban ensembles, architecture and its interiors, ornamental and iconographic programmes, and architectural texts. Distinctions between the conceptual preoccupations, spatial and structural ideas and their use will be drawn for a wide variety of cultural and building traditions.

*Prerequisite: ARCHHTC 235 and 236, or 202 and 230*

**ARCHHTC 340** **10 Points**  
**Oceanic Architecture and Urbanism**

Examines the development of architecture and its contexts in Aotearoa New Zealand and the South Pacific, including origins, historical influences, key architects and buildings, identity and changing priorities.

*Prerequisite: ARCHHTC 235 and 236, or 202 and 230*

**ARCHHTC 341** **15 Points**  
**Worlds of Architecture**

Examines topics in pre-modern architectural and urban history and theory across the continents of Eurasia, Africa, the Americas, Australia and Oceania.

*Prerequisite: ARCHHTC 235 and 236, or 237*

*Restriction: ARCHHTC 339, 340*

**ARCHHTC 374** **10 Points**  
**Directed Study**

Topics approved by the Head of School of Architecture and Planning.

**ARCHHTC 375** **10 Points**  
**Elective Study**

Topics approved by the Head of School of Architecture and Planning.

**ARCHHTC 376** **15 Points**  
**Directed Study**

## Architectural Media

### Stage I

#### ARCHDRC 103 15 Points

##### Architectural Media 1

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 102*

#### ARCHDRC 104 15 Points

##### Architectural Media 2

Examines specific types of representation – both freehand and digital – used in architectural media to develop concepts, evaluate architectural thinking and describe and refine design projects.

*Restriction: ARCHDRC 202*

### Stage II

#### ARCHDRC 202 10 Points

##### Architectural Media II

The study of drawing, computing and related art practices in terms of architectural representation and analysis and the practice of selected techniques.

*Prerequisite: Both ARCHDRC 100 and 101, or ARCHDRC 102*

*Restriction: ARCHDRC 200, 201*

#### ARCHDRC 203 15 Points

##### Architectural Media 3

Explores the relationship between methods of architectural drawing and the three-dimensional communication of fabrication and assemblage. Central to this investigation is an understanding of how drawing is evolving in relation to new technologies.

*Prerequisite: ARCHDRC 102 or 103*

*Restriction: ARCHDRC 301, 303, 304, 370, 371, 372, 373*

### Stage III

#### ARCHDRC 303 10 Points

##### Freehand Drawing

The examination, through penetrative seeing, of the basic structure, form, tonal colour and textural elements found in the environment and the development of these awarenesses in knowledgeable graphic communications with an emphasis on perceptual expression.

*Prerequisite: ARCHDRC 201 or 202 or Departmental approval*

#### ARCHDRC 304 10 Points

##### Introduction to Architectural Photography

An introduction to architectural photography and photographic techniques.

*Prerequisite: ARCHDRC 201 or 202 or Departmental approval*

#### ARCHDRC 370 10 Points

##### Elective Study

Topics approved by the Head of School of Architecture and Planning.

*Prerequisite: ARCHDRC 201 or 202 or Departmental approval*

#### ARCHDRC 371 10 Points

##### Elective Study

Topics approved by the Head of School of Architecture and Planning.

*Prerequisite: ARCHDRC 201 or 202 or Departmental approval*

#### ARCHDRC 372 10 Points

##### Elective Study

Topics approved by the Head of School of Architecture and Planning.

*Prerequisite: ARCHDRC 201 or 202 or Departmental approval*

#### ARCHDRC 373 10 Points

##### Elective Study

Topics approved by the Head of School of Architecture and Planning.

*Prerequisite: ARCHDRC 201 or 202 or Departmental approval*

## Architectural Professional Studies

### Stage III

#### ARCHPRM 304 10 Points

##### Professional Studies 1

The management of the building project from inception to completion. An examination of client needs and agreements, feasibility studies, project constraints, consents, cost planning and control, consultants, administration and quality control. An analysis of all aspects of the contracts and documentation during construction and final project accounts.

*Prerequisite: ARCHTECH 207 or 208*

*Restriction: ARCHPRM 700*

#### ARCHPRM 305 15 Points

##### Professional Studies 1

Professional practice and the practical demands of managing construction. Explores the roles of architect, client, builder and consultants; land, building, planning and environmental legislation; the consenting processes that precede construction; documentation; cost and quality management; procurement; contract law; construction contracts; site observation; contract administration and progress payments; completion; final accounts; and post-project procedures.

*Prerequisite: ARCHTECH 207 or 208 or 210*

*Restriction: ARCHPRM 304, 700*

## Postgraduate 700 Level Courses

#### ARCHPRM 700 15 Points

##### Professional Studies 1

The management of the building project from inception to tendering. An examination of client needs and agreements, feasibility studies, project constraints, cost planning and control, consultants, administration and quality control. An analysis of all aspects of the contracts and documentation during construction and final project accounts.

#### ARCHPRM 701 15 Points

##### Professional Studies 2

The New Zealand legal system and the law of contract and torts; negotiations, negligence, disputes and remedies relevant to architects in practice. An examination of the requirements for establishing and maintaining an architectural practice as a business venture as well as strategic market management, financial planning, insurance and taxation.

## Architectural Technology

### Stage I

#### ARCHTECH 108 15 Points

##### Introduction to Sustainability and Technology

Human-induced climate change: sustainability and resilience. Vernacular architecture. Principles of climate-sensitive design. Principles of environmental impact. The future of New Zealand cities. Resources, materials, properties and environmental impact. Introduction to construction principles and structural concepts including building elements, systems and foundation options. Properties of commonly used construction materials and appropriate ways of applying the principles to design studio projects.

*Restriction: ARCHTECH 106, 107*

### Stage II

#### ARCHTECH 207 15 Points

##### Design Technology 1

Development of structural and construction principles and systems for small-scale and residential buildings. Characteristics and behaviour of common building materials. Building components and detailing. Outline of building codes, health and safety regulations and site operations. Active building services and technologies for residential housing, including heating, cooling, ventilation, water, waste, electrical services and vertical transportation. Application to design studio projects.

*Prerequisite: ARCHTECH 107 or 108*

#### ARCHTECH 208 15 Points

##### Environmental Design I

Climate, energy and sustainability considerations in buildings. Solar analysis and design tools. Thermal performance, ventilation and condensation. Visual performance and visual comfort. Interaction of light with materials and daylight performance of buildings. Natural and artificial lighting design. Behaviour of sound and its control by materials and building systems. Measuring sound, and acceptability criteria. Requirements of the New Zealand Building Code.

*Prerequisite: ARCHTECH 102 and 103 or 106*

#### ARCHTECH 210 15 Points

##### Environmental Design 1

Climate, context and energy consideration in buildings. Heat transfer and energy balances. Thermal comfort through passive solar systems, materials and building services in small-scale and residential buildings. Integrating renewable energy sources in building design. Indoor air quality and natural ventilation. Air-tightness and moisture control. Daylight performance of buildings and visual comfort. Behaviour of sound and noise and their control for human comfort.

*Prerequisite: ARCHTECH 106 and 107, or 108*

*Restriction: ARCHTECH 208*

### Stage III

#### ARCHTECH 307 10 Points

##### Environmental Design II

Heat and the thermal environment. Light and the luminous environment. Sound and the sonic environment. Energy and resources. Integrating environmental design and performance. Relevant physical principles reviewed with application and integration of the four topic areas and

their relationship to human comfort. Simulation tools, measurements and techniques. Quantitative and qualitative approach to sustainable practices.

*Prerequisite: ARCHTECH 208*

*Restriction: ARCHTECH 308, 309, 318, 319*

#### ARCHTECH 312 10 Points

##### Design Technology III

Development of construction and structural principles for complex, large scale and multi-storey buildings. Investigation into advanced structural systems, façade technology, material selection and detailing. Introduction of factors affecting buildability and environmental performance. Fire protection and building code requirements. Application to design studio projects.

*Prerequisite: ARCHTECH 207*

*Restriction: ARCHTECH 311, 475*

#### ARCHTECH 313 10 Points

##### Directed Study

A topic approved by the Head of School of Architecture and Planning.

*Prerequisite: ARCHTECH 307 and 312 or Departmental approval*

#### ARCHTECH 314 15 Points

##### Environmental Design 2

Indoor environmental quality for complex, large scale and multi-storey buildings. Requirements of the New Zealand Building Code for energy efficiency and human comfort. Design strategies and innovative materials for high-performance buildings. Qualitative and quantitative approach to sustainable practices. Simulation tools, measurements and techniques. Natural resources, materials optimisation and building reuse. Sustainability and resilience at the urban scale.

*Prerequisite: ARCHTECH 208 or 210*

*Restriction: ARCHTECH 307*

#### ARCHTECH 315 15 Points

##### Design Technology 2

Development of construction and structural principles for complex, large-scale and multi-storey buildings. Investigation of façade technology, material selection and detailing, as applied in practice. Development of factors affecting buildability, fire protection and building code requirements. Application to design studio projects through drawing and prototyping.

*Prerequisite: ARCHTECH 207*

*Restriction: ARCHTECH 312*

## Architecture General

### Postgraduate 700 Level Courses

#### ARCHGEN 702 15 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, 700*

#### ARCHGEN 703 15 Points

##### Design as Research

Examines the literature on, and approaches to, research by design. Considers research processes and architectural design processes, and the ways in which these processes

might be creatively combined in the context of a Masters level design thesis, in order that the thesis process and outcomes might meet the expectations of a research-based thesis.

*Restriction: ARCHGEN 300*

**ARCHGEN 711 15 Points**  
**Special Topic**

*Restriction: ARCHGEN 710, 712-715*

**ARCHGEN 712 15 Points**  
**Special Topic: Building the Case**

Examines architectural argument, including the ways in which architects defend their position in an environment court, review a building in an architectural journal or debate the merits of heritage conservation in the mainstream media.

*Restriction: ARCHGEN 710, 711, 713-715*

**ARCHGEN 713 15 Points**  
**Special Topic: Contemporary Architectural Theory**

Examines architectural theory from the 1970s to the present. As architectural theories morph from design paradigms to architecture's relevance in culture to disciplinary autonomy to technological determinism, theory narratives adjust to changing political, economic and social conditions.

*Restriction: ARCHGEN 710-712, 714, 715*

**ARCHGEN 714 15 Points**  
**Special Topic: Invisible Histories**

Examines class, gender and ethnicity in New Zealand architectural history. Develops research skills through a focus on selected historical figures, with the aim of retrieving some of those who are invisible within the accepted canon.

*Restriction: ARCHGEN 710-713, 715*

**ARCHGEN 715 15 Points**  
**Special Topic: Pacific Architecture**

Examines architectural history and practice in the Pacific region from ancient sites to the present day. Explores design from all periods, with a view to informing future design through consideration of climate, culture, society, materials and economics.

*Restriction: ARCHGEN 710-714*

**ARCHGEN 721 15 Points**  
**Special Topic: Designing with Resilience Thinking**

Examines resilience in the built environment, from reviewing the literature on resilience to analysing case studies and developing strategies to enhance resilience in architecture.

*Restriction: ARCHGEN 720, 722-725*

**ARCHGEN 722 15 Points**  
**Special Topic: Sustainability as the Driver for Creativity**

Examines the key principles guiding sustainable design and the role of the construction industry in regards to climate change. Focuses on projects in which sustainability, energy efficiency and resilience are the drivers for creative design solutions.

*Restriction: ARCHGEN 720, 721, 723-725*

**ARCHGEN 723 15 Points**  
**Special Topic: Designing Regenerative Low Carbon Communities**

Examines the 'why' and 'how' to retrofit and transform existing built form and infrastructure to deliver regenerative communities within the urban villages of Tāmaki Makaurau.

*Restriction: ARCHGEN 720-722, 724, 725*

**ARCHGEN 724 15 Points**  
**Special Topic**

*Restriction: ARCHGEN 720-723, 725*

**ARCHGEN 725 15 Points**  
**Special Topic**

*Restriction: ARCHGEN 720-724*

**ARCHGEN 731 15 Points**  
**Special Topic**

*Restriction: ARCHGEN 730, 732-735, URBDES 702*

**ARCHGEN 732 15 Points**  
**Special Topic: From Public Art to Public Architecture**

Examines contemporary theory and criticism in public art in order to develop a set of strategies for producing architecture that is more responsive to the 'public sphere' in which it is designed, built and continues to exist.

*Restriction: ARCHGEN 730, 731, 733-735, URBDES 702*

**ARCHGEN 733 15 Points**  
**Special Topic: Public Urban Space in the Contemporary City**

Examines the role of public urban space in the city and how history, geography, culture, physical connections and architectural form contribute to its formation. Explores how contemporary cities are transforming their urban environments through design.

*Restriction: ARCHGEN 730-732, 734-735, URBDES 702*

**ARCHGEN 734 15 Points**  
**Special Topic**

*Restriction: ARCHGEN 730-733, 735, URBDES 702*

**ARCHGEN 735 15 Points**  
**Special Topic**

*Restriction: ARCHGEN 730-734, URBDES 702*

**ARCHGEN 741 15 Points**  
**Special Topic: Architectural Project Management**

Examines the theory and practice of managing a building construction project. Explores advanced models of project organisation, procurement, construction contracts, time and cost management and efficient delivery methods.

*Restriction: ARCHGEN 740, 742-745*

**ARCHGEN 742 15 Points**  
**Special Topic: Timber Technology**

Students will build a small building (a shelter) in a group, and then design a second shelter, through concept plans, developed design plans and a scale model.

*Restriction: ARCHGEN 740, 741, 743-745*

**ARCHGEN 743 15 Points**  
**Special Topic: Documenting the Intangible**

Examines how architectural drawing conventions can communicate the intangible, including through drawing at the scale of 1:1.

*Restriction: ARCHGEN 740-742, 744, 745*

**ARCHGEN 744 15 Points**  
**Special Topic: Marking Time**

Explores temporality and how time is expressed in, about and through the medium of spatial practice and representation.

*Restriction: ARCHGEN 740-743, 745*

**ARCHGEN 745 15 Points**  
**Special Topic: Tangible Data**

Explores concepts for new conditions of buildings and cities, in which digital information can be given physical form and

physical spatial appearance. Aims to make data 'touchable' in space.

*Restriction: ARCHGEN 740-744*

**ARCHGEN 750 15 Points**  
**Heritage Processes**

Examines heritage conservation legislation, policy, guidelines and processes. Includes international context as well as New Zealand laws and processes.

**ARCHGEN 751 15 Points**  
**Heritage Assessment and Conservation Planning**

Examines the assessment of cultural heritage value and the use and preparation of conservation plans to guide heritage conservation work. Coursework comprises the researching and writing of a conservation plan.

**ARCHGEN 752 15 Points**  
**Conservation of Materials**

Examines the theory and practice of conserving materials commonly found in heritage buildings and artefacts, including stone, brick, timber, concrete and steel.

**ARCHGEN 753 15 Points**  
**Diagnosis and Adaptation**

Examines the investigation of existing building fabric, diagnosis of issues impacting upon the state of repair or the level of comfort, and the adaptation of heritage buildings, including strengthening, energy upgrading, reuse and the design of additions and alterations.

**ARCHGEN 754 30 Points**  
**Research Project**

A research project in the field of heritage conservation which may include an internship. Placements and topics to be approved by the Head of School of Architecture and Planning.

*Prerequisite: ARCHGEN 750, 751*

**ARCHGEN 790 30 Points**  
**Research Project**

*Restriction: ARCHGEN 793, 795*

**ARCHGEN 793A 60 Points**  
**ARCHGEN 793B 60 Points**  
**Thesis**

A study of research processes, together with a thesis involving a discourse on a topic approved by the Head of School of Architecture and Planning for the degree of Master of Architecture under the guidance of an appointed supervisor.

*Restriction: ARCHGEN 795, 796, 797*

*To complete this course students must enrol in ARCHGEN 793 A and B*

**ARCHGEN 795A 45 Points**  
**ARCHGEN 795B 45 Points**  
**Thesis**

A study of research processes, together with a thesis involving a discourse on a topic approved by the Head of School of Architecture and Planning for the degree of Master of Architecture under the guidance of an appointed supervisor.

*Restriction: ARCHGEN 793, 796, 797*

*To complete this course students must enrol in ARCHGEN 795 A and B*

**ARCHGEN 799 60 Points**  
**ARCHGEN 799A 30 Points**  
**ARCHGEN 799B 30 Points**  
**Research Report**

A report involving research and application in an architectural subject for the Postgraduate Diploma in Architecture under the guidance of appointed supervisor on a topic approved by the Head of School of Architecture and Planning.

*Prerequisite: ARCHGEN 700 or 702*

*Restriction: ARCHGEN 798*

*To complete this course students must enrol in ARCHGEN 799 A and B, or ARCHGEN 799*

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## Dance Studies

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### 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**

Introducing the study of diverse dance vocabulary including ballet, contemporary dance and the field of somatics. Students will examine specific technical requirements of identified dance vocabulary.

**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*

**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.

**Stage II**

**DANCE 200** 15 Points  
**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 passed

**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**

Study of contemporary choreography practice and theory. Students create choreography that may be shared through film and/or live performances.

*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

**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

**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 others' communities. Note: this course

does not meet the requirements for teacher registration in New Zealand.

*Prerequisite:* DANCE 131

**DANCE 250** 15 Points  
**Special Topic**

*Prerequisite:* Any 30 points at Stage I in Dance Studies

**Stage III**

**DANCE 300** 15 Points  
**Dance Project**

Resident/Guest Artist project that gives students an intensive experience of a particular choreographic vocabulary and repertoire. Not available to BA students.

*Prerequisite:* 30 points at Stage II in Dance Studies

**DANCE 301** 15 Points  
**Dance and Improvisation**

Developing an embodied personal practice, and understanding of the theory and practice of contact improvisation and its influence in dance, education and community contexts.

*Prerequisite:* Any 30 points at Stage II in Dance Studies

**DANCE 302** 15 Points  
**Dance in Aotearoa New Zealand**

An examination of dance in New Zealand including Māori, Pacific Island, European, and Asian influences. Emphasis will be on developments during the twentieth century of traditional form into contemporary practice, indigenous forms in NZ society, the developments in ballet, contemporary and popular dance.

*Prerequisite:* DANCE 212, or DANCE 200 for students in Transnational Cultures and Creative Practice

**DANCE 310** 15 Points  
**Contemporary Dance and Choreography 3**

The study of contemporary dance practices through the choreography and techniques of contemporary dance makers.

*Prerequisite:* DANCE 210

**DANCE 312** 15 Points  
**Dance Production**

Dance works are choreographed on the students by leading dance professionals in their chosen genre, resulting in a dance production. Not available to BA students.

*Prerequisite:* Any 45 points at Stage II in Dance Studies

**DANCE 314** 15 Points  
**Dance and Technology**

Project based study of the interaction between technology and dance. Including hands-on practice with video, digital photography and the study of dance for film.

*Prerequisite:* Any 30 points at Stage II in Dance Studies

**DANCE 315** 15 Points  
**Dance Composition**

Studio based course developing improvisational and compositional skills. Choreographic principles are studied as guidelines for structure and design in movement.

*Prerequisite:* Any 30 points at Stage II in Dance Studies

**DANCE 320** 15 Points  
**Dance Vocabulary III**

Refining and deepening dance practices and pedagogy strategies specific to contemporary dance. Choreographic research methods are introduced with emphasis upon



articulating key questions and processes for problem solving.

*Prerequisite:* Any 30 points at Stage II in Dance Studies

### **DANCE 322 15 Points**

#### **Professional Practices**

Developing skills and knowledge in planning and managing for careers in the diverse dance professions. Students will develop arts management and financial business skills, such as learning to write grant applications, CVs and personal plans that relate to employment and funding issues.

*Prerequisite:* DANCE 222

### **DANCE 331 15 Points**

#### **Dance Education Research**

Analysis of dance teaching and learning philosophies, issues and theories as they are translated from texts and curriculum into classroom and community practice. This course does not meet the requirements for teacher registration in New Zealand.

*Prerequisite:* DANCE 231

### **DANCE 350 15 Points**

#### **Special Topic**

*Prerequisite:* Any 30 points at Stage II in Dance Studies

### **DANCE 351 15 Points**

#### **Special Topic**

*Prerequisite:* Any 30 points at Stage II in Dance Studies

## **Postgraduate 700 Level Courses**

### **DANCE 720 30 Points**

#### **Choreography and Performance Research**

Investigates choreographic practice and dance creation as a location for artistic production and academic research. Students will reflect on their own choreographic and performance practice through studio-based activities, while examining choreographic and performance theory.

*Prerequisite:* Departmental approval

*Restriction:* DANCE 733, 735, 760

### **DANCE 722 30 Points**

#### **Dance in Community and Education Research**

Examines issues and philosophies critical to the development of dance education in formal and informal contexts in New Zealand and internationally. Personal pedagogical practices are reviewed and dominant discourses critiqued.

*Prerequisite:* Departmental approval

*Restriction:* DANCE 734

### **DANCE 724 30 Points**

#### **Research Methods and Critical Analysis in Dance Studies**

Examines diverse qualitative research methods, critical theory and research ethics. Through practical investigations students will source and critically review literature relevant to their personal research directions.

*Prerequisite:* Departmental approval

*Restriction:* DANCE 751

### **DANCE 730 30 Points**

#### **Dance Intensive**

Advanced practice in the physicality and creation of dance.

*Prerequisite:* Departmental approval required

### **DANCE 761 15 Points**

#### **Special Topic**

*Prerequisite:* Departmental approval required

### **DANCE 764 15 Points**

#### **Special Topic**

*Prerequisite:* Departmental approval required

### **DANCE 765 15 Points**

#### **Special Topic in Dance**

### **DANCE 766 15 Points**

#### **Special Topic in Dance**

### **DANCE 767 15 Points**

#### **Special Topic in Dance**

### **DANCE 768 15 Points**

#### **Special Topic in Dance**

### **DANCE 770 30 Points**

#### **Dance Project**

### **DANCE 772 15 Points**

#### **Dance Therapy, Theory and Practice I**

Students will develop their knowledge of dance therapy through theoretical and practical approaches to understanding the conceptual and theoretical foundations that underpin concepts of therapy, well-being, therapist/client relationships and clinical health care systems.

### **DANCE 773 15 Points**

#### **Dance Therapy, Theory and Practice II**

Builds on DANCE 772. Focuses on deepening theoretical and practical understanding of the needs of a variety of client populations in regard to different ages, issues and settings, in individual and group work.

*Prerequisite:* DANCE 772

### **DANCE 774 15 Points**

#### **Psychology in Dance Movement Therapy**

Focuses on fundamental skills required for professional clinical settings, including counselling and psychological theories and practice including accurate observation and listening techniques, development of the individual and group therapeutic relationship. Key areas covered include abnormal psychology, developmental psychology, group process and advanced counselling skills.

### **DANCE 775 30 Points**

#### **Therapeutic Modalities of DMT**

Practicums in dance therapy contexts are supervised by experienced dance therapists. Students will extend their real world knowledge and develop their experience in observing, reporting and facilitating dance movement therapy.

### **DANCE 776 15 Points**

#### **Awareness and Analysis in DMT**

Anatomy and kinesiology will involve the study of the structures and systems of the body through both somatic and scientific approaches. Movement observation involves developing key diagnostic and reporting tools in dance movement therapy.

### **DANCE 777A 15 Points**

### **DANCE 777B 15 Points**

#### **Practicum in Dance Movement Therapy**

Advanced practicum placements in dance therapy settings are supervised by experienced dance therapists. Students will extend their practical knowledge and develop their experience in observing, reporting and facilitating dance movement therapy at a professional level.

*Prerequisite:* B average or higher in Part I

*Corequisite:* DANCE 797

*To complete this course students must enrol in DANCE 777 A and B*

### **DANCE 791 30 Points**

#### **Research Project**

|   |                  |
|---|------------------|
| <b>DANCE 792A</b>   | <b>30 Points</b> |
| <b>DANCE 792B</b>   | <b>60 Points</b> |
| <b>Thesis</b>   |                  |
| <i>To complete this course students must enrol in DANCE 792 A and B</i>           |                  |
| <b>DANCE 795A</b>   | <b>60 Points</b> |
| <b>DANCE 795B</b>   | <b>60 Points</b> |
| <b>Thesis in Community Dance</b>  |                  |
| An independent research study focused on a topic associated with community dance. |                  |
| <i>To complete this course students must enrol in DANCE 795 A and B</i>           |                  |
| <b>DANCE 796A</b>   | <b>60 Points</b> |
| <b>DANCE 796B</b>   | <b>60 Points</b> |
| <b>Thesis</b>   |                  |
| <i>Prerequisite: Departmental approval required</i>                               |                  |
| <i>Restriction: DANCE 794</i>   |                  |
| <i>To complete this course students must enrol in DANCE 796 A and B</i>           |                  |
| <b>DANCE 797A</b>   | <b>45 Points</b> |
| <b>DANCE 797B</b>   | <b>45 Points</b> |
| <b>Thesis in Dance Movement Therapy</b>   |                  |
| <i>Prerequisite: B average or higher in Part I</i>                                |                  |
| <i>Corequisite: DANCE 777</i>   |                  |
| <i>To complete this course students must enrol in DANCE 797 A and B</i>           |                  |

## Design

### Stage I

|   |                  |
|---|------------------|
| <b>DESIGN 100</b>   | <b>30 Points</b> |
| <b>Design Methods and Processes 1</b>   |                  |
| Introduces students to key tools, methods and processes of design planning, strategy and practice. Students learn to apply design thinking and technologies to real world contexts and issues. A course of studio-based study focused on a series of creative, hands-on projects and supported by lectures. The emphasis is on human-centred design and interventions.                  |                  |
| <b>DESIGN 101</b>   | <b>15 Points</b> |
| <b>Why We Design</b>  |                  |
| Investigates design as a driver and responder to social needs in contemporary and historic contexts. Students will understand relevant technologies and their contexts. The course explicitly considers planetary limits and sustainability, as well as design and business considered in a social-technological, tikanga Māori, financial, cultural-ethical and environmental context. |                  |
| <b>DESIGN 102G</b>  | <b>15 Points</b> |
| <b>Design Futures</b>   |                  |
| New opportunities are continually emerging in the field of design. This course demonstrates how contemporary design practices have evolved, responded to and influenced change. Students learn how a design approach complements current practice and expands career prospects.   |                  |

### Stage II

|  |                  |
|--|------------------|
| <b>DESIGN 200</b>  | <b>30 Points</b> |
| <b>Design Methods and Processes 2</b>  |                  |
| An intermediate studio-based programme in which students develop a customised design strategy in response to a real-world issue. By working on a detailed case study, students learn to address local issues and engage with the local |                  |

design community. Students present their design solutions, and learn to pitch design concepts and evaluate potential outcomes.

*Prerequisite: DESIGN 100, 101*

|                             |                  |
|-----------------------------|------------------|
| <b>DESIGN 201</b>           | <b>15 Points</b> |
| <b>Creative Communities</b> |                  |

Students analyse and discuss the 'design difference' by understanding design as both problem and (potential) solution to one or more identified social issues. Attention is paid to the economic and ethical implications of design with emphasis on value chains and Triple Bottom Line practices.

*Prerequisite: DESIGN 100, 101*

|                              |                  |
|------------------------------|------------------|
| <b>DESIGN 210</b>            | <b>15 Points</b> |
| <b>Indigeneity and Place</b> |                  |

Communication technologies and economic forces are reshaping the ways in which individuals, societies and nations define themselves. In today's global society, what does it mean to belong to a specific place or participate in a specific culture and how might Māori culture locate itself within this global context? Using immersive forms such as video, animation, gaming and/or VR-AR, students will explore their identity—personally, experientially and culturally—in relation to place.

*Prerequisite: DESIGN 100, 101*

|                                 |                  |
|---------------------------------|------------------|
| <b>DESIGN 211</b>               | <b>15 Points</b> |
| <b>New Zealand's Narratives</b> |                  |

What were New Zealand's stories, Māori and European? Who got to tell them and why? How have these narratives evolved? How do today's narratives reflect and constitute culture? In this course, students will address these questions by developing and communicating messages, narratives and experiences across a range of media (traditional and digital) with an emphasis on twenty-first century communication via app-based and social media forms.

*Prerequisite: DESIGN 100, 101*

|                                  |                  |
|----------------------------------|------------------|
| <b>DESIGN 212</b>                | <b>15 Points</b> |
| <b>Data, Design and Rhetoric</b> |                  |

Data is a valuable resource but can be overwhelming. Economists have used data to influence public policy, but this is changing as data becomes more widely available and informs decision-making more broadly. Students will learn to produce data-driven arguments about a local issue. Using Micro Strategy they will create databases and visualisation concepts (design) and tools (software) to present persuasive design cases.

*Prerequisite: DESIGN 100, 101*

|                      |                  |
|----------------------|------------------|
| <b>DESIGN 213</b>    | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite: DESIGN 100, 101*

|                                |                  |
|--------------------------------|------------------|
| <b>DESIGN 220</b>              | <b>15 Points</b> |
| <b>Design Entrepreneurship</b> |                  |

Entrepreneurship and design are equally characterised by open inquiry, trial and error and a view of failure as integral to the creative process. Students will study entrepreneurship in creative industries, focusing on the role of strategic design in the start-up and operation of companies. They will examine entrepreneurial design practice within organisations (entrepreneurship) and tools and strategies for organisational innovation.

*Prerequisite: DESIGN 100, 101*

|   |                  |
|---|------------------|
| <b>DESIGN 221</b>                       | <b>15 Points</b> |
| <b>Design and Social Responsibility</b> |                  |

Metrics for success differ between profit-making and non-

profit organisations. In this course, students will learn how Triple Bottom Line models measure the wider impact and the social responsibilities of all types of organisation. By studying business cases they will understand how design methods and strategies can help any enterprise to develop practices that are socially, financially and environmentally responsible.

*Prerequisite: DESIGN 100, 101*

#### **DESIGN 222 15 Points**

##### **Design and Legal Concepts**

Introduction to core legal concepts of significance to the commercial success and social value of design such as patent, trademark, copyright, cultural ownership, agency and client confidentiality and the importance of these to social and commercial legal issues.

*Prerequisite: DESIGN 100, 101*

#### **DESIGN 223 15 Points**

##### **Special Topic**

*Prerequisite: DESIGN 100, 101*

#### **DESIGN 230 15 Points**

##### **Design Scenarios and Geopolitics**

Understanding how to build and convincingly populate 'what if?' scenarios entails substantial research. Students will use science fiction, design fiction, current and past events and investigations into various sectors to inform their scenario planning. Students will use a range of physical and digital technologies to visualise and experientialise these scenarios, making them tangible for users.

*Prerequisite: DESIGN 100, 101*

#### **DESIGN 231 15 Points**

##### **Gamified Scenario Design**

Forward-casting (futuring) often uses a framework that maps random through to probable outcomes. In this course, students learn to use forecasting models and predictive analytics in relation to design solutions. Referring to game theory and using appropriate tools, students will develop a participatory game, and develop an interactive gamified futuring tool directed toward a specific local sector.

*Prerequisite: DESIGN 100, 101*

#### **DESIGN 232 15 Points**

##### **Future Auckland**

Working in collaboration with a local civic or non-governmental agency, students will create a public exhibition of design concepts, strategies and visual imaginings of the future of the Auckland urban area. Students will arrange the venue and curate the exhibition. The exhibition will include diegetic prototypes, models, timelines, games and other forms visual information.

*Prerequisite: DESIGN 100, 101*

#### **DESIGN 233 15 Points**

##### **The Future Of...**

Students will work with a local government institution, creative industry company or Non-Governmental Organisation. Engaging that organisation as a client seeking to improve future outputs, students will design future forecasting tools for their use.

*Prerequisite: DESIGN 100, 101*

#### **DESIGN 240 15 Points**

##### **Sustainable Design NZ**

How has New Zealand used design thinking to advance its national agenda? How can New Zealand businesses develop sustainable practices in the face of global climate change? Students will explore New Zealand's design legacy, focusing

on the history and future of a specific design-led industry or product. In response, students will produce design proposals incorporating principles of sustainability.

*Prerequisite: DESIGN 100, 101*

#### **DESIGN 241 15 Points**

##### **Design and Bio-Engineering**

What new materials, products and processes will be developed at the interface between design, bio-chemistry and bio-engineering? How can design help to direct new developments in biological science, and focus that science on tangible human-centred needs? Students will work in interdisciplinary teams to explore and prototype bio-engineered materials and processes for real-world application. Teams may collaborate with an industry partner.

*Prerequisite: DESIGN 100, 101*

#### **DESIGN 242 15 Points**

##### **Design and Robotics**

What are the major social and psychological trends driving the adoption of mechatronic and robotic devices? How are these devices being deployed to help people? How can design focus mechatronics and robotics on human-centred needs? Students will work in interdisciplinary teams to explore and prototype mechatronic and robotic devices for real-world application. This may involve collaboration with an industry partner.

*Prerequisite: DESIGN 100, 101*

#### **DESIGN 243 15 Points**

##### **Design and Health Science**

Explores design in relation to the field of healthcare, well-being, and aged care. After mapping needs within the health sector, students will create design concepts for new devices, technologies, and services that are also responsive to culture. They will develop and prototype new health products and engage the wider issue of systems design across the sector.

*Prerequisite: DESIGN 100, 101*

### **Stage III**

#### **DESIGN 300 15 Points**

##### **Design Research Methodologies**

Introduction to a range of key design methodologies that inform contemporary design thinking, research and practice, within New Zealand, with reference to Māori philosophies of making and community. Drawing on methodological principles, students learn how to develop design strategies, apply design processes and test their design concepts. Consideration will be given to the phasing and planning of design investigations from data analytics to design concepts to practical methods and proposed solutions.

*Prerequisite: DESIGN 100, 101 and 90 points from DESIGN 200-243*

#### **DESIGN 301 45 Points**

##### **Advanced Design Methods Capstone**

An advanced course in which students complete a major design project in collaboration with a local design professional. The task is to develop a design strategy in response to a real-world issue. Students will engage in research and practical studio work; use multiple tools, technologies and methods; and work in teams. Outcomes will be exhibited, and critiqued by design professionals.

*Prerequisite: DESIGN 200, 201, 300 and 90 points from DESIGN 210-243*

**DESIGN 302 15 Points****Critical-Technical Positioning**

An advanced course in which students produce a written account of their capstone project (DESIGN 301). The account will take the form of a 5,000 word essay or technical report, with visual evidence. It will provide a critical contextualisation of the capstone project within the field of design, and use design theory to describe the project from concept to execution.

*Prerequisite:* DESIGN 200, 201, 300

*Corequisite:* DESIGN 301

**Fine Arts****Stage I****FINEARTS 101 30 Points****Studio 1.1**

Students will work on a range of 'ideas based' activities that will challenge them progressively to develop and extend their knowledge and skills. These range from short focused projects to those allowing more time for research and personal development. Students will cover a range of the disciplines available in the school and be encouraged to explore in a cross-disciplinary manner.

*Corequisite:* FINEARTS 103 or 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 or 104

**FINEARTS 103 15 Points****Drawing and Related Practices**

An introduction to different approaches to drawing and its relationship with contemporary practices in art and design, including traditional approaches to drawing and drawing techniques. Students will also explore drawing as a conceptual process. Research which investigates drawings as both a technical and conceptual practice is encouraged.

*Corequisite:* FINEARTS 101 or 102

**FINEARTS 104 15 Points****Introduction to Critical Studies**

An introduction to contemporary art from a practice-led perspective. Themes, ideas and movements relevant to the field of contemporary art will be introduced, alongside key theoretical and philosophical terms. Students study the ways these contextual and conceptual frameworks inform art production. Emphasises the multiple ways in which art-practice engages with these frameworks. Aspects of tikanga Māori and its relationship to art-making will also be introduced.

*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****Critical Studies**

A practice-led perspective to consider the key contexts and concepts relevant to contemporary art introduced in FINEARTS 104. Examines selected theoretical and philosophical terms, their broader cultural contexts, and their relevance for art-practice. Complements FINEARTS 207 and 208, by exploring art's dynamic relationship to the range of contexts and knowledge discussed, and the ways in which these relationships inform art's production and reception.

*Prerequisite:* FINEARTS 101, 102, 103, 104

*Corequisite:* FINEARTS 201 or 202 or 207 or 208 or 209 or 212

**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 207 45 Points****Studio Practice 1**

Provides an understanding of contemporary artistic practice relevant to students' developing interests. Students will engage with current art ideas, methodologies and positions and will gain experience in understanding their own work in relationship to local and international contemporary art practices. Consists of the supervised completion of a number of prescribed briefs, and focused contextual study in an area relevant to the student's broad interests. Discipline-based and interdisciplinary learning will be undertaken, with a dual emphasis on the development of conceptual thinking and material languages.

*Prerequisite:* FINEARTS 101, 102, 103, 104

*Restriction:* FINEARTS 201, 203

**FINEARTS 208 45 Points****Studio Practice 2**

Focuses on the conditions of reception relevant to students' work including ways meaning is created; how art works are read; and the significance of presentation strategies. Consists of a range of supervised briefs embracing media specific, interdisciplinary, Māori, local and global approaches to creating art works. Students will also engage in focused contextual study in an area relevant to their studio interests.

*Prerequisite:* FINEARTS 207 or 209

*Restriction:* FINEARTS 202, 206

**FINEARTS 209 30 Points****Studio Practice 1**

Provides an understanding of contemporary artistic practice relevant to students' developing interests. Students will engage with current art ideas, methodologies and positions and will gain experience in understanding their own work in relationship to local and international contemporary art practices. Consists of the supervised completion of a number of prescribed briefs. Discipline-based and interdisciplinary learning will be undertaken, with a dual emphasis on the development of conceptual thinking and material languages.

*Prerequisite:* FINEARTS 101, 102, 103, 104

*Restriction:* FINEARTS 201, 203, 207

**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 passed

**FINEARTS 211G 15 Points****Understanding Contemporary Fashion Design**

Investigates the relationship between fashion design and identity to build understanding of the increasing rapidity of clothing change as both the product of individual choice and the manifestation of a need for community. The emphasis will be on the consumption of fashion and its relationship to the human body with reference to fashion theory in the context of the broader literatures of gender, class and ethnicity.

*Prerequisite:* 60 points passed

**FINEARTS 212 30 Points****Studio Practice 2**

Focuses on the conditions of reception relevant to students' work including ways meaning is created; how art works are read; and the significance of presentation strategies. Consists of a range of supervised briefs embracing media specific, interdisciplinary, Māori, local and global approaches to creating art works.

*Prerequisite:* FINEARTS 207

*Restriction:* FINEARTS 202, 206, 208

**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****Critical Practices**

Presents selected forms of contemporary art practices and their related concepts. Considers these practices to enable a critical understanding of a broad range of contemporary art production and its relevance to students' own emerging practice. Provides a critical introduction to a range of artists' writing. Complements FINEARTS 308 and 309 by critically exploring the value of certain frameworks, including: philosophy, theory, art history, writing, tikanga Māori and the socio-cultural for a self-directed practice.

*Prerequisite:* FINEARTS 204

*Corequisite:* FINEARTS 302 or 303 or 308 or 309 or 310 or 311

**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

**FINEARTS 308 45 Points****Studio Practice 3**

Builds upon the conceptual, material, technical and contextual work undertaken in Studio Practice 2. Students will explore and develop a range of methodologies that will enable them to understand the principle of a self-directed practice. Students are required to pursue open-ended exploration and critical analysis within their studio work, with an emphasis on experimentation and reflexivity. Consists of a range of supervised briefs embracing media specific, interdisciplinary, Māori, local and global approaches to creating art works. Students will also engage

in focused contextual study in an area relevant to their interests.

*Prerequisite:* FINEARTS 204, 207, 208

*Restriction:* FINEARTS 302, 304

### **FINEARTS 309 45 Points**

#### **Studio Practice 4**

Extends the self-directed aspect of FINEARTS 308 through work on one or two long-term personal projects. A key focus is the identification of, and response to, a contextual issue or mode of practice relevant to contemporary art. Students will begin to develop an understanding of their own practice within the context of a wider field of local and international contemporary art practices. Students will also engage in focused contextual study in an area relevant to their interests.

*Prerequisite:* FINEARTS 308 or 310

*Restriction:* FINEARTS 303, 307

### **FINEARTS 310 30 Points**

#### **Studio Practice 3**

Builds upon the conceptual, material, technical and contextual work undertaken in Studio Practice 2. Students will explore and develop a range of methodologies that will enable them to understand the principle of a self-directed practice. Students are required to pursue open-ended exploration and critical analysis within their studio work, with an emphasis on experimentation and reflexivity. Consists of a range of supervised briefs embracing media specific, interdisciplinary, Māori, local and global approaches to creating art works.

*Prerequisite:* FINEARTS 204, 207, 208

*Restriction:* FINEARTS 302, 304, 308

### **FINEARTS 311 30 Points**

#### **Studio Practice 4**

Extends the self-directed aspect of FINEARTS 308 through work on one or two long-term personal projects. A key focus is the identification of, and response to, a contextual issue or mode of practice relevant to contemporary art. Students will begin to develop an understanding of their own practice within the context of a wider field of local and global contemporary art, and contemporary Māori Art practices.

*Prerequisite:* FINEARTS 308

*Restriction:* FINEARTS 303, 307, 309

### **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**

**30 Points**

#### **Special Topic**

A development of Part III Studio courses in selected fields.

### **FINEARTS 407**

**30 Points**

#### **Special Topic**

A development of Part III Studio courses in selected fields.

### **FINEARTS 408**

**60 Points**

#### **Studio 4 A**

Assists students to develop their creative practice through the production of a coherent body of studio-based work. This will be supported by considered development of an artistic and/or design philosophy and its effective use in relation to studio practice. The course encourages a solid understanding of presentation strategies appropriate to the exhibition and/or professional presentation of creative work.

*Prerequisite:* FINEARTS 305, 308, 309

*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 408

*Restriction:* FINEARTS 404, 405

### **Postgraduate 700 Level Courses**

### **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 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 795A** **60 Points**

**FINEARTS 795B** **60 Points**

#### Research Portfolio

A practice-based research project involving the exploration of themes in contemporary fine arts and design. The final submission of the project will be a presentation in the form of an exhibition, performance or other such outcome as approved by the Head of Fine Arts. The presentation will be supported by a written component that introduces topics and methodological directions relevant to the creative project.

*Prerequisite: Departmental approval*

To complete this course students must enrol in FINEARTS 795 A and B

**FINEARTS 796A** **60 Points**

**FINEARTS 796B** **60 Points**

#### Masters Studio

An advanced studio based performance in fine arts and/or design.

*Prerequisite: B or higher in FINEARTS 756 or 790 or 795*

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.

*Prerequisite: B or higher in FINEARTS 756 or 790 or 795*

To complete this course students must enrol in FINEARTS 797 A and B

**FINEARTS 798A** **60 Points**

**FINEARTS 798B** **60 Points**

#### Fine Arts Research Portfolio

An advanced research portfolio in fine arts and/or design.

*Prerequisite: B or higher in FINEARTS 756 or 790 or 795*

To complete this course students must enrol in FINEARTS 798 A and B

## Music

### Stage I

**MUS 103** **15 Points**

#### Music Fundamentals

A practical and theoretical overview of the fundamental written and aural skills required for music literacy. This course prepares students for MUS 104 and further university-level study and practice in music.

*Restriction: MUS 100, may not be taken with or after passing MUS 101, 104, 174, 184, 284*

**MUS 104** **15 Points**

#### Music Literacies

The development of music theory, aural skills and perception necessary to be an effective musician. The study of basic theory, harmony, analysis, aural perception and musicianship with exemplars from classical, jazz and popular music genres. Includes a choral performance component.

*Prerequisite: MUS 100 or 103 or Departmental approval*

**MUS 106** **15 Points**

#### Ensemble Communication and Direction

An examination of the skills and techniques required for the communication and direction of ensembles including orchestras, bands, jazz and contemporary ensembles, choirs and other performing arts contexts. Includes knowledge of repertoire style, genre and period associated with directing music.

**MUS 110** **15 Points**

#### Composition 1

Foundational studies in music composition and sonic arts. Modular content includes: rhythm and meter, melody and harmony, structure and gesture, time and meter, synthesis and notation and repertoire study. Students may complete Composition 1 and Composition 2 in any order.

**MUS 111** **15 Points**

#### Composition 2

Foundational studies in music composition and sonic arts. Modular content includes: rhythm and form, timbre and texture, aesthetics and function, style and idea, material and manipulation, creative planning and processes and the composer in society. Students may complete Composition 1 and Composition 2 in any order.

**MUS 120** **15 Points**

#### Performance 1

Individual lessons and performance classes on an approved instrument or voice. (See course outline and instrumental/vocal syllabus for specific curriculum requirements).

*Prerequisite: Entrance is by audition. Departmental approval*

**MUS 121** **15 Points**

#### Performance 2

Continuation of work undertaken in MUS 120. (See course outline and instrumental/vocal syllabus for specific curriculum requirements.)

*Prerequisite: MUS 120*

**MUS 130** **15 Points**

#### Introduction to Music Production

A survey of the production technology available to assist musicians, and an introduction to modern music production. Topics include: Modern DAW (Digital Audio Workstation) functionality, MIDI and audio recording/editing, synthesis, and multi-track mixing.

*Restriction: MUS 119*

**MUS 143** **15 Points**

#### Contemporary Music Culture

An introductory overview of today's diverse musical culture. Explores contemporary trends in so-called 'classical' music, jazz, production and popular genres, as well as the impact of technological innovation (sound recording, film, social media) on our day-to-day musical activities. Emphasis is placed on creative practice in music and the performing arts.

**MUS 144G** **15 Points**

#### 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.

**MUS 145** **15 Points**

#### Western Music Across the Centuries

A comprehensive overview of the enormously rich repertoire of Western music, from the beginnings of a literate tradition, through the classical giants, to the present day.



|  |                  |   |                   |
|--|------------------|---|-------------------|
| <b>MUS 149</b>   | <b>15 Points</b> | <b>MUS 190</b>  | <b>15 Points</b>  |
| <b>MUS 149G</b>  | <b>15 Points</b> | <b>MUS 190A</b>   | <b>7.5 Points</b> |
| <b>Rock to Reggae: Tracking Popular Music in New Zealand</b>   |                  | <b>MUS 190B</b>   | <b>7.5 Points</b> |
| An introduction to New Zealand's home-grown popular music, from the 1950s to the present day. A broad range of musical styles will be considered and situated within various social contexts. The issue of cultural identity in music – at national and local levels – will also be explored.  |                  | <b>Auxiliary Performance Study 1</b>  |                   |
| <b>MUS 162</b>   | <b>15 Points</b> | Individual tuition on an approved instrument or voice. Suited for a practical component for Music Studies or Composition students or as an approved instrument for Classical, Jazz or Popular Music students.   |                   |
| <b>Introduction to Music Teaching and Learning</b>   |                  | <i>Prerequisite: Entrance is by audition. Departmental approval</i>   |                   |
| A conceptual and practical introduction to music teaching and learning in its various forms and contexts. A survey of the field including studio pedagogy, music education methods, school music, community music, lesson planning, composition and improvisation pedagogy, and foundational knowledge of music teaching and learning.                               |                  | <i>To complete this course students must enrol in MUS 190 A and B, or MUS 190</i>   |                   |
| <i>Restriction: MUS 160</i>  |                  | <b>MUS 191A</b>   | <b>7.5 Points</b> |
| <b>MUS 170</b>   | <b>15 Points</b> | <b>MUS 191B</b>   | <b>7.5 Points</b> |
| <b>Jazz Performance 1</b>  |                  | <b>Classical Ensembles 1</b>  |                   |
| 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.  |                  | The development of performance skills through ensemble work including chamber music, string orchestra, wind orchestra, flute choir, contemporary ensembles and other combinations.  |                   |
| <i>Prerequisite: Entrance is by audition. Departmental approval.</i>   |                  | <i>Prerequisite: Departmental approval</i>  |                   |
| <i>Corequisite: MUS 104</i>  |                  | <i>To complete this course students must enrol in MUS 191 A and B</i>   |                   |
| <b>MUS 171</b>   | <b>15 Points</b> | <b>MUS 192A</b>   | <b>7.5 Points</b> |
| <b>Jazz Performance 2</b>  |                  | <b>MUS 192B</b>   | <b>7.5 Points</b> |
| Continuation of the work undertaken in MUS 170.  |                  | <b>Performance Skills for Instrumentalists 1</b>  |                   |
| <i>Prerequisite: MUS 170 or JAZZ 101 and 107</i>   |                  | The development of a range of instrumental performance skills beyond those gained in the instrumental studio including collaborative piano, repertoire studies, ensemble techniques, basic pedagogy, keyboard skills, accompanying and other applications.                  |                   |
| <b>MUS 174</b>   | <b>15 Points</b> | <i>Prerequisite: Departmental approval</i>  |                   |
| <b>Jazz Theory and Musicianship 1</b>  |                  | <i>To complete this course students must enrol in MUS 192 A and B</i>   |                   |
| 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.  |                  | <b>MUS 193A</b>   | <b>7.5 Points</b> |
| <i>Corequisite: MUS 104</i>  |                  | <b>MUS 193B</b>   | <b>7.5 Points</b> |
| <b>MUS 180</b>   | <b>15 Points</b> | <b>Performance Skills for Singers 1</b>   |                   |
| <b>Creative Practice in Popular Music 1</b>  |                  | The introduction of vocal practices that help voice students develop and sustain a professional vocal career. This course aims to give vocal students the knowledge and practical experience necessary to develop and maintain vocal health in diverse performing contexts. |                   |
| Exploration of ideas and processes in the creation and presentation of popular music through workshops, seminars and group discussion. Students will write songs, compose music, use music recording and production techniques and present aspects of their coursework in live performance.  |                  | <i>Prerequisite: Departmental approval</i>  |                   |
| <i>Prerequisite: Entrance is by audition. Departmental approval</i>  |                  | <i>To complete this course students must enrol in MUS 193 A and B</i>   |                   |
| <b>MUS 181</b>   | <b>15 Points</b> | <b>MUS 194</b>  | <b>15 Points</b>  |
| <b>Creative Practice in Popular Music 2</b>  |                  | <b>MUS 194A</b>   | <b>7.5 Points</b> |
| Continuation of work undertaken in MUS 180.  |                  | <b>MUS 194B</b>   | <b>7.5 Points</b> |
| <i>Prerequisite: MUS 180</i>   |                  | <b>Historical Performance 1</b>   |                   |
| <b>MUS 188</b>   | <b>15 Points</b> | Practical studies in historical performance on an approved instrument or voice.   |                   |
| <b>Making Words Sing: The Art and Soul of Songwriting</b>  |                  | <i>Prerequisite: Departmental approval</i>  |                   |
| A widescreen survey of contemporary songwriting, its various origins, directions, themes and principles with specific reference to the work, styles and lyrical techniques of prominent songwriters from the past half century. Songwriting from English music hall, through the Beatles and Bob Dylan to contemporary singer-songwriters and today's hip-hop stars. |                  | <i>To complete this course students must enrol in MUS 194 A and B, or MUS 194</i>   |                   |
|  |                  | <b>MUS 195</b>  | <b>15 Points</b>  |
|  |                  | <b>MUS 195A</b>   | <b>7.5 Points</b> |
|  |                  | <b>MUS 195B</b>   | <b>7.5 Points</b> |
|  |                  | <b>Popular Music Ensembles 1</b>  |                   |
|  |                  | The development of performance skills through ensemble work in popular music  |                   |
|  |                  | <i>Prerequisite: Departmental approval</i>  |                   |
|  |                  | <i>To complete this course students must enrol in MUS 195 A and B, or MUS 195</i>   |                   |
|  |                  | <b>MUS 196A</b>   | <b>7.5 Points</b> |
|  |                  | <b>MUS 196B</b>   | <b>7.5 Points</b> |
|  |                  | <b>Popular Music Instrumental Performance</b>   |                   |
|  |                  | The development of instrumental 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: Entrance is by audition. Departmental approval*  
*Restriction: MUS 182*

*To complete this course students must enrol in MUS 196 A and B*

**MUS 197A** 7.5 Points

**MUS 197B** 7.5 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.

*To complete this course students must enrol in MUS 197 A and B*

### **Stage II**

**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*

**MUS 203** 15 Points

#### **Classical Theory and Musicianship 1**

Continuation of work begun in MUS 104 on music theory, aural skills and musicianship. Includes a choral component.

*Prerequisite: MUS 104*

**MUS 204** 15 Points

#### **Classical Theory and Musicianship 2**

Continuation of work in MUS 203 on music theory, aural skills and musicianship. Includes a choral component.

*Prerequisite: MUS 203*

**MUS 205** 15 Points

#### **Classical Theory and Musicianship 3**

Continuation of work in MUS 204 on music theory, aural skills and musicianship. Includes a choral component.

*Prerequisite: MUS 204*

**MUS 206** 15 Points

#### **Conducting 1**

The study of conducting including listening to and writing about a wide variety of music from all historical periods. The practical component of this course concentrates on posture, patterns and gesture. Studies include examples from choral and orchestral repertoire.

*Prerequisite: MUS 106*

**MUS 207** 15 Points

#### **Conducting 2**

An introduction to rehearsal planning and management, baton technique, the development of conducting gesture, and advanced score preparation. Repertoire includes classical symphonies, a cappella repertoire and a selection of choral/orchestral works.

*Prerequisite: MUS 206*

**MUS 210** 15 Points

#### **Composition 3**

Applied concepts and techniques in instrumental/vocal composition and sonic arts. Students will develop original creative ideas through experimentation with both notational and sound-based approaches to composing, the study of relevant repertoire and the realisation of a

portfolio of works for mixed resources that may include solo instruments, voices, small ensembles, found objects/sounds, loudspeakers and visual media. Liaison with performers both within and outside the class is important.

*Prerequisite: MUS 110, 111*

**MUS 211**

#### **Composition 4**

Continuation of work undertaken in MUS 210.

*Prerequisite: MUS 210*

**MUS 214**

#### **Instrumentation**

The study of instrumentation including ranges, characteristics and technical aspects of writing, scoring and arranging for strings, wind, brass and percussion will be introduced together with a study of repertoire.

*Prerequisite: MUS 101 or 104*

**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*

*Restriction: MUSIC 220*

**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*

**MUS 224**

#### **Exploring Historical Performance**

Academic study of the resources, instruments, techniques, and stylistic conventions relevant to the performance of music from Renaissance to modern times, with an emphasis on works of the eighteenth and nineteenth centuries. Students consider the role that an awareness of historical factors can play in contemporary performance, and gain understanding of some of the key debates surrounding historically informed performance.

*Prerequisite: MUS 101 and 140, or 104 and 143*

**MUS 230**

#### **Music Production 1**

A study of the theoretical and practical knowledge and skills required to engage in music production through everyday technologies. An emphasis on production in the home/project studio environment, and for developing producers and songwriters. Topics include: microphone types, patterns and configurations; simple vocal and instrumental recording; synthesis; production techniques; and mixing using modern DAWs.

*Prerequisite: MUS 119 or 130*

*Restriction: MUS 219*

**MUS 231**

#### **Music Production 2**

A study of modern and classic studio recording and production techniques supported by practical studio-based exercises. Topics include: multi-channel recording and editing; band and ensemble recording; analog and digital production; synthesis; production techniques; mixing and mastering. Coordination with performers both within and outside the class is important.

*Prerequisite: MUS 230*

*Restriction: MUS 219*

**15 Points**

**15 Points**

**15 Points**

**15 Points**

**15 Points**

**15 Points**

**15 Points**

**MUS 243 15 Points****Music in Society**

The study of music in society using a wide-angled lens to explore how it can be intertwined with issues of politics, gender, religion, race, psychology, memory and space. Examples will take in a variety of musical phenomena from diverse genres (pop, jazz, classical, modern, opera, etc.)

*Prerequisite:* MUS 143

**MUS 245 15 Points****History, Music and Ideas: Rethinking the Classical Canon**

Raises issues specific to classical music in one or more concentrated historical periods. Students will get to know a designated repertoire of musical works, whilst exploring critical topics such as periodisation, canon formation and reception history.

*Prerequisite:* MUS 140 or 143 or 145 or 176

*Restriction:* MUS 240, 345

**MUS 246 15 Points****Experimental Music in the 20th and 21st Centuries**

Tracks definitions and developments in 'experimental' music since the early twentieth century. Concepts of modernism and postmodernism as related to musical composition, performance and listening are the central focus.

*Prerequisite:* MUS 140 or 143 or 145 or 176

*Restriction:* MUS 346

**MUS 247 15 Points****Genre and Convention in Instrumental Music**

Explores the complexities of musical style, historicism and aesthetics as related to one or more instrumental genres (such as the symphony, the string-quartet or piano prelude) and related conventions. Close readings of paradigmatic works will be essential.

*Prerequisite:* MUS 140 or 143 or 145 or 176

*Restriction:* MUS 347

**MUS 248 15 Points****Music on Stage and Screen**

Considers the role of music in one or more of the dramatic arts – opera, musical, ballet, modern dance, film – in any given historical period. Offers opportunity to study specific repertoire in some detail, as well as to investigate music's contribution to dramatic spectacle, characterisation, narrative and non-narrative structures.

*Prerequisite:* MUS 140 or 143 or 145 or 176

*Restriction:* MUS 242, 348

**MUS 258 15 Points****Special Topic: Music Computing**

An introduction to the study and use of computers to perform, compose, notate, and analyse music. Topics include: creation of computer-generated music (sound design, algorithmic music, machine learning, generative art), creation of new technologies for music performance (e.g., musical interfaces and installations, mobile apps), computational musicology, study of software for notation and education.

*Prerequisite:* 30 points at Stage I in Music or Departmental Approval

**MUS 259 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage I in Music

**MUS 262 15 Points****Music Psychology and Development**

An initial exploration of music psychology research including music therapy research, neuroscience, neuropsychology and music psychology. Examines the development of musical

skills through life with an emphasis on community and pedagogical applications.

*Prerequisite:* 30 points passed in Music

**MUS 265 15 Points****Crafting a Portfolio Career in Music**

A study of music career profiles with an emphasis on self-management, performance careers, pedagogical careers, technology, music marketing and distribution, legal issues, entrepreneurship and project leadership in the community. Students will reflect on their own development and devise a project plan for implementation.

*Prerequisite:* 30 points passed in Music

**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

**MUS 271 15 Points****Jazz Performance 4**

Continuation of the work undertaken in MUS 270.

*Prerequisite:* MUS 270

**MUS 274 15 Points****Jazz Theory and Musicianship 2**

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 174

**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

**MUS 276 15 Points****Jazz History**

A 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. An in-depth study of primary exponents of various styles. Audio and visual materials are a major component of study.

*Prerequisite:* 30 points passed in Music

*Restriction:* MUS 176

**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 and group discussion. Students will write songs, complete arrangement exercises,

use music recording and production techniques and present aspects of their coursework in live performance.

*Prerequisite:* MUS 181 and 182 or 196

**MUS 281** 15 Points

**Creative Practice in Popular Music 4**

Continuation of work undertaken in MUS 280.

*Prerequisite:* MUS 280, 284

**MUS 282** 15 Points

**Popular Music Vocal Performance**

The development of vocal technique and interpretative skills through the in-depth study of vocal production techniques pertinent to contemporary popular music vocal performance. The emphasis will be on the development of practices to enhance the performance of original songs written by the students, as well as at times techniques necessary to successfully perform songs written by others. This course prepares students who major in Popular Music with 1:1 vocal tuition and group based ensemble classes.

*Prerequisite:* MUS 183 or 196

**MUS 284** 15 Points

**Popular Music Theory and Musicianship 1**

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 104 or 185

**MUS 287** 15 Points

**Popular Music Theory and Musicianship 2**

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 284

**MUS 288** 15 Points

**Popular Music Analysis**

Musical analysis in the popular music idiom. Examines 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.

*Prerequisite:* MUS 287

*Restriction:* MUS 285

**MUS 290** 15 Points

**MUS 290A** 7.5 Points

**MUS 290B** 7.5 Points

**Auxiliary Performance Study 2**

Individual tuition on an approved instrument or voice. Suited for a practical component for Music Studies or Composition students or as an approved instrument for Classical, Jazz or Popular Music students.

*Prerequisite:* MUS 190 or an audition and Departmental approval.

*To complete this course students must enrol in MUS 290 A and B, or MUS 290*

**MUS 291A** 7.5 Points

**MUS 291B** 7.5 Points

**Classical Ensembles 2**

The development of performance skills through ensemble work including chamber music, string orchestra, wind orchestra, flute choir, contemporary ensembles and other combinations.

*Prerequisite:* Departmental approval

*To complete this course students must enrol in MUS 291 A and B*

**MUS 292A** 7.5 Points

**MUS 292B** 7.5 Points

**Performance Skills for Instrumentalists 2**

The development of a range of instrumental performance skills beyond those gained in the instrumental studio including collaborative piano, repertoire studies, ensemble techniques, basic pedagogy, keyboard skills, accompanying and other applications.

*Prerequisite:* Departmental approval

*To complete this course students must enrol in MUS 292 A and B*

**MUS 293A** 7.5 Points

**MUS 293B** 7.5 Points

**Performance Skills for Singers 2**

The introduction of vocal practices that help voice students develop and sustain a professional vocal career. This course aims to give vocal students the knowledge and practical experience necessary to develop and maintain vocal health in diverse performing contexts.

*Prerequisite:* Departmental approval

*To complete this course students must enrol in MUS 293 A and B*

**MUS 294** 15 Points

**MUS 294A** 7.5 Points

**MUS 294B** 7.5 Points

**Historical Performance 2**

Practical studies in historical performance on an approved instrument or voice.

*Prerequisite:* Departmental approval

*To complete this course students must enrol in MUS 294 A and B, or MUS 294*

**MUS 295** 15 Points

**MUS 295A** 7.5 Points

**MUS 295B** 7.5 Points

**Popular Music Ensembles 2**

The development of performance skills through ensemble work in popular music.

*Prerequisite:* Departmental approval

*To complete this course students must enrol in MUS 295 A and B, or MUS 295*

**MUS 296** 15 Points

**Popular Music Performance**

Popular Music vocal or instrumental 1:1 tuition in preparation for postgraduate performance or studio pedagogy study.

*Prerequisite:* Departmental approval

**MUS 297A** 7.5 Points

**MUS 297B** 7.5 Points

**Jazz Ensembles 2**

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 197 or Departmental approval

*To complete this course students must enrol in MUS 297 A and B*

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**Stage III**

**MUS 306** 15 Points

**Conducting 3**

Opportunities to conduct a variety of ensemble situations including instrumental, choral/vocal, keyboard and voice, large choral ensemble, recitative and aria, and instrumental

ensemble. A keyboard component develops skills needed for score preparation and rehearsals.

*Prerequisite:* MUS 207

### **MUS 307 15 Points**

#### **Choral and Orchestral Repertoire**

The development of analytical skills and knowledge about choral and orchestral repertoire through listening, research, examination of genre and style, and relevant performance practice. Includes studies of selected large-scale and smaller musical works.

*Prerequisite:* MUS 306, or 30 points from Stage II in Music and Departmental approval

### **MUS 310 15 Points**

#### **Composition 5**

Facilitation of the creative process in individual student composers. Key concepts and techniques in instrumental/vocal composition and sonic arts will be developed and refined through the completion of projects as negotiated with supervisors. Each project will incorporate relevant technical exercises together with a study of influential composers and their methods. The end-of-semester portfolio may include works for solo instrument, voice, small and large ensemble, and sonic arts genres including multichannel acousmatic music and performance-based sonic art.

*Prerequisite:* MUS 211

### **MUS 311 15 Points**

#### **Composition 6**

A continuation of work undertaken in MUS 310.

*Prerequisite:* MUS 310

### **MUS 314 15 Points**

#### **Orchestration**

A continuation and expansion of the topics addressed in MUS 214. Studies will be broadened to include a stronger emphasis on orchestration, including technique and repertoire.

*Prerequisite:* MUS 214

### **MUS 315 15 Points**

#### **Sonic Arts**

An examination of compositional concepts and techniques relating to acousmatic music and performance-based sonic art. Topics will be investigated through engagement in individually negotiated creative projects supported with technical exercises and a review of relevant repertoire and literature.

*Prerequisite:* MUS 211 or 219

### **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

### **MUS 321 15 Points**

#### **Performance 6**

Continuation of work undertaken in MUS 320.

*Prerequisite:* MUS 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

### **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 322

### **MUS 324 15 Points**

#### **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

### **MUS 330 15 Points**

#### **Music Production 3**

Instruction in the use of the School of Music's professional-level multichannel recording studios supported by practical exercises in popular music production. Topics include: vocal, guitar, and drum recording; synthesis; industry-standard production techniques; and mastering. Coursework will require coordination with performers both within and outside the class.

*Prerequisite:* MUS 219 or 231

*Restriction:* MUS 318

### **MUS 331 15 Points**

#### **Music Production 4**

A continuation and expansion of the topics addressed in MUS 330 including collaborative projects that concentrate on the production of a popular music 'single', including the professional and legal issues associated with high-level studio production. Coursework will require coordination with performers both within and outside the class.

*Prerequisite:* MUS 318 or 330

*Restriction:* MUS 319

### **MUS 332 15 Points**

#### **Music Production Project 1**

An advanced music production and engineering research project, in which an investigation into professional, technological and industrial issues is conducted through practical experience in a professional setting.

*Prerequisite:* MUS 219 or 231

*Restriction:* MUS 355

### **MUS 333 15 Points**

#### **Music Production Project 2**

An advanced music production and engineering research project, in which an investigation into professional, technological and industrial issues is conducted through practical experience in a professional setting.

*Prerequisite:* MUS 219 or 330

*Restriction:* MUS 356

### **MUS 334 15 Points**

#### **Sound Design for Film and Video Games**

An exploration of film and video game sound design techniques supported by practical studio-based exercises. Topics include: automatic dialogue replacement (ADR), sound effects recording (Foley), soundscape recording,

sound design, three-dimensional sound modeling, computer-generated music, and psychoacoustics.

*Prerequisite:* MUS 211 or 219 or 230

*Restriction:* MUS 313

#### **MUS 340 15 Points**

##### **Sound, Style and Syntax**

A study and in-depth analysis of repertoire from the eighteenth to the twenty-first centuries.

*Prerequisite:* MUS 140 and 201, or 143 and 204

#### **MUS 343 15 Points**

##### **Music in Aotearoa New Zealand**

A focused profile of the development of music in Aotearoa New Zealand, concentrating on the issue of cultural identity and the contexts of music composition and performance across classical genres, jazz and pop, contemporary and traditional Māori music (including taonga pūoro), and music from Asia and the Pacific region.

*Prerequisite:* MUS 243 or 30 points at Stage II in Music

#### **MUS 345 15 Points**

##### **History, Music and Ideas: Rethinking the Classical Canon**

Raises issues specific to classical music in one or more concentrated historical periods. Students will get to know in some detail a designated repertoire of musical works, whilst exploring critical topics such as periodisation, canon formation and reception history.

*Prerequisite:* MUS 140 or 143 or 145, and 30 points from Stage II in Music

*Restriction:* MUS 240, 245

#### **MUS 346 15 Points**

##### **Experimental Music in the 20th and 21st Centuries**

Tracks definitions and developments in 'experimental' music since the early twentieth century. Concepts of modernism and postmodernism as related to musical composition, performance and listening are the central focus.

*Prerequisite:* MUS 140 or 143 or 145, and 30 points from Stage II in Music

*Restriction:* MUS 246

#### **MUS 347 15 Points**

##### **Genre and Convention in Instrumental Music**

Explores the complexities of musical style, historicism and aesthetics as related to one or more instrumental genres (such as the symphony, the string-quartet or piano prelude) and related conventions. Close readings of paradigmatic works will be essential.

*Prerequisite:* MUS 140 or 143 or 145, and 30 points from Stage II in Music

*Restriction:* MUS 247

#### **MUS 348 15 Points**

##### **Music on Stage and Screen**

Considers the role of music in one or more of the dramatic arts – opera, musical, ballet, modern dance, film – in any given historical period. Offers opportunity to study specific repertoire in some detail, as well as to investigate music's contribution to dramatic spectacle, characterisation, narrative and non-narrative structures.

*Prerequisite:* MUS 140 or 143 or 145, and 30 points from Stage II in Music

*Restriction:* MUS 242, 248

#### **MUS 349 15 Points**

##### **Topic in World Music**

An intensive performance-based course that focuses on a specific regional musical tradition.

*Prerequisite:* 30 points at Stage II in Music

#### **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: Musical Interface Design**

Design, craft, and development of new technologies for music performance. Students will develop skills required to engage in the creation of interactive installations, digital musical instruments, augmented instruments, and mobile apps. Topics include: theory and practice of musical interface design, audio programming, converting body gestures into sound via digital mapping.

*Prerequisite:* 30 points at Stage II in Music or Departmental approval

#### **MUS 359 15 Points**

##### **Special Topic**

*Prerequisite:* 30 points at Stage II in Music

#### **MUS 362 15 Points**

##### **Pedagogical Approaches for the School and Studio**

An investigation into practical knowledge about music teaching and learning drawing from teacher experiences, pedagogical research, established music education methods, studio pedagogy and music classroom contexts. Students explore a range of music teaching scenarios and focus on specific areas of professional interest. This is a key preparatory course for postgraduate pedagogical study in studio pedagogy or school music teaching.

*Prerequisite:* 30 points at Stage II in Music

#### **MUS 363 15 Points**

##### **Music and Community Engagement**

An initial study of community music ranging from semi-professional music organisations and groups through to community music activities that emphasise access, participation and inclusion. An examination of the health and community benefits of music activity including healthy ageing, early development, and youth and mental health. The role of the community musician is also considered.

*Prerequisite:* 30 points at Stage II in Music

#### **MUS 365 15 Points**

##### **Music Industry and Business**

An overview of the music industry including music production, distribution and reception, music marketing and music project management. An examination of business practices in music including developing and managing events, tours, promotion, the Internet, the role of digital media, organising events and festivals and setting up successful pedagogical studios.

*Prerequisite:* 30 points at Stage II in Music

#### **MUS 367 15 Points**

##### **Musicians' Health**

An examination of the critical physical and psychological health issues musicians encounter when preparing for performances and when performing. Topics include aspects of musculoskeletal health, focal dystonia, the protection of

the voice and hearing, the role of movement disciplines and the management of stress and music performance anxiety.

*Prerequisite:* 30 points at Stage II in Music

*Restriction:* MUS 344

### **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

### **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

### **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

### **MUS 375 15 Points**

#### **Jazz Composition and Arranging 2**

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 275

### **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.

*Prerequisite:* MUS 176 or 276

### **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 music, use music recording and production techniques and present aspects of their coursework in live performance.

*Prerequisite:* MUS 281

### **MUS 381 15 Points**

#### **Creative Practice in Popular Music 6**

Continuation of work undertaken in MUS 380.

*Prerequisite:* MUS 380

### **MUS 382 15 Points**

#### **Popular Music Performance Project**

More advanced development of instrumental technique and

interpretative skills through the in-depth study of scales, rhythm, harmony and the relevant musical analyses of set works. Students will arrange and compose for their instrument employing music recording and production techniques. 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 282

### **MUS 383 15 Points**

#### **Popular Music Recording and Production**

A project-based course for Popular Music majors that involves students recording and producing their own work using performance, arranging and technology skills. Students also learn how to plan and manage their own recording and production project.

*Prerequisite:* MUS 380

*Restriction:* JAZZ 332

### **MUS 387 15 Points**

#### **The Beatles and Bob Dylan**

An investigation of the music, attitudes and public personae of Bob Dylan and the Beatles and how it changed and challenged the musical and socio-political cultures of the United States of America and Britain – and by extension the world. The music is studied alongside other contextual developments in the 1960s including the rise of the Civil Rights Movement and the counterculture, the power of youth as a driving commercial and artistic force, and the rapid emergence of musicians as spokespeople for a generation.

*Prerequisite:* 30 points at Stage II in Music or Transnational Cultures and Creative Practice, or 15 points from ANTHO 202, 217, 225, or 234

### **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:* 30 points at Stage II in Music

### **MUS 390 15 Points**

#### **MUS 390A 7.5 Points**

#### **MUS 390B 7.5 Points**

#### **Auxiliary Performance Study 3**

Individual tuition on an approved instrument or voice. Suited for a practical component for Music Studies or Composition students or as an approved instrument for Classical, Jazz or Popular Music students.

*Prerequisite:* MUS 290 and audition and Departmental approval  
To complete this course students must enrol in MUS 390 A and B, or MUS 390

### **MUS 391A 7.5 Points**

### **MUS 391B 7.5 Points**

#### **Classical Ensembles 3**

The development of performance skills through ensemble work including chamber music, string orchestra, wind orchestra, flute choir, contemporary ensembles and other combinations.

*Prerequisite:* Departmental approval

To complete this course students must enrol in MUS 391 A and B

### **MUS 392A 7.5 Points**

### **MUS 392B 7.5 Points**

#### **Performance Skills for Instrumentalists 3**

The development of a range of instrumental performance skills beyond those gained in the instrumental studio including collaborative piano, repertoire studies, ensemble

techniques, basic pedagogy, keyboard skills, accompanying and other applications.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in MUS 392 A and B*

**MUS 393A 7.5 Points**

**MUS 393B 7.5 Points**

### **Performance Skills for Singers 3**

The introduction of vocal practices that help voice students develop and sustain a professional vocal career. This course aims to give vocal students the knowledge and practical experience necessary to develop and maintain vocal health in diverse performing contexts.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in MUS 393 A and B*

**MUS 394 15 Points**

**MUS 394A 7.5 Points**

**MUS 394B 7.5 Points**

### **Historical Performance 3**

Practical studies in historical performance on an approved instrument or voice.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in MUS 394 A and B, or MUS 394*

**MUS 395 15 Points**

**MUS 395A 7.5 Points**

**MUS 395B 7.5 Points**

### **Popular Music Ensembles 3**

The development of performance skills through ensemble work in popular music.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in MUS 395 A and B, or MUS 395*

**MUS 396 15 Points**

### **Advanced Popular Music Performance**

Advanced Popular Music vocal or instrumental tuition in preparation for postgraduate performance or studio pedagogy study.

*Prerequisite: Departmental approval*

**MUS 397A 7.5 Points**

**MUS 397B 7.5 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 297 or Departmental approval*

*To complete this course students must enrol in MUS 397 A and B*

## **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 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**

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*

*Restriction: MUSIC 701*

**MUS 707 30 Points**

### **Research and Practice in Conducting**

The development of advanced conducting skills and techniques in a variety of ensemble situations including instrumental and choral/vocal. Includes research into score preparation and rehearsal skill development.

*Prerequisite: MUS 306*

**MUS 710 30 Points**

### **Composition Research Portfolio**

Though individually negotiated creative projects and supporting studies in instrumental/vocal composition or sonic arts, students deliver an end-of-semester portfolio of original compositions, wherein skills are refined through targeted research in notational and/or sonic techniques, repertoire study and critical thinking. To take supporting studies in both sonic arts and instrumental composition students should enrol in the corresponding elective MUS 714 or 715.

*Prerequisite: MUS 311 or 317*

**MUS 711 30 Points**

### **Composition Research Project**

A customised creative project in instrumental/vocal composition and/or sonic arts realised through an end-of-semester portfolio of original compositions.

*Prerequisite: MUS 743, and 710 or 770 or 780*

**MUS 714 15 Points**

### **Advanced Orchestration**

Advanced orchestration and instrumentation, including contemporary instrumental and vocal techniques, with practical scoring exercises. Composition students are expected to write some original music in this course.

*Prerequisite: MUS 314*

**MUS 715 15 Points**

### **Advanced Sonic Arts**

Examination of a wide range of advanced sound-based compositional techniques including multichannel acousmatic music, live sonic arts, algorithmic music, sonic art in the natural environment, visual music and interactive installation.

*Prerequisite: MUS 315*

**MUS 720 30 Points**

### **Classical Performance Research**

Creative research in aspects of solo performance. Relevant ensemble work, including orchestral rehearsals and performance, may be required.

*Prerequisite: MUS 321 or 307 or Departmental approval*

**MUS 722 15 Points**

### **Advanced Ensemble Performance 1**

Advanced work in the field of chamber music and ensemble playing.



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| <b>MUS 723</b>  | <b>15 Points</b> | <b>MUS 742</b>   | <b>30 Points</b> |
| <b>Advanced Ensemble Performance 2</b>  |                  | <b>Research Project in Musicology</b>  |                  |
| Advanced work in the field of chamber music and ensemble playing.   |                  | An independent course in musicological research.   |                  |
|   |                  | <i>Prerequisite: MUS 743</i>   |                  |
| <b>MUS 724</b>  | <b>30 Points</b> | <b>MUS 743</b>   | <b>15 Points</b> |
| <b>Studio Pedagogy Research and Practice</b>  |                  | <b>Research Methods</b>  |                  |
| The study of instrumental technique, repertoire, studio pedagogy research, and aspects of pedagogy for studio teaching.   |                  | An overview of concepts and methods for music research including an introduction to quantitative, qualitative, creative practice, educational, indigenous, historical, interdisciplinary and practice-led approaches. Includes ethical and social considerations of research practices. Students use methodological knowledge to develop and present a project proposal for their capstone project.  |                  |
| <i>Prerequisite: MUS 321 and 323, or 371 or 382 or Departmental approval</i>  |                  | <i>Restriction: MUS 741</i>  |                  |
| <b>MUS 726</b>  | <b>15 Points</b> | <b>MUS 744</b>   | <b>15 Points</b> |
| <b>Aspects of Performance Practice</b>  |                  | <b>Health and Well-being</b>   |                  |
| 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.  |                  | An advanced examination of the critical physical and psychological health issues musicians encounter when preparing for performances and when performing. Topics include aspects of musculoskeletal health, focal dystonia, the protection of the voice and hearing, the role of movement disciplines and the management of stress and music performance anxiety. An inquiry into research from both science and arts disciplines that informs how musicians maintain physical and psychological well-being. |                  |
| <i>Prerequisite: MUS 224 or 324 or MUSIC 251 or 351 or Departmental approval</i>  |                  | <i>Prerequisite: Departmental approval</i>   |                  |
| <i>Restriction: MUSIC 751</i>   |                  | <i>Restriction: MUS 344</i>  |                  |
| <b>MUS 727</b>  | <b>15 Points</b> | <b>MUS 747</b>   | <b>30 Points</b> |
| <b>Advanced Auxiliary Performance 1</b>   |                  | <b>Research in Musicology</b>  |                  |
| Advanced tuition on an approved instrument or voice suitable for a practical component to complement a student's other music study.   |                  | An overview of the discipline of musicology, its principal concepts and associated methods of research. Students consider key texts from the scholarly literature and musicological viewpoints and perspectives. This course also develops advanced writing skills.  |                  |
|   |                  | <i>Prerequisite: 15 points from MUS 340, 345-348</i>   |                  |
| <b>MUS 728</b>  | <b>15 Points</b> | <b>MUS 748</b>   | <b>15 Points</b> |
| <b>Advanced Auxiliary Performance 2</b>   |                  | <b>Conducting Repertoire and Pedagogy</b>  |                  |
| Further advanced tuition on an approved instrument or voice suitable for a practical component to complement a student's other music study.   |                  | An overview of conducting literature and pedagogical skills for the rehearsal, the concert platform and music education contexts. The course includes analysis, score preparation, practical sessions and requires attendance at designated rehearsals and performances.   |                  |
| <i>Prerequisite: MUS 727</i>  |                  | <i>Prerequisite: MUS 206 or MUSIC 206</i>  |                  |
| <b>MUS 729</b>  | <b>30 Points</b> | <i>Restriction: MUSIC 348</i>  |                  |
| <b>Music Performance Research Project</b>   |                  | <b>MUS 749</b>   | <b>15 Points</b> |
| A customised performance project incorporating solo performance, conducting, relevant ensemble work, improvisational skills, presentation of original work and the application of advanced instrumental techniques, as appropriate.   |                  | <b>Topic in World Music</b>  |                  |
| <i>Prerequisite: MUS 743, and 720 or 770 or 780</i>   |                  | An intensive performance-based course that focuses on a specific regional musical tradition.   |                  |
| <b>MUS 736</b>  | <b>15 Points</b> | <i>Prerequisite: Departmental approval</i>   |                  |
| <b>Creative Studies in Music Technology</b>   |                  | <i>Restriction: MUS 349</i>  |                  |
| The development of advanced creative and technological skills leading to computer-based creative practice.  |                  | <b>MUS 750</b>   | <b>15 Points</b> |
| <i>Prerequisite: 15 points from MUS 315, 330-334</i>  |                  | <b>Performance Research Project</b>  |                  |
| <i>Restriction: MUS 737</i>   |                  | A supervised course of advanced music performance research culminating in a performance and associated written material.   |                  |
| <b>MUS 737</b>  | <b>30 Points</b> | <i>Prerequisite: Departmental approval</i>   |                  |
| <b>Music Technology Research</b>  |                  | <b>MUS 751</b>   | <b>15 Points</b> |
| Advanced technical, creative, practical and theoretical training in music technology-related disciplines including: general music technology, technology in music education, performance and technology, computer music, musical interface design, music and AI, sound design for games and film, sound recording, live sound and music production. |                  | <b>Performance Research Project</b>  |                  |
| <i>Prerequisite: 15 points from MUS 315, 330-334</i>  |                  | A supervised course of advanced music performance research culminating in a performance and associated written material.   |                  |
| <b>MUS 738</b>  | <b>30 Points</b> | <i>Prerequisite: Departmental approval</i>   |                  |
| <b>Creative Practice Research Project</b>   |                  |  |                  |
| A customised creative practice project employing a combination of performance, composition and/or production modes.   |                  |  |                  |
| <i>Prerequisite: MUS 743, and MUS 710 or 737 or 770 or 780</i>  |                  |  |                  |



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| <b>MUS 752</b><br><b>Research Project</b><br>A supervised course of musicological or music education research.<br><i>Prerequisite: Departmental approval</i>   | <b>15 Points</b> | and studio pedagogy research along with the application of practical teaching and workshop techniques and methods relevant for school and community contexts.<br><i>Prerequisite: MUS 360 or 362 or 363</i><br><i>Restriction: MUS 760</i>  |
| <b>MUS 753</b><br><b>Research Project</b><br>A supervised course of musicological or music education research.<br><i>Prerequisite: Departmental approval</i>   | <b>15 Points</b> | <b>MUS 768</b><br><b>Community Music Research Project</b><br>Music community and/or pedagogy music research project. Includes fieldwork in music industry, community, school, or studio contexts and a research report.<br><i>Prerequisite: MUS 743, and 707 or 724 or 767</i>  |
| <b>MUS 754</b><br><b>Directed Study in Historical Musicology</b><br><i>Prerequisite: 15 points from MUS 340, 345-348</i>   | <b>15 Points</b> | <b>MUS 770</b><br><b>Jazz Performance Research</b><br>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.<br><i>Prerequisite: MUS 371 or JAZZ 302</i>  |
| <b>MUS 755</b><br><b>Directed Study in Contemporary Musicology</b><br><i>Prerequisite: 15 points from MUS 340, 345-348</i>   | <b>15 Points</b> | <b>MUS 772</b><br><b>Jazz Composition and Arranging I</b><br>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.<br><i>Prerequisite: MUS 376 or JAZZ 306</i> |
| <b>MUS 756</b><br><b>Directed Study in Music Studies</b><br><i>Prerequisite: 15 points at Stage III in Music</i>   | <b>15 Points</b> | <b>MUS 773</b><br><b>Jazz Composition and Arranging II</b><br>A continuation of work undertaken in MUS 772 for a variety of ensembles.<br><i>Prerequisite: MUS 772</i>  |
| <b>MUS 757</b><br><b>Special Topic</b><br><i>Prerequisite: Departmental approval</i>   | <b>15 Points</b> | <b>MUS 774</b><br><b>Jazz Collaborative Project</b><br>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.<br><i>Prerequisite: MUS 376 or JAZZ 306, and MUS 371 or JAZZ 302</i>  |
| <b>MUS 758</b><br><b>Special Topic</b><br><i>Prerequisite: Departmental approval</i>   | <b>15 Points</b> | <b>MUS 780</b><br><b>Popular Music Research</b><br>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.<br><i>Prerequisite: MUS 381 or Departmental approval</i>                                 |
| <b>MUS 759</b><br><b>Special Topic</b><br><i>Prerequisite: Departmental approval</i>   | <b>15 Points</b> | <b>MUS 790A</b><br><b>MUS 790B</b><br><b>Research Project</b><br>A supervised course of musicological or music education research culminating in a dissertation.<br><i>Prerequisite: Departmental approval</i><br><i>Restriction: MUSIC 789</i><br><i>To complete this course students must enrol in MUS 790 A and B</i>  |
| <b>MUS 760</b><br><b>Themes in Music Education Research</b><br>A survey of pedagogical research themes and applications in music education, studio pedagogy and community music.<br><i>Prerequisite: 15 points at Stage III in Music</i><br><i>Restriction: MUS 767</i>  | <b>15 Points</b> |   |
| <b>MUS 762</b><br><b>Approaches to Music Education 1</b><br>A detailed examination of the practices and concepts in a selected music education approach or method.   | <b>15 Points</b> |   |
| <b>MUS 763</b><br><b>Approaches to Music Education 2</b><br>Further examination of the practices and concepts in a selected music education approach or method.<br><i>Prerequisite: MUS 762</i>  | <b>15 Points</b> |   |
| <b>MUS 764</b><br><b>Approaches to Community Music</b><br>An examination of community music approaches outside formal settings including singing, instrumental, cultural and technological contexts.   | <b>15 Points</b> |   |
| <b>MUS 765</b><br><b>Music Entrepreneurship</b><br>An advanced examination of entrepreneurial and business skills for the musician and creative practitioner. Includes the development of specialised technological skills, case studies and innovative approaches to music marketing, arts and cultural engagement, education and music career development.<br><i>Prerequisite: 30 points at Stage III in Music</i> | <b>15 Points</b> |   |
| <b>MUS 767</b><br><b>Music Education Research and Practice</b><br>A review of current music education, community music   | <b>30 Points</b> |   |

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| <b>MUS 792A</b>  | <b>60 Points</b> |
| <b>MUS 792B</b>  | <b>60 Points</b> |
| <b>Performance Research Portfolio</b>  |                  |
| <i>Prerequisite: MUS 721 or 771 or MUSIC 721, or MUSIC 722 and 723, or MUSIC 728</i> |                  |
| <i>To complete this course students must enrol in MUS 792 A and B</i>                |                  |
| <b>MUS 795A</b>  | <b>60 Points</b> |
| <b>MUS 795B</b>  | <b>60 Points</b> |
| <b>Composition Research Portfolio</b>  |                  |
| <i>Prerequisite: MUS 710 or MUSIC 710</i>  |                  |
| <i>To complete this course students must enrol in MUS 795 A and B</i>                |                  |
| <b>MUS 796A</b>  | <b>60 Points</b> |
| <b>MUS 796B</b>  | <b>60 Points</b> |
| <b>Thesis</b>  |                  |
| <i>Prerequisite: MUS 740 or 741 or MUSIC 750</i>                                     |                  |
| <i>To complete this course students must enrol in MUS 796 A and B</i>                |                  |
| <b>MUS 798A</b>  | <b>60 Points</b> |
| <b>MUS 798B</b>  | <b>60 Points</b> |
| <b>Studio Pedagogy Research Portfolio</b>  |                  |
| <i>Prerequisite: MUS 725 or Departmental approval</i>                                |                  |
| <i>To complete this course students must enrol in MUS 798 A and B</i>                |                  |

## Tertiary Foundation Certificate Creative Arts

### Foundation Courses

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| <b>TFCCA1 92F</b>   | <b>15 Points</b> |
| <b>Foundation Creative Arts</b>   |                  |
| Helps develop a practical and theoretical understanding of the skills and practises employed by performing artists, visual artists and designers when creating a performance, art object or design portfolio. |                  |

## Urban Design

### Postgraduate 700 Level Courses

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| <b>URBDES 702</b>  | <b>15 Points</b> |
| <b>Urban Design Theory and Practice</b>  |                  |
| 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. |                  |
| <b>URBDES 703</b>  | <b>15 Points</b> |
| <b>Elective Study</b>  |                  |
| Topics approved by the Head of School of Architecture and Planning.  |                  |
| <b>URBDES 705</b>  | <b>15 Points</b> |
| <b>Urban Design Site Analysis</b>  |                  |
| Urban morphology, site analyses and an exploration of a contemporary urban design issue.   |                  |
| <b>URBDES 710</b>  | <b>30 Points</b> |
| <b>Urban Design Studio 1</b>   |                  |
| An urban design project involving in-depth specialised research on the implications for urban design at the strategic scale.   |                  |
| <b>URBDES 720</b>  | <b>30 Points</b> |
| <b>Urban Design Studio 2</b>   |                  |
| An advanced urban design project involving highly specialised research related to the analysis and design of the built environment.  |                  |
| <i>Prerequisite: URBDES 710</i>  |                  |

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| <b>URBDES 730</b>  | <b>30 Points</b> |
| <b>Urban Design Research Project</b>   |                  |
| Individual research project in an aspect of urban design theory or practice. |                  |

## Urban Planning

### Stage I

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|---------------------|------------------|
| <b>URBPLAN 101</b>  | <b>15 Points</b> |
| <b>URBPLAN 101G</b> | <b>15 Points</b> |

### Introduction to Urban Planning

An introduction to the city, urban planning and sustainability; professional roles, practices and ethics.

*Restriction: PLANNING 100G*

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| <b>URBPLAN 102</b>              | <b>15 Points</b> |
| <b>Urban Planning Economics</b> |                  |

An introduction to how economic theory, at both the micro and macro levels, effects urban planning policy development and decision making, with reference to how economic development can be integrated into effective urban planning policy formulation.

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| <b>URBPLAN 103</b>   | <b>15 Points</b> |
| <b>Introduction to Visual Literacy and Research Skills</b> |                  |

An introduction to visualisation techniques and drawing skills needed to interpret, represent and communicate design ideas for urban planning, and to the research skills and techniques including the use of Geographic Information System (GIS) tools relevant for urban planning.

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| <b>URBPLAN 104</b>                                       | <b>15 Points</b> |
| <b>Introduction to Urban Planning Law and Governance</b> |                  |

An introduction to the key urban planning statutes and the land tenure system; New Zealand society and constitutional framework, including the Treaty of Waitangi, theories and values of democracy relevant for urban planning.

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| <b>URBPLAN 105</b>              | <b>15 Points</b> |
| <b>Urban Environment Issues</b> |                  |

An introduction to ecological processes in an urban context.

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| <b>URBPLAN 110</b>               | <b>15 Points</b> |
| <b>Urban Planning Studio One</b> |                  |

An introduction to local and site contexts and the relationships between the land use patterns and the scale and type of buildings.

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| <b>URBPLAN 111</b>               | <b>15 Points</b> |
| <b>Urban Planning Studio Two</b> |                  |

An introduction to urban design principles and concepts, and the relationships between land use patterns and street networks.

### Stage II

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| <b>URBPLAN 201</b>           | <b>15 Points</b> |
| <b>Urban Policy Analysis</b> |                  |

The application of critical quantitative and qualitative research skills and methods for urban planning.

*Prerequisite: URBPLAN 101-105, or 30 points passed in Global Environment and Sustainable Development*

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| <b>URBPLAN 202</b>                           | <b>15 Points</b> |
| <b>Urban Planning Implementation and Law</b> |                  |

A critical understanding of the concepts and principles of relevance to urban planning legislation, practice and decision-making.

*Prerequisite: URBPLAN 101-105*

**URBPLAN 203 15 Points****Urban Infrastructure**

A critical analysis of infrastructure provision, modelling, and assets management provision.

*Prerequisite: URBPLAN 101-105, or GEOG 101, 102, 140 or GISCI 140, and URBPLAN 103*

**URBPLAN 204 15 Points****Urban Planning Social Theory and Practice**

A critical analysis of the urban social issues, urban social theory, social justice and deprivation, and gender issues.

*Prerequisite: URBPLAN 101-105*

**URBPLAN 205 15 Points****Transportation Planning**

A critical analysis of transportation planning, modelling and its relationship with land use activities in the urban environment.

*Prerequisite: URBPLAN 101-105, or GEOG 101, 102, 140 or GISCI 140, and URBPLAN 103*

**URBPLAN 210 15 Points****Urban Planning Studio Three**

Research and design techniques and skills for evaluating urban design outcomes against urban design criteria at the neighbourhood scale.

*Prerequisite: URBPLAN 110, 111*

**URBPLAN 211 15 Points****Urban Planning Studio Four**

Examines the complex interrelationships of urban planning issues required to achieve effective and sustainable design solutions at the town/city spatial scale.

*Prerequisite: URBPLAN 110, 111*

**Stage III****URBPLAN 301 15 Points****Urban Economic Development**

An evaluation of theories, policies and practices of community and economic development relevant for urban planning.

*Prerequisite: URBPLAN 201-205, or 30 points at Stage II in Global Environment and Sustainable Development*

**URBPLAN 302 15 Points****Heritage/Cultural Issues for Urban Planning**

A critical analysis of the history, theory and practice of heritage planning in New Zealand and relevant international contexts.

*Prerequisite: URBPLAN 201-205*

**URBPLAN 303 15 Points****Ecology and Resilience**

A critical analysis of the ecological view towards the concepts of resilience; social-ecological systems models, considering wicked problems and the impacts of climate change.

*Prerequisite: URBPLAN 201-205*

**URBPLAN 304 15 Points****Urban Land Use Economics**

Examines the principles of urban land economics focusing on economic development, property markets and property development.

*Prerequisite: URBPLAN 201-205*

**URBPLAN 305 15 Points****Māori Urban Planning Issues**

Māori attitudes, values and aspirations in urban planning

with an understanding of the Treaty of Waitangi; post Treaty settlements.

*Prerequisite: URBPLAN 201-205*

**URBPLAN 306 15 Points****Global Contexts and Contemporary Urban Planning Issues**

Examines how comparative urban planning systems address contemporary urban planning issues in both the New Zealand and international contexts.

*Prerequisite: URBPLAN 201-205, or 30 points at Stage II in Global Environment and Sustainable Development*

**URBPLAN 310 15 Points****Urban Planning Studio Five**

To develop a critical understanding of regional planning practices, and develop advanced research and designs skills in proposing more sustainable urban form.

*Prerequisite: URBPLAN 210, 211*

**URBPLAN 311 15 Points****Urban Planning Studio Six**

Community engagement, data collection and analysis using a project-based approach.

*Prerequisite: URBPLAN 210, 211*

**Postgraduate 700 Level Courses****URBPLAN 701 15 Points****Urban Planning Contexts**

An introduction to the city, urban planning and sustainability. Professional roles, practices and values. An introduction to and application of critical quantitative and qualitative research skills and methods for urban planning.

**URBPLAN 702 15 Points****Urban Planning Law**

A critical understanding of the concepts and principles of relevant urban planning legislation and decision-making.

**URBPLAN 703 15 Points****Urban Planning and the Environment**

A fundamental understanding of ecological issues and their implications for urban planning.

**URBPLAN 704 15 Points****People, Communities and Urban Planning**

A critical analysis of the urban social issues and relevant urban planning responses.

**URBPLAN 705 15 Points****Sustainable Infrastructure Planning**

A critical understanding of the essential physical urban infrastructure and research methods skills for urban planning.

**URBPLAN 706 15 Points****Māori Planning Issues**

Māori attitudes, values and aspirations in urban planning with an understanding of the Treaty of Waitangi. Indigenous development issues.

**URBPLAN 707 15 Points****Urban Economic Development**

Principles of urban economics. Economic development, urban planning strategies. Asset management and property development.

**URBPLAN 708 15 Points****Urban Design Studio**

The principles and concepts of urban design and their application in urban planning practice.

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| <b>URBPLAN 711</b><br><b>Urban Planning Theory</b><br>A comparative exploration of urban planning theories and ethics.<br><i>Prerequisite: URBPLAN 301-305, 310, 311, or URBPLAN 701</i>  | <b>15 Points</b>                     |
| <b>URBPLAN 712</b><br><b>Sustainable Urbanism</b><br>Research into critical and contemporary urban planning issues.   | <b>15 Points</b>                     |
| <b>URBPLAN 713</b><br><b>Shelter</b><br>Housing policies and practices. Housing and urban sustainability.<br><i>Prerequisite: URBPLAN 301-305, 310, 311, or URBPLAN 704</i>   | <b>15 Points</b>                     |
| <b>URBPLAN 714</b><br><b>Urban Planning Methods and Plan Making Studio</b><br>Urban planning methods and plan making implication and evaluation. Project management.<br><i>Prerequisite: URBPLAN 301-305, 310, 311, or URBPLAN 702</i>  | <b>15 Points</b>                     |
| <b>URBPLAN 715</b><br><b>Urban Planning Research Dissertation</b><br>An in-depth, self guided research investigation relevant to urban planning with an advanced examination and application of critical quantitative and/or qualitative research skills for urban planning.<br><i>Prerequisite: URBPLAN 701, 705</i> | <b>45 Points</b>                     |
| <b>URBPLAN 733</b><br><b>Sustainable Urban Design Studio</b><br>Developing advanced urban design techniques to create sustainable urban forms.<br><i>Prerequisite: URBPLAN 708</i>  | <b>15 Points</b>                     |
| <b>URBPLAN 734</b><br><b>Urban Planning and Governance</b><br>Public policy, democracy, capacity building and implications of urban planning practice.<br><i>Prerequisite: URBPLAN 301-305, 310, 311, or URBPLAN 704</i>  | <b>15 Points</b>                     |
| <b>URBPLAN 735</b><br><b>Urban Planning Applications</b><br>A critical understanding of urban planning implementation and evaluation.<br><i>Prerequisite: URBPLAN 301-305, 310, 311, or URBPLAN 702</i>   | <b>15 Points</b>                     |
| <b>URBPLAN 741</b><br><b>Special Topic</b>  | <b>15 Points</b>                     |
| <b>URBPLAN 742</b><br><b>Special Topic</b>  | <b>15 Points</b>                     |
| <b>URBPLAN 757</b><br><b>Research Project</b><br>An in-depth, self-guided research investigation relevant to urban planning with an advanced examination and application of critical quantitative and/or qualitative research skills for urban planning.<br><i>Prerequisite: URBPLAN 301-305, 310, 311</i>            | <b>30 Points</b>                     |
| <b>URBPLAN 794A</b><br><b>URBPLAN 794B</b><br><b>Thesis</b><br><i>To complete this course students must enrol in URBPLAN 794 A and B</i>  | <b>45 Points</b><br><b>45 Points</b> |

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| <b>URBPLAN 796A</b><br><b>URBPLAN 796B</b><br><b>Thesis</b><br><i>To complete this course students must enrol in URBPLAN 796 A and B</i> | <b>60 Points</b><br><b>60 Points</b> |
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## Faculty of Education and Social Work

### Academic Integrity

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| <b>ACADINT A01</b><br><b>Academic Integrity Course</b><br>The Academic Integrity Course is an online course designed to increase student knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct. Students work through a series of modules, outlining scenarios that they may encounter while studying at university. Each scenario provides information on relevant rules, resources and expected behaviour. | <b>0 Points</b> |
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### Academic Practice

#### Postgraduate 700 Level Courses

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| <b>ACADPRAC 702</b><br><b>Academic Citizenship and Professionalism</b><br>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. They will devise and implement synergistic strategies for fostering their own continuing professional development as teachers, researchers, and citizens of the academy.   | <b>15 Points</b> |
| <b>ACADPRAC 703</b><br><b>Special Topic: Engagement in Digital Learning and Teaching</b><br>How can we provide a 'high quality learning environment that maximises the opportunity' for 'our increasingly diverse, demanding and technologically sophisticated student body' ( <i>The University of Auckland Strategic Plan 2013-2020?</i> ). Draws on international best practice in the use of new technologies to promote and support research-informed innovation in teaching and learning that enhances student engagement and achievement.                         | <b>15 Points</b> |
| <b>ACADPRAC 704</b><br><b>Special Topic: Engaging with Research Writing: Politics, Pleasure and Style</b><br>Focusing on research writing's social negotiations, this course supports the engagement with research writing. Consideration of the composition of a strong research portfolio and the social context of research writing, its politics, will frame practical hands-on writing work. Participants will engage with methods and strategies for sustaining productivity and increasing writing pleasure. Coursework will be based on writing for publication. | <b>15 Points</b> |
| <b>ACADPRAC 705</b><br><b>Special Topic</b>  | <b>15 Points</b> |
| <b>ACADPRAC 706</b><br><b>Independent Project</b><br>A guided research project based on current issues in learning   | <b>15 Points</b> |

and teaching. Participants will be assigned to work one-on-one with a supervisor.

## Disability Studies

### Stage I

**DISABLT 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.

**DISABLT 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

**DISABLT 200** 15 Points

#### Disability Frameworks

A range of models and cultural understandings related to disability are examined. These models provide a framework for understanding ways in which disabled people may experience disability. Social constructs that impact on the lives of disabled people will be explored. The influence of emerging models that portray positive social identities, both individual and collective, will be examined.

*Restriction: DISABLT 112*

### Stage III

**DISABLT 316** 15 Points

#### Supporting Active Participation

An exploration of theories and strategies that promote active participation of disabled people. An understanding of self-determination and a person-centred approach to promote active participation and citizenship underpins this course.

*Prerequisite: HUMSERV 101, 102, 104, 201, 202, 203, 211, SOCWORK 111, 112, 114, 211*

## Education

### Stage I

**EDUC 100** 15 Points

**EDUC 100G** 15 Points

#### The Creative Process

Theories and practices of creativity will be examined and practically explored through a variety of disciplines, such as the arts, biology, psychology, sociology, philosophy and education. What is creativity? Can creativity be learnt? What happens in the brain when we are creative? These are some of the questions addressed in this course.

**EDUC 104G** 15 Points

#### Sport in Society

Critically examines the socio-cultural, political and economic significance of sport within Aotearoa New Zealand. Examines

how sport is embedded in the lives of people, constitutes identities, and is connected to major spheres of social life and various social issues. Through focusing on select sporting issues it analyses how New Zealanders negotiate understandings of self, ethnicity, gender, sexualities, health, and lifestyle.

**EDUC 105** 15 Points

**EDUC 105G** 15 Points

#### Teaching: Tales and Traditions

Introduction to key ideas on teachers and teaching. Explores teaching traditions, their origins, stories of teaching in New Zealand; stories of teachers that generate change; and how teaching and teachers are understood in a variety of disciplines such as Science, Health, Arts, and Sport. Considers the following: How should we teach? What counts as knowledge? What contradictions do teachers encounter?

**EDUC 106** 15 Points

#### History of Education and Society

Introduces the study of education from sociological, historical and philosophical perspectives. Examines the forces that have shaped education in Aotearoa New Zealand with a view to understanding and theorising issues of equity, social justice, and diversity in education over time.

*Restriction: EDUC 118*

**EDUC 113** 15 Points

#### Current Issues in Education

Educational issues are pressing concerns in our society. The course will help develop understanding of the background of today's public debates around schooling and will introduce ways in which educational thought and research address big topics.

*Restriction: EDUC 118*

**EDUC 114** 15 Points

#### Introduction to Māori Education

An introduction to Māori education and to the education of Māori in Aotearoa. A range of critical issues related to Māori experiences both in and as a result of schooling and education in Aotearoa, and Māori educational interventions that have emerged, are examined.

*Restriction: EDUC 103, EDPROFST 100*

**EDUC 115** 15 Points

#### Introduction to Child and Adolescent Development

Study of factors influencing children's development and socialisation within the culturally and linguistically diverse context of New Zealand. Research from developmental psychology and from family and parenting will be drawn upon to explore physical, emotional, social, cognitive and language development during childhood and adolescence.

**EDUC 116** 15 Points

#### Introduction to Educational Thought

Why do we go to school? What is the purpose of schooling in society and do good grades translate into good jobs? An introduction to the study of education from sociological, historical and philosophical perspectives with reference to the forces that have shaped the development of education, especially in New Zealand. Understanding social inequalities in education relating to ethnicity, gender and class form a central concern of this course.

**EDUC 117** 15 Points

#### Teaching and Learning: An Educational Psychological Perspective

Includes an examination of core aspects of educational psychology that include thinking, learning, and behaving. An

analysis of relevant theory and research within psychology in education: topics include behaviour analysis, measurement and assessment, cognition, socialisation, and individual differences. Students will explore these in relation to different educational settings and contexts, for example, culture, community, school, and classroom.

*Restriction: EDUC 111, 119, 121, 121G*

### **EDUC 118 15 Points**

#### **History and Society in New Zealand Education**

Examines the wider context of New Zealand education through a historical and contemporary overview. Draws on a critical sociological analysis of selected issues in society. Some emphasis is given to learners and their communities, including Māori, Pasifika, new migrants, and people with disabilities.

*Restriction: EDUC 111, 112, 113, 140, EDUCM 140*

### **EDUC 119 15 Points**

#### **Development, Learning and Teaching**

Presents an introduction to developmental and psychological theory and research and its application to teaching and learning within a variety of educational settings. Understandings for creating effective learning environments which foster high levels of motivation for all learners will be identified through an exploration of typical and atypical development; and behavioural, cognitive, constructivist and social approaches to teaching and learning.

*Restriction: EDUC 117*

### **EDUC 121 15 Points**

#### **EDUC 121G 15 Points**

##### **How People Learn**

Focuses on learning in formal and informal settings and addresses such questions as: why do some things seem easier to learn than others, why do we forget things we once knew, and why do some people learn faster or better than others? Examines the nature of intelligence and how to help personal learning or the learning of others.

*Restriction: EDUC 111, 117*

### **EDUC 122 15 Points**

#### **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.

### **EDUC 142 15 Points**

#### **Health and Physical Education in a Diverse Society**

Introduces students to thinking critically about Health and Physical Education. Examines discourses about health and physical activity from historical and sociological perspectives. Introduces diversity as it relates to educational opportunity in Health and Physical Education. Addresses such questions as: How are notions about health and physical education and difference constructed and supported?

*Restriction: EDUC 141, EDUCM 141*

## **Stage II**

### **EDUC 200 15 Points**

#### **Youth Mentoring**

A theoretical and applied study of youth mentoring. Students

will develop an understanding of theories of youth and youth mentoring, examine current issues in youth mentoring such as cultural perspectives, developmental considerations, and contexts of youth mentoring. Students will also engage in a mentoring internship where they will demonstrate their ability to integrate and apply their developed knowledge and skills.

*Prerequisite: Any 60 points passed and approval from the Course Director*

### **EDUC 201 15 Points**

#### **History of Education**

An examination of the nature of historical inquiry with reference to New Zealand's educational past; questions why education has been analysed largely as something planned rather than something experienced and introduces oral history as methodology. Selected aspects of the educational histories of other countries will be discussed for comparative analysis.

*Prerequisite: Any 60 points passed*

### **EDUC 203 15 Points**

#### **Pasifika Education and Diversity**

Analyses how experiences and outcomes for learners in contemporary education contexts are shaped by social constructions informed by class, ethnicity, culture, gender, sexuality, and (dis)ability. Examines the role of education policies and socio-historical context on teacher responsiveness to diversity and difference. Explores a range of transformative approaches. Particular attention is given to Pasifika learners.

*Prerequisite: EDUC 106*

### **EDUC 204 15 Points**

#### **Philosophy and Sociology of Education**

An exploration of key educational themes and questions from philosophical and sociological perspectives.

*Prerequisite: Any 60 points passed*

*Restriction: EDUC 206, 208*

### **EDUC 207 15 Points**

#### **Decolonising Education**

An examination of the interaction of the state and indigenous peoples in the contested area of education and schooling; a focus on de/colonisation develops an understanding of the origins and philosophies of contemporary educational structures such as kōhanga reo, kura kaupapa Māori and wānanga in Aotearoa New Zealand, together with examples of other indigenous educational issues and initiatives.

*Prerequisite: Any 60 points passed*

### **EDUC 209 15 Points**

#### **The Learning Society**

Takes students beyond the classroom to public educative spaces: museums and galleries, libraries, virtual worlds and the street. Students will explore the idea of public pedagogy and its educative reach in the diverse, urban space of Auckland city.

*Prerequisite: 60 points passed*

### **EDUC 211 15 Points**

#### **Schooling Ethnic Diversity**

A critical examination of research on ethnic diversity in New Zealand schools. The course discusses equity, 'race', ethnicity, biculturalism, 'multicultural education', equal opportunity, and other theories, structures and strategies developed in New Zealand and overseas in response to ethnic diversity.

*Prerequisite: Any 60 points passed*

*Restriction: EDUC 310*

**EDUC 213 15 Points****Education and Social Justice**

Can education contribute to social justice? A critical examination of the contemporary concern with social justice in education. Drawing on local and international research, this course explores debates about the nature of power, and the ways that gender and sexuality, ethnicity, indigeneity, social class, and other social identities are taken up in the pursuit of social justice within education.

*Prerequisite:* Any 60 points passed

**EDUC 221 15 Points****Child Development**

A study of key issues in development, with a focus on early and middle childhood. Topics include family, peer, cultural, and media influences on typical and atypical development.

*Prerequisite:* Any 60 points passed

**EDUC 223 15 Points****Educational Psychology**

An introduction to new ways of thinking about learning in educational settings: how students can develop their learning abilities, be more strategic in their learning, and increase their motivation. These questions and themes can be applied to educational, family and work settings, and to students with different learning needs. A foundation to advanced courses in psychological studies in education.

*Prerequisite:* Any 60 points passed

**EDUC 224 15 Points****Assessment and Evaluation in Education**

An examination of the theoretical and practical dimensions of designing, administering, and interpreting curriculum-aligned assessment and evaluation practices and policy 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

**EDUC 283 15 Points****Pedagogy – Beyond Skills and Methods**

Examines personal experiences and views of teaching and learning and the impact of theories of learning on classroom practices. The course also includes discussion of the relationship between pedagogy and race, class and gender; Māori pedagogy; pedagogy and student achievement; and New Zealand and international examples.

*Prerequisite:* Any 60 points passed

*Restriction:* EDUC 383

**Stage III****EDUC 300 15 Points****Understanding Childhood**

Investigates children's cultural and social worlds in local and global contexts. 'The course gives a voice to children's views and understandings of their childhoods. Topics include: What is 'childhood'? What roles do place and space have in children's lives? How do children's rights invite children to participate in their own lives?

*Prerequisite:* 45 points at Stage II

**EDUC 304 15 Points****Educational Philosophy and Policy**

Examines the competing ideologies of individualism and community, their influence in recent educational reforms in New Zealand, and their wider implications for education, society and culture. Introduces the basic concepts and themes of classical liberalism, comparing and contrasting

them with versions of neo-liberalism, and outlines the case for a community-based social policy and the renewal of social democracy.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 308 15 Points****Teachers and Teaching**

Examines the development of teaching and of the role of 'teacher' over time. Draws on examples of teachers from different time periods and cultures to analyse what teaching means and how and why it is valued. Explores implications of different perceptions of the role of teaching and teachers.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 313 15 Points****Special Study in Education**

Supervised inquiry in an area of education approved by the Head of the Liberal Arts Programme in the Faculty of Education and Social Work.

*Prerequisite:* Any 45 points at Stage II and Departmental approval

**EDUC 314 15 Points****Special Topic**

A study in a topical area of educational inquiry.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 316 15 Points****Gifted Education**

An analysis of the gifted education movement and of the need for appropriate educational provision for gifted and talented students. The course draws on current research to assist with the identification of gifted and talented students and with the development of strategies to meet their learning and emotional needs.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 317 15 Points****History and Sociology of Education**

An analysis of historical and contemporary developments in education taking account of the major influences, national and international, which shape education policy, practice and experience.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 318 15 Points****Teaching Languages in Schools**

Students who have a working knowledge of a second language will study and apply strategies for classroom teaching of second languages in schools. Following critical reflection on different teaching models used in schools, students will prepare teaching materials, plan class lessons and apply information and communication technology in teaching and learning second languages.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 319 15 Points****Special Topic: The Origins of New Zealand Schools**

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 321 15 Points****Politics, Philosophy and Education**

Investigates the relationship between local, national and global politics and education in Aotearoa New Zealand. Explores philosophical perspectives on teaching and the relationship between educational theory and practice.

*Prerequisite:* EDUC 118 or 140 or 142 or EDUCM 118

*Restriction:* EDUC 320, EDUCM 320

**EDUC 322 15 Points****Re-thinking Pasifika Education**

A critical examination of current issues and debates relating



to the education and development of Pasifika communities of Aotearoa New Zealand. Theoretical frameworks that enable the identification and critique of multiple perspectives and relations of power will be introduced and explored.

*Prerequisite:* Any 45 points passed at Stage II

*Restriction:* EDUC 309

### **EDUC 323 15 Points**

#### **Contemporary Topics in Educational Psychology**

A study of the latest topics in Educational Psychology. Supports engagement with contemporary Educational Psychology research and facilitates critical thinking.

*Prerequisite:* 45 points at Stage II

*Restriction:* EDUC 342

### **EDUC 324 15 Points**

#### **Inclusive Education and Philosophy**

Critically appraises philosophical perspectives on education to enable students to articulate a developing philosophy and practice of teaching including the relationship between local, national and global politics and inclusive education in Aotearoa New Zealand. Highlights concepts of social justice, equity and diversity and relates these concepts to competing discourses of ability, (dis)ability and inclusion.

*Prerequisite:* EDUC 203

### **EDUC 341 15 Points**

#### **Introduction to Counselling in the Community**

An examination of the application of basic principles of counselling to the needs of individual children and adults and to couples, families and other groups.

*Prerequisite:* Any 45 points passed at Stage II

### **EDUC 347 15 Points**

#### **Special Topic: The Idea of the University Student**

Offers a multi-disciplinary exploration of the 'idea of the university student' through history, popular culture, and social theory to show how that idea has changed over time and who it has included and excluded along the way. Students will critically reflect on their own diverse positions and experiences as university students in relation to these powerful but shifting ideas about university education and its imagined student.

*Prerequisite:* Any 45 points passed at Stage II

### **EDUC 348 15 Points**

#### **The Reading Process**

Theories of reading are introduced. The components of literacy learning are examined using a literacy acquisition framework of: learning the code, making meaning and thinking critically. A range of approaches and texts for engaging diverse learners at primary and secondary school are examined.

*Prerequisite:* Any 45 points passed at Stage II

### **EDUC 351 15 Points**

#### **Understanding Behaviour in Classrooms**

The contribution of social psychological theories and methods to educators' understanding and management of learning and instruction in New Zealand classrooms.

*Prerequisite:* Any 45 points passed at Stage II

### **EDUC 352 15 Points**

#### **Adolescence**

Selected aspects of adolescent psychology including theories of development and an examination of contemporary issues in development such as positive youth development, cognitive transitions, family and peer contexts, sexuality, identity, and psychosocial problems.

*Prerequisite:* Any 45 points passed at Stage II

*Restriction:* EDUC 343, 344

### **EDUC 360**

**15 Points**

#### **Treaty Politics in Education**

A critical examination of the emergence of the Treaty of Waitangi in education, and the tensions and convergences that exist between Māori aspirations and state policies. Key themes, initiatives, relationships and policies in education are considered within the broader question of the place of the Treaty in Aotearoa New Zealand.

*Prerequisite:* Any 45 points passed at Stage II

### **EDUC 380**

**15 Points**

#### **Methods of Research in Education**

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**

**15 Points**

#### **Adult Learning and Education**

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**

**15 Points**

#### **Information Technology in Education**

Includes internet safety, critical analysis of educational websites 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**

**15 Points**

#### **Professional Development**

Covers topics related to professional and personal development. Discusses the status and challenges of teaching as a profession and includes the varying roles of teachers in keeping up with the rapid changes and expectations required of them. Continuing education for self-improvement is also given emphasis.

*Prerequisite:* Student must be enrolled in BED(TESOL)

## **Diploma Courses**

### **EDUC 603**

**15 Points**

### **EDUC 603A**

**7.5 Points**

### **EDUC 603B**

**7.5 Points**

#### **Education and Society**

Critically examines the conceptions that inform education in Aotearoa New Zealand. The course provides critical frameworks for making sense of the complexity of educational issues and prepares students to see themselves as significant actors within education. The course will focus on specific themes and issues that will become the basis for professional inquiry.

*Restriction:* EDPROFST 612

*To complete this course students must enrol in EDUC 603 A and B, or EDUC 603*



**Postgraduate 700 Level Courses****EDUC 700** 30 Points**EDUC 700A** 15 Points**EDUC 700B** 15 Points**Making Difference: Power, Space and Voice in Tertiary Education**

Examines the dynamic relations between teacher, student, curriculum and space in tertiary education through critical and post-critical theories of tertiary education. Draws on an understanding of pedagogy as a process of transformation and a zone of unstable power relations to consider issues such as 'effective teaching', 'student success', and 'equal educational opportunity' in the context of everyday practices and significant change within tertiary institutions.

*Restriction: EDPROFST 783*

To complete this course students must enrol in EDUC 700 A and B, or EDUC 700

**EDUC 702** 30 Points**Historical Research in Educational Settings**

Explores and applies historical research methods to the field of education. Using documentary sources, oral and/or visual evidence, students will be expected to design and carry out a supervised inquiry.

**EDUC 703** 30 Points**Educational Philosophy**

Current themes in the philosophy of education in the light of broader tendencies in modern and post-modern thought.

**EDUC 705** 30 Points**Education and Development Policy**

Explores 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.

*Restriction: EDUC 766***EDUC 706** 30 Points**EDUC 706A** 15 Points**EDUC 706B** 15 Points**Measurement and Advanced Statistics**

Instruction in measurement will cover theories, principles, uses, and techniques for estimating statistical and practical significance, causation, instrument validity, reliability, and error. Principles and methods of factor analysis, structural equation modelling, hierarchical level modelling, missing value analysis, and propensity score analysis will be covered to statistically analyse educational data that are latent, nested, repeated, longitudinal, incomplete, and highly interconnected.

To complete this course students must enrol in EDUC 706 A and B, or EDUC 706

**EDUC 710** 30 Points**Issues in Indigenous Education**

Applied critical studies of selected, topical educational questions of international importance to indigenous peoples. May include the politics and practices of language regeneration, social and educational transformative initiatives, indigenous educational leadership, training and professional practice for indigenous educators, indigenous knowledge and curricula. The course assumes experience or knowledge of indigenous education contexts.

**EDUC 712** 30 Points**Race, Ethnicity and Education**

An examination of discourses of race and theories of ethnicity in bicultural and multicultural educational contexts in Aotearoa New Zealand.

**EDUC 713** 30 Points**Childhood and Globalisation**

Critically investigates the interplay between globalisation and childhood by using theoretical perspectives from critical childhood studies, the sociology of childhood and early childhood education. The course addresses questions such as: How is globalisation affecting concepts of childhood? How is childhood changing? How do changing understandings of childhood affect children's lives? How does globalisation affect curriculum in early childhood education?

**EDUC 714** 30 Points**Gender, Sexuality and Education**

Offers those considering research in education the opportunity to critically engage with current literature and debates around gender and sexualities. Through engagement with concepts, theories and methodologies pertaining to gender and sexualities students are encouraged to begin shaping a potential Masters thesis. Special emphasis is given to theories of feminist post-structuralism, sexualities and masculinities.

**EDUC 716** 30 Points**Education and Diversity**

How do we best teach for the increasing diversity in our educational settings? This course is an advanced study in educational approaches to ethnic, cultural, and linguistic diversity. Independent critical engagement with antiracist education, bilingual education, cosmopolitan education and critical multiculturalism will occur alongside an examination of educational theory, policy and practice, and in relation to debates in Māori education.

**EDUC 717** 30 Points**EDUC 717A** 15 Points**EDUC 717B** 15 Points**Special Study**

Supervised inquiry in an area of education approved by the Head of the Liberal Arts Programme in the Faculty of Education and Social Work.

To complete this course students must enrol in EDUC 717 A and B, or EDUC 717

**EDUC 726** 30 Points**Special Topic: Programme Evaluation**

Analysis of diverse methods and approaches to programme evaluation. Workshops will examine evaluation specifications, plans and reports to identify methods and options for critical evaluation serving the needs of programme managers, sponsors and publics. Methods and approaches will be placed in the context of the contemporary politics of innovation and change. A key focus is how we establish public value.

**EDUC 731** 30 Points**Special Topic****EDUC 732** 30 Points**Culturally Sustaining Leadership**

Analyses applied and critical educational leadership practices in Aotearoa, with a focus on Māori and indigenous approaches. Designed for all educators interested in leadership. This course will be particularly relevant for

Māori educators and those who work with Māori learners and their whānau.

### **EDUC 733 30 Points**

#### **Teaching in Bilingual/Immersion Settings**

Critically examines research on and practice in bilingual/immersion education, with an emphasis on the implications for educational practice and curriculum development. Includes a focus on the impact of policy on practice in bilingual/immersion settings.

*Restriction: EDPROFST 710*

### **EDUC 734 30 Points**

#### **Māori/Indigenous Language Revitalisation**

Examines efforts to revitalise Māori language and selected indigenous languages through education. Includes interventions by both government and indigenous groups in policy, practices, and language rights. The approach is interdisciplinary, drawing on sociolinguistics, political theory, sociology, law and education, and international, with examples from Aotearoa, Europe, North America and the Pacific.

*Restriction: EDPROFST 711*

### **EDUC 735 30 Points**

#### **Researching Educational Settings**

A detailed examination of the assumptions underlying, and processes and practices in different research traditions. The development of understandings of how to conduct research and to analyse, interpret and synthesise research-based information in educational or community settings.

*Restriction: EDPROFST 756*

### **EDUC 737 30 Points**

#### **Special Topic: Arts in Communities**

Community arts involve people in creative processes that have both artistic and social aims. Through practice and critical analysis students will examine arts in justice, development, health and youth settings, and specific sites such as museums. These practices will be analysed in relation to key political and aesthetic debates about the arts and social change.

### **EDUC 738 30 Points**

#### **Gifted Learners: Meeting their Needs**

Covers a range of approaches to identify and provide for the diverse needs of gifted learners in different sectors and interest groups. Acceleration and enrichment strategies will be considered in conjunction with social and emotional implications.

*Restriction: EDPROFST 773*

### **EDUC 741 30 Points**

#### **Educational Psychology**

An advanced study of cognitive, motivational and social factors influencing learning.

### **EDUC 742 30 Points**

#### **Developmental Psychology**

An advanced examination of theory and research in selected topics in child development.

### **EDUC 747 30 Points**

#### **Leadership in Youth Development**

An advanced study of the theories of adolescence and positive youth development, including a critical examination of research dealing with issues which affect adolescents in a variety of contexts. Includes collaborating with and supporting a campus-based therapeutic youth mentoring

programme to advance understanding of youth development leadership and practice skills.

*Prerequisite: Course Coordinator approval*

### **EDUC 750 30 Points**

#### **Special Topic**

### **EDUC 755 30 Points**

#### **Social Psychology of the Classroom**

A critical examination of key social psychological constructs as they relate to the classroom, student-teacher relationships and learning. Topics such as motivation, stereotyping, class climate, teacher expectation, and teacher and student self-beliefs will be explored in order to critically challenge current teaching practices. Through systematic inquiry students will be expected to identify ways in which a problem of practice can be addressed.

### **EDUC 756 30 Points**

#### **Applied Theatre: Performance of Hope**

Applied theatre describes a range of performance practices that address significant social issues. Students will engage with practical approaches to applying theatre in diverse community contexts. Building on an historical overview of applied theatre, students will critically consider political, ethical, aesthetic and pedagogic problems and possibilities inherent to theatre practices that actively contribute to social change.

### **EDUC 758 30 Points**

#### **Winners and Losers? Social Theories of Education**

Examines education as a contested site by applying selected critical social theories to current practice and policy issues in a range of educational sectors, from early childhood to tertiary education. Asks whose interests are being most served in the ways in which we currently arrange education and imagines how education could be arranged otherwise.

### **EDUC 759 30 Points**

#### **Special Topic**

### **EDUC 763 30 Points**

#### **Special Study**

An advanced study in a topical area of educational inquiry.

### **EDUC 764 15 Points**

#### **Special Study**

An advanced study in a topical area of educational inquiry.

### **EDUC 765 30 Points**

#### **Critical Inquiries in Educational Settings**

Research in critical studies of education is vibrant and wide-ranging. This course focuses on an education topic of pressing political and social concern. Students will have opportunities to engage in small research projects through a range of theoretical and/or disciplinary approaches, using a student cohort plus academic supervisor model.

### **EDUC 766 15 Points**

#### **Education and the Development Process**

Examines the role of education within the process of economic, political, social and cultural change within the 'developing' world, with a particular focus on the small island states of the Pacific. Theories, concepts and models of 'development' and how these influence educational policy and practice are explored.

*Restriction: EDUC 705*

### **EDUC 767 30 Points**

#### **Childhood Studies**

An advanced study of childhood from a range of perspectives

using interdisciplinary approaches of pedagogy, sociology, philosophy, psychology and other disciplines. Independent critical engagement with theories and constructs related to practices across a range of social sciences and humanities will provide students with specialist knowledge and skills to liaise with and inform key agencies of specific issues within the field.

**EDUC 768** 15 Points  
**Special Topic**

**EDUC 769** 15 Points  
**Special Topic**

**EDUC 776** 30 Points  
**Education, Culture and Knowledge**

An examination of sociological theories concerning the role of culture and knowledge within educational settings. Discusses questions such as: How have globalised forces influenced cultural movements in New Zealand education since the 1970s? How do culture movements influence knowledge production and reproduction, educational policies and professional practices?

*Restriction: EDPROFST 776*

**EDUC 777** 30 Points  
**Māori-Pākehā Educational Relationships**

An examination of schooling in New Zealand as an indigenous project. Historical and contemporary expressions of the educational relationship between Māori and Pākehā are studied, including the impact of the Treaty of Waitangi on the development of New Zealand schooling. The course offers an opportunity for students to examine the position of other groups in relation to the Māori-Pākehā relationship.

**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 and Social Work.

*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

**Researching 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

**Research Project**

*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 794A** 30 Points  
**EDUC 794B** 60 Points

**Thesis**

*Corequisite: 30 points from EDUC 735, 787, EDPAC 751, EDPROFST 700, 754, 757*

*To complete this course students must enrol in EDUC 794 A and B*

**EDUC 796A** 60 Points  
**EDUC 796B** 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*

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## Education and Social Work

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### Stage I

**EDUCSW 101** 15 Points  
**Te Ao Māori**

Introduces students to Te Ao Māori. Develops basic knowledge and skills in Te Reo, tikanga and kaupapa Māori alongside a critical exploration of the social and cultural contexts of Māori communities.

*Restriction: SOCWORK 114*

**EDUCSW 102** 15 Points  
**Human Development**

Introduces major theories, themes and recent findings in the area of human development. The emphasis is on age-based developmental changes across the life span. A range of current research findings from diverse disciplinary fields are considered, with a specific focus on societal and cultural issues relevant to the Aotearoa New Zealand context.

*Restriction: EDUC 115, 119, HUMSERV 102*

**EDUCSW 199** 0 Points  
**EDUCSW 199A** 0 Points  
**EDUCSW 199B** 0 Points

**English Language Competency**

To complete this course students must attain a level of competency in the English language as determined by the Faculty of Education and Social Work.

*To complete this course students must enrol in EDUCSW 199 A and B, or EDUCSW 199*

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### Stage II

**EDUCSW 201** 15 Points  
**Diversity in Aotearoa/New Zealand**

Explores diversity in Aotearoa New Zealand, focusing on its bicultural history and contemporary public policy. Questions power relations relating to the Treaty of Waitangi and

biculturalism, extending to the nation's increasing ethnic, cultural and linguistic diversities. Critiques intersectionalities of culture, race, ethnicity, gender, socio-economic location, sexuality, disability, age and examines policy implications. Tamaki Makaurau (Auckland) is a key illustrative setting.

*Prerequisite:* EDUCSW 101

*Restriction:* EDUC 118, SOCWORK 113, 114

## **EDUCSW 202 15 Points**

### **New Cultures of Learning**

Examines the current 'learning revolution' that has emerged from widespread economic, social, technological and environmental changes in today's globalised world. Questions the what, why and how of learning and recognises that 'formal' education represents only one aspect of 'learning'. Provides an overview of theories and practices of new cultures of learning, which students can relate to their own learning experiences.

### **Stage III**

## **EDUCSW 302 15 Points**

### **Service Learning**

A service-learning experience during which students will develop specialist knowledge and skills. With supervision, students will engage in culturally-responsive, reflective practice that is of direct benefit to others. Professional and ethical relationship management, effective communication skills, critical reflection and evidence-based decision making will be emphasised.

*Prerequisite:* Students are required to consent to the disclosure of criminal convictions and safety checks as required by the Children's Act 2014

## **EDUCSW 303 15 Points**

### **Research and Professional Practice**

Develops knowledge and understanding of a range of research paradigms and how research informs professional practice. Critically examines the scope and nature of research. Designs a valid, ethical, and appropriate inquiry of a professional practice topic.

*Prerequisite:* 45 points at Stage II

*Restriction:* EDCURRIC 335

## **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:* EDCURRIC 101

## **EDCURRM 102 15 Points**

### **Te Reo Matatini Te Pihinga**

Develops the knowledge, skills and attitudes associated with planning, teaching and assessing for students' literacy learning across ngā Marautanga Māori. Addresses questions such as: What do teachers need to know to teach literacy effectively? How do teachers' literacy competencies affect

student learning? How do teachers balance the needs of the curriculum and the needs of learners?

*Restriction:* EDCURRIC 102

## **EDCURRM 103 15 Points**

### **Te Whaioa**

Develops understanding of Hauora, philosophies and practices that support learning and teaching within ngā Marau. Addresses questions such as: How do teachers implement quality learning experiences based on te akoranga kōiri me ngā mātauranga hauora for effective learning to occur for a diverse range of learners? How is learning monitored and assessed?

*Restriction:* EDCURRIC 103

## **EDCURRM 104 15 Points**

### **Pāngarau: He Whakatakinga**

Develops knowledge and understanding of the nature of Pāngarau and tauanga. Considers questions related to primary school Pāngarau and tauanga education such as: What is the purpose and role of Pāngarau and tauanga in the New Zealand Curriculum Framework? What is meant by thinking mathematically and statistically? What are the components of, and key concepts in the Marautanga Pāngarau?

*Restriction:* EDCURRIC 104

## **EDCURRM 105 15 Points**

### **Pūtaiao: He Whakatakinga**

Develops an appreciation of the nature of Pūtaiao that supports conceptual understandings and quality teaching and learning approaches in Pūtaiao education. Addresses questions such as: How do teachers design quality learning environments based on the Marautanga Pūtaiao so that positive engagement and effective learning can occur for a diverse range of learners? How is learning monitored and assessed?

*Restriction:* EDCURRIC 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:* EDCURRIC 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:* EDCURRIC 107

## **EDCURRM 108 15 Points**

### **Pāngarau: He Whakatakinga**

Develops knowledge and understanding of the discipline of Pāngarau and its relevance and purpose. Understands how the discipline is manifested in the form of curricula documents and guides. Considers questions such as what does it mean for children to know pāngarau and

the associated debates and related theory. Examines the specific pāngarau education discourse in te reo Māori.

*Restriction: EDCURRM 104*

#### **EDCURRM 109 15 Points**

##### **Te Reo Matatini 1: Te Pihinga**

Develops knowledge, skills and attitudes associated with planning, teaching and assessing for learners' literacy learning across Marautanga. Examines a range of pedagogical practices and beliefs, including second language learning theory and pedagogy to teach literacy effectively and to improve outcomes for learners.

*Restriction: EDCURRM 102*

#### **EDCURRM 113 15 Points**

##### **Hangarau me te Pūtaiao - He Whakatakinga**

Develops knowledge, skills and attitudes associated with planning, teaching and assessing for learners' literacy learning across Marautanga. Examines a range of pedagogical practices and beliefs, including second language learning theory and pedagogy to teach literacy effectively and to improve outcomes for learners.

*Restriction: EDCURRM 105*

#### **EDCURRM 117 15 Points**

##### **Ngā Toi: He Whakatakinga**

Inquires into the place of Ngā Toi in education, and develops capability and understanding through experiences in each of the three Ngā Toi disciplines: Toi Ataata; Ngā Mahi a te Rēhia; and Toi Puoro. Designs for learning by applying pedagogical, curriculum and content knowledge to select approaches and resources for Ngā Toi learning experiences for valued outcomes for learners.

*Restriction: EDCURRM 101*

#### **EDCURRM 119 15 Points**

##### **Tikanga ā-iwi: He Whakatakinga**

Develops students' knowledge and skills associated with planning for teaching and learning in tikanga ā iwi. Examines the history, nature and purpose of tikanga ā iwi education. Develops students' knowledge of curriculum requirements, social inquiry and resources to plan for students' diverse needs. Examines how learning is monitored and assessed. Examines the specific tikanga ā iwi discourse of te reo Māori.

*Restriction: EDCURRM 106*

### **Stage II**

#### **EDCURRM 201 15 Points**

##### **Pāngarau: He Puāwaitanga**

Develops understanding of pāngarau and pedagogical content knowledge for teaching and learning. Designs quality programmes based on knowledge of dispositions, learning and teaching approaches, resources and curricula, and assessment activities. Uses an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning. Communicates using the specific pāngarau education discourse in te reo Māori.

*Prerequisite: EDCURRM 108*

*Restriction: EDCURRM 204*

#### **EDCURRM 202 15 Points**

##### **Te Reo Matatini 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: EDCURRM 202*

#### **EDCURRM 203 15 Points**

##### **Te Reo Matatini 2: Te Puanga**

Further develops the knowledge, skills and attitudes associated with planning, teaching and assessing for learners' language proficiency and literacy learning across te Marautanga Māori. Examines a range of pedagogical practices and beliefs, including second language learning theory and pedagogy to improve outcomes for learners.

*Prerequisite: EDCURRM 109*

*Restriction: EDCURRM 202*

#### **EDCURRM 204 15 Points**

##### **Pāngarau: Te Whakaako**

Develops knowledge, skills and understanding for designing quality learning experiences in Pāngarau and tauanga for diverse learners. Considers questions related to primary Pāngarau and tauanga education such as: What are the mathematical and statistical concepts and learning progressions in Marautanga? What theoretical models of teaching, learning and assessment best inform teachers about the growth of understanding? What constitutes effective teaching practice?

*Restriction: EDCURRM 204*

#### **EDCURRM 205 15 Points**

##### **Hangarau me te Pūtaiao - He Whakawhanaketanga**

Develops knowledge in the planning, teaching and assessing of children's learning in the hangarau and pūtaiao curricula as well as knowledge of relevant progressions and support guidelines. Examines how teachers design quality learning environments for positive engagement and effective learning in hangarau and pūtaiao for a diverse range of learners.

*Prerequisite: EDCURRM 113*

#### **EDCURRM 206 15 Points**

##### **Hauora**

Develops understanding of hauora, its whakapapa, philosophies and practices that support learning and teaching. Examines how teachers implement quality learning experiences based on ngā akoranga koiri me ngā mātāuranga hauora to ensure effective learning for a diverse range of learners. Focuses on how learning is monitored and assessed. Examines the specific te reo Māori discourse in hauora education.

*Restriction: EDCURRM 103*

#### **EDCURRM 220 15 Points**

##### **Special Topic: Te Whakarite Mahere Ako mō te Tikanga ā Iwi**

Students examine developing tikanga-ā-iwi programmes that are relevant to Māori medium contexts. Students also examine issues relevant to the planning of tikanga-ā-iwi.

### **Stage III**

#### **EDCURRM 301 15 Points**

##### **Teaching and 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:* EDCURR 606, 630, EDCURRM 320, EDPROFST 353, EDCURSEC 678

### **EDCURRM 304** **15 Points** **Tū Tangata**

Critically examines subjective positions from which groups and individuals make sense of the world and act in it. Asks questions such as: What is social and critical literacy? How can critical literacies be used to challenge our subjectivities and assumptions? How do these literacies intersect with underlying notions and philosophies embedded 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: Learning Through Movement: Integrating Culture Across the Curriculum**

### **EDCURRM 321** **15 Points** **Special Topic**

### **EDCURRM 322** **15 Points** **Special Topic**

### **EDCURRM 323** **15 Points** **Special Topic**

### **EDCURRM 324** **15 Points** **Special Topic**

## **Education Curriculum Pasifika**

### *Stage I*

### **EDCURRPK 111** **15 Points** **Ng ue'aki e Tekinolosia**

Develops knowledge and understanding of components of technological literacy as it relates to young children, including Pasifika children. Develops understanding of appropriate pedagogy to enhance learning in technology in Pasifika and general ECE settings. What is technological literacy? How can technological literacy be developed through drawing upon Pasifika languages and cultures? What environments encourage children's exploration of technological experiences?

*Restriction:* EDCURRIC 111

### **EDCURRPK 115** **15 Points** **Apīi taieni I nga mataiti mua**

Develops an appreciation of the nature of science, which supports conceptual understandings and quality teaching and learning approaches to science education in Pasifika ECE settings. How do teachers foster quality learning environments for infants, toddlers and young children based on the ECE curriculum so that learning in science can occur for diverse learners? How can science literacy be developed through Pasifika languages and cultures?

*Restriction:* EDCURRIC 115

### **EDCURRPK 116** **15 Points** **LafilafiagaTau tufuga Pasifika**

Explores Pasifika perspectives on the four distinct disciplines of dance, drama, music and visual arts within the Arts. Students are encouraged to express ideas, feelings, beliefs and values that foster understanding of others. Theoretical and philosophical perspectives will be examined within the

context of Pasifika Arts Education. How are Pasifika Arts interpreted within Early Childhood Education settings?

*Restriction:* EDCURRIC 116

### **EDCURRPK 120** **15 Points** **Na i vakarau ni vuli ka ena Pasifika**

Examines Te Whāriki Early Childhood Curriculum with specific reference to Pasifika learners. Pasifika pedagogies will be explored in relation to the principles, strands and goals of the curriculum. What do teachers need to know about the philosophical, theoretical and socio-cultural basis of Te Whāriki? How do Pasifika pedagogies, including teaching through language and culture, relate to the principles, strands and goals of Te Whāriki? Explores social sciences in Te Whāriki and other examples in Pasifika and general ECE settings.

### **EDCURRPK 121** **15 Points** **Moui olaola**

An introduction to human development from conception to old age and death within a holistic framework. Pasifika and other theoretical perspectives will be discussed in relation to understanding child development in the early years. Students will explore social theories to inform and develop effective teaching and learning strategies inclusive of Pasifika. How can Pasifika languages and cultures boost holistic development in Pasifika and general ECE?

### *Stage II*

### **EDCURRPK 210** **15 Points** **Aoaoga 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:* EDCURRIC 210

### **EDCURRPK 211** **15 Points** **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:* EDCURRIC 211

### **EDCURRPK 212** **15 Points** **Fika 'i he Fanau Iiki**

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:* EDCURRIC 212

**Stage III****EDCURRPK 313 15 Points****Tuvatuva vakarautaki ena vuli me qito**

Develops a critical understanding of play within a broader context of learning and teaching in Pasifika and general ECE settings. How do Pasifika and other theoretical and philosophical perspectives on play impact on personal pedagogy? What are the pedagogical implications of play interfacing between individual freedom, fanau and community? What is the significance of play for adult creativity, communication and citizenship?

**EDCURRPK 322 15 Points****Moui fakaagaga i loto he tau Aoga Fanau Ikiiki he Pasifika**

Explores and critically analyses the notion of spiritual development, spirituality and culture within the context of Pasifika ECE education. Students will explore how to utilise cultural and spiritual knowledge to enhance Pasifika children's learning. What are the implications of spirituality, cultural knowledge and practices for pedagogy and curriculum that enhance holistic development?

*Restriction: EDCURRPK 122*

**EDCURRPK 353 15 Points****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 professional education field. Students are expected to critique the best of local and international bilingual and immersion theory and practice.

*Restriction: EDCURRPK 253*

**Education Curriculum Secondary Diploma****Diploma Courses****EDCURSEC 601 15 Points****Teaching Years 7-10 Mathematics and Statistics**

Develops knowledge and understanding of mathematics and statistics learning and teaching in the middle school by considering the questions: What is mathematical and statistical thinking? What are the components of, and key concepts and learning progressions in, the national curriculum? What is quality learning in mathematics and statistics? What constitutes effective teaching practices in mathematics and statistics?

*Restriction: 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: EDCURSEC 605, 606, EDCURR 607, 631*

**EDCURSEC 603 15 Points****EDCURSEC 603A 7.5 Points****EDCURSEC 603B 7.5 Points****Curriculum Statistics Education 2**

Develops the knowledge, skills and understanding for designing quality learning experiences and internal national assessment tasks in statistics for diverse learners by considering the questions related to senior secondary school statistics education: What are the concepts and learning progressions in the national curriculum? What statistical ideas pose greatest difficulty for learners? What constitutes effective teaching and assessment practices?

*Corequisite: EDCURSEC 601 or 687*

*Restriction: EDCURR 607, 631, EDCURSEC 605, 606*

*To complete this course students must enrol in EDCURSEC 603 A and B, or EDCURSEC 603*

**EDCURSEC 604 15 Points****EDCURSEC 604A 7.5 Points****EDCURSEC 604B 7.5 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?

*Corequisite: EDCURSEC 602 or 687*

*Restriction: EDCURR 607, 631, EDCURSEC 605, 606*

*To complete this course students must enrol in EDCURSEC 604 A and B, or EDCURSEC 604*

**EDCURSEC 607 15 Points****Physical Education Practice**

Develops the practical pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing physical education in learning contexts related to teaching Years 9-11. Addresses questions such as: How do teachers plan lessons in, through and about movement? What do teachers need to know to teach in movement-based learning contexts effectively?

**EDCURSEC 608 15 Points****EDCURSEC 608A 7.5 Points****EDCURSEC 608B 7.5 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 or 687*

*To complete this course students must enrol in EDCURSEC 608 A and B, or EDCURSEC 608*

**EDCURSEC 610 15 Points****EDCURSEC 610A 7.5 Points****EDCURSEC 610B 7.5 Points****Education Outside the Classroom**

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing EOTC learning contexts related to teaching in a range of outdoor settings. Addresses questions such as: What is EOTC? Why is it important? What pedagogies support safe,



effective learning in EOTC? How may ngā tikanga Māori influence outdoor education? Requires participation in a camp-based learning experience.

To complete this course students must enrol in EDCURSEC 610 A and B, or EDCURSEC 610

**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: EDCURR 648

**EDCURSEC 612** 15 Points

**EDCURSEC 612A** 7.5 Points

**EDCURSEC 612B** 7.5 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?

Corequisite: EDCURSEC 611 or 687

Restriction: EDCURR 648

To complete this course students must enrol in EDCURSEC 612 A and B, or EDCURSEC 612

**EDCURSEC 613** 15 Points

### Teaching and Learning Science 1

Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in intermediate and secondary science education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for a diverse range of learners? How is achievement determined and monitored?

Prerequisite: Departmental approval

Restriction: EDCURSEC 619, 620

**EDCURSEC 614** 15 Points

**EDCURSEC 614A** 7.5 Points

**EDCURSEC 614B** 7.5 Points

### Teaching and Learning Science 2

Integrates research, theory and practical experience in examining secondary school science learning contexts. Addresses questions such as: Why is Science important? What is scientific literacy? What pedagogical content knowledge is needed to teach science effectively? How is achievement determined and monitored?

Corequisite: EDCURSEC 613 or 687

Restriction: EDCURSEC 619, 620, EDCURR 608, 633

To complete this course students must enrol in EDCURSEC 614 A and B, or EDCURSEC 614

**EDCURSEC 615** 15 Points

### Teaching and Learning Science 3

Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior secondary science education. Addresses questions such as: How do teachers design quality learning environments

that support positive engagement and effective learning for a diverse range of learners? How is achievement determined and monitored?

Restriction: EDCURSEC 619, 620, EDCURR 608, 633

**EDCURSEC 616** 15 Points

**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 or 687

Restriction: EDCURR 638

To complete this course students must enrol in EDCURSEC 616 A and B, or EDCURSEC 616

**EDCURSEC 617** 15 Points

**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 or 687

Restriction: EDCURR 636

To complete this course students must enrol in EDCURSEC 617 A and B, or EDCURSEC 617

**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 or 687

Restriction: EDCURR 637

To complete this course students must enrol in EDCURSEC 618 A and B

**EDCURSEC 624** 15 Points

**EDCURSEC 624A** 7.5 Points

**EDCURSEC 624B** 7.5 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: EDCURR 641

To complete this course students must enrol in EDCURSEC 624 A and B, or EDCURSEC 624



**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:* EDCURR 619, 681

**EDCURSEC 626 15 Points****EDCURSEC 626A 7.5 Points****EDCURSEC 626B 7.5 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?

*Corequisite:* EDCURSEC 624 or 687

*Restriction:* EDCURR 604, 628, EDCURSEC 628, 629

*To complete this course students must enrol in EDCURSEC 626 A and B, or EDCURSEC 626*

**EDCURSEC 627 15 Points****EDCURSEC 627A 7.5 Points****EDCURSEC 627B 7.5 Points****Geography for Teaching 2**

Enhances the integration of expertise in the discipline of geography with expertise in planning, teaching and assessing the subject in schools. Deepens understanding of the conceptual knowledge and skills that are central to the geography curriculum and addresses questions such as: How do teachers determine and monitor success? How do teachers address common difficulties that students face?

*Corequisite:* EDCURSEC 626 or 687

*Restriction:* EDCURR 604, 628, EDCURSEC 628, 629

*To complete this course students must enrol in EDCURSEC 627 A and B, or EDCURSEC 627*

**EDCURSEC 630 15 Points****EDCURSEC 630A 7.5 Points****EDCURSEC 630B 7.5 Points****History for Teaching 1**

Integrates disciplinary expertise in relation to History content and historiography while developing the knowledge and skills associated with planning, teaching and assessing the subject. Addresses questions such as: Why is History an important subject? How can History be taught and assessed effectively? What resources and strategies can be used to maximise student motivation in learning History?

*Corequisite:* EDCURSEC 624 or 687

*Restriction:* EDCURR 605, 629, EDCURR 632, 633

*To complete this course students must enrol in EDCURSEC 630 A and B, or EDCURSEC 630*

**EDCURSEC 631 15 Points****EDCURSEC 631A 7.5 Points****EDCURSEC 631B 7.5 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?

*Corequisite:* EDCURSEC 630 or 687

*Restriction:* EDCURR 605, 629, EDCURSEC 632, 633

*To complete this course students must enrol in EDCURSEC 631 A and B, or EDCURSEC 631*

**EDCURSEC 634 15 Points****EDCURSEC 634A 7.5 Points****EDCURSEC 634B 7.5 Points****Economics Education**

Develops knowledge and skills associated with planning for teaching and learning in Economics. Addresses questions such as: What are important principles, concepts and skills associated with Economics education? What do teachers need to know and understand about teaching methodologies, management strategies and resources to successfully plan for the diverse needs of students?

*Restriction:* EDCURR 611, 635

*To complete this course students must enrol in EDCURSEC 634 A and B, or EDCURSEC 634*

**EDCURSEC 636 15 Points****EDCURSEC 636A 7.5 Points****EDCURSEC 636B 7.5 Points****Accounting Education**

Develops knowledge and skills associated with planning for teaching and learning in Accounting. Addresses questions such as: What are important principles, concepts and skills associated with Accounting education? What do teachers need to know and understand about teaching methodologies, management strategies and resources to successfully plan for the diverse needs of students?

*Restriction:* EDCURR 602, 624

*To complete this course students must enrol in EDCURSEC 636 A and B, or EDCURSEC 636*

**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 638 A and B*

**EDCURSEC 639 15 Points****The Learning Area of Technology**

Develops the knowledge, understanding and issues associated with Technology education in the New Zealand Curriculum. Explores current and seminal theory to address questions such as: What is technology? Why is this Learning Area important? What are the important principles and concepts underpinning Technology in the New Zealand Curriculum?

**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

|                      |                   |
|----------------------|-------------------|
| <b>EDCURSEC 641</b>  | <b>15 Points</b>  |
| <b>EDCURSEC 641A</b> | <b>7.5 Points</b> |
| <b>EDCURSEC 641B</b> | <b>7.5 Points</b> |

#### **Teaching Specialist Technological Practice**

Develops pedagogical content knowledge; skills and attitudes associated with specialist domains of practice in technology. Addresses questions such as: What is technological practice? How does industry practice relate to classroom practice? What strategies are effective for teaching technology to diverse learners? How does specialist knowledge contribute to classroom practice? What teaching methodologies and resources maximise student success?

*Corequisite:* EDCURSEC 639 or 687

*To complete this course students must enrol in EDCURSEC 641 A and B, or EDCURSEC 641*

|                      |                   |
|----------------------|-------------------|
| <b>EDCURSEC 642</b>  | <b>15 Points</b>  |
| <b>EDCURSEC 642A</b> | <b>7.5 Points</b> |
| <b>EDCURSEC 642B</b> | <b>7.5 Points</b> |

#### **Implementing Technology Education**

Develops pedagogical content knowledge, skills and methodology for designing quality learning experiences and senior assessment tasks in Technology education. Addresses: How are units of work 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?

*Corequisite:* EDCURSEC 639 or 687

*To complete this course students must enrol in EDCURSEC 642 A and B, or EDCURSEC 642*

|                      |                   |
|----------------------|-------------------|
| <b>EDCURSEC 643</b>  | <b>15 Points</b>  |
| <b>EDCURSEC 643A</b> | <b>7.5 Points</b> |
| <b>EDCURSEC 643B</b> | <b>7.5 Points</b> |

#### **Educating for Visual Communication**

Develops pedagogical content knowledge, skills and attitudes for quality visual communication across the Curriculum. Addresses questions such as: What is the value of learning to communicate visually? What are the important principles, concepts and skills in Visual Communication? How can visual communication contribute to children's learning in a range of curriculum areas? How do teachers encourage effective visual communication?

*To complete this course students must enrol in EDCURSEC 643 A and B, or EDCURSEC 643*

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|----------------------|-------------------|
| <b>EDCURSEC 644A</b> | <b>7.5 Points</b> |
| <b>EDCURSEC 644B</b> | <b>7.5 Points</b> |

#### **Design and Visual Communication**

Develops pedagogical content knowledge, methodologies and skills underpinned by theory to design quality learning experiences and assessment tasks in Design and Visual Communication. Addresses: What are the important design principles, historical influences and ways of thinking and communicating in Design and Visual Communication? How are units and programmes planned using the curriculum and national assessment requirements?

*To complete this course students must enrol in EDCURSEC 644 A and B*

|   |                  |
|---|------------------|
| <b>EDCURSEC 645</b>                                 | <b>15 Points</b> |
| <b>Music Education 1</b>                            |                  |
| 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:* EDCURR 646, 661, 662

|                          |                  |
|--------------------------|------------------|
| <b>EDCURSEC 646</b>      | <b>15 Points</b> |
| <b>Music Education 2</b> |                  |

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:* EDCURR 646, 661, 662

|                      |                   |
|----------------------|-------------------|
| <b>EDCURSEC 647</b>  | <b>15 Points</b>  |
| <b>EDCURSEC 647A</b> | <b>7.5 Points</b> |
| <b>EDCURSEC 647B</b> | <b>7.5 Points</b> |

#### **Music Education Research**

Provides an opportunity for students to engage in research into an area of the Music curriculum. Addresses the question: What teaching methodologies, management strategies and resources best inform and maximise teacher and student success in secondary music education? Critically evaluates music education in contemporary societies in order to reach an informed understanding of how music education in New Zealand secondary schools might be structured and framed.

*Corequisite:* EDCURSEC 646 or 687

*Restriction:* EDCURR 646, 661, 662

*To complete this course students must enrol in EDCURSEC 647 A and B, or EDCURSEC 647*

|                                |                  |
|--------------------------------|------------------|
| <b>EDCURSEC 648</b>            | <b>15 Points</b> |
| <b>Visual Arts Education 1</b> |                  |

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

|                                |                  |
|--------------------------------|------------------|
| <b>EDCURSEC 649</b>            | <b>15 Points</b> |
| <b>Visual Arts Education 2</b> |                  |

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

|                      |                   |
|----------------------|-------------------|
| <b>EDCURSEC 650</b>  | <b>15 Points</b>  |
| <b>EDCURSEC 650A</b> | <b>7.5 Points</b> |
| <b>EDCURSEC 650B</b> | <b>7.5 Points</b> |

#### **Visual Arts Education 3**

Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing visual arts education in the senior school. Addresses questions

such as: What are the important principles, concepts and skills for teaching the specialist disciplines in the visual arts curriculum? How are programmes for senior students planned, resourced, managed and implemented to meet national curriculum and assessment requirements?

*Corequisite:* EDCURSEC 648, 649 or 687

*To complete this course students must enrol in EDCURSEC 650 A and B, or EDCURSEC 650*

**EDCURSEC 651** **15 Points**

**EDCURSEC 651A** **7.5 Points**

**EDCURSEC 651B** **7.5 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:* EDCURSEC 661

*To complete this course students must enrol in EDCURSEC 651 A and B, or EDCURSEC 651*

**EDCURSEC 652** **15 Points**

**EDCURSEC 652A** **7.5 Points**

**EDCURSEC 652B** **7.5 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?

*Corequisite:* EDCURSEC 651 or 687

*Restriction:* EDCURSEC 661

*To complete this course students must enrol in EDCURSEC 652 A and B, or EDCURSEC 652*

**EDCURSEC 653** **15 Points**

**EDCURSEC 653A** **7.5 Points**

**EDCURSEC 653B** **7.5 Points**

#### **Teaching Dance Education 1**

Develops pedagogical and content knowledge and skills for planning, teaching and assessing dance. Addresses questions such as: What important principles, skills, teaching methodologies and strategies support teaching dance in the arts curriculum? How can dance education address the needs of diverse students? How do dance programmes extend practical knowledge, dance making, performance and interpretation, and understanding of dance contexts?

*Restriction:* EDCURSEC 679

*To complete this course students must enrol in EDCURSEC 653 A and B, or EDCURSEC 653*

**EDCURSEC 654** **15 Points**

**EDCURSEC 654A** **7.5 Points**

**EDCURSEC 654B** **7.5 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?

*Corequisite:* EDCURSEC 653 or 687

*Restriction:* EDCURSEC 679

*To complete this course students must enrol in EDCURSEC 654 A and B, or EDCURSEC 654*

**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?

*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, EDCURSEC 603, 626

**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, EDCURSEC 603, 626

**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 or 687

*Restriction:* EDCURSEC 659, 660, EDCURSEC 603, 626

**EDCURSEC 663** **15 Points**

**EDCURSEC 663A** **7.5 Points**

**EDCURSEC 663B** **7.5 Points**

#### **Teaching Media Studies 1**

Integrates disciplinary-based content knowledge and scholarship with developing the knowledge, skills and understandings associated with planning, teaching and assessing diverse learners in Media Studies at Years 12 and

13. 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, EDCURSEC 662*

*To complete this course students must enrol in EDCURSEC 663 A and B, or EDCURSEC 663*

**EDCURSEC 664** 15 Points

**EDCURSEC 664A** 7.5 Points

**EDCURSEC 664B** 7.5 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?

*Corequisite: EDCURSEC 663 or 687*

*Restriction: EDCURSEC 662, EDCURR 632, 682*

*To complete this course students must enrol in EDCURSEC 664 A and B, or EDCURSEC 664*

**EDCURSEC 665** 15 Points

**EDCURSEC 665A** 7.5 Points

**EDCURSEC 665B** 7.5 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?

*Corequisite: EDCURSEC 687*

*Restriction: EDCURR 627*

*To complete this course students must enrol in EDCURSEC 665 A and B, or EDCURSEC 665*

**EDCURSEC 666** 15 Points

**EDCURSEC 666A** 7.5 Points

**EDCURSEC 666B** 7.5 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?

*Corequisite: EDCURSEC 665 or 687*

*Restriction: EDCURR 627*

*To complete this course students must enrol in EDCURSEC 666 A and B, or EDCURSEC 666*

**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*

*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 or 687*

*Restriction: EDCURR 601, 623, 649, 663*

*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 or 687*

*Restriction: EDCURR 650, 664*

*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 or 687*

*Restriction: EDCURR 601, 623, 680*

*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 or 687*

*Restriction: EDCURR 612, 639*

*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 or 687

*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 or 687

*Restriction:* EDCURR 613, 640

*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:* EDPROFST 760

**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****EDCURSEC 678A 7.5 Points****EDCURSEC 678B 7.5 Points****Te Whakapuakitanga**

Integrates content knowledge with knowledge, skills and attitudes associated with planning, teaching and assessing Te Reo Māori at Years 7-10. Addresses such questions as: Why is it important to learn Te Reo Māori? What do teachers need to know to teach Te Reo Māori effectively?

What strategies and resources maximise motivation and language acquisition in learning Te Reo Māori?

*Restriction:* EDCURR 606, 630, EDCURRM 320

*To complete this course students must enrol in EDCURSEC 678 A and B, or EDCURSEC 678*

**EDCURSEC 679 15 Points****EDCURSEC 679A 7.5 Points****EDCURSEC 679B 7.5 Points****Te Whakawhanaketanga**

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?

*Corequisite:* EDCURSEC 678 or 687

*Restriction:* EDCURR 606, 630

*To complete this course students must enrol in EDCURSEC 679 A and B, or EDCURSEC 679*

**EDCURSEC 680 15 Points****EDCURSEC 680A 7.5 Points****EDCURSEC 680B 7.5 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 or 687

*Restriction:* EDCURR 606, 630

*To complete this course students must enrol in EDCURSEC 680 A and B, or EDCURSEC 680*

**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.

*Prerequisite:* Head of Programme approval

**EDCURSEC 684 15 Points****EDCURSEC 684A 7.5 Points****EDCURSEC 684B 7.5 Points****Junior Commerce Education**

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?

*To complete this course students must enrol in EDCURSEC 684 A and B, or EDCURSEC 684*

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| <b>EDCURSEC 687</b>  | <b>30 Points</b> |
| <b>EDCURSEC 687A</b> | <b>15 Points</b> |
| <b>EDCURSEC 687B</b> | <b>15 Points</b> |

**Studies in Curriculum and Pedagogy**

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?

To complete this course students must enrol in EDCURSEC 687 A and B, or EDCURSEC 687

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| <b>EDCURSEC 688</b>  | <b>30 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>EDCURSEC 689</b>  | <b>15 Points</b>  |
| <b>EDCURSEC 689A</b> | <b>7.5 Points</b> |
| <b>EDCURSEC 689B</b> | <b>7.5 Points</b> |

**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?

To complete this course students must enrol in EDCURSEC 689 A and B, or EDCURSEC 689

|                      |                   |
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| <b>EDCURSEC 690</b>  | <b>15 Points</b>  |
| <b>EDCURSEC 690A</b> | <b>7.5 Points</b> |
| <b>EDCURSEC 690B</b> | <b>7.5 Points</b> |

**Multi-disciplinary Approaches**

Develops pedagogical knowledge, skills and attitudes associated with teaching in multi-disciplinary contexts incorporating information and communication technologies. Addresses questions such as: What are the important principles, concepts and skills associated with multi-disciplinary teaching? How do teachers plan for cross-curricular projects? How can multi-disciplinary teams operate effectively? How can the use of ICT contribute to effective learning?

Restriction: EDCURR 625

To complete this course students must enrol in EDCURSEC 690 A and B, or EDCURSEC 690

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| <b>EDCURSEC 691</b>  | <b>15 Points</b>  |
| <b>EDCURSEC 691A</b> | <b>7.5 Points</b> |
| <b>EDCURSEC 691B</b> | <b>7.5 Points</b> |

**Teaching Subject Specialism**

Develops the knowledge and skills required to teach a specific secondary school subject. This includes adapting content knowledge for teaching and developing subject specific pedagogical skills. The course 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 diverse learners in this subject?

Restriction: EDCURSEC 601-690

To complete this course students must enrol in EDCURSEC 691 A and B, or EDCURSEC 691

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| <b>EDCURSEC 692</b>  | <b>45 Points</b> |
| <b>EDCURSEC 692A</b> | <b>30 Points</b> |
| <b>EDCURSEC 692B</b> | <b>15 Points</b> |

**Design for Learning**

Develops understanding of the national curriculum document and the structure and content of the Learning Area, including content, pedagogical knowledge and pedagogical content knowledge required for developing effective learning environments. Develops planning, teaching, and assessment design consistent with national curriculum requirements and with theory and research within the Learning Area. Reflects critically on how responsive pedagogies impact on learning.

Restriction: EDCURSEC 687

**Postgraduate 700 Level Courses**

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|------------------------------|------------------|
| <b>EDCURSEC 700</b>          | <b>30 Points</b> |
| <b>Responsive Pedagogies</b> |                  |

Within a curriculum specialism this course examines responsive pedagogies and how these enhance engagement and achievement of priority learners. Through classroom practice students reflect critically on how responsive pedagogies impact on learning.

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| <b>EDCURSEC 701</b> | <b>30 Points</b> |
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**Enacting Core Practices**

Examines evidenced-based core practices that have the potential to improve student achievement. Within the context of curriculum areas, students will enact these practices and inquire into the impact of their teaching on priority learners.

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| <b>EDCURSEC 709</b>                       | <b>15 Points</b> |
| <b>Curriculum, Teaching, and Learning</b> |                  |

Critically explores the New Zealand Curriculum and secondary school qualifications, and develops pedagogical content knowledge of planning, teaching and assessment in specialist learning areas. A short teaching practice enables students to apply knowledge to practice, and critically examine its relationship to relevant theory and research.

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| <b>EDCURSEC 719A</b> | <b>15 Points</b> |
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| <b>EDCURSEC 719B</b> | <b>15 Points</b> |
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**Learning Area Inquiry**

Within the context of concurrent field-based teaching, critically reflects on effective teaching practices, and theory and research evidence that underpin them. Develops pedagogical content knowledge, and understanding and use of inquiry within a specialist learning area. Students demonstrate evidence of self-awareness, awareness of learning through use of individualised student data, problem solving skills, and an understanding of culturally responsive pedagogy.

To complete this course students must enrol in EDCURSEC 719 A and B

**Education Curriculum Studies****Stage 1**

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| <b>EDCURRIC 101</b>           | <b>15 Points</b> |
| <b>Arts Education Primary</b> |                  |

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: 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: 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: 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: 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: 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: 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: EDCURR 106, 209, EDCURRM 107*

**EDCURRIC 108 15 Points**  
**Mathematics and Statistics Education 1**

Explores what it means to be a learner of mathematics and statistics, with respect to relevant theory and curricula. Develops knowledge, understandings and skills that will enable students to identify, discuss and reflect on how diverse learners most effectively learn mathematics and statistics.

*Restriction: EDCURRIC 104*

**EDCURRIC 109 15 Points**  
**Languages and Literacies Education 1**

Examines beliefs and pedagogical practices about languages and literacies.

*Restriction: EDCURRIC 102*

**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?

**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?

**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?

**EDCURRIC 113 15 Points**  
**Science and Technology Education 1**

Through inquiry, develop an appreciation of the role of science and technology in education and society. Apply pedagogical, curriculum and content knowledge to select appropriate approaches and resources for science and technology learning experiences to achieve valued outcomes for diverse akonga.

*Restriction: EDCURRIC 105, 107*

**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?

#### **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?

#### **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?

#### **EDCURRIC 117** **15 Points**

##### **Arts Education**

Inquire into the place of The Arts in education and develop capability and understanding through experiences in each of the four arts disciplines. Design for learning by applying pedagogical, curriculum, content and assessment knowledge to select approaches and resources for Arts learning experiences for valued outcomes for diverse akonga.

*Restriction: EDCURRIC 101*

#### **EDCURRIC 118** **15 Points**

##### **Young Children and Early Learning Environments**

Explores links between social, material, and natural learning environments and curriculum provision in early childhood education. Introduces principles and theoretical perspectives of early childhood assessment aimed at empowering children as competent and confident. Considers pedagogical implications of assessment for children's curriculum experiences within early learning environments.

#### **EDCURRIC 119** **15 Points**

##### **Health and Physical Education and Social Studies Education 1**

Explores the aims and purposes of Health and Physical Education and Social Studies Education. Pedagogies and practices that support learning and teaching in these areas are experienced and reflected on. Selection of content and development of appropriate planning decisions is practised

*Restriction: EDCURRIC 103, 106*

#### **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?

#### **EDCURRIC 131** **15 Points**

##### **Physical Education Practice 2**

Develops students' competency and knowledge about the physical foundations of physical education. Emphasis is placed on experiential learning. Addresses such questions

as: Do I have the knowledge and competence: to be able to perform selected physical activities, to apply appropriate technical knowledge to specific physical activities, and to analyse selected movements and provide feedback?

*Prerequisite: EDCURRIC 130*

#### **EDCURRIC 132** **15 Points**

##### **Bio-physical Foundations of Health and Physical Education**

Introduces students to the anatomical and physiological foundations of Health and Physical Education with particular reference to the roles of body systems in human movement. Addresses such questions as: What roles do the musculo-skeletal systems play in movement and learning? How do the circulo-respiratory systems work during rest and activity? How do the neuro-muscular systems function to produce movement?

#### **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?

#### **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?

#### **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?

### **Stage II**

#### **EDCURRIC 200** **15 Points**

##### **Biophysical Concepts in Physical Education**

Develops knowledge and understanding of exercise physiology and motor skill learning in the context of the teaching of Physical Education. Addresses such questions as: What role does physiology play during exercise? What physiological responses occur during, and as a result of exercise? What is the nature of skill learning? What theories inform our understanding of skill acquisition?

*Prerequisite: EDCURRIC 132, 133*

#### **EDCURRIC 201** **15 Points**

##### **Mathematics and Statistics Education 2**

Develops knowledge, understandings and skills that are effective in the successful teaching of mathematics and statistics. Engage with planning, teaching and assessing mathematics and statistics in responsive ways designed



to improve engagement and success for diverse learners of mathematics.

*Prerequisite:* EDCURRIC 108

*Restriction:* EDCURRIC 204

### **EDCURRIC 202 15 Points**

#### **Languages and Literacy Education Primary 2**

Deepens the knowledge, skills and attitudes associated with planning, teaching and assessing for individual students' learning in the English curriculum. Addresses questions such as: What are effective literacy practices for working with individual learners? How are wider concepts of literacy including bilingualism and biliteracy developed? How is learning monitored and assessed?

*Prerequisite:* EDCURRIC 102

*Restriction:* EDCURRIC 203, EDCURRIC 202

### **EDCURRIC 203 15 Points**

#### **Languages and Literacies in Education 2**

Applies learning focused pedagogical and curriculum content knowledge, using evidence to scaffold learning and to improve teaching.

*Prerequisite:* EDCURRIC 109

*Restriction:* EDCURRIC 202

### **EDCURRIC 204 15 Points**

#### **Primary Mathematics and Statistics Education 2**

Develops the knowledge, skills and understanding for designing quality learning experiences for diverse learners. Considers questions related to primary school mathematics and statistics education such as: What are the concepts and learning progressions in the national curriculum? What theoretical models of teaching, learning and assessment best inform teachers about the growth of understanding? What constitutes effective teaching practice?

*Prerequisite:* EDCURRIC 104

*Restriction:* EDCURRIC 203, EDCURRIC 204

### **EDCURRIC 205 15 Points**

#### **Science and Technology Education 2**

Through inquiry, develop capability and understanding of the role of science and technology in education and society. Apply integration principles with pedagogical, content, assessment and curriculum knowledge to science and technology learning experiences resulting in valued outcomes for diverse ākonga.

*Prerequisite:* EDCURRIC 113

### **EDCURRIC 206 15 Points**

#### **Health and Physical Education and Social Studies Education 2**

Critiques pedagogies and practices in Health and Physical Education and Social Studies in relation to their effectiveness for supporting diverse ākonga. Developing pedagogical, content, assessment and curriculum knowledge is utilised to design approaches for learning and teaching which promote valued outcomes for diverse ākonga.

*Prerequisite:* EDCURRIC 119

### **EDCURRIC 207 15 Points**

#### **Curriculum and Pedagogy**

Critically examines theories, approaches and key curriculum influences. Examines the critical role of teacher knowledge, inquiry and reflection in implementing appropriate curriculum and assessment for infants, toddlers and young children. Critically explores the relationship between assessment, curriculum, pedagogy and learning, including Kaupapa Māori and Pasifika perspectives.

### **EDCURRIC 208**

**15 Points**

#### **Investigation and Exploration**

Critically examines curriculum approaches that promote children's exploration and learning in science, technology, engineering and mathematics. Key concepts, processes and pedagogies relating to these disciplines are considered. Explores children's learning through play and holistic understandings of infant's, toddler's and young children's learning.

### **EDCURRIC 209**

**15 Points**

#### **Literacies, Languages, and Cultures**

Critically explores responsive, equitable and inclusive pedagogies to support diverse ākonga in learning and developing languages and multi-modal literacies. Examines assessment, planning and teaching that take account of ākonga, whānau and communities. Issues related to literacies, languages and cultures in Aotearoa are critically examined. The construction and interpretation of children's texts are explored.

### **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:* EDCURRIC 631

### **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?

### **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?

### **EDCURRIC 216**

**15 Points**

#### **Hauora**

Inquires into socio-ecological determinants of health in New Zealand society and the implications of these for the tenets of hauora and holistic wellbeing. Critically considers learning and teaching approaches and resources which enhance the holistic wellbeing and participation of diverse ākonga and their whānau in early childhood contexts. Explores connections between the wellbeing of teachers and ākonga.

### **EDCURRIC 217**

**15 Points**

#### **Creative Arts in the Early Years**

Explores the role of the Arts (dance, drama, music and visual art) in contributing to infants', toddlers', and young children's critical thinking and creativity. Theories and

practices of teaching and learning in Arts education are examined, including Māori and Pasifika perspectives, and connections are made to children's play, holistic wellbeing, identities and citizenship.

**EDCURRIC 220** 15 Points  
**Special Topic**

**EDCURRIC 230** 15 Points

**Physical Education Ngā Kākano**

Examines ngā tikanga Māori in the physical education context. Addresses such questions as: How can teachers understand what it is to be Māori? What is the cultural significance of Māori movement forms and ngā mahi a rēhia (games and pastimes)? What is a culturally responsive pedagogy? Includes marae based experiences where Māori values, traditions and beliefs are practised.

*Prerequisite: EDUC 142*

**EDCURRIC 231** 15 Points

**Physical Education Practice 3**

Further develops the knowledge, skills and dispositions relating to a practical knowledge base with emphasis being placed on integrating theory and practice. Involves practical learning and addresses such questions as: What knowledge is relevant to: teach physical skills effectively, analyse the learning environment and the diverse needs of learners and provide appropriate feedback to assist learning?

*Prerequisite: 15 points from EDCURRIC 130, 131*

**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*

**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*

**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*

**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*

**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?

**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.

**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?

**EDCURRIC 241** 15 Points

**Special Study in Health and Physical Education**

*Prerequisite: Approval by Head of Programme required*

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**Stage III**

**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 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 315** **Special Topic** **15 Points**

**EDCURRIC 322** **Special Study** **15 Points**

**EDCURRIC 333** **Advanced Youth Health Education** **15 Points**

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

**EDCURRIC 334** **Exercise and Physical Education** **15 Points**

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

**EDCURRIC 335** **Research Study in Health and Physical Education** **15 Points**

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

**EDCURRIC 338** **Enhancing Teaching Through Science** **15 Points**

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:* EDCURRIC 260

**EDCURRIC 339** **Developing Classroom Mathematics Programmes** **15 Points**

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

**EDCURRIC 344** **Social Studies: Changes and Challenges** **15 Points**

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

**EDCURRIC 345** **Literacy in the Primary School** **15 Points**

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.

**EDCURRIC 347A** **7.5 Points**

**EDCURRIC 347B** **7.5 Points**

**Help Children Succeed in Maths**

The development of a theoretical base for analysing children's mathematics understanding and associated pedagogies.

*To complete this course students must enrol in EDCURRIC 347 A and B*

**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.

*To complete this course students must enrol in EDCURRIC 349 A and B*

**EDCURRIC 350** **15 Points**

**EDCURRIC 350A** **7.5 Points**

**EDCURRIC 350B** **7.5 Points**

**Teaching Mathematics Investigations**

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

*To complete this course students must enrol in EDCURRIC 350 A and B, or EDCURRIC 350*

**EDCURRIC 356** **Teaching and Learning in the Visual Arts** **15 Points**

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.

**EDCURRIC 357** **Dance Studies** **15 Points**

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.

**EDCURRIC 360** **15 Points**

**Teaching and Planning in Technology**

An in-depth analysis of technology, and technology

education and teaching practice, in primary and early childhood environments.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

#### **EDCURRIC 361 15 Points**

##### **The Performance Arts in Education**

A critical examination of the performance of creating in the arts. The processes of creating and shaping works selected from dance, drama, music and the visual arts will be analysed and used to plan and implement arts education practices in specified educational settings.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

#### **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

#### **EDCURRIC 363 15 Points**

##### **Drama Studies**

An exploration of practical and theoretical activities relating to drama and performance in a range of contexts.

#### **EDCURRIC 364 15 Points**

##### **Special Topic**

#### **EDCURRIC 365 15 Points**

##### **Special Topic**

#### **EDCURRIC 366 15 Points**

##### **Special Topic**

#### **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

#### **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 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

#### **EDCURRIC 431 15 Points**

##### **Physical Education Pedagogy**

Examines the nature and characteristics of quality teaching in physical education. Addresses such questions as: What legal and ethical issues mediate professional practice? How can a focus on diversity help learners in physical education contexts? What teaching methodologies, management strategies and resources underpin quality practice in physical education?

*Prerequisite:* EDPROFST 303

#### **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

### **Diploma Courses**

#### **EDCURRIC 600 15 Points**

##### **Literacies, Languages, Cultures**

Critically explores responsive, equitable and inclusive pedagogies to support diverse ākonga in learning and developing languages and multi-modal literacies. Examines assessment, planning and teaching that take account of ākonga, whānau and communities. Issues related to literacies, languages and cultures in Aotearoa are critically examined. The construction and interpretation of children's texts are explored.

*Restriction:* EDCURRIC 631

#### **EDCURRIC 601 15 Points**

##### **Creative Arts in the Early Years**

Explores the role of the Arts (dance, drama, music and visual art) in contributing to infants', toddlers', and young children's critical thinking and creativity. Theories and practices of teaching and learning in Arts education are examined, including Māori and Pasifika perspectives, and connections are made to children's play, holistic wellbeing, identities and citizenship.

*Restriction:* EDCURRIC 632

#### **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?

#### **EDCURRIC 610 10 Points**

##### **Science Education**

Develops an appreciation of the nature of science which supports conceptual understandings and quality teaching and learning approaches in science education. Addresses questions such as: How do teachers design quality learning environments based on the science curriculum so that positive engagement and effective learning can occur for a

diverse range of learners? How is achievement determined and monitored?

**EDCURRIC 611** 10 Points

**Social Studies Education**

Develops students' knowledge and skills associated with planning for teaching and learning in Social Studies. Addresses questions such as: What do teachers need to know and understand about the history, nature and purpose of Social Studies education? What do teachers need to know about curriculum requirements, teaching methodologies, management strategies and resources to successfully plan for students' diverse needs?

**EDCURRIC 613** 10 Points

**Special Topic**

**EDCURRIC 620** 15 Points

**Special Topic**

**EDCURRIC 621** 15 Points

**Arts, Language and Literacies Education 1**

Develops knowledge, skills and understandings necessary to plan, teach and assess diverse learners in arts, language and literacies by addressing such questions as: Why are these curriculum areas important in the junior school and beyond? How do teachers design and resource quality programmes in order to encourage children to become confident, competent communicators and to maximise their achievement in these areas?

*Restriction: EDCURRIC 101, 202, 605*

**EDCURRIC 622** 15 Points

**Arts, Language and Literacies Education 2**

Extends knowledge, skills and dispositions necessary to plan for, teach and assess diverse learners in arts, language and literacies by addressing such questions as: Why are these curriculum areas important to middle/senior primary school learning? What resources, strategies and approaches will maximise achievement? How do teachers design quality teaching and learning programmes which encourage children to become competent communicators in these areas?

*Prerequisite: EDCURRIC 621*

*Restriction: EDCURRIC 101, 202, 606*

**EDCURRIC 623** 15 Points

**Investigation and Exploration**

Critically examines curriculum approaches that promote children's exploration and learning in science, technology, engineering and mathematics. Key concepts, processes and pedagogies relating to these disciplines are considered. Explores children's learning through play and a holistic understanding of infants, toddlers and young children.

*Restriction: EDCURRIC 635*

**EDCURRIC 624** 15 Points

**Curriculum and Pedagogy**

Critically examines theories, approaches and key curriculum influences. Examines the critical role of teacher knowledge, inquiry and reflection in implementing appropriate curriculum and assessment for infants, toddlers and young children. Critically explores the relationship between assessment, curriculum, pedagogy, and learning, including Kaupapa Māori and Pasifika perspectives.

*Restriction: EDCURRIC 630, EDPFST 621, 622*

**EDCURRIC 625** 15 Points

**Curriculum: Maths and Literacy 1**

Investigate the learning and teaching of Mathematics and Statistics and English learning areas. Critically

examine teaching approaches, resources (including digital technologies) and learner progressions to understand how students learn in Mathematics and Statistics and English. Build essential knowledge and skills for Teaching as Inquiry in these areas.

*Restriction: EDCURRIC 621, 622, 628, 629*

**EDCURRIC 626** 15 Points

**Curriculum: Maths and Literacy 2**

Investigate how responsive pedagogies develop learners and teachers of the Mathematics and Statistics, and English learning areas. A Teaching-as-Inquiry approach will draw on research evidence to develop knowledge, understandings and skills, and planning and assessment strategies, known to improve outcomes for all learners.

*Prerequisite: EDCURRIC 625*

*Restriction: EDCURRIC 621, 622, 628, 629*

**EDCURRIC 627** 45 Points

**EDCURRIC 627A** 15 Points

**EDCURRIC 627B** 30 Points

**Designing the Wider Curriculum**

Students will experience, participate in, inquire into and critically examine the content, theory and pedagogy of five Learning Areas of the New Zealand Curriculum: Health and Physical Education, The Arts, Science, Technology, and Social Studies.

*Restriction: EDCURRIC 604, 610, 611, 621, 622*

*To complete this course students must enrol in EDCURRIC 627 A and B, or EDCURRIC 627*

**EDCURRIC 628** 15 Points

**Mathematics, Statistics and Technology Education 1**

Develops knowledge and understanding of the nature of mathematics, statistics and technology education by addressing questions such as: What is the nature and purpose of mathematics, statistics and technology education in the New Zealand Curriculum? What are the components, key concepts and learning progressions in the national curriculum? What constitutes effective teaching practices?

*Restriction: EDCURRIC 608, 612*

**EDCURRIC 629** 15 Points

**Mathematics, Statistics and Technology Education 2**

Develops the knowledge, skills and understanding for designing quality learning experiences in mathematics, statistics and technology education for diverse learners by addressing questions such as: What are the mathematical, statistical and technological concepts and learning progressions in the national curriculum? What constitutes effective teaching practices?

*Prerequisite: EDCURRIC 628*

*Restriction: EDCURRIC 609, 612*

**EDCURRIC 630** 15 Points

**Early Years Curriculum**

Critically evaluates appropriate curriculum for infants, toddlers and young children in early years settings. Integrated approaches to learning and teaching will be emphasised. Addresses, explores and examines questions about complex relationships between curriculum approaches, current learning theory, teachers' professional knowledge, and assessment, planning and evaluation practices with reference to early childhood curriculum.

**EDCURRIC 631** 15 Points

**Languages and Cultures**

Develops knowledge, skills and attitudes associated with the planning, teaching and assessing of languages and literacies.

Addresses such questions as: What are the interrelationships between languages and cultures in a Pacific nation? What influences construction and interpretation of meaning in text? What are the issues for family/whānau, teachers and learners relating to all children becoming confident, competent communicators in Aotearoa?

*Restriction: EDCURRIC 211*

### **EDCURRIC 632** **The Arts** **15 Points**

Develops understanding of the knowledge, skills and attitudes required to optimise learning and teaching in the arts. Involves a focused inquiry into music, dance, drama and visual arts in early childhood settings. Addresses such questions as: How do specific learning and teaching approaches and strategies motivate and enhance all children's learning?

### **EDCURRIC 633** **Te Ao Māori Early Childhood Education** **15 Points**

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** **Hauora** **15 Points**

Develops understandings of hauora/well-being and belonging. Inquires into key concepts of health, physical education and social sciences. What images do we hold of children? What does identity mean for learners in a Pacific nation? Why is identity critical for Pasifika learners? What specific learning and teaching approaches and resources enhance the well-being and participation of children in a diverse society?

*Restriction: EDPROFST 101*

### **EDCURRIC 635** **Exploration** **15 Points**

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?

## **Postgraduate 700 Level Courses**

### **EDCURRIC 700** **Contemporary Pedagogies** **30 Points**

Comprehensive examination of contemporary pedagogical models and teachers' professional knowledge associated with curriculum delivery, appropriate for diverse learners and their educational outcomes, traversing the early childhood, primary and secondary sectors.

### **EDCURRIC 701** **Special Topic: Minding the Body in Education** **30 Points**

Explores the visibility and invisibility of the body in education. Draws upon the concept of embodiment to examine how identity, knowing, and performing are theorised in curriculum and pedagogy. Encourages participants to reflect on the potential of conceptualising learners in new, embodied ways regardless of educational context or subject area.

### **EDCURRIC 702** **30 Points**

#### **Arts Education: Creative Pedagogy**

Students will critically explore emerging visions, theoretical perspectives, and creative approaches that broaden pedagogy in arts education. The emphasis is on creative pedagogies in dance, drama, music and visual arts, moving the paradigm from a modernist curriculum focus to postmodernist approaches appropriate to students living in a multicultural society, globalised world, and digital age.

### **EDCURRIC 704** **Teaching for Scientific Literacy** **30 Points**

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: EDPROFST 729*

### **EDCURRIC 705** **30 Points**

#### **EDCURRIC 705A** **15 Points**

#### **EDCURRIC 705B** **15 Points**

#### **Special Topic: Effective Language Teaching**

A practice-focused examination of effective teaching and learning of additional languages in school settings. Aligned with curricular expectations and underpinned by advances in the theory, research and best practice of teaching and learning languages, the course uses evidence-based evaluative inquiry to explore the design and implementation of responsive practices in contemporary language learning environments.

*Prerequisite: Departmental approval*

*Restriction: EDPROFST 360*

*To complete this course students must enrol in EDCURRIC 705 A and B, or EDCURRIC 705*

### **EDCURRIC 706** **Researching Practice in the Second Language School Classroom** **30 Points**

Students will apply appropriate research methods and specialised knowledge in an independent investigation into a problem of practice in the second language school classroom. In an authentic setting, students will carry out the investigation and consider critically issues associated with the methods applied, including ethical concerns.

### **EDCURRIC 708** **30 Points**

#### **EDCURRIC 708A** **15 Points**

#### **EDCURRIC 708B** **15 Points**

#### **Making a Difference – Science**

A practice-focused examination of teaching and learning in science at primary and intermediate level, using evidence-based evaluative inquiry to explore the teaching and learning of key science understandings. Includes critical examination of pedagogies in science and research into students' science learning, including the nature of science.

*To complete this course students must enrol in EDCURRIC 708 A and B, or EDCURRIC 708*

### **EDCURRIC 709A** **15 Points**

#### **EDCURRIC 709B** **15 Points**

#### **Reading Recovery: Individual Inquiry**

Students engage in advanced study of theory and research related to optimising Reading Recovery's effectiveness. A critical understanding of Literacy Processing theory and Reading Recovery principles and practices is integral to support teachers in effectively working with children having difficulty with literacy learning. A practicum component

involving daily teaching of four six-year-old children forming case studies for analysis is required.

*Prerequisite: Departmental consent*

*To complete this course students must enrol in EDCURRIC 709 A and B*

**EDCURRIC 712A** 15 Points

**EDCURRIC 712B** 15 Points

#### **Reading Recovery: Design, Implementation and Research**

Critical analysis of issues and research related to the design and implementation of an effective early literacy intervention in an education system is central to this course. Particular emphasis is on facilitating the professional development and learning of Reading Recovery teachers. Students observe and work with teachers at Reading Recovery centres during the year-long Reading Recovery teacher training.

*Prerequisite: Departmental consent*

*To complete this course students must enrol in EDCURRIC 712 A and B*

**EDCURRIC 714** 30 Points

**EDCURRIC 714A** 15 Points

**EDCURRIC 714B** 15 Points

#### **Exploring Mathematical Thinking**

Provides an opportunity for teachers to critique historical number systems as a way of illuminating theoretical issues, and informing their teaching practice, around learning number and place value concepts.

*To complete this course students must enrol in EDCURRIC 714 A and B, or EDCURRIC 714*

**EDCURRIC 715** 30 Points

**EDCURRIC 715A** 15 Points

**EDCURRIC 715B** 15 Points

#### **Understanding Difficulties in Number Learning**

Critically examines how conceptual early number learning proceeds, and the key difficulties in learning number concepts and generalisations considered from a psychological perspective. There is an emphasis on the link between the language, symbols, and place-value used for instruction and the conceptual underpinnings of the mathematics to be learnt.

*Prerequisite: EDCURRIC 349 or 714*

*To complete this course students must enrol in EDCURRIC 715 A and B, or EDCURRIC 715*

**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: EDPFST 719*

*To complete this course students must enrol in EDCURRIC 717 A and B*

**EDCURRIC 718** 30 Points

#### **Special Topic: Leadership for Learning**

Extending teachers' curricular and pedagogical expertise will enable them to assume a curriculum leadership role. Participants focus on effective leadership, collaborative problem solving, and curricular and teaching innovations that impact students' engagement and learning. Influencing the capacities of others to effect and sustain organisational

renewal within schools or early childhood centres will be emphasised.

**EDCURRIC 720** 30 Points

**EDCURRIC 720A** 15 Points

**EDCURRIC 720B** 15 Points

#### **Teaching with Digital Pedagogies**

A critical examination of the research and practice in using digital technologies to transform classroom pedagogy and enhance students' learning experiences. Building on prior knowledge and using the knowledge and skills developed in the course, students will identify a focus of their choosing to test concepts of usage, and evaluate new instructional designs for using digital technologies in classrooms.

*To complete this course students must enrol in EDCURRIC 720 A and B, or EDCURRIC 720*

**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

**EDCURRIC 740A** 15 Points

**EDCURRIC 740B** 15 Points

#### **Accelerate Learning in a Digital World**

A critical examination and application of current theory, research and practice involving the acceleration of students' learning using digital technologies. Students will undertake an independent critical evaluation of the development, implementation and impact of a digital tool they have designed to accelerate students' learning.

*To complete this course students must enrol in EDCURRIC 740 A and B, or EDCURRIC 740*

**EDCURRIC 750** 30 Points

#### **Arts Research: Innovative Practices**

Students will critically explore emerging visions and theoretical concepts that broaden research practices in the Arts. Emphasis will be on how innovative Arts practices move attention from not just what is researched, but to how the research can be conducted and reported in creative ways. Topics include approaches such as narrative, autobiography, performative ethnography, reader's theatre, poetic inquiry, and a/r/tography.

**EDCURRIC 760** 30 Points

#### **Making a Difference – Mathematics and Statistics**

A practice-focused examination of teaching and learning in mathematics and statistics primary and intermediate level, using evidence-based evaluative inquiry to explore the teaching and learning of key mathematical and statistical concepts. Includes critical examination of pedagogies in mathematics and statistics and research into the learning of key concepts in mathematics and statistics.

**EDCURRIC 763** 30 Points

#### **Special Topic: Sexuality and Health Education**

How can we ensure schools are healthy places? How might schools address gender and sexuality? This course explores



teaching and leading health and sexuality education within curriculum programmes and school-wide. Includes engagement with contemporary issues, international research, and enhancing practice. This course is appropriate for primary and secondary teachers, school leaders and community health workers engaging with schools.

#### **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 791** **30 Points**

##### **Enterprise and Innovation in Education**

Develops a critical understanding of relationships between business and education, the role of business, enterprise and innovation in the community and various theoretical underpinning frameworks. Develops an in-depth understanding of business practice and critiques opportunities for interaction between enterprise and educational institutions. This would include commercial opportunities for educational institutions as well as contribution to curriculum delivery.

#### **EDCURRIC 796A** **60 Points**

#### **EDCURRIC 796B** **60 Points**

##### **MEd Thesis**

*To complete this course students must enrol in EDCURRIC 796 A and B*

#### **EDCURRIC 797** **60 Points**

#### **EDCURRIC 797A** **30 Points**

#### **EDCURRIC 797B** **30 Points**

##### **Dissertation**

*To complete this course students must enrol in EDCURRIC 797 A and B, or EDCURRIC 797*

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## **Education Foundation**

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### **Foundation Courses**

#### **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.

*Prerequisite: EDFOUND 15F*

#### **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.

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## **Education Māori**

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### **Stage I**

#### **EDUCM 106** **15 Points**

##### **He Tirohanga ki te Mātauranga i Aotearoa**

Examines historical and contemporary topics and themes in Māori schooling and education, with particular reference to the revitalisation of Te Reo Māori. Considers Māori educational aspirations and questions in the context of Treaty, social justice and equity debates in Aotearoa New Zealand. Examines te reo Māori discourse relevant to educational contexts and themes investigated in this course.

*Restriction: EDUCM 118*

#### **EDUCM 118** **15 Points**

##### **He Tirohanga ki te Mātauranga i Aotearoa**

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: EDUC 111, 112, 140, EDUCM 140*

#### **EDUCM 119** **15 Points**

##### **Te Whanaketanga me te Ako**

Presents an introduction to developmental and psychological theory and research and its application to teaching and learning within a variety of educational settings. Understandings for creating effective learning environments which foster high levels of motivation for all learners will be identified through an exploration of typical and atypical development; and behavioural, cognitive, constructivist and social approaches to teaching and learning.



**EDUCM 199** 0 Points  
**Te Reo Māori**  
 To complete this course students must attain a level of competency in Te Reo Māori as determined by the Faculty of Education and Social Work.

### Stage II

**EDUCM 203** 15 Points  
**Te Atawhai i te Rērenga Kētanga**  
 Analyses how experiences and outcomes for learners in contemporary education contexts are shaped by social constructions informed by class, ethnicity, culture, gender, sexuality, and (dis)ability. Examines the role of education policies and socio-historical context on teacher responsiveness to diversity and difference. Explores a range of transformative approaches. Particular attention is given to Pasifika learners.  
*Prerequisite:* EDUCM 106

### Stage III

**EDUCM 300** 15 Points  
**Special Study**

**EDUCM 321** 15 Points  
**Te Ao Tōrangapū 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:* EDUC 320, EDUCM 320

**EDUCM 324** 15 Points  
**Whiria Te Kahatuatinitini**  
 Critically appraises philosophical perspectives on education to enable students to articulate a developing philosophy and practice of teaching including the relationship between local, national and global politics and inclusive education in Aotearoa New Zealand. Highlights concepts of social justice, equity and diversity and relates these concepts to competing discourses of ability, (dis)ability and inclusion. Examines te reo Māori discourse appropriate to course content.  
*Prerequisite:* EDUCM 203

### Postgraduate 700 Level Courses

**EDUCM 739** 30 Points  
**EDUCM 739A** 15 Points  
**EDUCM 739B** 15 Points  
**Special Study**  
 To complete this course students must enrol in EDUCM 739 A and B, or EDUCM 739

**EDUCM 794A** 30 Points  
**EDUCM 794B** 60 Points  
**Thesis**  
*Corequisite:* 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 700, 754, 757  
 To complete this course students must enrol in EDUCM 794 A and B

## Education Practice

### Stage I

**EDPRAC 100** 15 Points  
**Practicum 1**  
 Builds relationships and establishes professional communication with ākonga and colleagues. Engages in collaborative teaching and learning. Explores the role of the professional teacher through an inquiry-based approach to teaching and learning.  
*Corequisite:* EDPROFST 102  
*Restriction:* EDPRAC 101

**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:* 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:* 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:* EDPRAC 101, 102, EDPRACM 101

**EDPRAC 105** 15 Points  
**Practicum 1**  
 Builds relationships and establishes professional communication with ākonga and colleagues. Engages in collaborative teaching and learning. Explores the role of the professional teacher through an inquiry-based approach to teaching and learning.  
*Corequisite:* EDPROFST 103  
*Restriction:* EDPRAC 102

### 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 responsively 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:* 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:* EDPRAC 201, 203, EDPRACM 201

#### **EDPRAC 203 15 Points**

##### **Health and Physical Education Practicum 1**

Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Requires demonstration of developing pedagogical practice and addresses such questions as: Do I as a teacher practise responsibility and teach purposefully to establish and maintain professional relationships in complex environments?

*Prerequisite:* EDPRAC 103

*Restriction:* EDPRAC 201, 202, EDPRACM 201

#### **EDPRAC 204 15 Points**

##### **Practicum 2**

Develops professional knowledge, skills and dispositions required for effective teaching and learning through an inquiry-based approach. Engages in noticing, recognising and responding to diverse learners. Practises and reflects on skills necessary to manage complex learning environments.

*Prerequisite:* EDPRAC 100, EDPROFST 102

*Corequisite:* EDPROFST 208

*Restriction:* EDPRAC 201

#### **EDPRAC 205 15 Points**

##### **Practicum 2**

Develops professional knowledge, skills and dispositions required for effective teaching and learning through an inquiry-based approach. Engages in noticing, recognising and responding to diverse learners informed by or guided by curricula. Practises and reflects on skills necessary to manage complex learning environments.

*Prerequisite:* EDPRAC 105, EDPROFST 103

*Corequisite:* EDPROFST 212

*Restriction:* EDPRAC 202

### **Stage III**

#### **EDPRAC 303 15 Points**

##### **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:* EDPRAC 301, 302, EDPRACM 301

#### **EDPRAC 304 15 Points**

##### **Practicum 3**

Establishes and sustains culturally responsive, ethical, learner-focused relationships with ākonga, colleagues and whanau in complex environments. Utilises an inquiry-based approach to demonstrate competency in professional knowledge, and the skills and dispositions required for effective teaching in Aotearoa New Zealand.

*Prerequisite:* EDPROFST 208, EDPRAC 204

*Corequisite:* EDPROFST 307

*Restriction:* EDPRAC 305

#### **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 the BEd(Tchg) Schedule

*Restriction:* EDPROF 300, 310, EDPRAC 301, 302, 303, EDPRACM 301

To complete this course students must enrol in EDPRAC 305 A and B, or EDPRAC 305

#### **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 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 202 and any 180 points from courses in the BEd(Tchg) Schedule

*Restriction:* 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 307 15 Points**

##### **Practicum 3**

Establishes and sustains culturally responsive, ethical, learner-focused relationships with ākonga, colleagues and whanau in complex environments. Utilises an inquiry-based approach to demonstrate competency in professional knowledge, and the skills and dispositions required for effective teaching in Aotearoa New Zealand.

*Prerequisite:* EDPROFST 212, EDPRAC 205

*Corequisite:* EDPROFST 308

*Restriction:* EDPRAC 306

**Stage IV****EDPRAC 403 15 Points****Advanced Health and Physical Education Practicum**

Critically evaluates personal pedagogy to consolidate understanding and management of the learning and teaching processes. Requires demonstration of informed and ethical practice and addresses such questions as: How do I manage the complexity of teaching?

*Prerequisite:* EDPRAC 303

**Diploma Courses****EDPRAC 600 30 Points****EDPRAC 600A 15 Points****EDPRAC 600B 15 Points****Professional Practice**

Uses an evidence-based approach to support students to develop the professional knowledge, skills, and dispositions required for effective teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Builds professional relationships and enact practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues, and whanau in complex environments.

*Restriction:* EDPRAC 607, 608, 621, 622

*To complete this course students must enrol in EDPRAC 600 A and B, or EDPRAC 600*

**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 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.

**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

*Corequisite:* EDCURRIC 630–635

**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 735, 787, EDPRAC 751, EDPROFST 757

*To complete this course students must enrol in EDPRAC 701 A and B, or EDPRAC 701*

**EDPRAC 703 30 Points****EDPRAC 703A 15 Points****EDPRAC 703B 15 Points****Special Study**

*Prerequisite:* Head of Programme approval required

*To complete this course students must enrol in EDPRAC 703 A and B, or EDPRAC 703*

**EDPRAC 750 30 Points****Special Topic****EDPRAC 751 30 Points****Practitioner Inquiry**

Students will explore what it means to take an 'inquiry stance' as a framework for posing, investigating and addressing practice issues. They will investigate a range of practitioner research approaches, develop an understanding of practitioner research methods and design a well justified research question and proposal for an ethical investigation of a professional practice setting.

**EDPRAC 752 30 Points****Special Topic****EDPRAC 753A 15 Points****EDPRAC 753B 15 Points****Portfolio of Professional Practice**

Within the context of concurrent field-based teaching, advances professional, analytical and reflective skills in completing a sustained portfolio of teaching practice evidence. Students complete and evaluate a practitioner-inquiry investigation project in a specialist learning area, consistent with the valued learner outcomes as defined by the New Zealand Curriculum.

*To complete this course students must enrol in EDPRAC 753 A and B*

## Education Practice Māori

### Stage I

#### EDPRACM 100 15 Points Noho ā kura 1

Builds relationships and establishes professional communication with ākonga and colleagues. Engages in collaborative teaching and learning. Explores the role of the professional teacher through an inquiry-based approach to teaching and learning. Examines the te reo Māori discourse relevant to the practicum context.

*Prerequisite:* EDPROFM 102

*Restriction:* EDPRACM 101

#### 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:* EDPRAC 101, 102

### Stage II

#### EDPRACM 201 15 Points Noho ā kura: Te Taiao Ako

Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: How do I teach 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:* EDPRACM 101 and any 45 points from courses in the BEd(Tchg) Schedule

*Restriction:* EDPRAC 201, 202

#### EDPRACM 204 15 Points Noho ā kura 2

Develops professional knowledge, skills and dispositions required for effective teaching and learning through an inquiry-based approach. Engages in noticing, recognising and responding to diverse learners informed by or guided by curricula. Practises and reflects on skills necessary to manage complex learning environments. Examines the te reo Māori discourse relevant to the practicum context.

*Prerequisite:* EDPRACM 100

*Corequisite:* EDPROFM 208

*Restriction:* EDPRACM 201

### Stage III

#### EDPRACM 302 30 Points

#### EDPRACM 302A 15 Points

#### EDPRACM 302B 15 Points

#### Noho ā kura: Te Whakatairanga Paetae 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:* EDPRAC 301, 302, EDPRACM 301

To complete this course students must enrol in EDPRACM 302 A and B, or EDPRACM 302

#### EDPRACM 304 15 Points Noho ā kura 3

Builds and sustains culturally responsive, ethical, learner-focused relationships with ākonga, colleagues and whānau in complex learning or education environments. Utilises an inquiry-based approach to demonstrate competency in professional knowledge, and the skills and dispositions required for effective teaching in Aotearoa New Zealand. Examines the te reo Māori discourse relevant to the practicum context.

*Prerequisite:* EDPRACM 204

*Corequisite:* EDPROFM 307

*Restriction:* EDPRACM 302

## Education Practice Pasifika

### Stage I

#### EDPRACPK 102 15 Points Faiafaga 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:* EDPRAC 101, 102, 103, EDPRACM 101

## Education Professional

### Postgraduate 700 Level Courses

#### EDPROF 700 15 Points Interdisciplinary Pedagogy in New Zealand

Critically analyses the bi-cultural, multicultural, social, political, economic, historical and legal contexts of teaching and learning in New Zealand. Examines and evaluates pedagogical theories, evidence informed practices, and attitudes that are critical to being a professional teacher of adolescent learners in New Zealand.

#### EDPROF 701 30 Points Accelerating Achievement

Focuses on assessment practices in the context of secondary education in Aotearoa New Zealand, and addresses the enduring challenge of equity in schools to accelerate the achievement of priority learners. Students will engage with current assessment practices, including national qualifications, and will use data and evidence-based research in developing teaching, learning, and assessment practices.

#### EDPROF 702 30 Points The Twenty-first Century Classroom/Centre

Examines the opportunities and challenges of teaching and

learning in twenty-first century classrooms and centres. Addresses superdiversity that is increasingly characteristic of schools and centres, the impact and use of digital pedagogies, innovative learning environments and formal inquiry-based teaching practices. Draws on world leading research and development work carried out with teachers in authentic learning contexts and considers, in particular, the question of what works best for whom and in what circumstances?

**EDPROF 703 15 Points**  
**Practitioner Inquiry Techniques**

Students will investigate a range of practitioner-inquiry approaches and develop an understanding of practitioner tools for empirical study of practices to improve student learning. Critical analysis of how practitioner-inquiry questions are constructed and the ability to situate and view educational issues within major theoretical frameworks will be developed. Students will design a well justified proposal for investigating professional practice.

*Prerequisite: EDPROF 702 and 30 points from the Master of Education Practice Schedule*

**EDPROF 704 30 Points**  
**Advanced Study of Education Practice**

Students will undertake an advanced study of contemporary issues, innovations, or curriculum and pedagogical advancement relating to educational practice. This will involve independent work demonstrating application of highly specialised knowledge that is at the forefront of contemporary education practice.

*Prerequisite: 60 points from the Master of Education Practice Schedule with a GPA of 5.0 or higher*

**EDPROF 709 30 Points**  
**Early Childhood Leadership**

A practice-focused course that introduces leadership theory and research in order to examine leadership beliefs and attitudes. Will explore leadership in diverse early childhood services using problem-based methodology. Will develop and strengthen leadership practices to improve outcomes for children, families and whānau.

**EDPROF 724 30 Points**  
**Developing Communities of Learning**

Critically examine key theoretical concepts and processes related to networked improvement communities, with a specific focus on optimising the development of Kāhui Ako as a driver of change for equitable outcomes in the New Zealand. Emphasis is on integrating theory and practice, especially concepts of equity and collaborative practices as they relate to solving problems of practice in Kāhui Ako.

**EDPROF 737 30 Points**  
**Ako: Learning to Learn and Teaching to Learn**

Students will experience, explore and apply strategies that support effective learning, responsive teaching and the development of self-regulated learners and teachers. They will utilise the methodology of personal narrative to produce an advanced critical analysis and evaluation of cognate content, concepts and experiences.

**EDPROF 738 15 Points**  
**Te Ao Māori**

Students will critically examine the cultural competencies required for teachers of Māori learners, as well as the significance of the cultural locatedness of the teacher in relation to learners, their whānau and communities.

**EDPROF 739 15 Points**  
**Differentiating Learning for Literacy and Mathematics**

Students will experience and inquire into what responsive pedagogies mean for learners and teachers in literacy and mathematics. They will develop knowledge, understandings and skills in both curriculum areas that are known to improve outcomes for priority learners.

**EDPROF 740 15 Points**  
**Promoting Learning through Inquiry: Understanding our Communities**

Students will explore, experience and develop understandings of themselves within and across communities. They will be expected to apply these understandings to promote physical, social and emotional wellbeing and connectedness with others.

**EDPROF 741 15 Points**  
**Teaching for Social Justice and Inclusion**

Students will critically inquire into the notion of social justice and its importance for learning and teaching. Drawing on powerful practices, students will identify a repertoire of inclusive, culturally intelligent and responsive teaching practices that provide rich learning opportunities for priority learners.

**EDPROF 753 15 Points**  
**Working Together to Accelerate Learning**

Students will undertake a supervised investigation that involves advanced analysis of existing data sets and the drawing of robust and trustworthy conclusions with a view to accelerating learning. The processes involved when making judgments to accelerate learning and promote positive relationships with students will be critically examined.

**EDPROF 754 15 Points**  
**Promoting Learning through Inquiry: Understanding our World**

Students will explore and experience the role that science and technology play in current issues in their community. They will analyse and justify their developing pedagogy in terms of a learning theory that underpins science and technology teaching practice.

**EDPROF 755 15 Points**  
**Promoting Learning through Inquiry: Responsiveness and Creativity**

Students will explore and experience creative and responsive ways of teaching and learning in the arts that they will then apply to their own practice.

**EDPROF 756 15 Points**  
**Enacting Responsive Pedagogies in Literacy and Mathematics**

Building on knowledge, understandings and skills, students will enact responsive pedagogies that improve outcomes for priority learners in Literacy and Mathematics. Adaptive expertise will be developed through inquiry into learning and teaching of these two curriculum areas.

*Prerequisite: EDPROF 739*

**EDPROF 757 15 Points**  
**An Investigation into Practice**

Students will use selected research methods to address a problem of practice through an independent, supervised inquiry. Working as a cohort in authentic settings, students will critically consider issues, including ethical concerns.

*Corequisite: EDPROF 758*

**EDPROF 758 15 Points****Inquiring into Practice**

Students will demonstrate adaptive expertise through their application of the knowledge, skills and dispositions required for development of culturally responsive, ethical and learning focused relationships with children.

**EDPROF 766 15 Points****Special Study in Education**

*Prerequisite: Head of Programme approval required*

**EDPROF 767 15 Points****Special Study in Education**

*Prerequisite: Head of Programme approval required*

**EDPROF 791A 30 Points****EDPROF 791B 60 Points****Thesis in Educational Leadership**

The thesis must be an original piece of work addressing a significant problem in relation to educational leadership. Students are required to demonstrate an ability to formulate research questions and design and carry out an investigation that answers these questions precisely and with clarity.

*Prerequisite: EDPROFST 738 and 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 757*

*To complete this course students must enrol in EDPROF 791 A and B*

**EDPROF 792 45 Points****EDPROF 792A 15 Points****EDPROF 792B 30 Points****Education Practice Project**

Students will undertake a project focused on their own teaching and learning context with a view to improving student learning. The practice project will build on earlier learning via specific pre-requisites, exploiting the general knowledge and skills learnt.

*Prerequisite: EDPROF 702 and 30 points from the Master of Education Practice Schedule*

*Corequisite: EDPROF 703*

*To complete this course students must enrol in EDPROF 792 A and B, or EDPROF 792*

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**Education Professional Studies**


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**Stage I****EDPROFST 100 15 Points****Hāpai Ākonga**

Critically examines the importance of Māori language and culture in New Zealand Education. Develops ability in Te Reo and Mātauranga Māori. Addresses questions such as: How can Māori culture and language be incorporated in pedagogical practices to be productive for Māori educational aspirations as well as the education of all students?

*Restriction: 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 Whāriki's three goals of well being and incorporating key concepts of the Health and Physical Education Curriculum. Examines the impact of socioecological factors on wellbeing.

*Restriction: EDCURRIC 634*

**EDPROFST 102 15 Points****Inquiry into Practice 1**

Addresses key influences on learning and development,

building and enhancing understandings of personal experiences and identity. Examines concepts central to learning and development such as self-efficacy and self-concept. Explores key aspects within the teacher's role with an emphasis on reflection, relationship building, communication and collaboration. Introduces strategies central to the first teaching practicum.

*Corequisite: EDPRAC 100*

**EDPROFST 103 15 Points****Inquiry into Practice 1**

Addresses key influences on learning and development, building and enhancing understandings of personal experiences and identity. Examines concepts central to learning and development such as self-efficacy and self-concept. Explores key aspects within the teacher's role with an emphasis on reflection, relationship building, communication and collaboration. Introduces strategies central to the first teaching practicum.

*Corequisite: EDPRAC 105*

**EDPROFST 104 15 Points****Early Childhood Education in Aotearoa**

Explores social, historical and contemporary perspectives of early childhood education in Aotearoa. Overviews early childhood services, professional organisations, early childhood curriculum, theories of learning, and children's play and learning contexts. Examines the roles and responsibilities of teachers in relation to teaching and learning.

**Stage II****EDPROFST 200 15 Points****Infant Care and Education**

Critically examines the influence of historical and contemporary theory related to early learning and professional practice. Addresses questions such as: How do teachers address responsive practice with infants and toddlers in the New Zealand context? How do relationship-based philosophies address issues for teachers of infants and toddlers? What is the tension between education and care?

*Restriction: EDCURRIC 210*

**EDPROFST 203 15 Points****Teaching Health and Physical Education 1**

Integrates research, theory and practical experience to inform a developing pedagogy. Addresses such questions as: What knowledge, skills and attitudes are essential to teaching health and physical education? What does it mean to be a research informed inquiry-based practitioner? How is my teaching influenced by my personal beliefs, values and experiences? How do attitudes to difference and diversity influence learning?

*Prerequisite: EDPRAC 103*

*Restriction: EDPROFST 201, 202, EDPROFM 201*

**EDPROFST 204 15 Points****Te Whāriki for Diverse Learners**

Critically examines early childhood curriculum and its implications for developing a personal pedagogy that is responsive to individual learners. How does curriculum combine with teachers' skills, knowledge and attitudes to address equity and diversity in Aotearoa New Zealand? How do teachers manage the relationship between curriculum and the learning environment to enable learners' success?

*Prerequisite: 15 points from EDUC 118, 140 and 15 points from EDUC 119, 141*

**EDPROFST 205 15 Points****Promoting Achievement for Diverse Learners**

Explores diversity in the New Zealand context and its implications for teaching and learning. Considers strategies to address identified underachievement. Utilising psychological and sociological theory and research, the course examines practices that create effective teaching and learning environments for diverse/all learners. Teacher expectations, relationships, individual differences, classroom management and questioning are examined in relationship to contemporary approaches to teaching and learning.

*Prerequisite:* 15 points from EDUC 118, 140, EDUCM 118, 140 and 15 points from EDUC 119, 141, EDUCM 119, 141 or 30 points passed at Stage 1 in BED(TESOL)

**EDPROFST 206 15 Points****Early Childhood Assessment**

Assessment for learning and teaching in early childhood education is contextualised and examined in relation to key New Zealand and international policy documents. The complexities, roles, and enactment of assessment concerning young children and childhoods are explored, and key learning areas include relevant theoretical frameworks and pedagogical documentation.

*Restriction:* EDPROFST 214

**EDPROFST 207 30 Points****EDPROFST 207A 15 Points****EDPROFST 207B 15 Points****Interdisciplinary Approach: TESOL**

An overview of second language learning and teaching that addresses the interdisciplinary nature of TESOL by developing knowledge, skills and attitudes associated with TESOL within different contexts. Addresses questions such as: What are the important principles, concepts and skills in an interdisciplinary approach to TESOL? Why is intercultural communicative language learning important? How are these concepts evident in practice?

*To complete this course students must enrol in EDPROFST 207 A and B, or EDPROFST 207*

**EDPROFST 208 15 Points****Inquiry into Practice 2**

Develops informed understandings about the nature of high quality, effective teaching practices for diverse ākonga. Interprets teaching as inquiry with reference to relevant curricula. Identifies and examines specific teacher actions that support high quality, effective teaching and learning. Further develops understandings of strategies central to the second teaching practicum.

*Prerequisite:* EDPROFST 102, EDPRAC 100

*Corequisite:* EDPRAC 204

**EDPROFST 209 15 Points****Developing Learning Communities**

Introduces students to selected contemporary perspectives on learning. Explores strategies that develop self-regulated and self-efficacious ākonga, and support learning. Considers rationale and conditions for establishing cultural connections and relationships within a responsive pedagogy alongside factors that contribute to the creation of classrooms as effective learning communities.

**EDPROFST 210 15 Points****Special Topic****EDPROFST 211 15 Points****Engaging with Infants and Toddlers**

Analyses social, historical, and contemporary issues related

to education and care for infants and toddlers. Investigates relevant pedagogies through a range of theoretical, philosophical, and cultural lenses. Explores images of infants and toddlers and understandings of play and assessment. Considers infants' and toddlers' learning and wellbeing and the implications for environmental provision and ethical practice.

*Prerequisite:* EDPROFST 104

*Restriction:* EDPROFST 366

**EDPROFST 212 15 Points****Inquiry into Practice 2**

Develops informed understandings about the nature of high quality, effective teaching practices for diverse ākonga. Interprets teaching as inquiry with reference to relevant curricula. Identifies and examines specific teacher actions that support high quality, effective teaching and learning. Further develops understandings of strategies central to the second teaching practicum.

*Prerequisite:* EDPROFST 103, EDPRAC 105

**EDPROFST 214 15 Points****Assessment for Learning and Teaching**

Assessment for learning, for teaching, and of learning will be examined with reference to their specific purposes, characteristics and the degrees of reliability and validity necessary for each. Emphasis will be placed on the appropriate use of assessment tools/tasks and the gathering of robust information so sound interpretations and decisions can be made about learning.

*Restriction:* EDUC 224, 225

**EDPROFST 220 15 Points****Introduction to Samoan Language for Teaching**

Focus will be on the acquisition of basic Samoan to develop skills in listening, speaking, reading and writing. How this knowledge can be applied in educational settings will also be examined. Aimed at learners with little or no prior experience of Samoan language.

**EDPROFST 222 15 Points****Reporting Student Achievement**

Develops understanding about assessment of learning with particular emphasis on principles underpinning the gathering of robust summative information, the making of defensible judgements and decisions and reporting student achievement. Policy requirements related to assessment of learning will be critiqued and implications for practice considered.

**EDPROFST 226 15 Points****Introduction to Bilingual Education**

An introduction to bilingualism and bilingual education. Examines key principles of programme development and strategies for academic learning of bilingual students in formal and informal settings including immersion and mainstream, early childhood and secondary.

**EDPROFST 227 15 Points****TESSOL: Language Learning Needs**

Strategies to identify, analyse, and respond to second language learning needs of students from early childhood to secondary school settings are introduced. Theories of first and second language acquisition are discussed, with reference to the role of first language and culture, and philosophies of empowerment. Practical teaching strategies which enable the integration of content and language learning are introduced.



**Stage III****EDPROFST 208 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

*Restriction:* EDPROFST 604

**EDPROFST 303 15 Points****Teaching Health and Physical Education 2**

Examines the knowledge, skills and attitudes associated with effective pedagogical practice in health and physical education. Addresses such questions as: How can the diverse needs of students be addressed in physical education contexts? How can teachers structure quality learning opportunities? How are units and programmes planned using the curriculum, national guidelines and assessment requirements?

*Prerequisite:* EDPROFST 203

*Restriction:* EDPROFST 301, 302, EDPROFM 301

**EDPROFST 304 15 Points****Play: Theory and Practice**

Develops critical understandings of play related to learning and teaching. Addresses questions such as: How do varied theoretical and philosophical perspectives of play influence professional practice? What are the implications of positioning play as the interface between individual freedom and social constraint? What is the significance of play for creativity, communication and citizenship?

*Prerequisite:* At least 225 points passed

*Restriction:* EDCURRIC 215, 313

**EDPROFST 305 15 Points****The Reflective and Ethical Teacher**

An examination of principles of how people learn will guide inquiry into own personal teaching practice and reflection on a developing, evidence-informed personal pedagogy. Notions of teacher professionalism and how the moral and ethical nature of teaching impacts on teacher decision-making will be explored.

*Prerequisite:* EDPRAC 201

*Corequisite:* EDPRAC 305

*Restriction:* EDPROFST 313

**EDPROFST 306 30 Points****EDPROFST 306A 15 Points****EDPROFST 306B 15 Points****Contemporary Issues in TESOL**

Examines a range of contemporary issues relating to TESOL education allowing students to draw connections between theory, research, their own experiences as language users and practice. Addresses questions such as: What are the latest developments in the theory, policy and practice of TESOL? How does digital technology impact TESOL? How does reflective practice shape the work of the TESOL educator?

*To complete this course students must enrol in EDPROFST 306 A and B, or EDPROFST 306*

**EDPROFST 307 15 Points****Inquiry into Practice 3**

Promotes development of a defensible philosophy of learning and teaching that addresses interactions and

intersections between and among professional knowledge bases. Examines pedagogical, ethical and contextual factors influencing teaching practice. Facilitates critique of practitioner inquiry with reference to cognate literature and personal philosophy in relation to the final teaching practicum.

*Prerequisite:* EDPROFST 208, EDPRAC 204

*Corequisite:* EDPRAC 304

**EDPROFST 308 15 Points****Inquiry into Practice 3**

Promotes development of a defensible philosophy of learning and teaching that addresses interactions and intersections between and among professional knowledge bases. Examines pedagogical, ethical and contextual factors influencing teaching practice. Facilitates critique of practitioner inquiry with reference to cognate literature and personal philosophy in relation to the final teaching practicum.

*Prerequisite:* EDPROFST 212, EDPRAC 205

*Corequisite:* EDPRAC 307

**EDPROFST 309 15 Points****Furthering Learning Through Assessment**

Addresses assessment literacy and capability through an informed examination and appraisal of the purposes, strategies and practices of assessment for and of learning. Attention is focused on the ways in which ākonga and teachers can use information and evidence from classroom activities and selected New Zealand assessment tools to support and further learning and achievement for diverse ākonga.

*Prerequisite:* EDPROFST 209

*Restriction:* EDPROFST 214

**EDPROFST 310 15 Points****Special Topic****EDPROFST 313 15 Points****The Professional Teacher**

Examines theories, evidence informed practices, and attitudes that are critical to being a professional teacher. Explores concepts such as teacher self-efficacy, teacher inquiry, knowledge building and reflection, and factors that support the transition from student to teacher. Discusses the nature of professionalism, and the impact of expectations on teachers, including ethical obligations and legal requirements.

*Prerequisite:* EDPRAC 202 or 105 points passed at Stage II from the BEd(TESOL) Schedule

*Corequisite:* EDPRAC 306 or EDPROFST 306

**EDPROFST 315 15 Points****Relational Worlds of Children**

Explores the relational worlds of all children in early childhood settings in Aotearoa and globally. Critically examines relevant theories and ideas of childhood and children's learning including children's belonging, being and becoming. Relational philosophies and pedagogies connecting teachers, parents and children with local and global communities addressed within the context of culturally sensitive practices.

**EDPROFST 316 15 Points****Understanding Research for Practitioners**

An introduction to the processes and procedures of education research methods as they relate to practice settings. Includes literature searching and the application of findings to practice. Develops understanding of social, political and cultural contexts in which research takes place.



Involves the creation of a research proposal in areas of professional interest.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* EDPROFST 362

#### **EDPROFST 318 15 Points**

##### **Language Teaching for ESOL: An Introduction**

Addresses current theories, approaches and practices for language teaching and learning for students learning English as an additional language in New Zealand schools and Early Childhood Centres. The course focuses on the needs of learners in all curriculum areas, emphasising the importance of understanding diverse learners' languages and cultures across the curriculum.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation or 90 points passed at Stage 1 from the BEd(TESOL) sSchedule

#### **EDPROFST 319 15 Points**

##### **Teaching Gifted and Talented Students**

Explores theories and practices which have the potential to promote the development of gifts and talent. Integrates theory, research and professional practice to develop understanding of gifted education.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* EDPROFST 223, 371

#### **EDPROFST 324 15 Points**

##### **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.

#### **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.

#### **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.

#### **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.

#### **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

#### **EDPROFST 350 15 Points**

##### **Assessment for Learning**

Understandings about the nature and purpose of Assessment for Learning (AFL) will be developed. Emphasis will be placed on strategies associated with AFL and the formative use of information. Policy requirements related to AFL and

implications for teachers' practice and students' learning will be examined.

#### **EDPROFST 355**

**15 Points**

##### **The Politics of Education**

The use of critical theory and discourse analysis to examine the politics of education. Historical and contemporary policy formation, implementation and effect will be examined. The impact of policy on teachers' work and influence on policy processes will be explored.

#### **EDPROFST 357**

**15 Points**

##### **Reflective Practice for Teachers**

Examines moral, political and ethical factors that influence and affect teachers' work in general and personal professional practice in particular. A critically reflective lens will be used as a means of analysis.

#### **EDPROFST 358**

**15 Points**

##### **Refining Professional Performance**

Provides a framework for analysis and critique of the impact of personal professional practice in the context of the prevailing socio-political educational climate. For teachers this will include a consideration of the impact of their practice on learners. A practitioner research project related to a specific area of the student's professional practice will be undertaken.

#### **EDPROFST 360**

**15 Points**

##### **Teaching Languages in Schools**

Students who have a working knowledge of a second language will study and apply strategies for classroom teaching of second languages in schools. Following critical reflection on different teaching models used in schools, students will prepare teaching materials, plan class lessons and apply information and communication technology in teaching and learning second languages.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* EDUC 318

#### **EDPROFST 363**

**15 Points**

##### **Environmental Education: An Introduction**

An examination of the nature and purpose of environmental education in New Zealand educational settings. An exploration of curriculum integration models and the ways these can be used to plan and teach environmental education programmes. An investigation of past, present (and possible future) local, national, and global environmental issues and their impacts on the natural and built environments.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

#### **EDPROFST 364**

**15 Points**

##### **Enterprise and Innovation for Teaching**

Develops teachers' understanding of links between business and education, and the role of business, enterprise and innovation in the community. Links with technology and social studies curricula will provide context for this course.

#### **EDPROFST 365**

**15 Points**

##### **Beyond Special Needs: Inclusive Education**

Analyses personal and professional dilemmas associated with teaching children with special needs. Examines strategic practices which promote a responsive learning environment for all learners and approaches to recognising and catering for exceptional children. Addresses relationship building and resource access.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

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| <b>EDPROFST 368</b>  | <b>15 Points</b> | <b>EDPROFST 378</b>   | <b>15 Points</b> |
| <b>Refining Writing Programmes</b>   |                  | <b>Critical Approaches to Literacy</b>  |                  |
| Develops and extends understanding of the theory and practice of teaching and learning of writing within early childhood and primary settings.   |                  | 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.  |                  |
| <b>EDPROFST 371</b>  | <b>15 Points</b> | <b>EDPROFST 379</b>   | <b>15 Points</b> |
| <b>Special Topic</b>   |                  | <b>TESSOL: Materials Design</b>   |                  |
| <b>EDPROFST 372</b>  | <b>15 Points</b> | 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.  |                  |
| <b>TESSOL: Language Learning through Tasks</b>   |                  | <i>Prerequisite: EDPROFST 227, 372 and 373</i>  |                  |
| 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. |                  | <i>Corequisite: EDPROFST 374</i>  |                  |
| <i>Prerequisite: 105 points passed at Stage II from the BEd(TESOL) Schedule</i>  |                  | <b>EDPROFST 380</b>   | <b>15 Points</b> |
| <b>EDPROFST 373</b>  | <b>15 Points</b> | <b>TESSOL: Teacher Research Design</b>  |                  |
| <b>TESSOL: Language Learning in the New Zealand Context</b>  |                  | 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.   |                  |
| 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.   |                  | <i>Prerequisite: EDPROFST 227, 372, 373 and 374</i>   |                  |
| <i>Prerequisite: EDPROFST 227 and 372</i>  |                  | <b>EDPROFST 381</b>   | <b>15 Points</b> |
| <b>EDPROFST 374</b>  | <b>15 Points</b> | <b>TESSOL: Teacher Research Implementation</b>  |                  |
| <b>TESSOL: Language Focused Curriculum</b>   |                  | 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.  |                  |
| 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.                          |                  | <i>Prerequisite: EDPROFST 380</i>   |                  |
| <i>Prerequisite: EDPROFST 227, 372 and 373</i>   |                  | <b>EDPROFST 386</b>   | <b>15 Points</b> |
| <b>EDPROFST 375</b>  | <b>15 Points</b> | <b>Special Topic</b>  |                  |
| <b>TESSOL: Assessment</b>  |                  | <b>EDPROFST 387</b>   | <b>15 Points</b> |
| 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.  |                  | <b>Special Topic</b>  |                  |
| <i>Prerequisite: EDPROFST 227</i>  |                  | <b>EDPROFST 390</b>   | <b>15 Points</b> |
| <b>EDPROFST 376</b>  | <b>15 Points</b> | <b>Special Study</b>  |                  |
| <b>Bilingual Education: Models and Theories</b>  |                  | An advanced study in a topical area of educational inquiry.   |                  |
| 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.   |                  | <b>EDPROFST 392</b>   | <b>15 Points</b> |
| <b>EDPROFST 377</b>  | <b>15 Points</b> | <b>Effective Practice for Beginning Teachers</b>  |                  |
| <b>Bilingual Education: Curriculum and Pedagogy</b>  |                  | An inquiry into key aspects of effective practice in primary and middle school contexts that support the transition to becoming a successful beginning teacher. Focuses on knowledge of self, children, schools, communities of practice, and the interactions and relationships between these, to support effective professional practice.   |                  |
| 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.                            |                  | <i>Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation</i>  |                  |
|  |                  | <b>Diploma Courses</b>  |                  |
|  |                  | <b>EDPROFST 601</b>   | <b>10 Points</b> |
|  |                  | <b>Te Ao Māori</b>  |                  |
|  |                  | 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? |                  |
|  |                  | <i>Restriction: EDPROF 601, 603</i>   |                  |

**EDPROFST 605 15 Points****The Early Year Teacher**

Develops critically reflective practice and knowledge of a range of early childhood contexts. Critiques theories of teaching and teacher identity in relation to own practice and professionalism. Explores issues, ethics, policies and politics that influence teacher identity, well-being and practice. Explores a range of communication skills that support relationships with children, teachers, families and whānau.

*Restriction: EDCURRIC 634, EDPROFST 621, 622*

**EDPROFST 607 15 Points****Relational Worlds of Children**

Explores the relational worlds of children in early childhood settings in Aotearoa and globally. Critically examines relevant theories and ideas of childhood and children's learning including children's belonging, being and becoming. Relational philosophies and pedagogies connecting teachers, parents and children with local and global communities addressed within the context of culturally sensitive practices.

*Restriction: EDCURRIC 630, 634, EDPROFST 621, 622*

**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 609 15 Points****Ako**

Critically examines the implications for effective learning and teaching from a range of perspectives. Addresses what teachers need to know about learners, and how they develop and learn, how to use evidence to promote learning, how to apply the strategies that support responsive teaching and the development of self-regulating learners and teachers.

*Restriction: 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 613 15 Points****The Adolescent Learner**

Focuses on theories of motivation and engagement in the context of adolescent development. Uses a social and psychological lens to examine neurological changes, adolescent identity, diverse learners, responsive pedagogies,

learning theories and mental health issues. Explores questions relating to understanding adolescents to create a positive classroom environment for students.

*Restriction: EDPROFST 612*

**EDPROFST 614 15 Points****EDPROFST 614A 7.5 Points****EDPROFST 614B 7.5 Points****The Inquiring Professional**

Examines what it means to be a professional teacher. Considers the concept of the professional teacher as the adaptive expert, able to enquire into and reflect on the impact of current policies, as well as their practice on the diverse learners they teach.

*To complete this course students must enrol in EDPROFST 614 A and B, or EDPROFST 614*

**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*

**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?

**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*

**Postgraduate 700 Level Courses****EDPROFST 700 30 Points****EDPROFST 700A 15 Points****EDPROFST 700B 15 Points****Literacies Education: Research and Practice**

Understandings of research tools adequate for empirical study and an application of theory to literacies practices, critical analysis of how research questions are constructed and ability to situate and view educational issues and questions within major theoretical frameworks in literacies education will be developed.

*Restriction: EDCURRIC 315, 364*

*To complete this course students must enrol in EDPROFST 700 A and B, or EDPROFST 700*

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| <b>EDPROFST 702</b>  | <b>30 Points</b> |
| <b>EDPROFST 702A</b>   | <b>15 Points</b> |
| <b>EDPROFST 702B</b>   | <b>15 Points</b> |
| <b>Challenges of Literacy Difficulties</b>   |                  |
| Teachers will critically examine and evaluate research and practice in literacy education, including specific intervention strategies and resources. 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. |                  |
| <i>Restriction: EDCURRIC 365, 366</i>  |                  |
| <i>To complete this course students must enrol in EDPROFST 702 A and B, or EDPROFST 702</i>  |                  |
| <b>EDPROFST 703</b>  | <b>30 Points</b> |
| <b>EDPROFST 703A</b>   | <b>15 Points</b> |
| <b>EDPROFST 703B</b>   | <b>15 Points</b> |
| <b>Leading Literacy Inquiries</b>  |                  |
| Systematic inquiries into teaching and learning for students facing difficulties with literacy learning. A review and analysis of literature relevant to the practices of literacy and literacies, and engagement with a range of theoretical and pedagogical perspectives will inform the inquiries.  |                  |
| <i>Restriction: EDPROFST 310, 371</i>  |                  |
| <i>To complete this course students must enrol in EDPROFST 703 A and B, or EDPROFST 703</i>  |                  |
| <b>EDPROFST 705</b>  | <b>30 Points</b> |
| <b>Literacy Theory and Practice</b>  |                  |
| An advanced analysis of the theoretical perspectives of social, cultural, political and psychological issues in relation to literacies education. Aspects of theories and practices in literacies 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.                                    |                  |
| <i>Restriction: EDPROFST 701</i>   |                  |
| <b>EDPROFST 706</b>  | <b>30 Points</b> |
| <b>Language Analysis for Teachers</b>  |                  |
| Provides pedagogically relevant information about the English language. Participants will learn fundamental concepts of grammar, vocabulary and the sound system of English and focus on some of the difficulties that learners, including those who are speakers of other languages, commonly experience as they learn English.   |                  |
| <b>EDPROFST 707</b>  | <b>30 Points</b> |
| <b>Children's Literature in Education</b>  |                  |
| A critical examination of children's literature theory, leading to the ability to enhance literacy and critical literacy pedagogy.   |                  |
| <b>EDPROFST 708</b>  | <b>30 Points</b> |
| <b>Media Literacy in Educational Contexts</b>  |                  |
| A critical investigation of the theory and practice of teaching media literacy in educational contexts. Includes consideration of barriers, opportunities and teaching practices in primary and secondary schools and across multiple subject areas. An examination and evaluation of current media education initiatives in New Zealand and internationally.  |                  |
| <b>EDPROFST 714</b>  | <b>30 Points</b> |
| <b>e-Learning in Practice</b>  |                  |
| A critical analysis of contemporary theory and applied research in educational technology.   |                  |

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| <b>EDPROFST 716</b>  | <b>30 Points</b> |
| <b>Early Years Pedagogy</b>  |                  |
| 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? |                  |
| <b>EDPROFST 717</b>  | <b>30 Points</b> |
| <b>Learning and Teaching in the First Years</b>  |                  |
| 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?                                       |                  |
| <b>EDPROFST 723</b>  | <b>30 Points</b> |
| <b>Visual Arts Education in New Zealand</b>  |                  |
| 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.                          |                  |
| <b>EDPROFST 725</b>  | <b>30 Points</b> |
| <b>Critical Issues in Music Education</b>  |                  |
| 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.   |                  |
| <b>EDPROFST 727</b>  | <b>30 Points</b> |
| <b>Social Theory and Physical Education</b>  |                  |
| An advanced examination of the contemporary beliefs, thoughts and actions that represent current practices in physical education.  |                  |
| <b>EDPROFST 728</b>  | <b>30 Points</b> |
| <b>Special Topic</b>   |                  |
| <b>EDPROFST 732</b>  | <b>30 Points</b> |
| <b>Education for Sustainability</b>  |                  |
| 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.  |                  |
| <b>EDPROFST 734</b>  | <b>30 Points</b> |
| <b>Inclusive Classroom Contexts</b>  |                  |
| An analysis of educational contexts and their impact on the learning and behaviour of students with particular reference to those with special needs. Emphasis is placed upon assisting teachers to develop inclusive learning environments that enhance academic performance and social behaviour.  |                  |
| <i>Restriction: EDPROF 634, 734, EDPROFST 634</i>  |                  |
| <b>EDPROFST 737</b>  | <b>30 Points</b> |
| <b>Education Law: Policy Implications</b>  |                  |
| 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.

**EDPROFST 738 30 Points**  
**Educational Leadership**

An advanced examination of the theory and practice of educational leadership including the leadership of teaching and learning. Emphasis will be placed on the use of a substantive and integrated knowledge base, which can be applied to authentic work situations and a personal practice context. Focuses on the leadership practices that are central to effective educational leadership.

*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 743 15 Points**  
**Family Counselling**

An advanced examination of counselling principles as applied to stresses arising within family relationships.

*Restriction: EDPROF 743*

**EDPROFST 744 15 Points**  
**Pastoral Care and Counselling in Schools**

Provides an overview of the theory and practice of pastoral care and counselling within New Zealand schools. It includes an examination of pastoral care systems and counselling services, including the roles of staff, in relation to the academic mission of schools, disciplinary systems, the health of children and young people and the school-community interface.

**EDPROFST 745 15 Points**  
**Group Counselling**

A critical examination of group dimensions in counselling activities.

*Restriction: EDPROF 745*

**EDPROFST 751 30 Points**  
**ECE Curriculum Issues**

An educational curriculum negotiates social, political, educational and interdisciplinary ideas and theories. Critically examines influences on curriculum pertinent to pedagogical leadership in contemporary early childhood education. What perspectives of children, families and teachers are represented? How do these perspectives privilege particular outcomes? How does practitioner inquiry into curriculum issues underpin and improve practices? Requires the completion of independent research-focused assignments.

**EDPROFST 752 30 Points**  
**Assessment for Learning and Teaching**

A critical examination of the relationship between assessment, teaching and learning. The notion of Assessment for Learning will be explored in relation to

educational policy, relevant literature and contemporary research. Implications for practice and factors affecting implementation will be explored in detail.

**EDPROFST 753 30 Points**  
**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.

**EDPROFST 754 30 Points**  
**Critical Research Methodologies in Education**

An in-depth examination of ways in which critical research methodologies provide new knowledge and offer alternatives, through analysis of social, cultural, economic, political contexts in education. The critical research paradigm will be explored, to understand various perspectives and methods, and to enhance its use in education research. Students will be expected to design an education inquiry using critical research methodologies.

**EDPROFST 755 30 Points**  
**The Inquiring Professional**

Optimise learning through inquiry into practice. Through collaborative endeavour the course will involve a review and critical analysis of literature relating to a chosen research area that will provide the basis for inquiry and learning. It will include a critical evaluation of learning and implications for future practice.

**EDPROFST 757 30 Points**

**EDPROFST 757A 15 Points**

**EDPROFST 757B 15 Points**

**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, and 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, or EDPROFST 757*

**EDPROFST 759 60 Points**

**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: EDPROFST 789*

*To complete this course students must enrol in EDPROFST 759 A and B, or EDPROFST 759*

**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: EDUCURSEC 676*

**EDPROFST 762** 30 Points

**EDPROFST 762A** 15 Points

**EDPROFST 762B** 15 Points

#### **Mentoring Teachers**

Advanced examination of 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 will culminate in an in-depth analysis of personal practice with an associated action plan developed and implemented.

*Restriction: EDPROF 731*

*To complete this course students must enrol in EDPROFST 762 A and B, or EDPROFST 762*

**EDPROFST 764** 30 Points

#### **Directions in Disability Policy and Practice**

Explores contemporary issues and influences in the education of learners with disabilities. Critically examines a range of contemporary social, political and educational responses to disability.

**EDPROFST 765** 30 Points

#### **Development in Early Years**

An advanced examination of a range of current theories and research issues related to development in early years of childhood. Topics will include: life experiences of children within family/whānau; cognitive, communicative, social, emotional and physical development in a range of contexts.

**EDPROFST 769** 30 Points

#### **Developing Professional Expertise**

Whole school / organisational approaches to the kinds of professional learning and development that have proven positive impacts on a range of outcomes for students are the focus. The underpinning models of professionalism include the development of adaptive expertise that builds knowledge through evidence-informed inquiry. Emphasis is placed on catering for the diversity of learning needs throughout professional careers.

**EDPROFST 774** 30 Points

#### **Education and Empowerment**

A critical examination of contemporary issues faced in New Zealand's decile 1-3 urban schools. International and New Zealand based literature will familiarise students with current theory and research regarding the history, politics, teaching and learning, and best practice relevant to New Zealand's decile 1-3 urban school students, teachers and communities. Emphasis will be on empowerment theories, underpinned by Freirean perspectives.

**EDPROFST 777** 30 Points

#### **Curriculum: Theory, Issues, Practice**

A critical examination of curriculum using a range of leading educational theories with an emphasis on sociological theory. Importance will be placed on the independent critique of contemporary curriculum issues, and the links between theory, policy and practice. A research informed critical understanding will be applied to the NZ Curriculum Framework, or Te Whāriki, or to a sector in the NZ education system.

**EDPROFST 779**

30 Points

#### **The Culture and Politics of Teachers' Work**

An analysis and informed appreciation of the socially constructed and political nature of educators' work. The concept of the professional and professional work will be critically interpreted through selected social theory frameworks.

**EDPROFST 780**

30 Points

**EDPROFST 780A**

15 Points

**EDPROFST 780B**

15 Points

#### **Special Topic**

*To complete this course students must enrol in EDPROFST 780 A and B, or EDPROFST 780*

**EDPROFST 781**

30 Points

**EDPROFST 781A**

15 Points

**EDPROFST 781B**

15 Points

#### **Special Topic**

*To complete this course students must enrol in EDPROFST 781 A and B, or EDPROFST 781*

**EDPROFST 782**

30 Points

#### **Educational Change**

Examines the purposes and processes of educational change, including an analysis of practices that promote successful outcomes for change initiatives. Processes of educational change in both New Zealand and international contexts will be studied and critiqued from individual, organisational and systemic perspectives. Focuses on leadership practices that have the potential to promote change for improvement.

*To complete this course students must enrol in EDPROFST 782 A and B, or EDPROFST 782*

**EDPROFST 784**

30 Points

**EDPROFST 784A**

15 Points

**EDPROFST 784B**

15 Points

#### **Special Study**

*To complete this course students must enrol in EDPROFST 784 A and B, or EDPROFST 784*

**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

#### **Issues in Mathematics Education**

A critical examination of current issues relating to Mathematics and Statistics learning and teaching in New Zealand educational contexts.

**EDPROFST 788**

15 Points

#### **Special Topic**

**EDPROFST 789A**

15 Points

**EDPROFST 789B**

30 Points

#### **Dissertation in Mathematics Education**

*To complete this course students must enrol in EDPROFST 789 A and B*

|                         |                  |
|-------------------------|------------------|
| <b>EDPROFST 790</b>     | <b>30 Points</b> |
| <b>EDPROFST 790A</b>    | <b>15 Points</b> |
| <b>EDPROFST 790B</b>    | <b>15 Points</b> |
| <b>Research Project</b> |                  |

*Restriction: EDPROF 790, 796, EDPROFST 796*

*To complete this course students must enrol in EDPROFST 790 A and B, or EDPROFST 790*

|                      |                  |
|----------------------|------------------|
| <b>EDPROFST 793</b>  | <b>60 Points</b> |
| <b>EDPROFST 793A</b> | <b>30 Points</b> |
| <b>EDPROFST 793B</b> | <b>30 Points</b> |
| <b>Dissertation</b>  |                  |

*To complete this course students must enrol in EDPROFST 793 A and B, or EDPROFST 793*

|                      |                  |
|----------------------|------------------|
| <b>EDPROFST 795A</b> | <b>60 Points</b> |
| <b>EDPROFST 795B</b> | <b>60 Points</b> |

#### **Research Portfolio for MED**

*Restriction: EDUC 797*

*To complete this course students must enrol in EDPROFST 795 A and B*

|                      |                  |
|----------------------|------------------|
| <b>EDPROFST 796A</b> | <b>60 Points</b> |
| <b>EDPROFST 796B</b> | <b>60 Points</b> |
| <b>MEd Thesis</b>    |                  |

*Restriction: EDPROF 796*

*To complete this course students must enrol in EDPROFST 796 A and B*

#### **Named Doctoral Courses**

|                      |                  |
|----------------------|------------------|
| <b>EDPROFST 844C</b> | <b>60 Points</b> |
| <b>EDPROFST 844D</b> | <b>60 Points</b> |

#### **Research Portfolio**

*To complete this course students must enrol in EDPROFST 844 C and D*

|                     |                   |
|---------------------|-------------------|
| <b>EDPROFST 897</b> | <b>120 Points</b> |
| <b>Thesis</b>       |                   |

### **Education Professional Studies Māori**

#### **Stage I**

|                                |                  |
|--------------------------------|------------------|
| <b>EDPROFM 100</b>             | <b>15 Points</b> |
| <b>Te Ao Māori - Te Kākano</b> |                  |

Introduces socio-political and historical contexts, including Te Tiriti o Waitangi, to inform understandings about Māori challenges and aspirations within contemporary New Zealand society. Examines own social and cultural locations for their impact on professional and social practices in a range of settings. Develops basic knowledge of Te Ao Māori including Te Reo me ngā tikanga Māori.

|                       |                  |
|-----------------------|------------------|
| <b>EDPROFM 101</b>    | <b>15 Points</b> |
| <b>Te Reo Māori 1</b> |                  |

Develops te reo Māori knowledge, skills and attitudes for learning and teaching across marautanga. Addresses issues such as strategies that support personal and professional Māori language development; historical, social and political factors that have impacted on the vitality of te reo Māori; bilingual education and Māori medium education.

*Restriction: EDPROFM 205*

|                                 |                  |
|---------------------------------|------------------|
| <b>EDPROFM 102</b>              | <b>15 Points</b> |
| <b>Pakirehua Ngaio - Te Ako</b> |                  |

Addresses key influences on learning and development, building and enhancing understandings of personal experiences and identity. Examines concepts central to learning and development such as self-efficacy and self-

concept. Explores key aspects within the teacher's role with an emphasis on reflection, relationship building, communication and collaboration. Introduces strategies central to the first teaching practicum. Examines te reo Māori discourse appropriate to pakirehua ngaio contexts.  
*Corequisite: EDPRACM 100*

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|--------------------|------------------|
| <b>EDPROFM 109</b> | <b>15 Points</b> |
|--------------------|------------------|

#### **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?

#### **Stage II**

|                    |                  |
|--------------------|------------------|
| <b>EDPROFM 200</b> | <b>15 Points</b> |
|--------------------|------------------|

#### **Te Ao Māori - Te Mahuri**

Introduction of contemporary Māori educational landscapes, policy directions, case-studies and debates to develop critical knowledge and engagement with Te Ao Māori and Māori Education. Further develops knowledge of te reo, tikanga and mātauranga Māori, and its integration with pedagogy, practice and planning relevant for all ākonga, is developed.

*Prerequisite: EDPROFM 100*

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|--------------------|------------------|
| <b>EDPROFM 203</b> | <b>15 Points</b> |
|--------------------|------------------|

#### **Mātauranga: Te Whakawhanake Hapori Ako**

Introduces students to selected contemporary perspectives on learning. Explores strategies that develop self-regulated and self-efficacious learners, and support learning, with a focus on Māori learners. Considers rationale and conditions for establishing connections and relationships within a responsive pedagogy alongside factors that contribute to the creation of Māori medium classrooms as effective learning communities.

|                       |                  |
|-----------------------|------------------|
| <b>EDPROFM 204</b>    | <b>15 Points</b> |
| <b>Te Reo Māori 2</b> |                  |

Further develops te reo Māori knowledge, skills and attitudes for learning and teaching across Marautanga. Addresses issues such as planning effectively for personal and professional Māori language development; key theories and approaches underpinning the development of bilingualism and biliteracy in Māori medium educational contexts and the pedagogical implications of these when planning for learning and teaching.

*Prerequisite: EDPROFM 101*

*Restriction: EDPROFM 209*

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|--------------------|------------------|
| <b>EDPROFM 205</b> | <b>15 Points</b> |
|--------------------|------------------|

#### **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 208 15 Points****Pakirehua Ngaio – Te Whakaako**

Develops informed understandings about the nature of high quality, effective teaching practices for diverse ākonga. Interprets teaching as inquiry with reference to relevant curricula. Identifies and examines specific teacher actions that support high quality, effective teaching and learning. Further develops understandings of strategies central to the second teaching practicum. Examines te reo Māori discourse appropriate to pakirehua ngaio contexts.

*Prerequisite:* EDPROFM 102

*Corequisite:* EDPRACM 204

**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

**EDPROFM 214 15 Points****Te Aromatawai mō te Ako me te Whakaako**

Assessments for learning, for teaching, and of learning will be examined with reference to their specific purposes, characteristics and the degrees of reliability and validity necessary for each. Emphasis will be placed on the appropriate use of assessment tools/tasks and the gathering of robust information so sound interpretations and decisions can be made about learning.

*Restriction:* EDUC 224, 225, 230, 231, EDUCM 230

**EDPROFM 220 15 Points****Special Topic****Stage III****EDPROFM 300 15 Points****Te Ao Māori – Te Puāwaitanga**

Fosters Te Tiriti responsive teacher practice, including understanding of and engagement with Māori whānau and community for productive educational relationships and learner outcomes. Applies critical knowledge and skills in mātauranga, tikanga and te reo Māori to extended planning and assessment activities suitable for diverse ākonga.

*Prerequisite:* EDPROFM 200

**EDPROFM 302 15 Points****Te Reo Māori 3**

Synthesises te reo Māori knowledge, skills and attitudes for teaching and learning across Marautanga. Addresses issues such as the support of te reo Māori revitalisation at micro, meso and macro levels; the socio-political implications of language change, shift, loss and revitalisation; planning for long-term personal Māori language development in a school context.

*Prerequisite:* EDPROFM 204

**EDPROFM 304 15 Points****Ako ma te aromatawai - Learning Through Assessment**

Addresses assessment literacy and capability through an informed examination and appraisal of the purposes, strategies and practices of assessment for and of learning. Attention is focused on the ways in which Māori medium learners and teachers can use information and evidence from classroom activities and selected New Zealand

assessment tools, in particular Māori medium tools, to support and further learning and achievement.

*Prerequisite:* EDPROFM 203

*Restriction:* EDPROFM 214

**EDPROFM 305 15 Points****Te Pouako Ngaio**

An examination of principles of how people learn will guide inquiry into own personal teaching practice and reflection on a developing, evidence-informed personal pedagogy. Notions of teacher professionalism and how the moral and ethical nature of teaching impacts on teacher decision-making will be explored.

*Restriction:* EDPROFM 313

**EDPROFM 307 15 Points****Pakirehua Ngaio – Te Pouako Pakirehua**

Promotes development of a defensible philosophy of learning and teaching that addresses interactions and intersections between and among professional knowledge bases. Examines pedagogical, ethical and contextual factors influencing teaching practice. Facilitates critique of practitioner inquiry with reference to cognate literature and personal philosophy in relation to the final teaching practicum. Examines te reo Māori discourse relevant to pakirehua ngaio contexts.

*Prerequisite:* EDPROFM 208

*Corequisite:* EDPRACM 304

**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

**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

**EDPROFM 320 15 Points****Special Topic****EDPROFM 321 15 Points****Special Topic: Whaia te Pae Tawhiti Kia Tata****EDPROFM 322 15 Points****Special Topic****Diploma Courses****EDPROFM 600 15 Points****EDPROFM 600A 7.5 Points****EDPROFM 600B 7.5 Points**

**Te Ao Māori He tirohanga whakamua kia haere whakamuri**  
Introduces socio-political and historical contexts, including Te Tiriti o Waitangi in order to inform understandings of contemporary challenges and aspirations of Māori in



educational contexts. Own social locations and cultural beliefs are examined for their impact on teacher practice and outcomes for Māori learners. Learning opportunities that critically integrate Māori language, knowledge and culture are identified and designed.

*Restriction: EDPROFST 601*

*To complete this course students must enrol in EDPROFM 600 A and B, or EDPROFM 600*

### Postgraduate 700 Level Courses

#### EDPROFM 700 30 Points Being Māori, Thinking Theory

An exploration of theory through a Kaupapa Māori framework. Draws on te reo, tikanga and mātauranga Māori as the foundation for articulating Kaupapa Māori theory as a contemporary theoretical framework of analysis in education.

#### EDPROFM 701 30 Points

##### Special Topic: Te Reo in English Medium

Critically analyse te reo Māori revitalisation strategies and theories of language planning including developing personal te reo development plans. Developing critical knowledge, skills of mātauranga, tikanga and te reo Māori, knowledge of relevant material and curricula. Critique second language acquisition theory and develop teaching approaches that support the learning and teaching of te reo Māori and tikanga in English-medium settings.

#### EDPROFM 702 30 Points

##### Te whakaako i te reo Māori: Teaching te reo Māori

Through an exploration of second language acquisition and pedagogical processes, including an analysis of the latest learning technologies, this course will enable critical reflection on current Te Reo Māori teaching practices, enhanced language development, and an opportunity to evaluate and strengthen the effectiveness of one's own Te Reo Māori teaching practice. This course will be taught in Te Reo Māori.

#### EDPROFM 796A 60 Points

#### EDPROFM 796B 60 Points MEd Thesis

*To complete this course students must enrol in EDPROFM 796 A and B*

#### EDPROFM 797 60 Points

#### EDPROFM 797A 30 Points

#### EDPROFM 797B 30 Points

##### Dissertation

*To complete this course students must enrol in EDPROFM 797 A and B, or EDPROFM 797*

### Education Professional Studies Pasifika

#### Stage I

#### EDPROFPK 102 15 Points

##### Pe mafai vefea e ki tatou oi tamaiti aoga Pasifika

Explores skills and techniques in learning-to-learn in Pasifika medium, bilingual education settings. Students are introduced to characteristics of the development of a first language platform for further successful learning in English. Interpersonal communication and cognition skills and academic language proficiency in students' first languages will be scaffolded during this course.

### Education Special

#### Postgraduate 700 Level Courses

#### EDSPEC 700 30 Points Special Topic

### Health Education

#### Stage I

#### HEALTHED 101 15 Points

##### Food and Education

Examines the relationship between food, eating, nutrition, and the body. Examines the social, cultural, political, economic and environmental factors that determine how people eat, what they eat, and why. Explores contemporary issues in nutrition and food education, and key challenges to improving the nutrition of communities.

#### Stage II

#### HEALTHED 201 15 Points

##### Child and Youth Health Education

Examines child and youth health issues in Aotearoa New Zealand, including how western concepts of health affect Māori and Pacific communities. Explores holistic models of health, and the sociocultural and political contexts of health issues, including the determinants of health. Reflects on the history of public health in education and how particular health concerns impact contemporary practices and policy.

*Restriction: EDCURRIC 233*

#### HEALTHED 202 15 Points

##### Sexuality, Education and Society

Examines the role of sexuality and sexuality education in society. Investigates cultural, historical and contemporary perspectives on gender and sexuality in diverse settings, including education and human services. Explores values, beliefs and issues of equity and sexual social justice. Develops sexuality pedagogies and advocacy for education settings and within communities.

*Restriction: EDCURRIC 333, EDUC 122*

#### Stage III

#### HEALTHED 301 15 Points

##### Whaioranga

Critically examines a range of indigenous-Māori and critical literatures in health, physicality and wellbeing and provides opportunities to consider the relationships between indigenous-Māori wellbeing and other social locations and identities.

*Prerequisite: 15 points from EDUCSW 201, HEALTHED 201, SPORHPE 201*

#### HEALTHED 302 15 Points

##### Leading Health Promotion in Schools

Critically examines how a range of health promotion models and theories can be applied in education settings. Develops in-depth knowledge of how contemporary health issues such as mental health, alcohol, drugs and obesity affect young people in Aotearoa schools. Develops understanding and skills to apply health promotion principles to educational and community settings in culturally responsive and socially critical ways.

*Prerequisite: HEALTHED 201*

*Restriction: EDCURRIC 433*

## Higher Education

### Postgraduate 700 Level Courses

**HIGHED 701 30 Points**

#### Learning and Teaching

Students will document and critically reflect on their teaching practice in the context of their discipline and institution, and the higher education literature on learning and teaching and academic citizenship, taking into account how they will exhibit both leadership through innovation, scholarship and collegiality, and an awareness of difference (gender, ethnicity, ability) such that their practice is culturally and individually sustaining.

**HIGHED 702 30 Points**  
**Course Design**

Students will explore and critically reflect on the theory and practice of learning and course design in higher education, including different models and methods of assessment and evaluation, such that they can design, implement and evaluate learning and teaching activities, assessment tasks and courses in ways that speak to practice in their discipline and institution, and the higher education literature.

*Prerequisite: HIGHED 701*

**HIGHED 703 30 Points**

#### Topics in Higher Education

Students will investigate and critically examine a range of current topics and theories in higher education and higher education research and their impact in a local context, in order to deepen their scholarly understanding of learning and teaching in their discipline and in the local and global higher education context, and equip them to design and undertake a higher education dissertation.

*Prerequisite: HIGHED 701, 702, or equivalent*

**HIGHED 704 30 Points**

#### Research Project Design

Students will be introduced to and critically reflect on the breadth of higher education research methodologies and methods, and strategies for research project design and management. This will enable them to produce a research proposal, including a rationale, literature review, methodology and methods, for a higher education research project of their own.

*Prerequisite: HIGHED 701 or 702 or 703*

**HIGHED 793 60 Points**

**HIGHED 793A 30 Points**

**HIGHED 793B 30 Points**

#### Dissertation

*Prerequisite: HIGHED 704 or 30 points from EDUC 735, 787, EDPROFST 754*

*To complete this course students must enrol in HIGHED 793 A and B, or HIGHED 793*

## 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.

**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.

**HUMSERV 104 15 Points**

#### Introduction to Human Services

Introduces students to a wide range of human service organisations including government, social enterprise and voluntary. Examines the provision of service and support within human service contexts. The nature of professionalism and the role of 'self' in effective practice will be examined.

*Restriction: HUMSERV 103*

### 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*

**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 104 and 30 points passed from the BHumServ Schedule*

**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*

**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*

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**Stage III****HUMSERV 305 15 Points****Field Work in Human Services 1**

A service-learning experience during which students will connect with an organisation or group to apply classroom knowledge in a human service setting. With supervision, students will be assisted to reflect on their field work experiences to further develop their professional practice skills.

*Prerequisite:* HUMSERV 101, 102, 104, 201, 202, 203, 211, SOCWORK 111, 112, 114, 211

**HUMSERV 306 15 Points****Field Work in Human Services 2**

An experiential learning course focused on a consolidation of understanding of the function of reflection and research in human service practice. Students will critically analyse their own practice, connecting it to theory and evidence. With supervision and using appropriate methodology students will implement and evaluate change in their professional practice.

*Prerequisite:* HUMSERV 101, 102, 104, 201, 202, 203, 211, SOCWORK 111, 112, 114, 211

*Restriction:* HUMSERV 302

**HUMSERV 307 15 Points****Advanced Practice in Cultural Responsiveness**

Effective practice and social change occur when practitioners can locate self, power, and diversity appropriately within bicultural and multicultural contexts. Students will critically engage with theories of cultural competence, cultural responsiveness, and cultural humility to develop skills and strategies to work reflexively across diversity dimensions and contexts, including, but not limited to, ethnicity, sexuality, gender, age and ability.

*Prerequisite:* HUMSERV 101, 102, 104, 201, 202, 203, 211, SOCWORK 111, 112, 114, 211

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**Physical Education****Stage I****PHYSED 101 15 Points****Games and Sport Education**

Develops knowledge and appreciation of various game forms. Analyses game structures and processes. Develops performance competency in games through experiential learning. Explores and analyses potentially positive and negative outcomes of participating in games and sport.

*Restriction:* EDCURRIC 231, EDPROF 344

**PHYSED 102 15 Points****Alternative Sport and Play**

Develops understanding of alternative sport and games young people play in Aotearoa New Zealand and internationally. Explores a range of non-traditional and non-competitive physical activities. Reflects on the socio-cultural dimensions of these types of physical activities, including an examination of how alternative sport enables young people to learn, play, communicate, create, express themselves, and belong.

*Restriction:* EDCURRIC 232

**PHYSED 103 15 Points****Outdoor Education 1**

Explores the nature and purpose of outdoor education. Requires study and participation in selected outdoor activities to acquire field-specific skills, knowledge, and dispositions. Involves experiential learning and recognition

of the contribution of outdoor education to personal and social development, including the facilitation of group processing. Develops basic knowledge of outdoor risk management and environmental care.

*Restriction:* EDCURRIC 236

**PHYSED 104 15 Points****Aquatics and Water Safety**

Studies aquatic activity with an emphasis on the practical competencies that underpin safe and engaging recreation in Aotearoa New Zealand. Includes drowning prevention promotion and water safety education with particular reference to high-risk activities and at-risk groups, including children and youth. Demonstrate responsibility in aquatic environments including developing a range of aquatic skills, identifying hazards, and care for aquatic environments.

*Restriction:* EDCURRIC 130, 232

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**Stage II****PHYSED 203 15 Points****Outdoor Education 2**

Examines the role of outdoor education as an educational process. Involves experiential learning to develop outdoor skills, knowledge, and behaviours for teaching outdoor education. Develops knowledge of risk management for safe, effective and pleasurable engagement in the outdoors. Develops knowledge and skills for environmental care and protection.

*Restriction:* EDCURRIC 236

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**Stage III****PHYSED 303 15 Points****Outdoor Education Leadership**

Develops specialist leadership knowledge and skills appropriate to leading educational experiences in the outdoors. Strengthens skills required to facilitate safe, challenging learning experiences in moderate and wilderness environments. Examines policies and legal requirements as they relate to safe industry practice and duty of care.

*Prerequisite:* PHYSED 103, 203

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**Professional Counselling**

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**Postgraduate 700 Level Courses****PROFCOUN 700 15 Points****Counselling In Youth Mentoring**

Theories and concepts of youth mentoring and positive youth development will be examined in relation to practice as youth counsellors. Students will engage in weekly psychoeducational group and one to one counselling sessions on campus with at-risk youth as part of a therapeutic mentoring programme. Lecture topics include counselling skills for youth, effective and ethical mentoring relationships, and risk assessment.

*Prerequisite:* Approval from the Course Director

*Restriction:* SOC YOUTH 300

**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. PROFCOUN 701 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 PROFPCOUN 701 A and B

**PROFPCOUN 702** 15 Points  
**Special Topic**

**PROFPCOUN 703** 15 Points  
**Special Study**

**PROFPCOUN 704** 15 Points  
**Children's Stress and Coping**

An in-depth exploration of the stressors that children experience in four domains: family, school, interpersonal and intrapersonal; as well as the broad range of coping strategies they employ. Content will be based on recent research with children in New Zealand, international studies and contemporary literature. Interventions and practices for supporting children will be explored.

**PROFPCOUN 705A** 15 Points

**PROFPCOUN 705B** 15 Points

**The Counselling Process**

An advanced examination of principles of counselling together with their application in the counselling process.

Corequisite: PROFPCOUN 701

Restriction: EDPROFST 746

To complete this course students must enrol in PROFPCOUN 705 A and B

**PROFPCOUN 706** 15 Points  
**Cultural Issues in Counselling**

A critical examination of cultural dimensions present in counselling activities.

Restriction: EDPROFST 748

**PROFPCOUN 707** 15 Points  
**Specialist Counselling Skills and Approaches**

An advanced examination of the specialist counselling skills and knowledge required to work effectively with clients from a wide range of contexts and experiences. Topics may include working with sexual abuse, family violence, trauma, anxiety, depression, self-harm, suicidality, and loss and grief. The course will focus on the integration of theory, research and practice, and the development of working models to facilitate effective counselling.

**PROFPCOUN 708** 15 Points  
**Professional Issues in Counselling**

An examination of significant professional issues in counselling, including supervision, ethics and accountability, and role development.

Restriction: EDPROFST 749

**PROFPCOUN 709** 15 Points  
**Research and 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: EDPROFST 750

**PROFPCOUN 797A** 60 Points

**PROFPCOUN 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: EDPROFST 750 or PROFPCOUN 709

To complete this course students must enrol in PROFPCOUN 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 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 707** 30 Points

**Supervision Folio**

A supervised portfolio with a focus on an in-depth critical reflection on current practice in professional supervision, learning and development in human services and health contexts.

Prerequisite: PROFSUPV 700, 701

**PROFSUPV 710** 30 Points

**Stress and Trauma in Health and Human Services**

Explores the complex dimensions of stress and trauma encountered by health and human services workers. The historical, cultural and conceptual basis for an understanding of the impact of stress and trauma on both clients and workers is considered. Critically explores research-led strategies to address personal, professional and organisational responses to stressful environments.

**PROFSUPV 712** 30 Points

**Reflective Practice**

A critical exploration of contemporary theories of professional learning for reflective practice in health, counselling and human services workplaces. A critical examination of strategies for ongoing professional development, including reflective practice, critical

reflection, communities of practice, reflective practice and the learning organisation.

*Restriction: PROFSUPV 703*

**PROFSUPV 713 30 Points**  
**Critical Issues in Counselling Supervision**

An advanced examination of ethical, process and relational issues that may arise in the practice of counselling supervision. Topics include ethical issues for supervisors and supervisees, cultural issues and the relationship between culture and ethics in supervision, the influences of socio-political contexts, power in supervisory relationships, evaluation and accountability.

*Restriction: PROFSUPV 705*

**PROFSUPV 714 30 Points**  
**Managing and Developing People in Human Services**

A critical examination of strategies for effective management and development of professional staff in the health and human services. Includes critical reflection on effective management processes; indigenous management frameworks; recruitment and selection; supervision and performance planning; coaching and mentoring; training and development; unsatisfactory performance; and building resilience and staff care strategies.

*Restriction: PROFSUPV 706*

**PROFSUPV 715 30 Points**  
**Practice Teaching and Learning**

Explores the teaching and learning strategies required in the provision of high quality field education in social services and health settings. Critically examines theoretical and evidence informed pedagogies for student practice learning.

**PROFSUPV 716 30 Points**  
**Special Topic: Group Supervision**

Critically explores the benefits and challenges of group supervision. The parameters and value of group supervision are identified and promoted for practice within the current context of health and social services. Specific models of group supervision are developed to support critical reflection managing boundaries, tasks, roles, structure and the creation of a positive group learning.

**PROFSUPV 717 15 Points**  
**Special Study**

**PROFSUPV 718 30 Points**  
**Special Topic**

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## Social and Community Leadership

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### *Postgraduate 700 Level Courses*

**SOCCEAD 700 15 Points**  
**Leadership: Ethics and Actions**

Effective social and community leadership requires a strong and critical ethical foundation. Topics include the professional identity and values of social and community sector leadership, social justice, ethical and authentic leadership, and human systems thinking. Leadership that honours the Treaty of Waitangi, diversity, and equity, and actions based on those values, will be explored.

**SOCCEAD 701 15 Points**  
**Leading Social Innovation**

Evolving approaches to innovating social change will be examined. Topics include theories and change models of social innovation, venture creation, programme design and social enterprise development. Case study analysis

will examine contemporary debates on and approaches to evidence-based programming, collaboration and co-design, social impact measurement, ethical social profit ventures, scaling impact and creating sustainable social change.

**SOCCEAD 702 15 Points**  
**Special Topic**

**SOCCEAD 703 30 Points**  
**Leadership, Ethics, Systems**

Effective social and community leadership requires a critical ethical and analytic foundation. Themes examined include ethical leadership values aligned to social justice, in combination with the capacity for analysis of complex social issues, systems, and change processes. Leadership that honours the Treaty of Waitangi, diversity, and equity, and formulates actions based on these values will be explored.

*Restriction: SOCCEAD 700*

**SOCCEAD 704 30 Points**  
**Special Study**

**SOCCEAD 706 30 Points**  
**Innovation, Design, Evaluation**

Evolving approaches to innovating social change and evaluation practice are examined. Topics include contemporary debates on, and approaches to, co-design, collaboration, ethical social innovation, evidence-informed programme design, evaluation models and impact measurement. Using experiential learning, groups of students will be guided through a social innovation design process in response to user needs, and develop robust evaluation proposals.

*Restriction: EDUC 726, SOCCEAD 701*

**SOCCEAD 794A 30 Points**  
**SOCCEAD 794B 60 Points**

**Thesis**

*To complete this course students must enrol in SOCCEAD 794 A and B*

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## Social Work

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### *Stage 1*

**SOCWORK 111 15 Points**  
**Professional Communication Skills**

An introduction into effective personal and professional communication in human services. An experiential and collaborative approach will be used to assist students to explore the place of self in the communication process, to understand the stages, purpose and task of the communication process, and to develop effective interaction.

**SOCWORK 112 15 Points**  
**Sociology for Human Services**

Introducing the traditions of sociological analysis and its application to the human services. Key theory and theorists, the history of ideas and debates within sociology, and their relevance to practitioners' understanding of contemporary New Zealand society will be explored. A central theme is that a critical sociological imagination is essential for practitioners in social service settings.

**SOCWORK 113 15 Points**  
**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 115 15 Points**

#### **The Social Work Environment**

An introduction to the history and practice of social work and the wider policy environment that will be encountered while working in the profession. Examination of the roles played in the profession and familiarisation with traditions of care and policies of welfare that influence the work of social workers and social services.

### **Stage II**

### **SOCWORK 211 15 Points**

#### **Social Policy Development**

Explores the design and analysis required in policy advocacy and policy development. Consideration of the contexts where policy review and development occur, the procedures involved, the role and preparation of submissions outlining a case for change and the proposal for new policy, and the obligations required in policy innovation and evaluation.

*Prerequisite:* SOCWORK 112

### **SOCWORK 212 15 Points**

#### **Bicultural Social Work Practice**

An introduction to study of the personal and professional impact of the Treaty of Waitangi in social work practice and social workers' obligations to bicultural practice. Development of an understanding of the principles of bicultural practice and articulation of their professional stance.

### **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

### **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

### **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.

### **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

*Corequisite:* SOCWORK 317

### **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.

### **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

### **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

*Corequisite:* SOCWORK 311

### **SOCWORK 383 15 Points**

#### **Special Topic**

### **Stage IV**

### **SOCWORK 401 15 Points**

#### **Statutory Social Work**

An examination of social work practice in statutory settings and theoretical and research-informed intervention frameworks applicable across a range of fields of service. These include family violence, child welfare, youth justice, prisons, and working with vulnerable adults. Critical investigation of questions of context, relationships, power, ethics, human rights and social justice in authoritative settings will be undertaken.

*Prerequisite:* SOCCHFAM 332 or 314, SOCWORK 317

*Restriction:* SOCWORK 701

### **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:* SOCWORK 711, 712

**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.

*Restriction: SOCWORK 713*

**SOCWORK 414 15 Points****Research and Evaluation in Social Practice**

An exploration of relevant social work research literature and approaches to data analysis, and the undertaking of a research project. Develops confidence and skills in the application of practice research principles, problem definition, critical review of relevant literature and analysis of existing qualitative data to inform professional practice in social work and social services.

*Prerequisite: SOCWORK 312, 317*

*Restriction: SOCWORK 714, 734, 780*

**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: SOCWORK 715*

**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 426 15 Points****Practice with Communities**

An introduction to change-oriented social work practice with communities, with particular emphasis on diverse and indigenous communities and critical analysis of current and historical factors shaping community well-being. Building their own theories of change, students learn models and skills for integrating partnerships with communities into their practice, including engagement, capacity building, community development, organising, activism, and policy advocacy.

*Prerequisite: Any 60 points passed at Stage III*

*Restriction: SOCWORK 356, 726*

**SOCWORK 484 15 Points****Special Topic****Postgraduate 700 Level Courses****SOCWORK 700 30 Points****Clinical Social Work**

Examines the area of clinical social work practice within the Aotearoa New Zealand context. Content will include a range of theoretical approaches to clinical practice. Theories will include Cognitive Behavioural theory, Narrative theory and Solution-Focused methods. There will be a strong focus on the use of clinical theories when working with Tangata

whenua or when working across cultures. Individual, whānau/family, and group work methods will be explored.

**SOCWORK 701 15 Points****Statutory Social Work**

An advanced examination of social work practice in statutory settings and theoretical and research-informed intervention frameworks applicable across a range of fields of service. These include family violence, child welfare, youth justice, prisons, and working with vulnerable adults. Critical investigation of questions of context, relationships, power, ethics, human rights and social justice in authoritative settings will be undertaken.

*Prerequisite: SOCCHFAM 332 or 314, SOCWORK 317*

*Restriction: SOCWORK 401*

**SOCWORK 702 30 Points****Social Work with Older People**

Critically explores advanced research, theories and practice of social work with older people from an ecological systems perspective. Content will examine opportunities and challenges presented as people live longer and develop the contributions of social work and social policy to positive aging strategies. Consideration will be given to the bicultural and diverse contexts of practice in Aotearoa New Zealand.

**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: SOCWORK 411, 712*

**SOCWORK 712 15 Points****Social Work in Statutory Settings**

An advanced examination of fields of practice in statutory social work. Will include areas such as family violence, child welfare, disability, health, mental health, and working with vulnerable adults. A critical investigation of context, relationships, power, ethics, interventions and best practice in these settings will be undertaken.

*Prerequisite: SOCWORK 721, 722, 723, 724 and 725*

*Restriction: SOCWORK 411, 711*

**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: SOCWORK 413*

**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: SOCWORK 415*



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| <b>SOCWORK 718</b>  | <b>30 Points</b> |
| <b>SOCWORK 718A</b> | <b>15 Points</b> |
| <b>SOCWORK 718B</b> | <b>15 Points</b> |

#### **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*

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| <b>SOCWORK 719</b>   | <b>30 Points</b> |
| <b>Special Study</b> |                  |

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| <b>SOCWORK 721A</b> | <b>15 Points</b> |
| <b>SOCWORK 721B</b> | <b>15 Points</b> |

#### **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.

*To complete this course students must enrol in SOCWORK 721 A and B*

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| <b>SOCWORK 722</b>                                  | <b>30 Points</b> |
| <b>Developing Social Work Professional Identity</b> |                  |

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.

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| <b>SOCWORK 723</b>                            | <b>15 Points</b> |
| <b>Social Work in the New Zealand Context</b> |                  |

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.

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| <b>SOCWORK 724</b>                          | <b>15 Points</b> |
| <b>Applied Social Work Research Methods</b> |                  |

Consolidates critical awareness of the role of research and knowledge in a specialised field of social work practice, leading to the development of an independent research proposal. Develops advanced knowledge and understanding of the nature and application of a range of applied research methods and traditions, ethics, and the role of theory in research and practice.

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| <b>SOCWORK 725</b>                  | <b>30 Points</b> |
| <b>Supervised Field Placement I</b> |                  |

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 722, 723*

*Corequisite: SOCWORK 721, 724*

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| <b>SOCWORK 726</b>               | <b>15 Points</b> |
| <b>Practice with Communities</b> |                  |

An advanced consideration of change-oriented social work practice with communities, with particular emphasis on diverse and indigenous communities and critical analysis of current and historical factors shaping community well-being. Building their own theories of change, students learn models and skills for integrating partnerships with communities into their practice, including engagement, capacity building, community development, organising, activism, research and policy advocacy.

*Prerequisite: 60 points passed at Stage III*

*Restriction: SOCWORK 356, 426*

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| <b>SOCWORK 734A</b> | <b>15 Points</b> |
| <b>SOCWORK 734B</b> | <b>15 Points</b> |

#### **Professional Social Work Research in Practice**

An independent, applied research-based project relating to an aspect of social work practice and undertaken in a practice context. Students will gather and critically analyse authentic data using appropriate research strategies and ethical practice principles, and produce a substantial research report.

*Prerequisite: SOCWORK 721-725*

*Restriction: SOCWORK 414, 714*

*To complete this course students must enrol in SOCWORK 734 A and B*

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| <b>SOCWORK 735</b>                   | <b>30 Points</b> |
| <b>Supervised Field Placement II</b> |                  |

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*

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| <b>SOCWORK 739</b>           | <b>15 Points</b> |
| <b>Integration Portfolio</b> |                  |

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*

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| <b>SOCWORK 757</b>                                       | <b>30 Points</b> |
| <b>Policy Appraisal and Innovation in Human Services</b> |                  |

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.

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| <b>SOCWORK 758</b>   | <b>30 Points</b> |
| <b>Special Topic</b> |                  |



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| <b>SOCWORK 759</b>      | <b>15 Points</b> |
| <b>Special Topic</b>    |                  |
| <b>SOCWORK 780</b>      | <b>30 Points</b> |
| <b>SOCWORK 780A</b>     | <b>15 Points</b> |
| <b>SOCWORK 780B</b>     | <b>15 Points</b> |
| <b>Research Project</b> |                  |

An integrated approach to social work research where students apply specialised practice research principles and data analysis software to existing qualitative and quantitative datasets to engage in problem definition, critical review of relevant literature, research strategies and design, generating data analysis and reporting of research findings to inform professional practice – and integrated practice research – in social work and social services.

*Prerequisite:* SOCWORK 312, 317

*Restriction:* SOCWORK 414, 714, 734

*To complete this course students must enrol in SOCWORK 780A and B, or SOCWORK 780*

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| <b>SOCWORK 796A</b> | <b>60 Points</b> |
| <b>SOCWORK 796B</b> | <b>60 Points</b> |
| <b>Thesis</b>       |                  |

*To complete this course students must enrol in SOCWORK 796A and B*

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| <b>SOCWORK 797A</b>       | <b>45 Points</b> |
| <b>SOCWORK 797B</b>       | <b>45 Points</b> |
| <b>Research Portfolio</b> |                  |

*To complete this course students must enrol in SOCWORK 797A and B*

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## Social Work Child and Family Practice

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### Stage II

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| <b>SOCCHFAM 215</b>                | <b>15 Points</b> |
| <b>Whānau-Family-Aiga Practice</b> |                  |

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.

### Stage III

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|---|------------------|
| <b>SOCCHFAM 332</b>                     | <b>15 Points</b> |
| <b>Working with Children and Whanau</b> |                  |

An exploration of effective approaches, policies, practices and principles used to engage with children and their whanau within the context of Aotearoa New Zealand. This course will develop the skills and knowledge necessary for working with children and their whanau in community and statutory settings and include consideration of poverty, family violence and child protection.

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| <b>SOCCHFAM 382</b>  | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

### Stage IV

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| <b>SOCCHFAM 431</b>                              | <b>15 Points</b> |
| <b>Child and Adolescent Mental Health Issues</b> |                  |

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.

*Restriction:* SOCCHFAM 731

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| <b>SOCCHFAM 482</b>  | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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## Postgraduate 700 Level Courses

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| <b>SOCCHFAM 700</b>                                | <b>30 Points</b> |
| <b>Domestic Violence: Challenges and Responses</b> |                  |

An in-depth examination of the prevalence, consequences, risk and protective factors of domestic violence in Aotearoa New Zealand. Draws on local and international research to explore conceptual models, theories, practice and current research concerns, aimed at prevention and intervention activities at the individual, family/whānau, organisational, community and societal levels.

*Restriction:* SOCHLTH 751

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| <b>SOCCHFAM 731</b>                              | <b>15 Points</b> |
| <b>Child and Adolescent Mental Health Issues</b> |                  |

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

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| <b>SOCCHFAM 734</b>                           | <b>30 Points</b> |
| <b>Issues in Child Welfare and Protection</b> |                  |

Explores the critical issues in child welfare and protection encountered by education, 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.

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| <b>SOCCHFAM 735</b>  | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>SOCCHFAM 736</b>  | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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## Social Work Health Practice

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### Stage II

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| <b>SOCHLTH 231</b>                     | <b>15 Points</b> |
| <b>Hauora and Social Work Practice</b> |                  |

Critically explores the role of social work within community and institutional health settings. Develops an understanding of the social determinants of health and their impact on wellbeing. Considers emotional, psychological, cultural and social impacts of health status and illness on people in Aotearoa New Zealand and identifies core skills for working in this area of social work practice.

### Stage III

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| <b>SOCHLTH 313</b>                      | <b>15 Points</b> |
| <b>Mental Health in Social Practice</b> |                  |

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.

**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.

*Restriction: SOCHLTH 732*

**SOCHLTH 481 15 Points****Special Topic****Postgraduate 700 Level Courses****SOCHLTH 700 30 Points****Health, Social Justice and Social Work**

A critical examination of health disparities, the social dimensions of health and wellbeing and the role of social work. Explores contemporary literature and research to evaluate development strategies in micro and macro practice in health social work. Changes in the delivery of health care and the impact on the social work role and professional identity will be explored with reference to contemporary challenges and opportunities.

*Restriction: SOCHLTH 753*

**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: SOCHLTH 432*

**SOCHLTH 756 30 Points****SOCHLTH 756A 15 Points****SOCHLTH 756B 15 Points****Special Topic**

*To complete this course students must enrol in SOCHLTH 756 A and B, or SOCHLTH 756*

**SOCHLTH 757 30 Points****Special Study****Social Work Youth Practice****Stage III****SOCYOUTH 300 15 Points****Therapeutic Youth Mentoring**

Theories and concepts of youth mentoring and positive

youth development will be examined in relation to practice as youth mentors. Students will engage in weekly mentoring sessions on campus with local at-risk youth as part of the Campus Connections therapeutic mentoring programme. Lecture topics include adolescent development, effective mentoring relationships, communication and counselling, ethical youth practice, and risk assessment.

*Prerequisite: Any 60 points passed at Stage II or above and approval from the Course Director*

**Stage IV****SOCYOUTH 483 15 Points****Special Topic****Postgraduate 700 Level Courses****SOCYOUTH 736 15 Points****Special Topic****Sport, Health and Physical Education****Stage I****SPORTHPE 101 15 Points****Sociocultural Foundations**

Explores the sociological, historical, psychological and philosophical foundations of health, sport and movement cultures. Examines how health and human movement are culturally and socially conceptualised with regard to contemporary concerns and trends. Includes studies of different cultural (Pakeha, Māori, Pacific, Asian) concepts of, and engagement with, health, sport and physical culture.

*Restriction: EDCURRIC 135, EDUC 142*

**SPORTHPE 102 15 Points****Learning and Pedagogy**

An introduction to how humans learn and how such learning is applied within the fields of health, physical education, and sport. Examines the way humans develop and apply knowledge, skills, and dispositions and their implications for pedagogical practices in health, physical education, and sport contexts.

**SPORTHPE 103 15 Points****Biophysical Foundations**

Introduces students to the anatomical, physiological and biomechanical foundations of human movement. Examines the functions of the musculo-skeletal system, the circulo-respiratory system and the nervous system, during rest and activity. Studies the biomechanical principles required to improve mechanical efficiency in human movement.

*Restriction: EDCURRIC 133*

**Stage II****SPORTHPE 201 15 Points****Whakatinanahia**

Examines Māori approaches to embodiment, forms of physicality and movement valuable for educational and health settings in Aotearoa New Zealand. Students will gain knowledge through engaging in forms of Māori physical culture in a range of contexts.

*Prerequisite: EDUCSW 101*

**SPORTHPE 202 15 Points****Skill Learning**

Develops knowledge and understanding of skill learning, teaching and coaching in human movement. Examines concepts of skill and theories of learning, including:

psychological theories underpinning physical competency, child and youth development, motivation, inclusion and success. Develops an understanding of learner-centred, inquiry-based practice, and the development of pedagogical practices.

*Prerequisite:* SPORTHPE 102

*Restriction:* EDCURRIC 200

### **SPORTHPE 203 15 Points**

#### **Physiology, Exercise, Fitness**

Develops knowledge and understanding of exercise physiology. Examines physiological responses during and as a result of exercise. Examines the nature and purpose of deliberate exercise and fitness programmes. Explores the pedagogy of teaching exercise and fitness.

*Prerequisite:* SPORTHPE 103

*Restriction:* EDCURRIC 200, 334

### **Stage III**

### **SPORTHPE 301 15 Points**

#### **School Health and Physical Education**

Examines health education and physical education in primary and secondary school contexts. Develops knowledge of pedagogy, curriculum, and programming. Critically examines how contemporary issues in the fields of health, sport and physical education impact schools.

### **SPORTHPE 303 15 Points**

#### **Health, Fitness and Culture**

Critically examines the nature of incidental and deliberate exercise, lifestyle choices, and concepts of health. Critiques the veracity of evidence linking physical activity and health. Critically explores contemporary health issues associated with sedentary lifestyles, and the impact of twenty-first century lifestyle changes including globalisation and digitalisation. Examines how education can contribute to the diverse exercise and health needs of society.

*Prerequisite:* SPORTHPE 203

*Restriction:* EDCURRIC 334

## **Sport Studies**

### **Stage I**

### **SPORT 101 15 Points**

#### **Making a Difference in Sport**

Explores the skills needed to successfully deliver sport and recreation activities. Examines differential community provision and develops skills to liaise with and engage diverse participants using psychological and sociological theories. Considers emerging trends in the field. Students will participate in community mapping to identify existing and potential sport and recreation opportunities in diverse communities.

### **Stage II**

### **SPORT 202 15 Points**

#### **Sport and Recreation**

Explores sport, recreation, and physical activity environments and cultures in Aotearoa New Zealand, including organised and alternative sport. Examines how children, youth and adults engage with sport and physical culture. Explores issues of access, policy and leadership in the field and investigates how different concepts influence understandings of, and engagement with, sport and physical culture.

*Restriction:* EDCURRIC 237

### **SPORT 203**

**15 Points**

#### **Sport, Media and Marketing**

Explores the roles and consequences of media representations of sport and physicality. Develops knowledge of the discourses that influence how sport, the body, and health are understood. Develops skills in marketing communications used to promote sport and physical wellbeing. Investigates issues emerging from the use of social media by sporting organisations, groups and individuals.

### **SPORT 204**

**15 Points**

#### **Coaching Sport**

Examines and applies effective coaching practices, including coaching principles and the nature of practice. Focuses on developmentally and culturally appropriate coaching contexts throughout the lifespan (including childhood, adolescence and adulthood). Attention is given to coaching for diverse players and inclusive practices. Applies player-centred coaching principles.

*Prerequisite:* Students are required to consent to the disclosure of criminal convictions and safety checks as required by the Children's Act 2014

*Restriction:* EDCURRIC 239

### **Stage III**

### **SPORT 302**

**15 Points**

#### **Sport Leadership**

Develops the knowledge and skills for leading people and organisations in sporting contexts. Involves the study of leadership theories and styles from a range of different cultures. Includes critical examination of contemporary leadership strategies, issues, politics and policy. Develops interpersonal skills and leadership philosophies.

*Prerequisite:* SPORT 203, 202

### **SPORT 303**

**15 Points**

#### **Managing Sport and Recreation**

Critically examines the societal value and management of sport and recreation events at local, regional, national and international levels. Investigates aspects such as feasibility, community needs, site selection, scheduling, risk and volunteer management, logistics, publicity, marketing and evaluation. Emphasis is given to practice in applied settings.

*Prerequisite:* 30 points from SPORT 202, 203, 204, SPORTHPE 201, 202, 203

### **SPORT 304**

**15 Points**

#### **Sport Psychology and Coaching**

Critically examines recognised principles and practices of coaching and managing sport teams, including contemporary knowledge and theories. Individual and team psychological and social practices are examined and critiqued. Explores how coaches analyse the playing environment and the needs of players, including life-sport balance.

*Prerequisite:* 30 points from SPORT 202, 203, 204, SPORTHPE 201, 202, 203

*Restriction:* EDCURRIC 239

## **Tertiary Foundation Certificate Education**

### **Foundation Courses**

### **TFCEDUC 12F**

**15 Points**

#### **Introduction to Computing**

Develops computer literacy skills in word processing, spreadsheets, presentation software, document

collaboration and common multi-media technologies. These skills will be embedded in the context of tertiary study.

*Restriction: EDFOUND 12F*

### **TFCEDUC 13F 15 Points**

#### **Child Development and Learning**

Presents an overview of language and learning development, and examines strategies for helping children to develop as learners and readers.

*Restriction: EDFOUND 13F*

### **TFCEDUC 14F 15 Points**

#### **An Introduction to the New Zealand Education System**

Introduces students to the education system of New Zealand. Illustrates the historical development of the New Zealand education system, and addresses issues such as changes to governance and curriculum and ethnic diversity in New Zealand schools.

*Restriction: EDFOUND 14F*

### **TFCEDUC 15F 15 Points**

#### **Mathematics for Education**

Development of fundamental mathematics concepts including an understanding of arithmetic ideas as expressed in fractions, decimals and percentages, ratio and proportion, and algebraic thinking. Application of these concepts in contexts such as financial literacy, problem solving, and real-life mathematics will form the basis of this course.

*Restriction: EDFOUND 15F*

### **TFCEDUC 16F 15 Points**

#### **Mathematics for Teaching Science and Technology**

Students will develop critical thinking skills by designing and critiquing investigative methods for science and mathematics.

*Restriction: EDFOUND 16F*

## **Tertiary Foundation Certificate Māori**

### **Foundation Courses**

### **TFCMAORI 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: EDFOUND 10F*

## **Tertiary Foundation Certificate Social Work**

### **Foundation Courses**

### **TFCSOCW 17F 15 Points**

#### **Aotearoa Society in Context**

Considers the migration stories of the many peoples who make up Aotearoa New Zealand society and explores some contemporary issues and trends with particular reference to education and social services. Particular consideration will be given to Te Tiriti o Waitangi.

*Restriction: SOCWORK 11F*

## **Youth Work**

### **Stage I**

### **YOUTHWRK 152 15 Points**

### **YOUTHWRK 152G 15 Points**

#### **Understanding New Zealand Youth**

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*

### **YOUTHWRK 281 15 Points**

#### **Special Topic**

*Prerequisite: Any 30 points passed from the BHumServ Schedule*

### **Stage III**

### **YOUTHWRK 381 15 Points**

#### **Special Topic**

*Prerequisite: Any 30 points passed at Stage II from the BHumServ Schedule*

## **Faculty of Engineering**

### **Academic Integrity**

### **ACADINT A01 0 Points**

#### **Academic Integrity Course**

The Academic Integrity Course is an online course designed to increase student knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct. Students work through a series of modules, outlining scenarios that they may encounter while studying at university. Each scenario provides information on relevant rules, resources and expected behaviour.

## **Bioengineering**

### **Postgraduate 700 Level Courses**

### **BIOENG 796A 60 Points**

### **BIOENG 796B 60 Points**

#### **ME Thesis (Bioengineering)**

Students are 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 Engineered and Biological Materials

Introduction to the laws of conservation of mass, linear momentum, angular momentum and energy and their application to engineering problems. Topics include control volume analysis, fluid statics, Bernoulli's equation, heat conduction, diffusion, linear elasticity, stresses and strains specific to direct and torsional loading, material constitutive relationships (including anisotropy, nonlinearity, and viscoelasticity), axial and transverse loading, and pressure loading of engineering structures and biomaterials.

*Prerequisite:* ENGGEN 150, or ENGSCI 111, or B+ or higher in MATHS 108 or 110 or 150 or 153, or B+ or higher in MATHS 120 and 130

#### 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

#### BIOMENG 261 15 Points

##### Tissue and Biomolecular Engineering

Overview of molecular and tissue engineering principles emphasising biochemical kinetics, gene regulation, cell behaviour and biomedical ethics. Laboratory practice and design project in cell culture and molecular biology techniques. Topics include enzymes and regulation of metabolic pathways, thermodynamic principles of biochemical reactions, systems biology and regulatory motifs in biochemical networks, cell culture techniques, research and medical ethics.

*Prerequisite:* BIOSCI 107, ENGSCI 211

*Restriction:* BIOMENG 361

### 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: tensor analysis, molecular and cellular mechanics of striated muscle; finite deformation elasticity and constitutive relations for soft biological materials; conservation equations for momentum, mass and heat transfer in fluids; viscous flow; boundary layers; pure conduction and diffusion; advective transport of mass and heat.

*Prerequisite:* BIOMENG 221, ENGSCI 211

*Restriction:* ENGSCI 343

#### 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.

*Prerequisite:* BIOMENG 241

## Postgraduate 700 Level Courses

#### BIOMENG 771 15 Points

##### Musculoskeletal and Orthopaedic Biomechanics

Topics that biomechanical and orthopaedic engineers use in research and industry. Includes guest lectures from practitioners. Orthopaedic engineering topics cover implant design, material choice, implant stress shielding and bone loss, implant wear and bone remodelling. Musculoskeletal biomechanics topics cover motion capture, inverse kinematics and dynamics, muscle force evaluation, electromyography (EMG), inertial sensors and applications in sports medicine and rehabilitation.

*Prerequisite:* 15 points from ENGSCI 311, 313, 314

#### BIOMENG 791 15 Points

##### Advanced Biomedical Engineering Design

An engineering project requiring the application and integration of material taught in lecture courses to the design of medical devices and software to meet client needs. The project also requires consideration of ethical issues, social impact, safety risks, and international regulations.

*Prerequisite:* BIOMENG 341

#### BIOMENG 792 15 Points

##### Special Topic

*Prerequisite:* Departmental approval required

#### BIOMENG 793 15 Points

##### Special Topic

*Prerequisite:* Departmental approval required

#### BIOMENG 794 15 Points

##### Special Topic

*Prerequisite:* Departmental approval required

## 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, electronic materials, 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 201 15 Points

##### Process Engineering 1: Introduction

Materials and energy balances 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.

*Prerequisite:* CHEM 110 or 120 or ENGGEN 140

*Restriction:* CHEMMAT 211

### **CHEMMAT 202 15 Points**

#### **Process Engineering 2: Energy and Processing**

Introduction to thermodynamics for process engineering. The first and second laws of thermodynamics. Application of thermodynamic concepts in closed systems, flow processes and cycles, refrigeration and liquefaction. 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.

*Restriction:* CHEMMAT 212

### **CHEMMAT 203 15 Points**

#### **Process Engineering 3: Transfer Processes**

Fluid properties and statics (specific gravity, viscosity, surface tension, flow types, manometry). Modelling fluid motion (Bernoulli equation. Dimensional analysis and similitude: Reynolds Number, Friction factor, Prandtl number). Flow measurement (pumps/pumping and valves). Heat transfer including: steady state conduction, convection and radiation; and effects of geometry, force and natural convection. Heat transfer processes (correlation with flow processes, heat transfer coefficients). Applications.

*Restriction:* CHEMMAT 213

### **CHEMMAT 204 15 Points**

#### **Materials**

Solid state transformation – diffusion, vacancies, solidification, nucleation and growth. Dislocations and plastic deformation, strengthening mechanisms. Mechanical performance of materials. Iron-carbon alloy systems and transformations (including pearlitic, austenitic, bainitic and martensitic), effects of alloying elements. Analytical methods: X-ray diffraction and electron microscopy.

*Prerequisite:* CHEMMAT 121

*Restriction:* CHEMMAT 221

### **CHEMMAT 205 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.

*Prerequisite:* ENGGEN 121 or equivalent

*Restriction:* CHEMMAT 231, 232

### **CHEMMAT 206 15 Points**

#### **Applied Chemistry**

Fundamental chemistry required for chemical engineering and materials engineering. Topics may include phase equilibrium, reaction kinetics, thermodynamics, surface chemistry, electrochemistry and polymer chemistry. This course will have an emphasis on problem definition and solution.

*Prerequisite:* 15 points from ENGGEN 140, CHEM 110, 120

*Restriction:* CHEMMAT 242

### **Stage III**

### **CHEMMAT 301**

**15 Points**

#### **Transfer Processes 2**

Principles of continuous and staged processes. Mass transfer in various media, systems and phases. Interrelating equipment 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.

*Prerequisite:* CHEMMAT 203 or 213, and CHEMMAT 242 or 206

*Restriction:* CHEMMAT 312

### **CHEMMAT 302**

**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, computational fluid dynamics, 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.

*Prerequisite:* CHEMMAT 203 or 213

*Restriction:* CHEMMAT 313, 316, 411

### **CHEMMAT 303**

**15 Points**

#### **Chemical Reactor Engineering**

Kinetics of multiple reactions, analysis of basic reactors – batch, plug flow, and continuous stirred tank. Performance under isothermal, adiabatic, and varying temperature. Effect of semi-continuous, counterflow and recycle on performance. 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.

*Prerequisite:* CHEMMAT 202 and 206, or CHEMMAT 212 and 242

*Restriction:* CHEMMAT 315

### **CHEMMAT 304**

**15 Points**

#### **New Developments in Process Engineering**

Important current and developing technologies used in energy production, storage and management, both globally and in New Zealand. They include: energy sources and uses, biomass and biofuels, energy storage, petroleum processing, solar thermal stations, and photovoltaics.

*Prerequisite:* CHEMMAT 201 or 211

*Restriction:* CHEMMAT 317

### **CHEMMAT 305**

**15 Points**

#### **Materials Processing and Performance**

Materials processing and performance are critical components of a materials science and engineering degree. This course examines the processing and performance of metals, polymers and ceramics. Topics include metal-making, casting, forming, and forms of degradation, such as corrosion. Emphasis is placed on materials applications for process engineering.

*Prerequisite:* CHEMMAT 204 or 221

*Restriction:* CHEMMAT 321, 322, 421

### **CHEMMAT 306**

**15 Points**

#### **Process Design 2**

The nature and function of design – process conception, alternatives, constraints and their simulation. Raw materials, safety and environmental considerations. Flow sheet representation of information. Separation systems,

heat exchanger networks, and specification of equipment. Process economics and project documentation.

*Prerequisite:* CHEMMAT 201 or 211, and CHEMMAT 205 or 232

*Restriction:* CHEMMAT 331, 756

### Postgraduate 700 Level Courses

#### CHEMMAT 712 15 Points

##### Chemical Engineering Seminar

An independent study 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 independent study in advanced topics, current issues, new trends and developing technologies relevant to the field of chemical engineering, for example energy and environment, alternative fuels, process modeling and control. Topics are informed and supervised by leading researchers in the field and students develop critical assessment, report writing and oral communication skills through independent projects and seminars.

#### CHEMMAT 717 15 Points

##### Electrochemical Engineering

The thermodynamics of aluminium electrolysis; heat and mass balance; components of the cell voltage; anode effect and its mitigation, resistance and voltage tracking; cell magnetics and magnetic modelling.

*Corequisite:* CHEMMAT 718, 726, 727

#### 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.

*Corequisite:* CHEMMAT 717, 726, 727

#### CHEMMAT 721 15 Points

##### Advanced Materials

An advanced course with emphasis on new developments in materials science and engineering and their impact on technology and society, for example surface engineering, nanomaterials and composites, alloy development, high performance ceramics, powder processing, biomaterials. Students develop critical assessment, report writing and oral communication skills through independent projects and seminars.

#### CHEMMAT 722 15 Points

##### Materials Seminar

An independent study 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

The underlying theory essential to understanding modern methods of advanced materials analysis including: electron microscopy, surface analysis, atomic force microscopy and nanoindentation. Teaching is highly research informed with examples drawn from the Research Centre for Surface and Materials Science (RCSMS) and involves principles, practical

experience and independent project work related to the application of these techniques.

*Prerequisite:* CHEMMAT 305 or 322

#### 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.

*Corequisite:* CHEMMAT 717, 718, 727

#### 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.

*Corequisite:* CHEMMAT 717, 718, 726

#### CHEMMAT 732 30 Points

##### CHEMMAT 732A 15 Points

##### CHEMMAT 732B 15 Points

##### Advanced Design Project

An advanced design project utilising the application of the specialised knowledge required for the design and manufacture of a sophisticated product based on multiple plastics materials. Detailed considerations will include material and process selection, mould design, costing and economics, and environmental impact.

*To complete this course students must enrol in CHEMMAT 732 A and B, or CHEMMAT 732*

#### 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.

*Prerequisite:* CHEMMAT 306 or 331

*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

Students are required to submit a report on independent investigation 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

Application of mathematical modelling and simulation for understanding modern methods of process control via



open-ended workshop study projects. Includes rigorous treatment of control fundamentals (dynamics, hardware, transient analysis, feedback, tuning), advanced classical control (feed-forward, cascade), and advanced control (multiple variable control, whole plant control and model predictive control). Research informed with examples from the Industrial Information and Control Centre (I2C2).

*Prerequisite:* ENGSCI 211

*Restriction:* CHEMMAT 311, 411, 412

#### **CHEMMAT 753 15 Points**

##### **Biomaterials and Applications**

In-depth coverage of biological materials, biomaterials and their applications. Topics include genes, cells, proteins, tissue, organs and joints. Applications include drug delivery, tissue engineering and implant designs. Individual and team research projects apply advanced concepts and methods to design and implement a scaffold or implant prototype.

*Prerequisite:* BIOMENG 221, or CHEMMAT 204 and 205, or CHEMMAT 221 and 232

*Restriction:* CHEMMAT 422

#### **CHEMMAT 754 15 Points**

##### **Materials Performance Enhancement**

Materials under extreme service conditions – surface engineering, high-temperature corrosion/oxidation. Nanomaterials and nanotechnology – special properties, synthesis and processing techniques, applications in sensing, catalysis and biomedical areas. Advanced manufacturing technology – additive manufacturing, powder metallurgy, and sustainable/green manufacturing. Selected advanced concepts in materials performance enhancement are taught through research based individual projects.

*Prerequisite:* CHEMMAT 121, and 305 or 322 or equivalent

*Restriction:* CHEMMAT 423

#### **CHEMMAT 755 15 Points**

##### **Materials for Energy and Environmental Applications**

Electronic properties of materials. Applications in energy storage. Smart materials and devices – magnetic and dielectric materials, sensors and actuators, recording devices. Materials for environmental applications – photocatalysis and environmental cleaning, membrane materials, and eco-materials. Core concepts related to energy and environmental applications are extended by individual research projects on selected topics.

*Prerequisite:* CHEMMAT 121, and 305 or 322 or equivalent

*Restriction:* CHEMMAT 424

#### **CHEMMAT 756 15 Points**

##### **Food Process Engineering**

Application of engineering principles to food processing. Topics include: heating and thermal processing, cooling, freezing and thawing, evaporation, dehydration, the use of membranes and packaging. Innovative food processes: high pressure, pulsed electric, UV, ultrasounds and ohmic heating/cooking, and fundamental areas of engineering relevant for food processing such as heat and mass transfer. Process impact on food safety, quality and preservation.

*Prerequisite:* CHEMMAT 201 or 211, and 15 points from ENGGEN 150, ENGSCI 111, MATHS 108, 110

*Restriction:* CHEMMAT 463

#### **CHEMMAT 757 15 Points**

##### **Engineering Biotechnology**

Principles of biochemical engineering. Exploitation of bioreaction and bioprocess systems. Enzyme and microbial reaction kinetics, bioreactor design and downstream

processing. Examples of biochemical process and food industry applications.

*Prerequisite:* ENGSCI 111 or equivalent

*Restriction:* CHEMMAT 361, 464, FOODSCI 704

#### **CHEMMAT 771**

**15 Points**

##### **Advanced Food Process Technology**

Advanced knowledge essential for the application of food process technology. Topics include advanced food processing technology in specific food sectors strategic to New Zealand including dairy processing, meat processing, fruit and vegetable processing, seafood processing, wine processing. Teaching is highly research informed and involves principles, practice and independent project work related to the application of these skills.

#### **CHEMMAT 772**

**15 Points**

##### **Advanced Food Process Engineering**

Critical evaluation of the latest research and development in innovative thermal and non-thermal food processing technology. Open-ended application of these latest developments to different specific end-point food processing requirements. Teaching is highly research informed with principles, application examples and related individual research project work.

#### **CHEMMAT 773**

**15 Points**

##### **Food Process Systems Engineering**

Advanced understanding of the theory and application of process systems engineering for the food industry. Includes advanced process analytical technology, real-time quality control, multivariate data analysis, advanced statistical process control, advanced control methods and strategies, and real-time optimisation. Teaching is highly research informed with examples from the Industrial Information and Control Centre (I2C2) and includes an independent laboratory based project.

#### **CHEMMAT 774A**

**15 Points**

#### **CHEMMAT 774B**

**45 Points**

##### **Food Process Engineering Research Project**

A structured supervised research project addressing a topic relevant to the development and commercialisation of food process engineering technologies.

*Restriction:* CHEMMAT 775, 776, 777

*To complete this course students must enrol in CHEMMAT 774 A and B*

#### **CHEMMAT 775A**

**30 Points**

#### **CHEMMAT 775B**

**30 Points**

##### **Food Process Engineering Research Project**

A structured supervised research project addressing a topic relevant to the development and commercialisation of food process engineering technologies.

*Restriction:* CHEMMAT 774, 776, 777

*To complete this course students must enrol in CHEMMAT 775 A and B*

#### **CHEMMAT 776A**

**30 Points**

#### **CHEMMAT 776B**

**60 Points**

##### **Food Process Engineering Research Portfolio**

A structured supervised research portfolio addressing a topic relevant to the development and commercialisation of food process engineering technologies.

*Restriction:* CHEMMAT 774, 775, 777

*To complete this course students must enrol in CHEMMAT 776 A and B*



|   |                  |
|---|------------------|
| <b>CHEMMAT 777A</b>   | <b>45 Points</b> |
| <b>CHEMMAT 777B</b>   | <b>45 Points</b> |
| <b>Food Process Engineering Research Portfolio</b>  |                  |
| A structured supervised research portfolio addressing a topic relevant to the development and commercialisation of food process engineering technologies.   |                  |
| <i>Restriction: CHEMMAT 774, 775, 776</i>   |                  |
| <i>To complete this course students must enrol in CHEMMAT 777 A and B</i>   |                  |
| <b>CHEMMAT 778</b>  | <b>15 Points</b> |
| <b>Dairy Process Engineering</b>  |                  |
| Industry-focused advanced topics in post-farm-gate processing of milk including liquid milk, powdered dairy and fermented products. Waste and high value product recovery from milk processing. Trends in global dairy industry including new development in food physics and chemistry, new products and processes, design and production of novel foods. Includes individual project-based work, laboratory work and completion of a group-based project. Includes independent research to create unique innovative solutions to an open-ended problem. |                  |
| <b>CHEMMAT 779A</b>   | <b>15 Points</b> |
| <b>CHEMMAT 779B</b>   | <b>15 Points</b> |
| <b>Food Engineering Research Project</b>  |                  |
| A structured supervised research project addressing a topic relevant to the development and commercialisation of food process engineering technologies.   |                  |
| <i>Restriction: CHEMMAT 774, 775, 776, 777</i>  |                  |
| <i>To complete this course students must enrol in CHEMMAT 779 A and B</i>   |                  |
| <b>CHEMMAT 787</b>  | <b>15 Points</b> |
| <b>Project X</b>  |                  |
| Students are required to submit a report on a topic assigned by the appropriate Head of Department.   |                  |
| <i>Prerequisite: Departmental approval</i>  |                  |
| <b>CHEMMAT 788A</b>   | <b>15 Points</b> |
| <b>CHEMMAT 788B</b>   | <b>15 Points</b> |
| <b>Project Y</b>  |                  |
| Students are required to submit a report on a topic assigned by the appropriate Head of Department.   |                  |
| <i>Prerequisite: Departmental approval</i>  |                  |
| <i>To complete this course students must enrol in CHEMMAT 788 A and B</i>   |                  |
| <b>CHEMMAT 789</b>  | <b>30 Points</b> |
| <b>Project Z</b>  |                  |
| Students are required to submit a report on a topic assigned by the appropriate Head of Department.   |                  |
| <i>Prerequisite: Departmental approval</i>  |                  |
| <b>CHEMMAT 795</b>  | <b>45 Points</b> |
| <b>CHEMMAT 795A</b>   | <b>15 Points</b> |
| <b>CHEMMAT 795B</b>   | <b>30 Points</b> |
| <b>Research Project (Chemical and Materials)</b>  |                  |
| Students are required to submit a report on a topic relevant to the specialisation, as assigned by the appropriate Head of Department.  |                  |
| <i>Prerequisite: Departmental approval</i>  |                  |
| <i>To complete this course students must enrol in CHEMMAT 795 A and B, or CHEMMAT 795</i>   |                  |

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|---|------------------|
| <b>CHEMMAT 796A</b>   | <b>60 Points</b> |
| <b>CHEMMAT 796B</b>   | <b>60 Points</b> |
| <b>ME Thesis (Chemical and Materials)</b>   |                  |
| Students are required to submit a thesis on a topic assigned by the appropriate Head of Department. |                  |
| <i>Prerequisite: Departmental approval</i>  |                  |
| <i>To complete this course students must enrol in CHEMMAT 796 A and B</i>                           |                  |

## Civil Engineering

### Stage II

|   |                  |
|---|------------------|
| <b>CIVIL 200</b>  | <b>15 Points</b> |
| <b>Introduction to Geotechnical Engineering</b>   |                  |
| The basic concepts and principles governing the mechanical behaviour of soil. Engineering geology, site investigation and soil classification. The principle of effective stress, permeability and seepage, and soil shear strength.  |                  |
| <i>Restriction: CIVIL 220, 221</i>  |                  |
| <b>CIVIL 201</b>  | <b>10 Points</b> |
| <b>Land Information Systems</b>   |                  |
| 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.  |                  |
| <b>CIVIL 202</b>  | <b>15 Points</b> |
| <b>Fluid Mechanics and Pipe Flow</b>  |                  |
| Fluid properties and definitions, hydrostatics and stability of floating bodies. Fluid flow, energy, continuity and momentum relationships. Dimensional analysis and similarity. Pipe flow: Fluid resistance, friction factor, steady-state pipe flow, simple pipe systems and pipe network analysis, water hammer.   |                  |
| <i>Restriction: CIVIL 230, 331</i>  |                  |
| <b>CIVIL 203</b>  | <b>15 Points</b> |
| <b>Transport Design and Geomatics</b>   |                  |
| Introduction to Transportation Engineering (mobility for people and goods, sea, land and air transportation systems). Design and construction of longitudinal infrastructure (plans, longitudinal sections and cross sections, earthworks, quantities, mass haul). Transport geometric design (horizontal, vertical and cross sectional design). Geomatic surveying systems (levelling, theodolites, GPS, drones, digital topographical survey systems and remote sensing). |                  |
| <i>Restriction: CIVIL 201, 360</i>  |                  |
| <b>CIVIL 210</b>  | <b>15 Points</b> |
| <b>Introduction to Structures</b>   |                  |
| Structural forms and systems. Analysis of determinate systems, elasticity. Engineering beam theory, elasticity, failure theories. Introduction to structural design.  |                  |
| <i>Prerequisite: ENGGEN 121 or 150</i>  |                  |
| <i>Restriction: ENVENG 210</i>  |                  |
| <b>CIVIL 211</b>  | <b>10 Points</b> |
| <b>Structures and Design 1</b>  |                  |
| Introduction to structural design – philosophy, loads, codes; design of simple structural elements in various materials.  |                  |
| <b>CIVIL 220</b>  | <b>10 Points</b> |
| <b>Introductory Engineering Geology</b>   |                  |
| Principles of physical and structural geology. Elementary stratigraphy. Applied geomorphology. Geologic surveying and mapping. Elementary seismology; microzoning and seismotectonic hazard evaluation. Engineering properties,   |                  |

description and identification of geologic materials. General applications of geology to engineering.

**CIVIL 221** **Geomechanics 1** **10 Points**

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** **Fluid Mechanics 1** **10 Points**

Fluid properties and definitions. Hydrostatics and stability of floating bodies. Fluid flow, energy and continuity relationships. Viscosity. Force and momentum relationship. Dimensional analysis and similarity. Introduction to turbomachinery.

**CIVIL 250** **Civil Engineering Materials and Design** **10 Points**

Properties and manufacturing of concrete, steel and timber structural products. Design principles and examples for concrete, steel and timber members.

**Stage III**

**CIVIL 300** **Geotechnical Engineering** **15 Points**

Compaction, settlement and rate of consolidation. Stability analysis in geotechnical engineering, including slope stability, earth pressures on retaining structures and bearing capacity of shallow foundations.

*Prerequisite:* CIVIL 200

*Restriction:* CIVIL 322

**CIVIL 301** **Foundation Engineering** **15 Points**

Design of foundations, both shallow and pile, for buildings and other structures. Assessment of foundation ultimate capacity and working load settlement. Site investigation methods, with particular emphasis on the use of penetrometer tests to estimate soil parameter values. Current foundation construction methods. Design of embedded retaining walls. Special aspects of house foundation design and construction. Observed foundation performance.

*Prerequisite:* CIVIL 300, and STRCTENG 300 or 301 or 304

*Restriction:* CIVIL 721

**CIVIL 302** **Hydrology and Open Channel Flow** **15 Points**

Engineering hydrology: Hydrologic processes, analysis of rainfall-runoff relationships, statistical analysis of hydrological data, groundwater flow. Open channel flow: energy and momentum, uniform flow and flow resistance, critical flow, specific energy and flow force, backwater analysis, channel transitions.

*Prerequisite:* CIVIL 202

*Restriction:* CIVIL 331, ENVENG 333

**CIVIL 303** **Transport Operations and Pavements** **15 Points**

Traffic engineering, transportation planning and road pavement design. Topics include the main transport planning and traffic design techniques, criteria and fundamentals used in transportation engineering practice, traffic studies, public transport and active modes and transport modelling (micro and macro simulation). Additionally, pavement

design, surfacings, traffic loading, mechanistic approaches and rehabilitation of road pavements are included.

*Prerequisite:* CIVIL 203

*Restriction:* CIVIL 360, 361

**CIVIL 304** **Climate Adaptation Design** **15 Points**

Fundamental understanding of the impact of climate change on horizontal infrastructure and the adaptation design and strategies to respond to these changes. Topic areas include the impact of climate on infrastructure, vulnerability studies and adaptation design and management techniques. Studies in knowledge areas of design, management and resilience of transport (roads, ports and wharves), water provision, stormwater and wastewater systems.

*Prerequisite:* CIVIL 203

*Corequisite:* CIVIL 303

*Restriction:* CIVIL 360, 759

**CIVIL 305** **Construction Informatics** **15 Points**

The application of digital and automation technologies (such as building information modelling, virtual reality/augmented reality, internet of things, laser scanning, drones, artificial intelligence, big data, robotics) in civil engineering and management.

**CIVIL 312** **Structures and Design 2** **15 Points**

Structural analysis of indeterminate structures. Moment-area method for deformations. Loading actions as per NZS 1170 and load collation. Design of structural members in timber portal frames.

*Prerequisite:* CIVIL 211

**CIVIL 313** **Structures and Design 3** **15 Points**

Design of structures in reinforced concrete, prestressed concrete and structural steel. Computer analysis of structures; use of a commercial analysis program. Design project.

*Prerequisite:* CIVIL 211

**CIVIL 314** **Structural Dynamics** **10 Points**

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** **Geomechanics 2** **10 Points**

Stability analysis in geotechnical engineering; slope stability, soil pressures on retaining structures, bearing capacity. Consolidation and settlement.

*Prerequisite:* CIVIL 221

**CIVIL 324** **Geomechanics 3** **10 Points**

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. Application of elastic solutions in geomechanics. Geotechnical numerical modelling.

*Prerequisite:* CIVIL 322 or equivalent

*Restriction:* CIVIL 420, 728

**CIVIL 331** **Hydraulic Engineering** **10 Points**

Pipe flow – fluid resistance, friction factor, simple pipe flow and minor losses, steady-state pipe flow and pipe networks.

Open channel flow – energy and momentum, uniform flow and flow resistance, critical flow, specific energy and flow force, backwater analysis, channel transitions.

*Prerequisite: CIVIL 230 or equivalent*

### **CIVIL 332 10 Points**

#### **Fluid Mechanics 2**

Laminar and turbulent flow. Ideal fluid flows. Boundary layer theory and separation, drag and lift. River morphology and flows. River pollution. Unsteady flow in channels.

### **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**

Planning for land transport facilities and urban development. Arrangement of street networks and environmental areas. Basic operational analyses at priority and signalised intersections for vehicles and pedestrians. Highway capacity analyses. Parking design. Introduction to transportation planning modelling.

### **Diploma Courses**

### **CIVIL 660 15 Points**

#### **Traffic Engineering and Planning**

A range of selected topics in traffic engineering and transportation planning which will provide a basis for extension into further studies.

*Restriction: CIVIL 361, 460*

### **CIVIL 661 15 Points**

#### **Highway and Pavement Engineering**

A range of selected topics in highway and pavement engineering which will provide a basis for extension into further studies.

*Restriction: CIVIL 360, 461*

### **Postgraduate 700 Level Courses**

### **CIVIL 700 15 Points**

#### **Geotechnical Analysis**

Shear strength of soil – triaxial testing, measurement of pore water pressures, and interpretation of test data for use in analysis. Introduction to numerical modelling in geotechnical engineering. The use of traditional methods versus numerical modelling in design.

*Prerequisite: CIVIL 300*

*Restriction: CIVIL 324*

### **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**

#### **Design of Earthquake Resistant Foundations**

Observed behaviour of foundations during earthquakes. Site investigation and laboratory testing to estimate values for required soil parameters. Earthquake induced foundation actions. Shallow and deep foundations subject to earthquake excitation. Soil-foundation-structure-interaction. Force-based and displacement-based design. Earthquake induced

earth pressures on stiff retaining structures. An independent foundation design project is required.

*Prerequisite: CIVIL 721 or equivalent, CIVIL 314 or equivalent*

### **CIVIL 703**

**15 Points**

#### **Project Management**

Planning, organisation and control of engineering projects. Application and integration of project management processes to the typical project lifecycle (initiating, planning, executing, monitoring, and closing). Studies in the nine knowledge areas defined by the Project Management Institute (PMI): Project Integration, Scope, Time, Cost, Quality, Human Resources, Communications, Risk and Procurement Management. Development of a range of skills, tools and techniques to become an effective project manager.

### **CIVIL 704**

**15 Points**

#### **Advanced Topics in Project Management**

Advanced topics in project management are analysed such as: advanced scheduling techniques, integrated project delivery, lean construction, building-information modelling, negotiation techniques, dispute resolution and innovative project delivery models. Independent research is undertaken in an advanced project in project management.

### **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 Supply Chain Management**

Advanced topics in construction supply chain management such as construction logistics, buffer management, relational contracts and behavioural dimensions, analytical models for construction, information technologies and sustainable supply chains. Independent research is undertaken by developing individual research projects in which students study logistics and supply chain problems by analysing real production scenarios or the current literature available in this topic.

### **CIVIL 708**

**15 Points**

#### **Work Based Learning**

Develops the student's professional and interpersonal skills within the context of professional engineering and project management competencies. Application of theory and development of work procedures. Develops ability to question concepts and critically self-assess competencies. Fostering and enhancing professional competencies in preparation towards membership of a professional body.  
*Note: Students must be in part time professional employment or have completed at least three years professional employment within engineering or construction.*

### **CIVIL 709**

**15 Points**

#### **Cost Engineering**

Advanced topics in cost engineering such as construction engineering cost planning, cost estimating, cost control, cost analysis and engineering economics. The core taught skills are extended by individual projects in which independent research is undertaken to solve cost engineering problems or to give critical comments on the current literature on cost engineering.

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|--|--|
| <b>CIVIL 710</b> <span style="float: right;"><b>15 Points</b></span><br><b>Advanced Structural Dynamics</b><br>Advanced topics in structural dynamics, such as wave guide representation, holistic consideration of structural behaviour including soil, main and secondary structures interaction, nonlinearities of soil-foundation-structure systems including uplift, pile-soil separation, plastic hinge or pounding. The core skills are taught and accompanied by an individual project in which independent research is undertaken to solve a challenging structural dynamics problem.<br><i>Prerequisite: Departmental approval</i>   | <b>CIVIL 717</b> <span style="float: right;"><b>15 Points</b></span><br><b>Advanced Structural Timber</b><br>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. The core skills are taught and accompanied by an individual project in which independent research is undertaken to solve a challenging timber connection problem.<br><i>Prerequisite: CIVIL 451 or 750 or equivalent</i>   |
| <b>CIVIL 711</b> <span style="float: right;"><b>15 Points</b></span><br><b>Structures Seminar</b><br>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.   | <b>CIVIL 718</b> <span style="float: right;"><b>15 Points</b></span><br><b>Light Gauge Steel</b><br>Use of thin steel load bearing structural components in walls, floors and roofs. Behaviour of members and connections under the full range of structural actions. Theory and design application including the Direct Strength Method of design. Use of light gauge steel acting compositely with other materials such as concrete and structural foams.<br><i>Prerequisite: CIVIL 313 or equivalent</i>  |
| <b>CIVIL 713</b> <span style="float: right;"><b>15 Points</b></span><br><b>Structures and Design 4</b><br>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.<br><i>Prerequisite: CIVIL 312 and 313 or equivalent</i><br><i>Restriction: CIVIL 411</i> | <b>CIVIL 719</b> <span style="float: right;"><b>15 Points</b></span><br><b>Matrix Structural Analysis</b><br>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.<br><i>Restriction: CIVIL 416</i>   |
| <b>CIVIL 714</b> <span style="float: right;"><b>15 Points</b></span><br><b>Multistorey Building Design</b><br>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.<br><i>Prerequisite: CIVIL 313 or equivalent</i>  | <b>CIVIL 720</b> <span style="float: right;"><b>15 Points</b></span><br><b>Earthquake Engineering</b><br>Earthquakes and the effects on civil infrastructure. The passage of seismic waves from inception, propagation, arrival at site bedrock, site specific response, infrastructure response. Including engineering seismology, seismo-tectonic setting of NZ, probabilistic seismic hazard analyses, NZS 1170.5, infrastructure dynamics, base isolation, effects of site geology, geophysical and geotechnical site characterisation, concepts of soil-structure interaction, the Canterbury series of earthquakes.<br><i>Prerequisite: CIVIL 313 and ENGSCI 311 or equivalent</i> |
| <b>CIVIL 715</b> <span style="float: right;"><b>15 Points</b></span><br><b>Advanced Structural Concrete</b><br>Design and detailing of prestressed and precast concrete components. Advanced mechanics of reinforced concrete members subject to axial, flexure, shear, and torsion actions. Design of state-of-art low-damage concrete structural systems. Includes an independent concrete design project and an independent research project on past failures of concrete structures.<br><i>Prerequisite: CIVIL 313 or equivalent</i>   | <b>CIVIL 721</b> <span style="float: right;"><b>15 Points</b></span><br><b>Foundation Engineering</b><br>Foundation performance requirements. Foundation types. Foundation design loads. Limit state design. Design of shallow foundations. Design of deep foundation. Case histories illustrating construction, performance and failure of foundations. Design and performance of gravity retaining structures, embedded retaining walls and reinforced earth walls.<br><i>Prerequisite: CIVIL 312 or equivalent</i><br><i>Restriction: CIVIL 323, 421</i>  |
| <b>CIVIL 716</b> <span style="float: right;"><b>15 Points</b></span><br><b>Engineering Risk Management</b><br>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.<br><i>Restriction: ENGGEN 722</i>   | <b>CIVIL 722</b> <span style="float: right;"><b>15 Points</b></span><br><b>Slope Engineering</b><br>Site investigation for slope assessment. Geological appraisal of slope behaviour and the use of aerial photographs. Failure mechanisms, shear strength of soil and rock masses. Influence of groundwater. Evaluation of stability and risk. Earth dams, stability analysis, flow net construction. Slope instrumentation. Remedial measures.<br><i>Prerequisite: CIVIL 322 or equivalent</i><br><i>Restriction: ENVENG 324, CIVIL 422</i>  |
|  | <b>CIVIL 723</b> <span style="float: right;"><b>15 Points</b></span><br><b>Rock Mechanics and Excavation Engineering</b><br>Engineering rock behaviour including strength, stiffness   |

and role of discontinuities. Stress-strain analysis, stability assessment of rock structures and support using advanced models of rock. Theoretical, practical and environmental aspects of ground excavation techniques as applied to tunnelling. An independent research project will develop skills and knowledge to solve a challenging engineering rock behaviour problem.

*Prerequisite: CIVIL 322 or equivalent*

#### **CIVIL 724 15 Points**

##### **Soil Behaviour**

Advanced topics in soil behaviour including stress-strain-strength response of remoulded and natural geomaterials when subject to monotonic and cyclic loading; critical state soil mechanics; advanced soil testing; and partially saturated soils. Includes an independent research project related to an applied topic in soil behaviour.

*Prerequisite: CIVIL 324 or equivalent*

#### **CIVIL 725 15 Points**

##### **Geotechnical Earthquake Engineering**

Advanced topics in earthquake effects on geotechnical structures, including: dynamic properties of soils; earthquake-induced ground response; seismic stability of slopes, embankments; earth-retaining structures; soil liquefaction; ground deformations; remediation and mitigation techniques. Design applications and advanced methods of analysis with case history analyses of major earthquakes. An independent research project will be used to solve a challenging geotechnical earthquake engineering problem.

*Prerequisite: CIVIL 324 or equivalent*

#### **CIVIL 726 15 Points**

##### **Engineering Geology**

Introduction to fundamentals in soil and rock mechanics and their application to engineering projects. Discussion of natural hazards and their implications on infrastructure design. Practical exercises in field mapping, core logging, aerial photograph interpretation, and basic laboratory tests.

*Restriction: CIVIL 404, EARTHSCI 372, GEOLOGY 372*

#### **CIVIL 727 15 Points**

##### **Dynamics of Structures in Earthquakes**

Dynamic behaviour of structures and the means of predicting their response to the effects of earthquakes. Fundamental principles of earthquake engineering, including the effects of structural properties, and the roles of ductility, damping and isolation in mitigating earthquake damage. An individual research project on the impact of earthquakes on civil infrastructure is undertaken.

*Prerequisite: Departmental approval*

*Restriction: CIVIL 314 or equivalent*

#### **CIVIL 728 15 Points**

##### **Geotechnical Engineering in Professional Practice**

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. Application of elastic solutions in geomechanics. Geotechnical numerical modelling. Includes a project.

*Prerequisite: Departmental approval*

*Restriction: CIVIL 324*

#### **CIVIL 729 15 Points**

##### **Humanitarian Engineering**

Evaluate frameworks used in the humanitarian engineering field to assist with human crises, including shelter, standards, law, human rights, resilience, appropriate

engineering. Rapid assessments, application of minimum international standards for engineering, engineered shelter solutions, water, sanitation and hygiene and the engineering management of humanitarian crises.

#### **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 Dynamics**

Deriving design conditions, wave pressures and forces, design of structures, beaches and control structures, introduction to port, introduction to coastal modelling.

*Prerequisite: CIVIL 431 or 733 or equivalent*

#### **CIVIL 733 15 Points**

##### **Coastal Engineering Design**

Waves, wave theories, surf zone processes, sediment transport, dynamics of coastal systems.

#### **CIVIL 734 15 Points**

##### **River Engineering**

Scales; flows; fluvial processes; mixing; ecohydraulics.

#### **CIVIL 735 15 Points**

##### **Transport Modelling and Design**

The planning, modelling, design and operation of current and future transport systems. Topics include transport models and their applications, Intelligent Transport Systems and emerging technologies, transport planning process and travel demand modelling. Transport models are developed to plan, design and manage transport networks based on fundamental modelling concepts, New Zealand specifications and international best practices.

*Prerequisite: CIVIL 303*

*Restriction: CIVIL 758*

#### **CIVIL 736 15 Points**

##### **Transport Safety and Mobility**

Develop a sound understanding of safety and mobility of transport systems. Transport safety topics include safe systems, crash reduction studies, road safety audits and at-grade intersection geometric design, economic appraisal methods and transport infrastructure funding. Planning for transport mobility and sustainable transport systems, public transport systems, active modes and travel behaviour.

*Prerequisite: CIVIL 203*

*Restriction: CIVIL 759*

#### **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. The course will include the independent application of highly specialised knowledge and skills related to the study area.

#### **CIVIL 741 15 Points**

##### **Ground Improvements and Geosynthetics Engineering**

Advanced ground improvement techniques including: densification, consolidation, preloading and surcharge,

soil reinforcement, stabilisation and thermal ground improvement.

*Prerequisite:* CIVIL 322 or equivalent

*Restriction:* CIVIL 403

#### **CIVIL 742 15 Points**

##### **Bridge Design**

Comprehensive overview of road and rail bridge typologies, design philosophies, performance requirements in key areas of strength and serviceability, calculation methods to address these topics and the analysis and strengthening of existing bridges. Bridge technology used in New Zealand and associated legislative requirements.

*Prerequisite:* CIVIL 713, 715 or equivalent

#### **CIVIL 743 15 Points**

##### **Special Topic: Building Information Modelling**

Introduction to the main principles and tools of Building Information Modelling (BIM) in the Architecture-Engineering-Construction (AEC) industry. This course is suitable for different AEC professionals such as civil and structural engineers, architects, among others.

#### **CIVIL 744 15 Points**

##### **Special Study in Earthquake Engineering**

An advanced course on topics in earthquake engineering to be determined each year by the Head of Department of Civil and Environmental Engineering.

#### **CIVIL 745 15 Points**

##### **Seismic Assessment of Existing Buildings**

Principles of assessing the response of buildings to earthquakes and identification of vulnerabilities for different building types. Example buildings will be assessed using these advanced methodologies and independent research conducted on appropriate forms of retrofit.

#### **CIVIL 746 15 Points**

##### **Nonlinear Structural Analysis**

Nonlinear behaviour of structures and the formulation of elements to model such behaviour; solution strategies; nonlinear material and section response; nonlinear dynamic analysis; nonlinear geometry; application of nonlinear analysis in engineering practice. Research and critically compare modeling approaches used for real buildings. Includes an independent research project involving nonlinear analysis of a real structure as a 'blind prediction'.

#### **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.

*Prerequisite:* CIVIL 312 or equivalent

*Restriction:* CIVIL 451

#### **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 756 15 Points**

##### **Capstone Project**

Final year team exercise with students in multi-disciplinary civil and environmental roles integrating technical learning into realistic design outcomes. Comprehensive investigation of an open ended, complex, real or synthetic civil engineering problem with simulated professional design office constraints. Includes technical, economic and environmental impact components to complete a scheme assessment report.

*Prerequisite:* 90 points from Part III courses listed in the BE(Hons) Schedule for Civil Engineering

#### **CIVIL 758 15 Points**

##### **Traffic Systems Design**

Traffic signal timing analysis. Gap acceptance parameters. Intersection analysis of performance (priority, roundabouts and signalised). Some human factors. Introduction to transportation planning modelling. Planning land transport in NZ under the Resource Management and other requirements. Computer modelling and simulation.

*Prerequisite:* CIVIL 361

*Restriction:* CIVIL 403, 460, 660

#### **CIVIL 759 15 Points**

##### **Highway and Transportation Design**

Economic and environmental assessments of transport projects. Land transport funding in NZ. Road safety engineering. Crash reduction and prevention methods. Pavement asset management. Pavement rehabilitation techniques. Heavy-duty pavements, highway drainage and chip seal design.

*Prerequisite:* CIVIL 360

*Restriction:* CIVIL 461, 661

#### **CIVIL 761 15 Points**

##### **Planning and Design of Transport Facilities**

Selected topics from: traffic signal practice/safety audits, two way highway planning, arterial traffic management, modelling and simulation and traffic flow.

*Prerequisite:* 15 points from CIVIL 660, 758, or equivalent

#### **CIVIL 762 15 Points**

##### **Transportation Planning**

Provides an in-depth exploration of various components of the urban transportation planning process, with emphasis on theories on modelling. The principle behind the conventional four-stage transport planning model, namely, trip generation, trip distribution, modal split and trip assignment, is covered in detail.

*Prerequisite:* 15 points from CIVIL 660, 758, or equivalent

#### **CIVIL 763 15 Points**

##### **Transportation and Networks Analysis**

Advanced themes of transportation-related network algorithms and analysis including theory and applications.

The theory covers in-depth description of how to construct algorithms; the applications contain individual research and assignments in constructing new algorithms for traffic and transportation networks problems.

*Prerequisite: 15 points from CIVIL 660, 758, or equivalent*

#### **CIVIL 764 15 Points**

##### **Highway Safety and Operations**

Advanced planning, design, operation and safety management of predominantly two way two lane highways, including: passing and overtaking models analysis and treatments, collision modification and mitigation, roadway design, skid resistance, delineation, temporary traffic control, evaluation methods, and environmental management measures. An independently applied research project will use advanced analytical skills to critically evaluate factors which impact highway safety.

*Prerequisite: CIVIL 360, 361, and 15 points from 661, 759, or equivalent*

#### **CIVIL 765 15 Points**

##### **Infrastructure Asset Management**

Advanced theories and techniques fundamental to the management of infrastructure assets, with a primary focus on Asset Management Plans. Covers the entire spectrum of infrastructure, including roads, water networks and buildings. A major independent project incorporates a literature review and selection, and then critical review, of an Asset Management Plan from industry.

#### **CIVIL 766 15 Points**

##### **Road Asset Management**

Focuses on advanced topics in road asset management. Develops a critical awareness of the key issues encountered, including those related to the evaluation of functional and structural performance; risk management; deterioration modelling and calibration; prioritisation and optimisation. The core skills are extended by an independent applied project in which students undertake to solve a complex road asset management problem.

*Prerequisite: 15 points from CIVIL 661, 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: 15 points from CIVIL 661, 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: 15 points from CIVIL 661, 759, or equivalent*

#### **CIVIL 769 15 Points**

##### **Highway Geometric Design**

An advanced course in highway geometric design techniques. Through the use of an independent applied

project, students will apply advanced theory, methods, processes and design tools to the safe design of highway geometric alignments that includes an understanding of human / driver behaviour characteristics.

*Prerequisite: CIVIL 360, 361, and 15 points from 661, 759, or equivalent*

#### **CIVIL 770 15 Points**

##### **Transport Systems Economics**

Advanced specialist topics in transportation economics including economic analysis, the theory of demand and supply of transport, government intervention policies, and the theory of externalities and agglomeration. Students are required to undertake a major research project by analysing two major transportation infrastructure projects to determine the likely future social and real time benefits and dis-benefits which accrue to the wider community.

#### **CIVIL 771 15 Points**

##### **Planning and Managing Transport**

An advanced course on integrating land use planning and transport provisions, including planning for different land use trip types and parking, travel demand management techniques, and intelligent transport systems applications. An independent project applies this specialised knowledge towards planning, designing and managing transport infrastructure in a Territorial Local Authority (TLA) area.

#### **CIVIL 772 15 Points**

##### **Public Transport: Planning and Operation**

Advanced scientific methods and algorithms for improving the cost-effectiveness of short-range public transport (PT) planning. Topics are: PT data collection; frequency and headway determination; alternative timetables; vehicle scheduling; crew scheduling; short-turn design; PT network design; PT reliability; and bus priority and BRT (Bus Rapid Transit). An independent research project is used to solve a complex transport planning problem.

*Prerequisite: 15 points from CIVIL 660, 758, or equivalent*

#### **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 779A 15 Points**

#### **CIVIL 779B 30 Points**

##### **Project in Transportation**

Students are required to submit a report on a topic in transportation assigned by the Head of Department.

*To complete this course students must enrol in CIVIL 779 A and B*

#### **CIVIL 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 hydroelectric 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**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval required*

### **CIVIL 788A 15 Points**

### **CIVIL 788B 15 Points**

#### **Project Y**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval required*

*To complete this course students must enrol in CIVIL 788 A and B*

### **CIVIL 789 30 Points**

#### **Project Z**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval required*

### **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, ENGGEN 734*

### **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 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**

Application of discrete-event simulation (DES) modelling to advanced planning and design construction operations and management of the construction supply chain. Critical assessment of the improvements in efficiency of planning methods and decisions patterns in construction management using DES. Individual and team research projects will apply advanced DES concepts and methods to complex, real-world construction projects.

### **CIVIL 793A 30 Points**

### **CIVIL 793B 60 Points**

#### **Thesis (Earthquake Engineering)**

*To complete this course students must enrol in CIVIL 793 A and B*

### **CIVIL 794A 45 Points**

### **CIVIL 794B 45 Points**

#### **Thesis (Earthquake Engineering)**

*To complete this course students must enrol in CIVIL 794A and B*

### **CIVIL 795 45 Points**

### **CIVIL 795A 15 Points**

### **CIVIL 795B 30 Points**

#### **Research Project (Civil)**

Students are required to submit a report on a topic relevant to the specialisation, as assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval required*

*To complete this course students must enrol in CIVIL 795 A and B, or CIVIL 795*

### **CIVIL 796A 60 Points**

### **CIVIL 796B 60 Points**

#### **ME Thesis (Civil)**

Students are required to submit a thesis on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval required*

*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**

Digital systems and binary coding; binary numbers; Boolean algebra and computer logic; combinational logic circuits; sequential logic circuits; hardware description language; digital design flow; register transfer level descriptions and design; data paths and control units; from circuits to microprocessors; basic computer organisation; introduction to modern microprocessors; timers and interfacing; C and assembly language for microprocessors; designing digital systems using microprocessors.

*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: ENGGEN 131 or ENGSCI 131*

*Restriction: MECHENG 270*

### **COMPSYS 209 15 Points**

#### **Computer Systems Design**

Project-based course introducing real-world design aspects of hardware and software components of computer systems using appropriate design methodology. Practical skills will be gained in computer aided design tools, printed circuit board design and construction.

*Prerequisite: COMPSYS 201, ELECTENG 291, SOFTENG 250 or 281*

*Restriction: ELECTENG 209*

### **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 305, and COMPSYS 209 or ELECTENG 209, and COMPSYS 202 or SOFTENG 281*



**COMPSYS 302 15 Points****Design: Software Practice**

A project-based course to gain experience in software design emphasising problem solving techniques and applications in computer systems engineering. The course includes practical, real-world project(s) involving a representative subset of the following topics: algorithm and data structure selection and implementation, parsing and translation, object-oriented and multi-threaded programming, scripting languages, peer-to-peer communication over internet.

*Prerequisite: COMPSYS 202 or SOFTENG 281*

**COMPSYS 303 15 Points****Microcomputers and Embedded Systems**

Embedded applications. Microprocessors, microcontrollers, architecture, organisation, programming memories, I/O interfacing. Sensors, actuators, analog interfaces. Hardware/Software partitioning and interfacing. Concurrency. Implementing data transformations and reactivity. Case studies.

*Prerequisite: COMPSYS 201, and COMPSYS 202 or SOFTENG 251 or 281*

**COMPSYS 304 15 Points****Computer Architecture**

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: COMPSYS 201*

*Restriction: COMPSCI 313*

**COMPSYS 305 15 Points****Digital Systems Design**

Digital Systems implementation technologies with emphasis on hardware description languages and design abstraction levels; structural, architectural and behavioral modelling; register-transfer level design; datapath and control units; functional and timing simulations; FPGA-based implementation design flow and case studies.

*Prerequisite: COMPSYS 201*

**COMPSYS 306 15 Points****Artificial Intelligence and Machine Learning**

Fundamentals of artificial intelligence, including topics from artificial neural networks, fuzzy models, genetic algorithms. Using machine learning as an application of artificial intelligence to use data for training and inference, including topics from convolutional neural networks, deep learning, pattern classification and recognition.

*Prerequisite: COMPSYS 201, and COMPSYS 202 or SOFTENG 281*

**Postgraduate 700 Level Courses****COMPSYS 700A 15 Points****COMPSYS 700B 15 Points****Research Project**

Students are 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 COMPSCI 313, COMPSYS 302-305, ELECTENG 303*

*Restriction: COMPSYS 401*

*To complete this course students must enrol in COMPSYS 700 A and B*

**COMPSYS 701 15 Points****Advanced Digital Systems Design**

Advanced concepts in digital design including: System-on-

Chip (system level description, behavioural and register-transfer descriptions); advanced modelling techniques and design flows; design space exploration and optimisation; hardware-software partitioning and trade-offs; component reusability; reconfigurable systems; low-power systems; case studies (speech, image, video algorithms implementation, application specific processor design); individual research projects to analyse the problem, model and implement the required hardware-software components.

*Prerequisite: COMPSYS 305*

**COMPSYS 704 15 Points****Advanced Embedded Systems**

Selected advanced topics from current research in embedded systems such as: embedded systems based on formal models of computation; centralised and distributed architectures for embedded systems; static and dynamic embedded systems; languages and frameworks for distributed embedded systems; actor and agent systems; verification. Includes a significant individual research project.

*Prerequisite: COMPSYS 723, and 202 or SOFTENG 281*

**COMPSYS 705 15 Points****Formal Methods for Engineers**

Mathematical modelling techniques for embedded, automation, and mechatronic systems; advanced techniques for validation and verification; techniques for formal specification; methods of verification such as bisimulation and model checking; state space explosion problem and solutions such as BDDs, symbolic model checking, and modular verification; verification of HDL/C using model checking tools. Includes a significant individual research project.

*Prerequisite: COMPSYS 202 or 281 or ENGSCI 233 or MECHENG 270 or 313 or SOFTENG 211*

**COMPSYS 710 15 Points****Studies in Computer Systems Engineering 1**

Advanced courses on topics to be determined each year by the Head of Department.

**COMPSYS 711 15 Points****Studies in Computer Systems Engineering 2**

Advanced courses on topics to be determined each year by the Head of Department.

**COMPSYS 713 15 Points****Studies in Computer Systems Engineering 4**

Advanced courses on topics to be determined each year by the Head of Department.

**COMPSYS 714 15 Points****Studies in Computer Systems Engineering 5**

Advanced courses on topics to be determined each year by the Head of Department.

**COMPSYS 715 15 Points****Studies in Computer Systems Engineering 6**

Advanced courses on topics to be determined each year by the Head of Department.

**COMPSYS 721 15 Points****Special Topic**

An advanced course on topics to be determined each year by the Head of Department.

**COMPSYS 722 15 Points****Special Topic**

An advanced course on topics to be determined each year by the Head of Department.

**COMPSYS 723 15 Points****Embedded Systems Design**

Concurrency and models of computation, task models and race conditions, real-time operating systems based approach, synchronous approach, safe state machines, key properties: determinism and reactivity, SoPC and MPSoC, cyber-physical embedded systems, static analysis techniques, case studies in smart grid, automotive, medical devices and the like.

*Prerequisite:* COMPSYS 303 or 304 or SOFTENG 370

*Restriction:* COMPSYS 402, 403, 727

**COMPSYS 725 15 Points****Distributed Cyber-Physical Systems Design**

Network layers and protocols. Packet switching. Broadband network principles. Low versus high bandwidth services. Network interfaces and instrumentation. Wireless networks in embedded applications. Industrial networking.

*Prerequisite:* COMPSYS 201, and 202 or SOFTENG 281

*Restriction:* COMPSYS 405

**COMPSYS 726 15 Points****Robotics and Intelligent Systems**

Robotics and intelligent systems, including: robot manipulators and mobile robots, navigation techniques, planning and programming of robot actions, sensors and actuators, kinematic analysis and may include topics in artificial intelligence, artificial neural nets, fuzzy systems, genetic algorithms. Core concepts are extended by an individual research project where a challenging robotics problem is analysed and a solution implemented and tested.

*Prerequisite:* 15 points from COMPSYS 302, MECHENG 313, SOFTENG 306

*Restriction:* COMPSYS 406

**COMPSYS 727 15 Points****Model-based Embedded Systems Design**

Traditional and advanced methods of embedded systems modelling and design, models of computation, hardware-software co-design, real-time and safety-critical systems, principles of embedded and real-time operating systems, design using the real-time operating systems approach and the synchronous approach, use of the networks in real-time embedded systems. The assessment includes a significant individual research project.

*Prerequisite:* COMPSYS 303

*Restriction:* COMPSYS 402, 403, 723

**COMPSYS 728 15 Points****Special Topic**

An advanced course on a topic to be determined each year by the Head of Department. Includes a substantial individual research project.

*Prerequisite:* Departmental approval

**COMPSYS 729 15 Points****Special Topic**

An advanced course on a topic to be determined each year by the Head of Department. Includes a substantial individual research project.

*Prerequisite:* Departmental approval

**COMPSYS 770 15 Points****Capstone Project**

Final year team exercise with students in multi-disciplinary roles, with focus on computer systems engineering and integrating technical learning into realistic design outcomes. Comprehensive investigation of an open ended, complex, real or synthetic computer, electrical and software engineering problem with simulated professional design

office constraints. Includes technical, economic and environmental impact components to complete a scheme assessment report.

*Prerequisite:* 75 points from Part III courses listed in the BE(Hons) Schedule for the Computer Systems Engineering specialisation

**COMPSYS 787 15 Points****Project X**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite:* Departmental approval

**COMPSYS 788A 15 Points****COMPSYS 788B 15 Points****Project Y**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite:* Departmental approval

To complete this course students must enrol in COMPSYS 788 A and B

**COMPSYS 789 30 Points****Project Z**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite:* Departmental approval

**COMPSYS 795 45 Points****COMPSYS 795A 15 Points****COMPSYS 795B 30 Points****Research Project (Computer Systems)**

Students are required to submit a report on a topic relevant to the specialisation, as assigned by the appropriate Head of Department.

*Prerequisite:* Departmental approval

To complete this course students must enrol in COMPSYS 795 A and B, or COMPSYS 795

**COMPSYS 796A 60 Points****COMPSYS 796B 60 Points****ME Thesis (Computer Systems)**

Students are required to submit a thesis on a topic assigned by the appropriate Head of Department.

*Prerequisite:* Departmental approval

To complete this course students must enrol in COMPSYS 796 A and B

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**Disaster Management**

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**Postgraduate 700 Level Courses****DISMGT 701 15 Points****Disaster Risk Management**

A broad based understanding of the critical elements of risk and risk management in pre- and post-disaster scenarios. Key elements include risk identification with regard to the forms and types of risk inherent in areas prone to disasters. Risk management approaches are explored and applied to different aspects of disaster management.

**DISMGT 703 15 Points****Disaster Management and Resilience**

Disaster management concepts and approaches related to urban resilience, including societal and infrastructure resilience. Key elements include exploring holistic approaches to disaster management and assessment of the relationship between resilience and disaster management. This includes systems and complexity, policy and general regulatory environment. This course involves group work and a course project.

|                    |                  |
|--------------------|------------------|
| <b>DISMGT 704</b>  | <b>45 Points</b> |
| <b>DISMGT 704A</b> | <b>15 Points</b> |
| <b>DISMGT 704B</b> | <b>30 Points</b> |

**Research Project**

Supervised research project addressing a topic relevant to disaster management.

To complete this course students must enrol in DISMGT 704 A and B, or DISMGT 704

|                      |                  |
|----------------------|------------------|
| <b>DISMGT 705</b>    | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite: Departmental approval*

|                      |                  |
|----------------------|------------------|
| <b>DISMGT 706</b>    | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite: Departmental approval*

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## Electrical and Electronic Engineering

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**Stage I**

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|---------------------------------------|------------------|
| <b>ELECTENG 101</b>                   | <b>15 Points</b> |
| <b>Electrical and Digital Systems</b> |                  |

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**

|                             |                  |
|-----------------------------|------------------|
| <b>ELECTENG 202</b>         | <b>15 Points</b> |
| <b>Circuits and Systems</b> |                  |

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*

|                                     |                  |
|-------------------------------------|------------------|
| <b>ELECTENG 204</b>                 | <b>15 Points</b> |
| <b>Engineering Electromagnetics</b> |                  |

Electrostatics (Coulomb's and Gauss's Laws, scalar potential, energy, capacitance, dielectrics), magnetostatics (Biot-Savart and Ampere's Laws, moving conductors, magnetic forces/torques, ferromagnetic hysteresis, inductance, magnetic materials), electromagnetic induction (Faraday's and Lenz's Laws). Transmission lines subjected to pulse excitation, magnetic circuits and single-phase transformers. Introduction to computational electromagnetics.

*Prerequisite: ELECTENG 101*

|                                  |                  |
|----------------------------------|------------------|
| <b>ELECTENG 208</b>              | <b>15 Points</b> |
| <b>Electric Circuit Analysis</b> |                  |

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 or 291*

|                                    |                  |
|------------------------------------|------------------|
| <b>ELECTENG 209</b>                | <b>15 Points</b> |
| <b>Analogue and Digital Design</b> |                  |

Project-based course introducing the process of electrical engineering design. Students will research a diverse range of practical problems and develop solutions and prototypes,

test and evaluate hardware and software solutions, and communicate the design and results.

*Prerequisite: COMPSYS 201, and ELECTENG 202 or 291*

|                      |                  |
|----------------------|------------------|
| <b>ELECTENG 210</b>  | <b>15 Points</b> |
| <b>Electronics 1</b> |                  |

Semiconductor devices and applications, diodes, bipolar junction transistors and operational amplifiers. Elementary device physics. Linear and non-linear devices, terminal characteristics, small-signal modelling and analysis. Frequency-dependent behaviour of circuits and analysis methods. Linear and non-linear circuits such as amplifiers and switching circuits. Biasing, coupling and bypass techniques. Operational amplifiers, frequency-dependence and characteristic limitations, frequency selective and non-linear switching circuits.

*Prerequisite: ELECTENG 101*

|   |                  |
|---|------------------|
| <b>ELECTENG 291</b>                           | <b>15 Points</b> |
| <b>Fundamentals of Electrical Engineering</b> |                  |

AC and DC circuit analysis in the context of linear electrical and electronic systems. Time and frequency domain approaches to describing and analysing electrical networks and systems.

*Prerequisite: ELECTENG 101*

*Restriction: ELECTENG 202*

|                     |                  |
|---------------------|------------------|
| <b>ELECTENG 292</b> | <b>15 Points</b> |
| <b>Electronics</b>  |                  |

Electronic devices and circuits for solving engineering problems. Analysis of linear and non-linear microelectronic circuits and their practical applications.

*Prerequisite: ELECTENG 291*

*Restriction: ELECTENG 210*

**Stage III**

|                            |                  |
|----------------------------|------------------|
| <b>ELECTENG 303</b>        | <b>15 Points</b> |
| <b>Systems and Control</b> |                  |

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*

|                            |                  |
|----------------------------|------------------|
| <b>ELECTENG 305</b>        | <b>15 Points</b> |
| <b>Applied Electronics</b> |                  |

An advanced treatment of electronic circuits including a rigorous treatment of feedback, device limitations, noise effects, stability, and design considerations. Emphasis on common practical circuits taken from analog and switching applications.

*Prerequisite: ELECTENG 202 or 291, and 210 or 292*

|                         |                  |
|-------------------------|------------------|
| <b>ELECTENG 307</b>     | <b>15 Points</b> |
| <b>Fields and Waves</b> |                  |

Transmission lines subjected to AC excitation, the Smith chart, introduction to matching network design and introduction to antennas for radio systems. Maxwell's equations in differential and integral form, divergence and Stokes' theorems, skin effect and uniform plane waves (lossless/lossy media, reflection and transmission, polarisation). Case studies in computational electromagnetics.

*Prerequisite: ELECTENG 204*

|                                    |                  |
|------------------------------------|------------------|
| <b>ELECTENG 309</b>                | <b>15 Points</b> |
| <b>Power Apparatus and Systems</b> |                  |

Introduces students to three-phase electric machines and

power system components. Covers theory, modelling and practical aspects for synchronous machines, induction machines, transformer connections, transmission lines and substation components.

*Prerequisite:* ELECTENG 204

### **ELECTENG 310 15 Points**

#### **Electrical Engineering Design 1**

An appreciation of the design process as applied to various electrical and electronic engineering systems. Design skills are enhanced through a variety of engineering projects which typically introduce students to modelling, simulation and analogue and digital electronic hardware design.

*Prerequisite:* COMPSYS 201, ELECTENG 209, and ELECTENG 202 or 291, and COMPSYS 202 or SOFTENG 281

### **ELECTENG 311 15 Points**

#### **Electrical Engineering Design 2**

The formal introduction to the design process is completed by one or more open-ended projects which typically include elements of design from concept to working prototype.

*Prerequisite:* ELECTENG 310

### **ELECTENG 331 15 Points**

#### **Signals and Systems**

Introduction to continuous-time and discrete-time signals and systems. Spectral analysis and representation of analog and digital signals, and linear, time-invariant systems. Conversion between analog and digital signals. Systems for manipulating and filtering signals in hardware and software.

*Prerequisite:* ELECTENG 291

*Restriction:* ELECTENG 303

### **ELECTENG 332 15 Points**

#### **Control Systems**

Introduction to modelling in the time-domain and frequency domain. The fundamental body of knowledge underlying the control and enhancement of system behaviour, with application to the analysis and control of systems.

*Prerequisite:* ELECTENG 291

*Restriction:* ELECTENG 303

### **Postgraduate 700 Level Courses**

### **ELECTENG 700A 15 Points**

### **ELECTENG 700B 15 Points**

#### **Research Project**

Students are required to submit a report on project work carried out on a topic assigned by the Head of Department. The work shall be supervised by a member of staff.

*Prerequisite:* ELECTENG 303, 305, 310, 311

*Restriction:* ELECTENG 401

*To complete this course students must enrol in ELECTENG 700 A and B*

### **ELECTENG 701 15 Points**

#### **Mobile Wireless Engineering**

Aspects of the design and planning of mobile radio systems. Radio propagation for mobile radio systems (multipath, narrowband and wideband channels, channel characterisation and measurements), propagation modelling (free-space, plane-earth, diffraction). Frequency reuse and interference, outage probabilities, system performance evaluation, space diversity, MIMO and millimetre-wave systems.

*Prerequisite:* ELECTENG 307 or 721 or 737

### **ELECTENG 703 15 Points**

#### **Advanced Power Systems**

Electricity markets: structure, pricing, optimisation, ancillary services; Power system protection practices;

Distribution network development: Smart Grid, Demand Side participation; HVDC and FACT Devices Theory and Application; Renewable energy grid integration.

*Prerequisite:* ELECTENG 731

*Restriction:* ELECTENG 738

### **ELECTENG 704 15 Points**

#### **Advanced Control Systems**

Advanced 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, nonlinear and sliding mode control systems. Core concepts are extended by an individual research project in which a challenging control problem is analysed and solved.

*Prerequisite:* ELECTENG 722

### **ELECTENG 706 15 Points**

#### **Topics in Digital Signal Processing**

An advanced treatment of digital signal processing topics with an emphasis on state of the art techniques. Case studies of digital signal processing methods used to solve practical problems in science and engineering.

*Prerequisite:* ELECTENG 733

### **ELECTENG 711 15 Points**

#### **Studies in Electrical and Electronic Engineering 1**

Advanced course on topics to be determined each year by the Head of Department.

### **ELECTENG 712 15 Points**

#### **Studies in Electrical and Electronic Engineering 2**

Advanced course on topics to be determined each year by the Head of Department.

### **ELECTENG 713 15 Points**

#### **Studies in Electrical and Electronic Engineering 3**

Advanced course on topics to be determined each year by the Head of Department.

### **ELECTENG 714 15 Points**

#### **Studies in Electrical and Electronic Engineering 4**

Advanced course on topics to be determined each year by the Head of Department.

### **ELECTENG 715 15 Points**

#### **Studies in Electrical and Electronic Engineering 5**

Advanced course on topics to be determined each year by the Head of Department.

### **ELECTENG 716 15 Points**

#### **Studies in Electrical and Electronic Engineering 6**

Advanced course on topics to be determined each year by the Head of Department.

### **ELECTENG 721 15 Points**

#### **Radio Engineering**

Matching networks, waveguides, transmitter/receiver design, noise, non-linear behaviour, antennas, applications in computational electromagnetics. Fundamentals of radio propagation, tropospheric effects, diffraction, link budgets, point-to-point link design, multipath propagation, introduction to area coverage (mobile radio) systems. Introduction to radar systems, the radio spectrum and exposure standards.

*Prerequisite:* ELECTENG 307

*Restriction:* ELECTENG 421, 737

### **ELECTENG 722 15 Points**

#### **Modern Control Systems**

State space analysis, relationship to transfer function methods, controllability and observability, multivariable

plant. Computer simulation. Stability considerations. State variable feedback. Digital control system, design and realisation of digital controllers, adaptive controllers. Nonlinear systems, phase-plane and describing function techniques, Lyapunov's method of stability analysis, design of controllers for non-linear systems. Variable structure systems.

*Prerequisite:* ELECTENG 303 or 332

*Restriction:* ELECTENG 422, MECHENG 720, 724

#### **ELECTENG 724 15 Points**

##### **Special Topic**

An advanced course on topics to be determined each year by the Head of Department.

*Prerequisite:* Departmental approval

#### **ELECTENG 726 15 Points**

##### **Digital Communications**

Advanced principles and techniques in digital transmission systems: base-band and pass-band digital systems. Geometric representation of signals: theory of orthonormal signals, correlation demodulators, optimal detector. Digital phase (PSK) and frequency (FSK) modulation. Digital communication systems with noise. Information theory, capacity theorem and applications. Signal and information coding: data compression, digital transmission, error detection and correction, block and convolutional codes. Noise, thermal noise, noise figure. Traffic theory. Digital networks and OSI model.

*Prerequisite:* ELECTENG 303 or 331, and 732

*Restriction:* ELECTENG 426, 741

#### **ELECTENG 731 15 Points**

##### **Power Systems**

Builds on the knowledge of three-phase power systems components to understand modelling, formulation and typical analysis carried out by electricity transmission, distribution and generation entities. Load flow, fault, stability and power quality. Supplemented by laboratories where students learn to use professional software to implement the theoretical aspects.

*Prerequisite:* ELECTENG 309

*Restriction:* ELECTENG 411

#### **ELECTENG 732 15 Points**

##### **Communication Systems**

Analog AM and FM modulation. Noise in AM and FM systems. AM modulators and demodulators. Coherent and non-coherent receivers. Superheterodyne receivers. Multiplexing: FDM, TDM, CDMA. Pulse modulation. Nyquist theorem; PCM modulation and multiplexing. Baseband digital transmission; optimal filtering; matched filter detection; probability of error. Intersymbol interference, waveform coding and data compression, base-band data transmission. Introduction to digital systems and modulations.

*Prerequisite:* ELECTENG 303

*Restriction:* ELECTENG 412

#### **ELECTENG 733 15 Points**

##### **Digital Signal Processing**

Analysis and manipulation of discrete-time signals and systems. Spectral representations and analysis using the z-transform, discrete Fourier transform and fast Fourier transform. Introduction to stochastic processes. Hardware systems for processing digital signals.

*Prerequisite:* ELECTENG 303 or 331 or ENGSCI 311 or 313

*Restriction:* ELECTENG 413

#### **ELECTENG 734**

**15 Points**

##### **Power Electronics**

Selected advanced concepts in power electronics are introduced through a practical and research based individual design project, utilising modern power converter topologies with supporting lectures that include: inductive power transfer and control, 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 305, 310, 311

*Restriction:* ELECTENG 414

#### **ELECTENG 735**

**15 Points**

##### **Green Energy Technologies**

Advanced green energy technologies with examples from current industry practice and cutting edge research developments. Topics include: renewable energy systems, distributed power generation, energy storage techniques, transportation electrification, power converters for renewable energy integration, soft-switched resonant converters, wireless power transfer, new semiconductor devices, motor drives, and LED lighting.

*Prerequisite:* ELECTENG 734

#### **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 or 331

*Restriction:* ELECTENG 416

#### **ELECTENG 737**

**15 Points**

##### **Advanced Radio Engineering**

Advanced topics in radio system and high frequency electromagnetic design including: Matching networks, waveguides, transmitter/receiver design, noise, non-linear behaviour, antennas, applications in computational electromagnetics. Fundamentals of radio propagation, tropospheric effects, diffraction, link budgets, point-to-point link design, multipath propagation, introduction to area coverage (mobile radio) systems. Introduction to radar systems, the radio spectrum and exposure standards. Students will also undertake an individual research project involving high frequency systems design.

*Prerequisite:* ELECTENG 307

*Restriction:* ELECTENG 421, 721

#### **ELECTENG 738**

**15 Points**

##### **Selected Topics in Advanced Power Systems**

Electricity markets: structure, pricing, optimisation, ancillary services; Power system protection practices; Distribution Network Development: Smart Grids, Demand Side Participation, Integration of DG/renewable sources and Electric Vehicles. Core concepts are extended by an individual research project, a self-guided protection laboratory and industry engagement in advanced power system practices.

*Prerequisite:* ELECTENG 731

*Restriction:* ELECTENG 703

#### **ELECTENG 739**

**15 Points**

##### **Special Topic**

An advanced course on a topic to be determined each year by the Head of Department. Includes a substantial individual research project.

*Prerequisite:* Departmental approval

**ELECTENG 740 15 Points****Special Topic**

An advanced course on a topic to be determined each year by the Head of Department. Includes a substantial individual research project.

*Prerequisite: Departmental approval*

**ELECTENG 741 15 Points****Advanced Digital Communications**

Advanced topics in modern digital communication systems and networks including: Advanced digital modulation theory and practice in single and multi-user communications systems; advanced information theory including single and multiple source coding; modern error control coding methods and applications; traffic theory and application in communication systems and networks. Theoretical knowledge is extended by an advanced laboratory programme and research projects.

*Prerequisite: ELECTENG 303, 732*

*Restriction: ELECTENG 426, 726*

**ELECTENG 770 15 Points****Capstone Project**

Final year team exercise with students in multi-disciplinary roles, with focus on electrical and electronic engineering, integrating technical learning into realistic design outcomes. Comprehensive investigation of an open-ended, complex, real or synthetic computer, electrical and software engineering problem with simulated professional design office constraints. Includes technical, economic and environmental impact components to complete a scheme assessment report.

*Prerequisite: 75 points from Part III courses listed in the BE(Hons) Schedule for the Electrical and Electronic Engineering specialisation*

**ELECTENG 787 15 Points****Project X**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

**ELECTENG 788A 15 Points****ELECTENG 788B 15 Points****Project Y**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in ELECTENG 788 A and B*

**ELECTENG 789 30 Points****Project Z**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

**ELECTENG 795 45 Points****ELECTENG 795A 15 Points****ELECTENG 795B 30 Points****Research Project (Electrical and Electronic)**

Students are required to submit a report on a topic relevant to the specialisation, as assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in ELECTENG 795 A and B, or ELECTENG 795*

**ELECTENG 796A 60 Points****ELECTENG 796B 60 Points****ME Thesis (Electrical and Electronic)**

Students are required to submit a thesis on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in ELECTENG 796 A and B*

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**Energy**

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**Postgraduate 700 Level Courses****ENERGY 721 15 Points****Energy Resources**

Past, present and likely future uses of various forms of energy focused on electricity generation. Energy resources. Energy economics, prices and markets. Environmental considerations in energy production and use. Climate change, carbon sequestration, carbon trading and carbon taxes.

**ENERGY 722 15 Points****Energy Technology**

First and second laws of thermodynamics and thermodynamic cycles. Chemical and biological thermodynamics. Geotechnology for resource exploration and delineation. Engineering technology for production and use of oil and gas, coal, wind, geothermal, tidal, solar, nuclear, bio-fuels. Energy storage, batteries, fuel cells. Energy efficiency.

**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.

*Prerequisite: Departmental approval*

*Restriction: ENERGY 786*

*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.

*Prerequisite: Departmental approval*

*Restriction: ENERGY 785*

*To complete this course students must enrol in ENERGY 786 A and B*

**ENERGY 794A 30 Points****ENERGY 794B 60 Points****Thesis**

*Prerequisite: Departmental approval*

*To complete this course students must enrol in ENERGY 794 A and B*

**ENERGY 795A 60 Points****ENERGY 795B 30 Points****Thesis**

*Prerequisite: Departmental approval*

*To complete this course students must enrol in ENERGY 795 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.

*Corequisite:* GEOTHERM 602, and 603 or 620

*Restriction:* GEOTHERM 785

#### **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.

*Corequisite:* GEOTHERM 601

*Restriction:* GEOTHERM 785

#### **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).

*Corequisite:* GEOTHERM 601, 602

*Restriction:* GEOTHERM 785

#### **GEOTHERM 620** 15 Points **Geothermal Engineering**

Completion tests, wellbore flow, two-phase flow, geothermal power cycles, flow measurements, direct use of geothermal energy, environmental effects, scaling and corrosion in geothermal wells, drilling engineering, 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.

*Corequisite:* GEOTHERM 601, 602

*Restriction:* GEOTHERM 785

#### **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.

### Postgraduate 700 Level Courses

#### **GEOTHERM 785** 15 Points **Geothermal and Reservoir Engineering**

Topics include: worldwide geothermal development, types of geothermal systems, geothermal geology, resource

estimation, thermodynamics, properties of water and steam, steam-field equipment, geothermal power cycles, direct use of geothermal energy, completion tests, two-phase flow, flow measurements, geothermal reservoir engineering modelling theory, reinjection, scaling and corrosion, drilling engineering, heat exchangers, geothermal well-test analysis, stimulation, sedimentary geology, oil and gas formation, petroleum reservoir engineering.

*Prerequisite:* CHEMMAT 302 or 313 or ENGSCI 343 or MECHENG 311, and ENGSCI 311 or 313 or 314

*Restriction:* GEOTHERM 601, 602, 603, 620

## Engineering General

### Stage I

#### **ENGGEN 100G** 15 Points **Technological Choices for the Future**

A consideration of technological choices to support informed decision making in the use of technology in modern society. The course focuses on important questions such as: What is the future direction of power generation in New Zealand? How can we create a sustainable future? Where will current developments in robotics and mobile communications lead us?

#### **ENGGEN 115** 15 Points **Principles of Engineering Design**

An introduction to the principles of design as a fundamental part of engineering practice and a foundation for subsequent design courses. Students are also introduced to essential drawing skills and CAD, and complete group-based design projects. Topics include systems life cycle, design, and introductions to professional issues such as health and safety, ethics, sustainability, cultural diversity, communication, leadership, and teamwork.

#### **ENGGEN 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

#### **ENGGEN 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 programming language C.

*Restriction:* ENGSCI 233, 331

#### **ENGGEN 140** 15 Points **Energy and Society**

How will we power the modern world? An introduction to chemistry and biology and their application to solving problems in energy, its transformation and use. Treatment of associated risks and uncertainties applied to decision making in energy will develop understanding of perspective taking, the social licence to operate, and the role of professional engineering skills in the community and society.

#### **ENGGEN 199** 0 Points **English Language Competency**

To complete this course students must attain a level of



competency in the English language as determined by the Faculty of Engineering.

### Stage II

#### ENGGEN 204 15 Points

##### Professional Skills and Communication

A system-wide view of the role of the professional engineer in society and business. The skills of advocacy, and individual and group-based communication are put into practice. Scenarios representative of real-world issues are addressed through team-based projects and problem solving. The professional issues introduced in ENGGEN 115 (health and safety, ethics, sustainability, cultural diversity, communication, leadership, and teamwork) are continued and developed.

*Prerequisite:* ENGGEN 115, 199

#### ENGGEN 299 0 Points

##### Workshop Practice

### Stage III

#### ENGGEN 303 15 Points

##### Managing Projects and Innovation

Introduction to theory and practice of managing projects, innovation, product development and service delivery. Students work in interdisciplinary teams to complete a project based on a complex real-world systems scenario. Project management and innovation topics are integrated with design studies covered in previous courses, and extended to wider business issues of risk and opportunities, entrepreneurship, financial management, and regulatory issues.

*Prerequisite:* ENGGEN 199, 204

#### ENGGEN 388 0 Points

##### Leadership in Engineering

Prepares engineers for roles as future leaders. Enhances skills in seeing problems from non-engineering perspectives and dealing with situations without ideal solutions. Develops skills from other disciplines and increases awareness of the broader context of how engineering supports society.

*Prerequisite:* Programme Director approval

### Stage IV

#### ENGGEN 403 15 Points

##### Managing a Business

An introduction to the commercial drivers and business practices which prepare students for successful roles in the commercial, government, and non-profit sectors after graduation. Students are presented with a systems thinking approach to managing large, complex, multidisciplinary challenges. Professional issues (such as health and safety, sustainability, resilience, ethics, leadership, and cultural diversity) from previous courses are expanded.

*Prerequisite:* ENGGEN 303, or BUSINESS 101 and 102, or PROPERTY 231 or SCIGEN 201 or LAW 241 or MUS 186

#### ENGGEN 499 0 Points

##### Practical Work

### Diploma Courses

#### ENGGEN 601 15 Points

##### Case Studies in Engineering 1

The case study may include aspects of design or analysis, a survey and/or evaluation of a problem in any branch of engineering. Students are required to submit a report.

#### ENGGEN 602 15 Points

##### Case Studies in Engineering 2

The case study may include aspects of design or analysis, a survey and/or evaluation of a problem in any branch of engineering. Students are required to submit a report.

#### ENGGEN 622 15 Points

##### Advanced Topics in Engineering 1

Courses on topics determined each year by the Associate Dean Postgraduate in the Faculty of Engineering.

#### ENGGEN 623 15 Points

##### Advanced Topics in Engineering 2

Courses on topics determined each year by the Associate Dean Postgraduate in the Faculty of Engineering.

### Postgraduate 700 Level Courses

#### ENGGEN 701 15 Points

##### Professional Project

A comprehensive investigation, analysis and reporting of a complex engineering design, development or professional engineering problem. Problem synthesis, solution specification, development and reporting as approved by the Head of Department of Mechanical Engineering.

*Prerequisite:* Departmental approval

*Restriction:* ENGGEN 401, 405, 410, 705

#### ENGGEN 705 15 Points

##### Engineering Product Development

Advanced topics in the engineering design and development of new manufactured products, taking an integrated approach including technical, commercial, and user aspects. Theory is linked to practice through multidisciplinary teams engaging in projects and case studies.

*Prerequisite:* B grade or higher in ENGGEN 303

*Restriction:* ENGGEN 401, 405, 410, 701, MGMT 305

#### ENGGEN 720 15 Points

##### Special Topic

#### ENGGEN 721 15 Points

##### Special Topic

*Restriction:* ENGGEN 769

#### ENGGEN 722 15 Points

##### Special Study in Engineering Management 1

Directed study of an engineering management topic approved by the Programme Coordinator.

*Restriction:* CIVIL 716

#### ENGGEN 723 15 Points

##### Special Study in Engineering Management 2

Directed study of an engineering management topic approved by the Programme Coordinator.

#### ENGGEN 724 15 Points

##### Special Study in Technology Management 1

Directed study of an engineering technology topic approved by the Programme Coordinator.

#### ENGGEN 725 15 Points

##### Special Study in Technology Management 2

Directed study of an engineering technology topic approved by the Programme Coordinator.

#### ENGGEN 730 15 Points

##### Management Skills for Project Professionals

Core theories and their implications for the art and practice of project management in organisations.



**ENGGEN 731 15 Points****Agile and Lean Project Management**

The culture, structures, roles, tools and techniques required for effective management of projects in uncertain, volatile and ambiguous environments where the project scope evolves or the timescale is the primary driver. Students will learn advanced techniques and apply them to reinforce their learning.

**ENGGEN 732 15 Points****Systems Thinking and Project Business Case**

The business case as the tool of choice for many businesses for turning strategy into projects and the subsequent investment appraisals. Topics include systems thinking, the theory of constraints, value, cost/benefit analysis, quadruple bottom line, sensitivity analysis, risk analysis, investment appraisal, performance measurement and benefit realisation.

**ENGGEN 733 15 Points****Organisational Strategic Management of Projects**

The P3M (Project, Programme and Portfolio Management) and Scaled Agile frameworks and their practical application to local organisations as a method of driving performance improvement. Management of inter-dependencies between projects using current tools and techniques and the role of Hoshin Kanri (policy deployment) in managing strategy implementation.

**ENGGEN 734 15 Points****Engineering Contracts for Project Managers**

Theoretical concepts in engineering commercial contracts, how those concepts apply to the work environment and manifest in the contracts in use in the project environment. Students will study relevant case law, NZS3910, NEC3 and FIDIC.

*Restriction: CIVIL 790*

**ENGGEN 735 15 Points****Project Management Case Studies**

Examination of examples from industry to show how theoretical concepts relate to the success or failure of projects. Students will study a range of projects from across the world that highlight critical success factors.

**ENGGEN 736 15 Points****Research Implementation and Dissemination**

Critical reflections on undertaking a research project focussing on elements of project implementation and dissemination of research findings and outcomes. Leverage the benefits of the research project by focussing on the communicating the findings of the project to appropriate audiences and maximising the impact of the project for key stakeholders. Critically evaluate own performance in undertaking a project and adoption of a philosophy of continuous improvement during implementation stage of a project. Identification of lessons learned in order to inform future research.

*Prerequisite: ENGGEN 730*

*Corequisite: ENGGEN 792 or 794*

**ENGGEN 766 45 Points****ENGGEN 766A 15 Points****ENGGEN 766B 30 Points****Engineering Management Project**

A major project which should relate to a practical situation in an organisation or company selected by the candidate. The project must be approved by the Master of Engineering Management Programme Director, and may take the

form of a survey and evaluation of modern advances in engineering management practices, the development and/or implementation of new management strategies, or a management oriented industrial case study.

*Restriction: ENGGEN 763, 764, 765*

*To complete this course students must enrol in ENGGEN 766 A and B, or ENGGEN 766*

**ENGGEN 769 15 Points****Research Methods for Engineers**

Development of research methods knowledge and skills including research philosophy and design, research ethics, data collection and analysis techniques, identification of limitations, and writing up and reporting. Qualitative and quantitative research methods are addressed.

*Restriction: CHEMMAT 751, CIVIL 705, COMPSYS 700, ELECTENG 700, ENGGEN 721, ENGSCI 700, MECHENG 700, SOFTENG 700*

**ENGGEN 770 15 Points****Medical Device and Technology Development**

Clinical and technical aspects of medical device development. Identification and definition of a medical device, examples and case studies. Evidence based technology, justification and motivation for developing medical devices. Techniques and issues concerning medical device research and design processes.

**ENGGEN 771 15 Points****Medical Device Industry Practice**

Commercial lifecycle considerations in medical device design. Clinical evaluation of systems; safety and ethics issues. Medical and regulatory requirements and international standards for medical devices; quality assurance and controlled design. Examples drawn from surgical assistance and medical intervention systems, training systems, prosthetics, orthotics, exoskeleton devices, and healthcare robotics.

**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.

*Prerequisite: Departmental approval required*

*To complete this course students must enrol in ENGGEN 791 A and B*

**ENGGEN 792 30 Points****ENGGEN 792A 15 Points****ENGGEN 792B 15 Points****Research Project**

A research project which requires students to undertake a practical application in a temporary endeavour to deliver a product, service or specified outcome. May take the form of surveys, interviews, action research, project implementation and evaluation of modern advances in project management practices, or a project management oriented case study. Projects conducted by students working in pairs. Each student must prepare a separate individual report.

*Prerequisite: Departmental approval required*

*To complete this course students must enrol in ENGGEN 792 A and B, or ENGGEN 792*

**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.

*Prerequisite:* Departmental approval required

To complete this course students must enrol in ENGGEN 793 A and B

**ENGGEN 794** 30 Points

**ENGGEN 794A** 15 Points

**ENGGEN 794B** 15 Points

#### Research Project

A research project which requires a student to undertake a practical application in a temporary endeavour to deliver a product, service or specified outcome. May take the form of action research, project implementation and evaluation of modern advances in project management practices, or a project management oriented case study. Project will be conducted by students working individually within an existing project orientated team.

*Prerequisite:* Departmental approval required

To complete this course students must enrol in ENGGEN 794 A and B, or ENGGEN 794

**ENGGEN 796A** 60 Points

**ENGGEN 796B** 60 Points

#### ME Thesis (Engineering)

Students are required to submit a thesis on a topic assigned by the appropriate Head of Department.

*Prerequisite:* Departmental approval required

To complete this course students must enrol in ENGGEN 796 A and B

**ENGGEN 798A** 60 Points

**ENGGEN 798B** 60 Points

#### Master of Operations Research Thesis

*Prerequisite:* Departmental approval required

To complete this course students must enrol in ENGGEN 798 A and B

## Engineering Science

### Stage I

**ENGSCI 111** 15 Points

#### Mathematical Modelling 1

Introduction to mathematical modelling. Differentiation and integration (polynomials, trigonometric, exponential, logarithmic, and rational functions). Integration by parts, substitution and partial fractions. Differential equations and their solutions (including Euler's method). Vector and matrix algebra, transformations, solving systems of linear equations. Modelling using probability.

*Restriction:* ENGSCI 211, 213, 311, 313, 314, MATHS 150, 153

### Stage II

**ENGSCI 211** 15 Points

#### Mathematical Modelling 2

First and second order ordinary differential equations and solutions. Laplace transforms. Taylor series and series in general. Multivariable and vector calculus including divergence, gradient and curl. Further linear algebra. Eigenvalues and eigenvectors. Fourier series. Application of the techniques through appropriate modelling examples. Introductory data analysis and statistics.

*Prerequisite:* ENGGEN 150, or ENGSCI 111, or a B+ grade or higher in MATHS 108 or 110 or 150 or 153, or a B+ grade or higher in MATHS 120 and 130

*Restriction:* ENGSCI 213

**ENGSCI 233**

15 Points

#### Computational Techniques and Computer Systems

Introduction to computer architecture and computational techniques. Data representation, memory, hardware, interfacing, and limitations. Numerical computation and algorithms, coding design and paradigms.

*Prerequisite:* ELECTENG 101 and ENGGEN 131, and ENGGEN 150 or ENGSCI 111

*Corequisite:* ENGSCI 211 or 213

**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, simulation, analytics and visualisation will be considered.

*Prerequisite:* 15 points at Stage I in Statistics or Mathematics or Engineering

*Restriction:* STATS 255

**ENGSCI 263**

15 Points

#### Engineering Science Design I

Introduction to concepts of model design for engineering problems, including model formulation, solution procedures, validation, and shortcomings, with examples from topics in computational mechanics, operations research and data science. Further development of problem-solving skills and group project work. The use of computational models to support design-focused decision making while considering ethical and societal factors.

*Prerequisite:* ENGGEN 115, and ENGGEN 150 or ENGSCI 111

*Corequisite:* ENGSCI 211 or 213

### Stage III

**ENGSCI 309**

15 Points

#### Image and Digital Signal Processing

Fundamentals of image processing and digital signal processing. One dimensional signals and digital filters. Digital filtering with FIR and IIR filters and the Digital Fourier Transform (DFT). Two-dimensional signals, systems and analysis methods. 2D images, spatial sampling, grey-scale quantification, point operations, spatial operations, high pass filtering, sharpening images, noisy images, nonlinear image processing.

*Prerequisite:* ENGSCI 211 or 213

**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 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

unconstrained and constrained models, linear programming and nonlinear optimisation.

*Prerequisite:* ENGSCI 271

*Restriction:* ENGSCI 311, 314

### ENGSCI 314

15 Points

#### Mathematical Modelling 3ES

Mathematical modelling using ordinary and partial differential equations. Topics include: probability, conditional probability, random variables as models of a population, common distribution models, the Poisson process, applications to reliability, exploratory data analysis, confidence intervals, tests of hypothesis, t-tests, sample tests and intervals, paired comparisons. Introduction to one-way ANOVA. Linear and polynomial regression, regression diagnostics.

*Prerequisite:* ENGSCI 271

*Restriction:* ENGSCI 311, 313, 321

### ENGSCI 331

15 Points

#### Computational Techniques 2

Methods for computing numerical solutions of mathematical models and data analytics problems with focus on translating algorithms to computer code. A selection of topics from numerical solution of linear and non-linear equations, eigen problems, ordinary and partial differential equations, databases, inverse problems and parameter estimation.

*Prerequisite:* ENGSCI 233

*Corequisite:* ENGSCI 311 or 313 or 314

### ENGSCI 343

15 Points

#### Mathematical and Computational Modelling in Mechanics

Development of macroscopic models of physical systems using fundamental mathematical techniques and physical laws. Topics include vector and tensor calculus including indicial notation and integral theorems, conservation laws, control volumes and constitutive equations, continuum assumptions, isotropy and homogeneity. Possible applications include deformation, strain and stress, fluid flow, electromagnetism, reactive chemical transport, and kinetics.

*Prerequisite:* BIOMENG 221 or MECHENG 242, and ENGSCI 271 or 213

*Restriction:* BIOMENG 321

### ENGSCI 344

15 Points

#### Modelling and Simulation in Computational Mechanics

Solution of real-world continuum mechanics problems, using computational tools commonly used in engineering practice. This will develop skills in: analysing complexity and selecting an appropriate model representation of the physical problem; choosing the correct computational tool with which to solve the model; designing and executing appropriate numerical experiments using the chosen tool; validating, interpreting and communicating the simulation results.

*Prerequisite:* BIOMENG 321 or ENGSCI 343

### ENGSCI 355

15 Points

#### Applied Modelling in Simulation and Optimisation

Use of optimisation modelling languages and simulation software, with an emphasis on practical problem solving and laboratory-based learning.

*Prerequisite:* ENGSCI 255 or STATS 255

*Restriction:* OPSRES 385

### ENGSCI 363

15 Points

#### Engineering Science Design II

Application of computational engineering methods combined with optimisation techniques to complex engineering design

problems. Group-based integrated design, prototype and test projects that include consideration of societal, ethical and professional engineering factors.

*Prerequisite:* BIOMENG 241 or ENGSCI 263

### ENGSCI 391

15 Points

#### Optimisation in Operations Research

Linear programming, the revised simplex method and its computational aspects, duality and the dual simplex method, sensitivity and post-optimal analysis. Network optimisation models and maximum flow algorithms. Transportation, assignment and transshipment models, and the network simplex method. Introduction to integer programming.

*Prerequisite:* 15 points from ENGGEN 150, ENGSCI 111, MATHS 208, 250, 253, and 15 points from COMPSCI 101, ENGGEN 131, MATHS 162, STATS 220

### Postgraduate 700 Level Courses

### ENGSCI 700A

15 Points

### ENGSCI 700B

15 Points

#### Research Project

An investigation carried out under the supervision of a member of staff on a topic assigned by the Head of Department of Engineering Science. A written report on the work must be submitted.

*To complete this course students must enrol in ENGSCI 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

### 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:* 15 points from ENGSCI 311, 313, 314

### 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, eigen-problems, and signal processing (topics on neural network models such as the multi-layer perception and self organising map).

*Prerequisite:* 15 points from ENGSCI 311, 313, 314

### ENGSCI 721

15 Points

#### Advanced Numerical Methods

An advanced course on finite elements, boundary elements and finite differences.

*Prerequisite:* Departmental approval

**ENGSCI 740 15 Points****Advanced Mechanics in Research and Technology**

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: BIOMENG 321 or ENGSCI 343*

**ENGSCI 741 15 Points****Waves and Fracture**

Advanced topics in mechanics including: waves and wave motion with applications to acoustics, optics, fluid flow problems and shock discontinuities using numerical methods. Fracture: modes of, displacement discontinuity in linear elasticity, stress intensity factor, spectral solution methods, finite friction. Applications include: hydraulic fracturing, earthquakes, macroscale strength of materials.

*Prerequisite: BIOMENG 321 or ENGSCI 343*

**ENGSCI 742 15 Points****Studies in Continuum Mechanics**

An advanced course in continuum mechanics covering topics in the mechanics of solids and fluids and other continua.

*Prerequisite: Departmental approval*

**ENGSCI 745 15 Points****Petroleum Engineering**

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: 15 points from ENGSCI 311, 313, 314*

**ENGSCI 753 15 Points****Computational Techniques in Mechanics and Bioengineering**

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: ENGGEN 131 or equivalent, and 15 points from ENGSCI 311, 313, 314*

**ENGSCI 755 15 Points****Decision Making in Engineering**

Introduction to techniques for decision making in engineering systems including decision heuristics, simple prioritisation, outranking approaches, analytic hierarchy process, application to group decision making.

*Prerequisite: Departmental approval*

**ENGSCI 760 15 Points****Algorithms for Optimisation**

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.

*Prerequisite: COMPSCI 101 or ENGGEN 131*

**ENGSCI 761 15 Points****Integer and Multi-objective Optimisation**

Computational methods for solving optimisation problems.

Algorithms for integer programming including branching, bounding, cutting and pricing strategies. Algorithms for linear and integer programmes with multiple objective functions.

*Prerequisite: ENGSCI 391*

**ENGSCI 762 15 Points****Scheduling and Optimisation in Decision Making**

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: ENGSCI 391*

**ENGSCI 763 15 Points****Advanced Simulation and Stochastic Optimisation**

Advanced simulation topics with an emphasis on optimisation under uncertainty. Uniform and non-uniform random variate generation, input distribution selection, output analysis, variance reduction. Simulation-based optimisation and stochastic programming. Two-stage and multi-stage programs with recourse. Modelling risk. Decomposition algorithms. Scenario construction and solution validation.

*Prerequisite: ENGSCI 391*

**ENGSCI 768 15 Points****Advanced Operations Research and Analytics**

Advanced Operations Research and Analytics topics including selected theory, algorithms and applications for non-linear programming, smooth and non-smooth optimisation, equilibrium programming and game theory.

*Prerequisite: ENGSCI 391*

**ENGSCI 772 15 Points****Whole Organ Modelling**

Advanced computational modelling of whole organs with an emphasis on integrative physiology and coupled field problems in bioengineering. Finite deformation elasticity theory and computational aspects. Current flow in excitable tissue. Finite element collocation techniques. Coupled finite element – boundary element problems.

*Prerequisite: BIOMENG 321 or ENGSCI 343*

**ENGSCI 773 15 Points****Capstone Project**

Engineering science projects that require the application and integration of material taught in courses for the design of solutions requiring computational engineering, data analytics and operations research to meet client needs. Projects also require consideration of ethical issues, social impact, safety risks, and engineering practice.

*Prerequisite: ENGSCI 363 and 60 points from courses listed in Part III of the BE(Hons) Schedule for Engineering Science*

**ENGSCI 787 15 Points****Project X**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

**ENGSCI 788A 15 Points****ENGSCI 788B 15 Points****Project Y**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in ENGSCI 788 A and B*

**ENGSCI 789** 30 Points  
**Project Z**  
 Students are required to submit a report on a topic assigned by the appropriate Head of Department.  
*Prerequisite: Departmental approval*

**ENGSCI 795** 45 Points  
**ENGSCI 795A** 15 Points  
**ENGSCI 795B** 30 Points

**Research Project (Engineering Science)**

Students are required to submit a report on a topic relevant to the specialisation, as assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in ENGSCI 795 A and B, or ENGSCI 795*

**ENGSCI 796A** 60 Points  
**ENGSCI 796B** 60 Points

**ME Thesis (Engineering Science)**

Students are required to submit a thesis on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in ENGSCI 796 A and B*

## Environmental Engineering

### Stage II

**ENVENG 200** 15 Points  
**Fundamentals of Environmental Engineering**

Introduction to environmental engineering principles. Role of environmental engineers in the twenty-first century. Environmental measurements, environmental standards and impact assessment. Material mass balance. Drinking water, wastewater and stormwater treatment. Air quality parameters. Solid waste management. Sustainability. Environmental Impact Assessment.

*Prerequisite: ENGGEN 140*

*Restriction: ENVENG 244*

**ENVENG 244** 15 Points  
**Environmental Engineering 1**

Water quality, water and wastewater characteristics – physical, chemical and biological treatments (unit operations and processes). Solid waste characteristics and disposal, hazardous waste treatment. Stormwater management.

*Restriction: ENVENG 243*

### Stage III

**ENVENG 300** 15 Points  
**Natural and Built Environment Processes**

Chemical and Biological treatment processes. Surface water quality modelling. Soil chemistry. Contaminant fate and transport in soil and groundwater. Contaminated sites remediation.

*Prerequisite: ENVENG 200*

*Restriction: ENVENG 341*

**ENVENG 333** 10 Points  
**Engineering Hydrology**

Hydrologic processes, analysis of rainfall-runoff relationships. Statistical analysis of hydrological data. Groundwater movement.

**ENVENG 341** 15 Points

**Environmental Engineering 2**

Examines natural environmental processes and their relevance to engineering. Soil and water chemistry, equilibrium and organic chemistry, microbiology, biochemistry and biological processes will be examined, focusing on the application of these in engineering design, practice and management.

**ENVENG 342** 15 Points

**Environmental Engineering Design**

The applications of design practice in environmental engineering with a number of design projects. Elements of water and wastewater engineering. Landfill design and air pollution control.

*Restriction: ENVENG 405*

### Stage IV

**ENVENG 400** 15 Points  
**Special Topic**

## Postgraduate 700 Level Courses

**ENVENG 701** 15 Points

**Urban Stormwater Management**

Design and application of stormwater runoff quantity and quality control systems for urban development including: bioretention, living roofs, swales, permeable/porous pavement, detention ponds, and constructed wetlands. An independent project couples technical design, safety, maintenance, construction, hydrologic and water quality modelling, and stakeholder engagement in an application of “Low Impact Design” from the site to the catchment scale.

*Prerequisite: ENVENG 244, 333*

**ENVENG 702** 15 Points

**Engineering Decision Making in Aotearoa**

Advanced systems engineering based decision making; complex problem framing including ontology analysis; cultural opportunity mapping; absolute sustainability analysis; risk threshold determination; temporal cumulative effects; and effective consultation. Independent research is undertaken to solve a complex engineering decision making problem.

**ENVENG 703** 15 Points

**Studies in Environmental Engineering 3**

A course on a topic in environmental engineering to be determined each year by the Head of Department of Civil and Environmental Engineering. The course will include the independent application of highly specialised knowledge and skills related to the study area.

**ENVENG 705** 15 Points

**Special Topic in Environmental Engineering 1**

A course on a topic in environmental engineering to be determined each year by the Head of Department of Civil and Environmental Engineering. The course will include the independent application of highly specialised knowledge and skills related to the study area.

*Restriction: ENVENG 402*

**ENVENG 706** 15 Points

**Special Topic in Environmental Engineering 2**

A course on a topic in environmental engineering to be determined each year by the Head of Department.

*Restriction: ENVENG 403*

**ENVENG 707 15 Points****Advanced Water Treatment and Reuse**

Advanced water, wastewater, greywater, stormwater treatment technologies including advanced oxidation processes, photochemistry, electrochemistry, membrane treatment, and fundamentals of water reuse, applications, and case studies for potable reuse, industrial reuse, and aquifer recharge. Includes an individual research project.

*Prerequisite:* ENVENG 244, 342

**ENVENG 719 15 Points****Design Project**

A design project requiring input from more than one engineering subdiscipline. The department will offer a number of projects from which the students may select. It will be possible for groups of students to work together on a project. Assessment will be based on a report and an oral presentation of the outcome of the project.

*Restriction:* ENVENG 419

**ENVENG 740 15 Points****Water and Wastewater Engineering**

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.

**ENVENG 744 15 Points****Environmental Engineering Processes Laboratory**

Laboratory research methods (safety, sampling procedures, sample preservation, data analysis and report writing). Laboratory experiments exploring various physical, chemical and biological processes, such as sedimentation, chemical coagulation and precipitation, chlorination, reactor residence time distribution, activated carbon and anaerobic digestion.

**ENVENG 746 15 Points****Surface Water Quality Modelling**

Advanced specialist topics in modelling of lakes and rivers. Specific topics covered include response to different loadings applied to surface water systems, and modelling of organic matter, dissolved oxygen consumption, eutrophication, and toxic substances. The core taught skills are extended by an individual project in which independent research is undertaken to solve a challenging surface water quality engineering problem.

*Prerequisite:* ENVENG 341, 342

**ENVENG 747 15 Points****Soil-Contaminant Fate Processes and Modelling**

Focuses on modelling sorption, degradation kinetics, and leaching of chemicals in the soil environment. Topics include deriving sorption parameters, parent and metabolite fitting with statistical rigours, calculating degradation end-points, novel adsorbents for removing contaminants in soil and water. The core taught skills are extended by an individual project in which independent research is undertaken to solve an environmental issue.

*Prerequisite:* ENVENG 341 or equivalent

**ENVENG 750 15 Points****Advanced Sustainability Engineering**

Focuses on an advanced understanding of the science of sustainability and its application to engineering practice and management, including complex systems thinking, tools to assess sustainability, management, leadership and decision making leading to sustainability, global directions towards sustainability across cultural systems. Develops critical

analytical thinking and research based knowledge through debates and an applied research project.

**ENVENG 752 15 Points****Risk, LCA and Sustainability**

The objectives of this course are to provide students with an understanding of sustainability, life cycle assessment, impact assessment and risk assessment and how these can be used to measure sustainability. The format will include discussions on sustainability, assessment methods and sustainability assessment, including scoping, sustainable levels, inventory, impact and risk assessment and mitigations measures.

**ENVENG 787 15 Points****Project X**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite:* Departmental approval

**ENVENG 788A 15 Points****ENVENG 788B 15 Points****Project Y**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite:* Departmental approval

To complete this course students must enrol in ENVENG 788 A and B

**ENVENG 789 30 Points****Project Z**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite:* Departmental approval

**ENVENG 795 45 Points****ENVENG 795A 15 Points****ENVENG 795B 30 Points****Research Project (Environmental)**

Students are required to submit a report on a topic relevant to the specialisation, as assigned by the appropriate Head of Department.

*Prerequisite:* Departmental approval

To complete this course students must enrol in ENVENG 795 A and B, or ENVENG 795

**ENVENG 796A 60 Points****ENVENG 796B 60 Points****ME Thesis (Environmental)**

Students are required to submit a thesis on a topic assigned by the appropriate Head of Department.

*Prerequisite:* Departmental approval

To complete this course students must enrol in ENVENG 796 A and B

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**Global Studies**

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**Stage I****GLOBAL 101 15 Points****GLOBAL 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.

*Restriction: GENED 101G*

## Mechanical Engineering

### Stage II

#### **MECHENG 201 15 Points** **Introduction to Mechatronics**

Introduces mechatronics to mechanical and mechatronics engineers. Covers sensors and actuators, analogue and digital circuit elements for signal processing and programming.

*Prerequisite: ELECTENG 101, ENGGEN 131*

#### **MECHENG 211 15 Points** **Thermofluids**

The fundamentals of fluid mechanics, thermodynamics and heat transfer with practical applications to engineering devices and systems.

#### **MECHENG 222 15 Points** **Dynamics**

Kinematics of particles, rectilinear and curvilinear motion, kinematics of rigid bodies in the plane. Kinetics of particles, systems of particles and rigid bodies. Impulse and momentum, mechanism motion in the plane. Vibration of a particle.

*Prerequisite: ENGGEN 121 or 150*

#### **MECHENG 235 15 Points** **Design and Manufacture 1**

The engineering design process as a teamwork and problem-solving activity involving analysis, synthesis, evaluation and critical thinking. Design methodology and communicating design intent through written and graphical means. Introduction to selected motive power sources, machine elements for mechanical power systems, and production and fabrication processes.

*Prerequisite: ENGGEN 115*

#### **MECHENG 236 15 Points** **Design and Manufacture 2**

Machine elements and their use in engineering design, including internal combustion engines, clutches, brakes, and basic hydraulic and pneumatics systems and components. Material-based production processes and fabrication methods. Design reliability and safety. Basic principles of "Design for X".

*Prerequisite: MECHENG 235*

#### **MECHENG 242 15 Points** **Mechanics of Materials 1**

Principles of elastic material behaviour in the design of load carrying elements. Statically determinate stress systems; stress-strain relations. Bending of beams: stress-moment and moment-curvature relations; beam deflections; buckling of struts. Shear in joints, couplings, beams and circular shafts. General analysis of plane stress. Introduction to failure criteria by yield and fracture.

*Prerequisite: ENGGEN 121 or 150*

#### **MECHENG 270 15 Points** **Software Design**

Fundamentals of software design and high-level programming making use of case studies and programming projects. Includes: requirements analysis, specification methods, software architecture, software development

environments, software quality, modularity, maintenance, reusability and reliability; models of software development.

*Restriction: COMPSYS 202*

### Stage III

#### **MECHENG 311 15 Points** **Thermal Engineering**

Second Law of Thermodynamics, entropy. Cycles and applications. Heat transfer, heat exchangers.

*Prerequisite: MECHENG 271*

#### **MECHENG 312 15 Points** **Sensors and Actuators**

Mechatronics engineering and its elements, including sensors, actuators and computer interfacing. The design of mechatronic systems. Topics include interfacing, signal conditioning and processing, sensors, actuators, control technologies, software, systems modelling, simulation, analysis and design.

#### **MECHENG 313 15 Points** **Design of Real-Time Software**

Introduces the principles of software design in a real-time environment. Main topics include computer/microcontroller architecture, programming in a real-time environment, software design and data acquisition systems.

*Prerequisite: MECHENG 270*

#### **MECHENG 322 15 Points** **Control Systems**

An introduction to classical control of mechanical and mechatronic systems. Topics include: transfer functions, block diagrams, time response characteristics, stability, frequency response characteristics, and controller design (e.g., pole placement, lead-lag compensation, PID). Applications in MATLAB/Simulink and with physical systems.

*Prerequisite: ENGSCI 211, MECHENG 222*

#### **MECHENG 325 15 Points** **Dynamics of Fluids and Structures**

3D rigid body dynamics - inertia tensor, Euler's equations, gyroscopic motion. Vibration of single and two degree of freedom systems. Applications to vibration engineering. Introductory acoustics and spectral analysis. Mass, linear momentum, angular momentum and energy equations. Application to internal and external flows, boundary layers, pumps, turbines and lifting bodies. Experimental and numerical methods, dimensional analysis, similarity, and flow measurement.

*Prerequisite: MECHENG 271, 222*

#### **MECHENG 334 15 Points** **Engineering Design 3M**

Good practice and standard methods in mechanical engineering design. Conceptual and detailed design in projects involving machine elements, engineering sciences and engineering mechanics. Some of the advanced computer-aided tools (e.g., CAD, CAM, CAE) will be introduced and utilised in some projects.

*Prerequisite: MECHENG 235, 236*

#### **MECHENG 340 15 Points** **Mechanics of Materials 2**

Complex material behaviour and structural analysis, extending capability from two to three dimensions. States of stress and strain at a point in a general three-dimensional stress system. Generalised stress-strain relations for linearly elastic isotropic materials. Failure theories for ductile and brittle materials, elementary plasticity, and fatigue.



Analytical techniques and numerical analysis of complex mechanical elements.

*Prerequisite: MECHENG 242*

### **MECHENG 352 15 Points**

#### **Manufacturing Systems**

An introduction to the procedures and technological aspects of a typical manufacturing system; basic concepts and practice of plant and work design, automation, CAD/CAM, planning and simulation; selected IoT technologies; and project-based introduction to the tools and techniques applied by professional engineers in a modern manufacturing setting.

*Restriction: MECHENG 351*

### **MECHENG 370 15 Points**

#### **Electronics and Signal Processing**

An introduction to the design, analysis and implementation of electronic circuits or systems for various applications such as signal generation and processing, interfacing, and high power electronics.

*Prerequisite: 15 points from ELECTENG 101, 208, MECHENG 201*

### **MECHENG 371 15 Points**

#### **Digital Circuit Design**

Fundamental concepts in the design of combinational and sequential logic circuits. Modern approach to design using CAD tools that exploit the advantage of automation. Students will be exposed to the use of FPGA to rapid prototype digital systems using schematic and hardware description language entries.

*Prerequisite: 15 points from ELECTENG 101, 208, MECHENG 201*

### **Postgraduate 700 Level Courses**

### **MECHENG 700A 15 Points**

### **MECHENG 700B 15 Points**

#### **Research Project**

A comprehensive investigation carried out under the supervision of a member of staff on a topic assigned by the Head of Department of Mechanical Engineering leading to an oral presentation, a poster display and a written report.

*Prerequisite: 75 points from Part III courses in the BE(Hons) Schedule.*

*Restriction: MECHENG 407, 408, 461, 462, 762, 763*

*To complete this course students must enrol in MECHENG 700 A and B*

### **MECHENG 701 15 Points**

#### **Directed Study**

Supervised research on a topic or topics approved by the Academic Head or nominee.

### **MECHENG 702 15 Points**

#### **Directed Study**

Supervised research on a topic or topics approved by the Academic Head or nominee.

### **MECHENG 705 15 Points**

#### **Mechatronics Systems**

Fundamentals of digital control and signal processing as applied to mechatronics systems. Modelling and analysis of mechatronics systems that includes transducers and applications. Issues related to mechatronics systems such as thermal management, signal detection, filtering and integrity, etc.

*Prerequisite: MECHENG 312, 322*

### **MECHENG 706 15 Points**

#### **Mechatronics Design**

A range of projects that demonstrate the application and

integration of engineering knowledge to create practical intelligent devices, machines and systems. AI based control techniques will be introduced.

*Prerequisite: MECHENG 312, 322*

### **MECHENG 707 15 Points**

#### **Special Topic**

### **MECHENG 708 15 Points**

#### **Special Topic**

### **MECHENG 709 15 Points**

#### **Industrial Automation**

Automation technologies widely used in manufacturing and processing industries. Topics include industrial robotics; programmable logic controllers (PLCs); pneumatics; machine vision systems; automated assembly; design for automation; and Industry 4.0 (such as machine-to-machine communications and data analysis). Students will participate in a number of hands-on labs throughout the course.

*Prerequisite: MECHENG 270*

*Restriction: MECHENG 710*

### **MECHENG 710 15 Points**

#### **Advanced Industrial Automation**

Automation technologies widely used in manufacturing and processing industries. Topics include industrial robotics; programmable logic controllers (PLCs); pneumatics; machine vision systems; automated assembly; design for automation; and Industry 4.0 (such as machine-to-machine communications and data analysis). Students will participate in a number of hands-on labs, including an individual project related to the application of advanced automation techniques.

*Prerequisite: MECHENG 270*

*Restriction: MECHENG 709*

### **MECHENG 711 15 Points**

#### **Computational Fluid Dynamics**

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. An individual project in which the student will be required to apply a commercial CFD code to a research problem of the student's choice.

### **MECHENG 712 15 Points**

#### **Aerohydrodynamics**

The study of fluid mechanics relevant to external flows, e.g., wind turbines, yachts, aircraft or wind loadings on buildings, boundary layers, computational fluid dynamics.

*Prerequisite: MECHENG 325*

### **MECHENG 713 15 Points**

#### **Energy Technology**

Industrial thermodynamics and energy conversion/efficiency, power cycles, availability and irreversibility, simple combustion analysis, mass transfer, energy studies, boiling and condensation.

*Prerequisite: MECHENG 311*

### **MECHENG 714 15 Points**

#### **Wind Engineering**

Advanced specialist topics in wind engineering such as: the wind-loading chain - planetary boundary-layer flow, extreme winds, wind structure, wind loads, dynamic response, bluff body aerodynamics, vortex shedding, aero-elasticity, wind-tunnel testing, pedestrian level winds, wind energy. The core taught skills are extended by an individual project in which



independent research is undertaken to solve a challenging wind engineering problem.

*Prerequisite:* MECHENG 712

### **MECHENG 715** **Building Services** **15 Points**

Principles and practice of heating, ventilation, air-conditioning and refrigeration (HVAC&R), psychrometry, heating/cooling loads, mass transfer and air quality, refrigeration/heat pump systems, cooling towers, pumps, fans, valves, pipes and ducts.

*Prerequisite:* MECHENG 325

### **MECHENG 717** **Advanced Thermal Systems** **15 Points**

Fundamentals of advanced thermodynamics. Topics covered will include a selection from: cycles and applications, heat and mass transfer, psychrometry, refrigeration and air-conditioning, internal combustion engines, combustion, thermal system design and simulation.

### **MECHENG 719** **Advanced Engineering Vibrations** **15 Points**

Selected topics in advanced vibration engineering: multiple degree of freedom and continuous systems, spectral analysis, analytical, approximate and numerical methods, including FEA, vibration instrumentation, measurement and testing, modal analysis, vibration treatment. Includes an individual project in which independent research is undertaken to solve a challenging advanced vibration problem.

*Prerequisite:* MECHENG 325

*Restriction:* MECHENG 722

### **MECHENG 720** **Advanced Multivariable Control Systems** **15 Points**

Advanced control of mechanical and mechatronic systems. Topics include: state-space representations, linearisation, discretisation, stability, state feedback control design, optimal control, state estimation and Kalman filters. Applications in MATLAB/Simulink and with physical systems. Includes an individual project related to the design of advanced control systems encountered in practice.

*Prerequisite:* MECHENG 322

*Restriction:* ELECTENG 722, MECHENG 724

### **MECHENG 722** **Engineering Vibrations** **15 Points**

Selected topics in vibration engineering: Multiple degree of freedom and continuous systems; Spectral analysis; analytical, approximate and numerical methods, including FEA; vibration instrumentation, measurement and testing; modal analysis; vibration treatment.

*Prerequisite:* MECHENG 325 or equivalent

*Restriction:* MECHENG 719

### **MECHENG 724** **Multivariable Control Systems** **15 Points**

Advanced control of mechanical and mechatronic systems. Topics include: state-space representations, linearisation, discretisation, stability, state feedback control design, optimal control, state estimation and Kalman filters. Applications in MATLAB/Simulink and with physical systems.

*Prerequisite:* MECHENG 322

*Restriction:* ELECTENG 722, MECHENG 720

### **MECHENG 726** **Acoustics for Engineers** **15 Points**

Wave equations, sources, directionality; behaviour of sound waves. Principles of active control for sound. The ear and hearing system. Measurement of sound fields and acoustic

properties of rooms. Philosophy of annoyance. Legal and Standards requirements. Sound fields in enclosures. Mass Law. General insulation equation. Materials as absorbers and reflectors, room acoustics, requirements in auditoria, sound system design principles and transducer performance. Electro-acoustics and audio signal processing.

*Prerequisite:* MECHENG 325

### **MECHENG 728** **Advanced MEMS and Microsystems** **15 Points**

Introduction to working principles and fabrication of MEMS/microsystems such as microsensors, microactuators, microfluidics, etc. Exposure to engineering design principles including engineering mechanics, fluidics, materials, etc., at microscale. Includes an individual project related to the design and fabrication of a device for an advanced application.

*Prerequisite:* MECHENG 271

*Restriction:* MECHENG 735

### **MECHENG 730** **Advanced Biomechatronic Systems** **15 Points**

Advanced mechatronic principles and techniques for measuring and manipulating biological systems. Human biomechanics and motion control, advanced serial and parallel robots, compliant soft robots, software and functional safety, human robot interaction and force control, novel sensors and actuators, and biomechatronic design principles. Includes an individual project related to the analysis, selection and successful implementation of one of these advanced technologies.

*Prerequisite:* MECHENG 312

*Restriction:* MECHENG 736

### **MECHENG 731** **Engineering Design 4M** **15 Points**

A variety of engineering projects requiring the development and communication of design solutions to a professional standard, and using a wide range of advanced engineering methods.

*Prerequisite:* MECHENG 334

### **MECHENG 735** **MEMS and Microsystems** **15 Points**

Introduction to working principles and fabrication of MEMS/microsystems such as microsensors, microactuators, microfluidics, etc. Exposure to engineering design principles including engineering mechanics, fluidics, materials, etc. at microscale. Exposure to microfabrication processes as part of a laboratory component.

*Prerequisite:* MECHENG 271

*Restriction:* MECHENG 728

### **MECHENG 736** **Biomechatronic Systems** **15 Points**

Mechatronic principles and techniques for measuring, assisting, augmenting and mimicking biological systems. Topics include: brain machine interfaces, sensors and actuators, biomechanics and motion control, wearable and assistive devices, bioinstrumentation, soft robotic technologies, human factors, safety/ethical aspects, and biomechatronic design principles. Significant hands-on experience through the design, modelling and development of paradigmatic biomechatronic systems.

*Prerequisite:* MECHENG 312

*Restriction:* MECHENG 730

### **MECHENG 742** **Advanced Materials Manufacturing** **15 Points**

Properties and processing of polymers and polymer

composites. Analysis of selected manufacturing processes such as injection moulding, extrusion, liquid composites moulding. Viscous flow, flow through porous media and heat transfer. An individual project related to recent developments in advanced composites in terms of processability/manufacturability, functionality and performance/potential.

#### **MECHENG 743 15 Points**

##### **Composite Materials**

Applications and manufacturing of composite materials. Mechanics of composite lamina/laminate. Failure prediction, design and finite element analysis of composite laminates and structures. Analysis and design of sandwich structures.  
*Prerequisite: MECHENG 340*

#### **MECHENG 747 15 Points**

##### **Manufacturing and Industrial Processes**

Theory of plasticity; material characterisation; process analyses; extrusion, wire drawing, 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 polymer processing; basic polymer science: thermosets and thermoplastics, profile extrusion, sheet extrusion; blown-film extrusion, filament extrusion, blow moulding.  
*Prerequisite: MECHENG 340*

#### **MECHENG 751 15 Points**

##### **Advanced CAD/CAM/CNC**

Advanced computer-aided design (CAD), computer-aided manufacturing (CAM) and computer numerical control (CNC). Intelligent CAD, feature-based design and manufacturing, CAD data interoperability, advanced CAM methodologies, smart CNC systems, and integration of the above technologies. Project(s) related to the philosophy, analysis, selection and successful implementation of one or more of these technologies.  
*Prerequisite: MECHENG 352 or 752*

#### **MECHENG 752 15 Points**

##### **Technology Management**

An appreciation of the strategic systems and technology management aspects of manufacturing systems. Industry based projects that explore the design and optimisation of manufacturing operations form a major part of the course.  
*Prerequisite: B grade or higher in ENGGEN 303*

#### **MECHENG 753 15 Points**

##### **Manufacturing Information Systems**

New or emerging information technologies and their applications in manufacturing enterprises. Product modelling technologies based on STEP (STandard for Exchange of Product data), and intelligent and interoperable manufacturing systems. Applications to computer numerically controlled (CNC) machine tools. An individual project related to the main theme of this course on "Managing Manufacturing Information – the 'STEP' Way".  
*Prerequisite: MECHENG 352 or 752*

#### **MECHENG 787 15 Points**

##### **Project X**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.  
*Prerequisite: Departmental approval*

#### **MECHENG 788A 15 Points**

#### **MECHENG 788B 15 Points**

##### **Project Y**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in MECHENG 788 A and B*

#### **MECHENG 789 30 Points**

##### **Project Z**

Students are required to submit a report on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

#### **MECHENG 795 45 Points**

#### **MECHENG 795A 15 Points**

#### **MECHENG 795B 30 Points**

##### **Research Project (Mechanical)**

Students are required to submit a report on a topic relevant to the specialisation, as assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in MECHENG 795 A and B, or MECHENG 795*

#### **MECHENG 796A 60 Points**

#### **MECHENG 796B 60 Points**

##### **ME Thesis (Mechanical)**

Students are required to submit a thesis on a topic assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in MECHENG 796 A and B*

## **Mechatronics Engineering**

### **Postgraduate 700 Level Courses**

#### **MECHTRON 796A 60 Points**

#### **MECHTRON 796B 60 Points**

##### **ME Thesis (Mechatronics)**

Students are required to submit a thesis on a topic assigned by the appropriate Head of Department.

*To complete this course students must enrol in MECHTRON 796 A and B*

## **Polymer Engineering**

### **Postgraduate 700 Level Courses**

#### **POLYMER 700 15 Points**

##### **Polymer Materials Engineering**

Microstructure and morphology of semi-crystalline and amorphous polymers, including alloys and thermoplastic elastomers. The study of structure/property/processing inter-relationships for polymer materials.

*Restriction: CHEMMAT 740*

#### **POLYMER 704 15 Points**

##### **Advanced Polymer Processing**

In-depth coverage of advanced polymer processing techniques. Study of additives, degradation processes and the prevention of degradation, formulation of products (thermosets and speciality polymers) and mixing of materials. Advanced moulding techniques, reaction injection moulding and processing biopolymers and speciality polymers as well as liquid moulding.

*Restriction: CHEMMAT 741, 743*

**POLYMER 705 15 Points****Polymer Process and Product Design**

Material properties and selection for polymers. Drying and heat transfer. Polymer part and mould design, moulding simulation software. Fabrication and lifecycle considerations. Specialised polymers, processes and products.

*Restriction: CHEMMAT 742*

**POLYMER 706 15 Points****Polymer Testing and Characterisation**

Focuses on applying characterisation techniques to polymer materials, especially spectroscopic, thermal and rheological analysis and mechanical testing to understand the behaviour of polymer materials for design, processing and use.

*Restriction: CHEMMAT 740, 743*

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**Software Engineering**


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**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 251 or 281*

**SOFTENG 211 15 Points****Software Engineering Theory**

Sets. Formal languages, operations on languages. Deterministic and nondeterministic automata, designing automata, determinisation. Regular expressions. Logic. Induction. Recursion. Program correctness. Computability. Counting. Elements of graph algorithms.

*Prerequisite: ENGGEN 131 or COMPSCI 101*

**SOFTENG 250 15 Points****Introduction to Data Structures and Algorithms**

Introduction to the analytical and empirical behaviour of basic algorithms and data structures.

*Prerequisite: ENGGEN 131 or COMPSCI 101*

*Corequisite: ENGSCI 213*

**SOFTENG 251 15 Points****Object Oriented Software Construction**

An introduction to Object Oriented software development. Programming with classes; objects and polymorphism. Evolutionary and test-driven development. Analysis and design. Modelling with UML. Design patterns. Design for reuse, for testing, and for ease of change.

*Prerequisite: ENGGEN 131 or COMPSCI 101*

**SOFTENG 254 15 Points****Quality Assurance**

Software verification and validation. Static and dynamic QA activities as part of the software lifecycle. Unit, integration, system, and usability testing. Use of visual notations, automation, and tools to support development activities. Metrics to quantify strength of testing and complexity of programs.

*Prerequisite: SOFTENG 250, 251*

**SOFTENG 281 15 Points****Fundamentals of Software Engineering 1**

Object-oriented programming: Computer programming using objects as the mechanism for modularity, abstraction, and code reuse. Instance variables, methods, and encapsulation. Review of control structures for conditionals and iteration. Basic data structures including stacks, queues, array lists,

linked lists, basic binary trees. Introduction to algorithms including sorting and searching. Interfaces, inheritance, polymorphism, and abstract classes. Exception handling.

*Prerequisite: COMPSCI 101 or ENGGEN 131*

*Restriction: SOFTENG 250, 251*

**SOFTENG 282 15 Points****Fundamentals of Software Engineering 2**

Data structures including complex trees, hash tables; graph representations and algorithms, including minimum spanning trees, traversals, shortest paths; introduction to algorithmic design strategies; correctness and performance analysis.

*Prerequisite: COMPSCI 101 or ENGGEN 131*

*Restriction: SOFTENG 251*

**SOFTENG 283 15 Points****Fundamentals of Software Engineering 3**

Software verification and validation. Static and dynamic quality assurance activities as part of the software lifecycle. Unit, integration, system, and usability testing. Metrics to quantify strength of testing and complexity of programs. Techniques for requirements analysis and engineering of software systems including requirements elicitation, analysis, specification, validation, verification. Modelling paradigms including information, behaviour, domain, function and constraint models. Specification languages.

*Prerequisite: SOFTENG 251 or 281*

*Restriction: SOFTENG 254*

**SOFTENG 284 15 Points****Fundamentals of Software Engineering 4**

Theoretical foundations of software engineering, including sets, formal languages, operations on languages, deterministic and nondeterministic automata, designing automata, determinisation, regular expressions, logic, induction, recursion, program correctness, computability, counting, elements of graph algorithms.

*Prerequisite: SOFTENG 251 or 281*

*Restriction: SOFTENG 211*

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**Stage III**


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**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, and 254 or 283, and 350*

**SOFTENG 310 15 Points****Software Evolution and Maintenance**

Design and maintenance of multi-version software, debugging techniques, design and documentation for software re-use, programme migration and transformation, refactoring, tools for software evolution and maintenance.

*Prerequisite: SOFTENG 254 or 283*

**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: COMPSYS 302 or SOFTENG 283*

**SOFTENG 350 15 Points****Human Computer Interaction**

Human behaviour and humans' expectations of computers. Computer interfaces and the interaction between humans and computers. The significance of the user interface, interface design and user centred design process in software development. Interface usability evaluation methodologies and practice. Includes an evaluation project, group design project, and implementation using current techniques and tools.

*Prerequisite:* SOFTENG 206

*Restriction:* COMPSCI 345, 370

**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, Query optimisation, Distributed databases, Transaction management, Concurrency control, Database recovery.

*Prerequisite:* COMPSCI 225 or SOFTENG 211 or SOFTENG 284

*Restriction:* COMPSCI 351

**SOFTENG 364 15 Points****Networks and Security**

Physical networks, TCP/IP protocols, switching methods, network layering and components, network services. Information security, computer and network security threats, defence mechanisms and encryption.

*Prerequisite:* COMPSYS 201, and SOFTENG 251 or 281

**SOFTENG 370 15 Points****Operating Systems**

History of operating systems. Multi-user systems. Scheduling. Concurrent processes, threads and synchronisation. Memory allocation and virtual memory. Managing files, disks and other peripherals. Security, protection and archiving. Engineering distributed systems; location, migration and replication transparency. Real-time programming and embedded systems.

*Prerequisite:* COMPSYS 201, and SOFTENG 250 or 281

*Restriction:* COMPSCI 340

**Postgraduate 700 Level Courses****SOFTENG 700A 15 Points****SOFTENG 700B 15 Points****Research Project**

Students are required to submit a report on project work carried out on a Software Engineering topic assigned by the Head of Department.

*Prerequisite:* SOFTENG 306

*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 software engineering environments, advanced software design, tool construction and software architectures. The core taught skills are extended by individual projects in which independent research is undertaken to address challenging software system problems.

*Prerequisite:* COMPSYS 302 or SOFTENG 306

**SOFTENG 702 15 Points****Advanced Human Computer Interaction**

Advanced topics in human computer interaction and human aspects of computer systems relevant to commercial

solution development and computer science research. Sample topics: advanced evaluation methods; support of pen and touch-based interaction; trends with domain specific user interface design, such as interfaces for enterprise systems.

*Prerequisite:* COMPSCI 345 or SOFTENG 350

*Restriction:* COMPSCI 705

**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:* COMPSCI 732

**SOFTENG 751 15 Points****High Performance Computing**

Advanced parallel and high performance computing concepts and techniques such as parallel system architecture; parallelisation concepts, algorithms and methodology; parallel programming paradigms and technologies. Core concepts and skills are deepened by a hands-on research project in which a challenging parallel computing problem is analysed and solved.

*Prerequisite:* 15 points from SOFTENG 306, COMPSYS 302, MECHENG 313, or 30 points at Stage III in Computer Science

**SOFTENG 752 15 Points****Formal Specification and Design**

Formal specification, design, and (automatic) analysis of software systems. Quality assurance through precise description and rigorous verification on the design. Introduction to the Z, OCL, and CSP notations. Comparison of approaches, emphasising on their practical application.

*Prerequisite:* SOFTENG 306

**SOFTENG 753 15 Points****Bayesian Machine Learning**

Examines classic and state of the art algorithms in the field of machine learning. Topics will include: Bayesian classification, regression and state estimation; clustering and mixture models; kernel-based methods; sequential models; graphical models; neural networks and deep architectures.

*Prerequisite:* ENGSCI 211 or 213, and SOFTENG 251 or 281

**SOFTENG 754 15 Points****Advanced Software Requirements Engineering**

Advanced software engineering concepts focusing on techniques for requirements analysis and requirements engineering (RE) of software systems. Topics will include: requirements elicitation, analysis, specification, validation, verification, user experience design, test-driven development, and continuous integration.

*Prerequisite:* COMPSYS 302 or SOFTENG 251 or 281

**SOFTENG 755 15 Points****Special Topic**

An advanced course on a topic to be determined each year by the Head of Department. Includes a substantial individual research project.

*Prerequisite: Permission of the Head of Department*

**SOFTENG 761 15 Points****Advanced Agile and Lean Software Development**

Advanced software engineering concepts focussing on Agile and Lean software development; including hands-on iterative and incremental software development, self-organising teamwork, project management, and an individual research component to explore challenging issues in this discipline.

*Prerequisite: SOFTENG 306 or equivalent*

**SOFTENG 762 15 Points****Special Topic**

An advanced course on a topic to be determined each year by the Head of Department.

*Prerequisite: Permission of the Head of Department*

**SOFTENG 770 15 Points****Capstone Project**

Final year team exercise with students in multi-disciplinary roles, with focus on software engineering, integrating technical learning into realistic design outcomes. Comprehensive investigation of an open ended, complex, real or synthetic computer, electrical and software engineering problem with simulated professional design office constraints. Includes technical, economic and environmental impact components to complete a scheme assessment report.

*Prerequisite: 75 points from Part III courses listed in the BE(Hons) Schedule for the Software Engineering specialisation*

**SOFTENG 787 15 Points****Project X**

Students are required to submit a report on a topic assigned by the Head of Department.

*Prerequisite: Departmental approval*

**SOFTENG 788A 15 Points****SOFTENG 788B 15 Points****Project Y**

Students are required to submit a report on a topic assigned by the Head of Department.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in SOFTENG 788 A and B*

**SOFTENG 789 30 Points****Project Z**

Students are required to submit a report on a topic assigned by the Head of Department.

*Prerequisite: Departmental approval*

**SOFTENG 795 45 Points****SOFTENG 795A 15 Points****SOFTENG 795B 30 Points****Research Project (Software Engineering)**

Students are required to submit a report on a topic relevant to the specialisation, as assigned by the appropriate Head of Department.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in SOFTENG 795 A and B, or SOFTENG 795*

**SOFTENG 796A 60 Points****SOFTENG 796B 60 Points****ME Thesis (Software Engineering)**

Students are required to submit a thesis on a topic assigned by the Head of Department.

*Prerequisite: Departmental approval*

*To complete this course students must enrol in SOFTENG 796 A and B*

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**Structural Engineering**

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**Stage II****STRCTENG 200 15 Points****Introductory Structural Mechanics**

Introduction to structural analysis for civil engineers. Equilibrium, internal actions and deformations, structural forms, structural systems, analysis of determinate systems, plane section properties, elasticity, engineering beam theory, failure theories. Prepares students to embark on further studies in structural design.

*Prerequisite: ENGGEN 121*

*Restriction: CIVIL 210*

**STRCTENG 201 15 Points****Civil Engineering Materials and Design**

Properties and manufacturing of civil engineering material including concrete, steel, timber structural products and roading material. Design principles and examples for concrete, steel and timber members.

*Restriction: CIVIL 250*

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**Stage III****STRCTENG 300 15 Points****Design Loads and Dynamic Response of Structures**

Determination of design loads according to AS/NZS1170 and the response of structures under dynamic loadings.

*Prerequisite: CIVIL 210 or STRCTENG 200*

*Restriction: CIVIL 314*

**STRCTENG 301 15 Points****Timber Structures Design**

Structural analytical techniques including computer based approaches to simple indeterminate structures. Design procedures for members and structural systems of timber and engineered wood products. Design project.

*Prerequisite: CIVIL 210 or STRCTENG 200*

*Restriction: CIVIL 312*

**STRCTENG 302 15 Points****Steel Structures Design**

Mechanical properties of steel and contextualises the application of steel and steel/concrete into buildings and bridges. Comprehensive introduction to design of structural steel members and connections and their use in structures. Application to vertical load carrying systems and steel building behaviour in earthquake and fire.

*Prerequisite: CIVIL 210 or STRCTENG 200*

*Restriction: CIVIL 313*

**STRCTENG 303 15 Points****Concrete Structures Design**

Design of reinforced concrete members including beams, columns, walls, foundations. Introduction to prestressed and precast concrete design and applications. Use of the NZ Concrete Structures Standard, NZS 3101.

*Prerequisite: CIVIL 210 or STRCTENG 200*

*Restriction: CIVIL 313*

**STRCTENG 304 15 Points****Structural Design for Civil Engineers**

Structural loading for gravity and wind in accordance with the loading code AS/NZS1170. Design principles and examples for concrete and timber members and design for timber framed buildings using NZS3604. Introduction to seismic building behaviour at a conceptual level.

*Prerequisite:* CIVIL 210 or STRCTENG 200

*Restriction:* CIVIL 312, 313

**Postgraduate 700 Level Courses****STRCTENG 700 15 Points****Low Rise Structures Design**

Structural systems for low-rise buildings, including seismic design and analysis techniques. Design and detailing of low-rise structures in structural steel, reinforced concrete, reinforced masonry, and timber. Strut and tie design for reinforced concrete. Introduction to fire engineering. Techniques in the checking of existing structures and lessons learnt from failures.

*Prerequisite:* STRCTENG 302, and CIVIL 313 or STRCTENG 303

*Restriction:* CIVIL 713

**STRCTENG 701 15 Points****Multistorey Structures Design**

Techniques for the design of multistorey 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.

*Prerequisite:* STRCTENG 302, and CIVIL 313 or STRCTENG 303

*Restriction:* CIVIL 714

**Faculty of Law****Academic Integrity****ACADINT A01****0 Points****Academic Integrity Course**

The Academic Integrity Course is an online course designed to increase student knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct. Students work through a series of modules, outlining scenarios that they may encounter while studying at university. Each scenario provides information on relevant rules, resources and expected behaviour.

**Commercial Law****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 2007. Involves

individual research resulting in a substantial individual research essay.

*To complete this course students must enrol in COMLAW 740 A and B*

**COMLAW 747 15 Points****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 757 15 Points****Special Topic in Taxation Law****COMLAW 789 15 Points****Research Essay in Taxation Law**

(For the MTaxS.)

**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. Note: Does not meet the General Education requirement for LLB, LLB(Hons), LLB conjoints or LLB(Hons) conjoints.

*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:* B- or higher in LAW 121 or 121G

**LAW 141 15 Points****Legal Foundations**

The core substantive components of the New Zealand legal system, with particular emphasis on the relationship between public and private law. Concepts of property and

of obligations. Introduction to concepts of tikanga Māori, international and comparative law. Differences between common law and civil law systems. Introduction to different modes of legal analysis and different approaches to legal theory.

*Prerequisite:* B- or higher in LAW 121 or 121G

*Corequisite:* LAW 131

### 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 298 or 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 298 or 299

*To complete this course students must enrol in LAW 211 A and B*

**LAW 231A** 15 Points

**LAW 231B** 15 Points

#### Law of Torts

The general principles of civil liability for non-consensual wrongs. The principles of liability applying to selected torts, including the intentional torts such as: assault, battery, false imprisonment, intentionally inflicting emotional distress, trespass to land, wrongs to goods, negligence, strict liability, nuisance and defamation. The law relating to compensation for personal injury.

*Corequisite:* LAW 298 or 299

*To complete this course students must enrol in LAW 231 A and B*

**LAW 241A** 15 Points

**LAW 241B** 15 Points

#### Law of Contract

The general principles of contract law including: the formation of contracts at common law, New Zealand contract legislation, breach of contract, and remedies for breach of contract. An introduction to the general principles of agency.

*Corequisite:* LAW 298 or 299

*To complete this course students must enrol in LAW 241 A and B*

**LAW 298A** 5 Points

**LAW 298B** 5 Points

#### Legal Research, Writing and Communication

Legal research, writing, mooting and other requirements, as determined by the Dean of Faculty of Law.

*Restriction:* LAW 299

*To complete this course students must enrol in LAW 298 A and B*

### 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; ngā 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, 298 or 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.



**LAW 498** 0 Points  
**Advanced Legal Research, Writing and Communication**  
 Satisfactory completion of such advanced legal research, writing, communication and other requirements as determined by the Dean of Faculty of Law.  
*Prerequisite:* LAW 201, 211, 231, 241  
*Restriction:* LAW 400, 499

**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 700** 0 Points  
**Legal Research Methodology and Advanced Writing**  
 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. Legal writing for different purposes and different audiences.

**LAW 701** 30 Points  
**The Legal System: Sources, Structure and Method**  
 Examination of the core substantive components of the New Zealand legal system, in comparison with other municipal legal systems and international law. Analysis of the sources of New Zealand law, including statute, case law and custom, and the influence of international law. Legal methodology in theory and practice, including: judicial reasoning and the doctrine of precedent, techniques of statutory interpretation, and the resolution of disputes. Different modes of legal analysis and approaches to legal theory.

**LAW 760** 15 Points  
**Directed Study**  
 Supervised research paper on an advanced legal topic, approved by the Dean of Faculty of Law.

**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 792** 45 Points  
**Dissertation**  
*Restriction:* COMLAW 792

**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

*Corequisite:* LAW 301, 306

*Restriction:* LAW 415, LAWCOMM 452, 456

**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 211, 241

*Restriction:* LAW 429

**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 restitutionary principle for the



recovery of value upon a flawed or conditioned transfer, recovery outside contract for labour expended on another's behalf, and stripping wrong-doers of profits.

*Prerequisite:* LAW 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 211, 231, 241

*Restriction:* LAW 476

#### **LAWCOMM 407 20 Points**

##### **Conflict of Laws**

An introduction to private international law (i.e., the body of law dealing with international civil or commercial issues or disputes that are not governed by substantive conventions) including: a study of the jurisdiction of the New Zealand courts, recognition and enforcement of foreign judgments and decrees, and choice of the governing legal system.

*Prerequisite:* LAW 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:* 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 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 241 or COMLAW 201 and 203

*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 241

*Restriction:* LAW 422

#### **LAWCOMM 424 15 Points**

##### **Insurance Law**

A consideration of the law governing insurance contracts, including the duty of utmost good faith; the interpretation of the policy; the scope of cover; warranties and conditions; the claims process and fraudulent claims; and quantification of the insurer's obligations; subrogation and recoupment; and third party rights.

*Prerequisite:* LAW 231, 241

*Restriction:* LAW 431, LAWCOMM 453, LAWHONS 734

#### **LAWCOMM 425 15 Points**

##### **International Trade**

Study of the law relating to international trade and transnational business transactions; contracts of carriage; the law and policy surrounding the regulation of the international transportation of goods by sea, land and air.

*Prerequisite:* LAW 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, 231

*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.

*Corequisite:* LAW 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 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 231

*Restriction:* LAW 484

|   |   |
|---|---|
| <b>LAWCOMM 432</b> 15 Points<br><b>Corporate Transactions</b><br>A study of corporate transactions 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.<br><i>Prerequisite:</i> LAW 241<br><i>Restriction:</i> LAW 493                | <b>LAWCOMM 442</b> 10 Points<br><b>Law of Personal Property</b><br>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.<br><i>Prerequisite:</i> LAW 231<br><i>Restriction:</i> LAW 311, 471  |
| <b>LAWCOMM 433</b> 15 Points<br><b>Advanced Intellectual Property Law</b><br>Studies in selected topics in intellectual property law including international developments and comparative aspects.<br><i>Corequisite:</i> LAW 432 or LAWCOMM 404  | <b>LAWCOMM 444</b> 10 Points<br><b>Financial Markets Law</b><br>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.<br><i>Corequisite:</i> LAW 417 or LAWCOMM 402<br><i>Restriction:</i> LAW 487, 490  |
| <b>LAWCOMM 434</b> 15 Points<br><b>Advanced Contract</b><br>Advanced studies in selected areas of Contract Law.<br><i>Prerequisite:</i> LAW 241   | <b>LAWCOMM 445</b> 10 Points<br><b>Takeovers</b><br>A consideration of the role of takeovers in the economy and the manner in which they are regulated. The principal focuses will be upon the Takeovers Code and upon the workings of the Takeover Panel.<br><i>Corequisite:</i> LAW 417 or LAWCOMM 402  |
| <b>LAWCOMM 435</b> 15 Points<br><b>European Commercial Litigation</b><br>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.<br><i>Prerequisite:</i> LAW 241<br><i>Restriction:</i> LAWCOMM 443, LAW 475   | <b>LAWCOMM 446</b> 10 Points<br><b>Special Topic: Aspects of Iwi Corporate Governance</b><br><i>Prerequisite:</i> LAW 211, 241  |
| <b>LAWCOMM 436</b> 15 Points<br><b>Advanced Company Law</b><br>Study in selected areas of company law including theories of the company, companies viewed from a law and economics perspective, the relationship between the board and shareholders, the place of corporate social responsibility, comparative corporate law and current issues in company law.<br><i>Prerequisite:</i> LAWCOMM 402   | <b>LAWCOMM 449</b> 10 Points<br><b>Selected Aspects of Intellectual Property Law</b><br>The law relating to patents including what is an 'invention', problem areas of subject matter, practice and procedural aspects, validity and infringement. Registered design law; trade secrets; technology transfer licensing. International comparative IP law.<br><i>Corequisite:</i> LAW 432 or LAWCOMM 404   |
| <b>LAWCOMM 437</b> 15 Points<br><b>Iwi Corporate Governance</b><br>An examination of the common governance 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.<br><i>Prerequisite:</i> LAW 211, 241<br><i>Restriction:</i> LAW 497 | <b>LAWCOMM 450</b> 15 Points<br><b>International Tax Law</b><br>The globalisation of business presents a significant challenge to governments and revenue authorities and opportunities for multinational businesses to be able to locate productive activities, risks, and importantly, profits to any jurisdiction that they wish. This course looks at cross border taxation with emphasis on double tax treaties.<br><i>Prerequisite:</i> LAW 211, 241                            |
| <b>LAWCOMM 440</b> 10 Points<br><b>Guarantees and Indemnities</b><br>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.<br><i>Prerequisite:</i> LAW 241<br><i>Restriction:</i> LAW 401  | <b>LAWCOMM 451</b> 15 Points<br><b>Construction Law</b><br>Examines construction law, drawing on concepts and principles in contract and tort. The relevant statutory and regulatory framework. Legal issues arising during the life-cycle of a construction or infrastructure project at three stages: foundational concepts; the project; post-project claims and latent defects.<br><i>Prerequisite:</i> LAW 231, 241  |
| <b>LAWCOMM 441</b> 10 Points<br><b>Creditors' Remedies</b><br>Examination of the diverse and seemingly unrelated areas of the law as they concern the rights of unsecured judgement creditors.<br><i>Prerequisite:</i> LAW 241<br><i>Restriction:</i> LAW 461   | <b>LAWCOMM 452</b> 15 Points<br><b>Commercial and Consumer Law</b><br>A study of the law relating to commercial and consumer law including: the general regime on the sale of goods and its contrast to the Consumer Guarantees Act 1993, selected aspects of carriage of goods and of agency, and the basic disciplines of the Fair Trading Act 1986.<br><i>Prerequisite:</i> LAW 201, 211, 231, 241<br><i>Corequisite:</i> LAW 301, 306<br><i>Restriction:</i> LAW 415, LAWCOMM 401 |

**LAWCOMM 453 10 Points****Aspects of Insurance Law**

Covers aspects of the law governing insurance contracts, including the duty of utmost good faith; the interpretation of the policy; the scope of cover; warranties and conditions; the claims process; and quantification of the insurer's obligation.

*Prerequisite:* LAW 231, 241

*Restriction:* LAW 431, LAWCOMM 424, LAWHONS 734

**LAWCOMM 454 10 Points****Trade Mark Law**

An in-depth examination of the law related to the protection of trade marks, including the history of, and justifications for, trade mark protection, the operation of the registration system, the commercial exploitation of trade marks, infringement of registered trade marks, and the protection of unregistered trade marks.

*Prerequisite:* LAWCOMM 404

**LAWCOMM 455 10 Points****Theories of Contract Law**

Survey and analysis of the main schools of thought and positions in contemporary contract law theory, including: promise theory, transfer theory, economic analysis, communitarian theories and distributive justice theories. Examination of key questions in contract law, such as formation, interpretation and remedies in light of said theories.

*Prerequisite:* LAW 231, 241

*Corequisite:* LAW 211, 316

**LAWCOMM 456 15 Points****Secured Credit**

A detailed study of the law relating to securities over personal property, and related aspects of credit contracts.

*Prerequisite:* LAW 201, 211, 231, 241

*Corequisite:* LAW 301, 306

*Restriction:* LAW 415, LAWCOMM 401

**LAWCOMM 457 15 Points****Consumer Law**

An in-depth examination of selected aspects of consumer law, including (but not limited to) misleading and deceptive conduct, other unfair practices, unfair contract terms in standard form consumer contracts, consumer guarantees and uninvited direct sales.

*Prerequisite:* LAW 201, 211, 241

**LAWCOMM 458 15 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 231

*Restriction:* LAW 432, LAWCOMM 404

**LAWCOMM 459 10 Points****Special Topic****LAWCOMM 460 10 Points****Special Topic****LAWCOMM 461 15 Points****Special Topic****LAWCOMM 462 15 Points****Special Topic****Postgraduate 700 Level Courses****LAWCOMM 700 15 Points****Special Topic: Foundations of Tax Law**

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 2007. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 702 30 Points****International Arbitration**

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. Involves individual research resulting in a substantial individual research essay.

**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. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 706 30 Points****Competition Law and Policy**

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. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 707 30 Points****Conflict of Laws**

An advanced study of private international law, including a study of the jurisdiction of the New Zealand courts and arbitrators, the recognition and enforcement of foreign judgments and decrees and arbitral awards, and choice of the governing legal system.

*Restriction:* LAW 712

**LAWCOMM 709 30 Points****Corporate Governance**

The principles of the law as to corporations with special reference to companies, directors' duties and the status and rights of shareholders. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 710 30 Points****Dispute Resolution**

The history and current practice of dispute resolution outside the courtroom, dispute settlement theories, and the principles of negotiation and mediation in the context of family, commercial, environmental, international and urban community disputes.

*Restriction:* LAW 717

**LAWCOMM 711 30 Points****Commercial 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. Involves individual research resulting in a substantial individual research essay.

*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. Involves individual research resulting in a substantial individual research essay.

### **LAWCOMM 713 30 Points** **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. Involves individual research resulting in a substantial individual research essay.

### **LAWCOMM 714 30 Points** **International Litigation and Arbitration**

The institutional and procedural framework applicable to the resolution of international civil or commercial disputes; and strategic planning in multi-jurisdictional litigation.

*Restriction: LAW 731*

### **LAWCOMM 715 30 Points** **International Sales**

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. Involves individual research resulting in a substantial individual research essay.

### **LAWCOMM 717 30 Points** **Law of Agency**

An advanced study of the principles of agency law, and selected applications thereof. Involves individual research resulting in a substantial individual research essay.

### **LAWCOMM 720 30 Points** **Law of Insurance Contracts**

The principles and operation of the law relating to insurance. Involves individual research resulting in a substantial individual research essay.

### **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. Involves individual research resulting in a substantial individual research essay.

### **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. Involves individual research resulting in a substantial individual research essay.

### **LAWCOMM 726 30 Points**

#### **Restitution in Commercial Contexts**

Advanced problems focusing on situations and available remedies where benefits have been wrongfully or unfairly acquired. Involves individual research resulting in a substantial individual research essay.

### **LAWCOMM 727 30 Points**

#### **Selected Issues in Property Law**

The history and principles of the law of property; contemporary issues.

*Restriction: LAW 734*

### **LAWCOMM 730 30 Points**

#### **Special Topic: International Trade Law**

### **LAWCOMM 731 30 Points**

#### **Special Topic: Global Commercial Contract Law**

### **LAWCOMM 732 30 Points**

#### **Special Topic: Securities Regulation**

### **LAWCOMM 733 30 Points**

#### **Special Topic: Comparative Corporate Governance**

### **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. Involves individual research resulting in a substantial individual research essay.

### **LAWCOMM 735 30 Points**

#### **Special Topic: Artificial Intelligence: Law and Policy**

### **LAWCOMM 736 30 Points**

#### **Special Topic: Comparative Company Law**

### **LAWCOMM 737 30 Points**

#### **Special Topic: Markets and Regulation**

### **LAWCOMM 738 30 Points**

#### **Special Topic: Twenty-first Century Trade Agenda**

### **LAWCOMM 739 30 Points**

#### **Special Topic: Mergers and Acquisitions**

### **LAWCOMM 740 15 Points**

#### **Special Topic: Corporate Governance**

### **LAWCOMM 741 30 Points**

#### **Secured Transactions**

Technical and practical aspects of the law of secured transactions. Involves individual research resulting in a substantial individual research essay.

### **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. Involves individual research resulting in a substantial individual research essay.

### **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). Involves individual research resulting in a substantial individual research essay.

**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. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 746 15 Points**

**Data Privacy and the Law**

A comparative study of evolving global and New Zealand standards governing data privacy, the challenges they face from technological developments and the implications for business, government.

**LAWCOMM 747 15 Points**

**Special Topic**

**LAWCOMM 748 15 Points**

**Special Topic: Damages and Specific Performance for Breach of Contract**

**LAWCOMM 749 15 Points**

**Special Topic: International Litigation**

**LAWCOMM 754 30 Points**

**Copyright Law**

Detailed study of the law of copyright. Involves individual research resulting in a substantial individual research essay.

*Restriction: LAWCOMM 713*

**LAWCOMM 755 30 Points**

**Corporate Finance**

Detailed study of the law relating to corporate finance. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 758 30 Points**

**Franchising Law**

A study of the law relating to franchising. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 763 30 Points**

**Sports Law**

A detailed study of legal issues relating to sport. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 767 15 Points**

**Special Topic: United States: International Tax**

**LAWCOMM 768 15 Points**

**Special Topic: Concepts of Secured Transactions**

**LAWCOMM 769 15 Points**

**Special Topic: Economic Regulation: Principles and Practice**

**LAWCOMM 770 15 Points**

**Private International Law**

The theory and practice of transnational jurisdiction, choice of law and recognition and enforcement of foreign judgments. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 771 15 Points**

**Cross-Border Commercial Litigation**

Entails an in depth comparative study of the most important

cross-border commercial litigation regimes, including the typical Anglo-common law regime, the European Union regime and the trans-Tasman regime. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 772 15 Points**

**Intellectual Property**

Designed to provide an analysis of the important intellectual property laws in New Zealand covering trademarks, copyright, confidential information and, quite briefly, patents and designs. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 773 15 Points**

**Corporate Governance in New Zealand**

The governance of companies in New Zealand, with a focus on the role of directors and the board. Topics include corporate theory, legal characteristics of the company and internal governance. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 774 15 Points**

**Comparative Corporate Governance**

A comparison of corporate governance regimes across the world. Current issues in corporate governance are examined – topics may include directors' remuneration, corporate scandals and responses to corporate scandals. Discussion of convergence of corporate governance regimes is included. Involves individual research resulting in a substantial individual research essay.

**LAWCOMM 775A 15 Points**

**LAWCOMM 775B 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. Involves individual research resulting in a substantial individual research essay.

*Restriction: COMLAW 741*

*To complete this course students must enrol in LAWCOMM 775 A and B*

**LAWCOMM 777 30 Points**

**LAWCOMM 777A 15 Points**

**LAWCOMM 777B 15 Points**

**Special Topic**

*Restriction: COMLAW 755*

*To complete this course students must enrol in LAWCOMM 777 A and B, or LAWCOMM 777*

**LAWCOMM 778 15 Points**

**Special Topic: Selected Topics in Tort Law**

**LAWCOMM 779 15 Points**

**Special Topic**

**LAWCOMM 780 15 Points**

**Corporation and Investor Taxation**

An advanced study of the tax liability and issues affecting companies and their shareholders. Considers the different corporate tax regimes, including dividends, imputations, losses and groupings, amalgamations, LTCs and Unit Trusts. Comparison with other 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.

*Restriction: COMLAW 746*

### **LAWCOMM 783** 15 Points

#### **Avoidance Provisions**

An advanced study of all aspects of the general anti-avoidance provision contained in the Income Tax Act 2007. 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.

*Restriction: COMLAW 749*

### **LAWCOMM 784** 15 Points

#### **Taxation of Property Transactions**

Examines all of the tax consequences of acquiring, holding, developing, building on, leasing or otherwise dealing with land and personal property.

*Restriction: COMLAW 751*

### **LAWCOMM 786** 15 Points

#### **Tax Administration and Disputes**

An advanced study of the Public Law and procedural issues arising from administration of the Revenue Acts in New Zealand. Provides an analysis of the powers, discretions and responsibility of the Commissioner and the Inland Revenue Department. Major topics include the Department’s assessment function and taxpayer self-assessment, the Binding Ruling regime, the Commissioner’s statutory powers of investigation and information gathering, the exercise of discretions and administrative decisions, and the role of judicial review.

*Restriction: COMLAW 753*

### **LAWCOMM 787** 15 Points

#### **Taxation of Trusts and Non-corporate Entities**

An advanced study of the tax liability of different business structures and their members, particularly non-corporate entities. Considers the different tax regimes applicable to trusts, partnerships and limited partnerships, Portfolio Investment Entities (PIEs), charities and Māori authorities. Comparison between these entities provides a deeper understanding of the policy behind New Zealand’s tax regimes and the allocation of the tax burden between companies and other entities.

*Restriction: COMLAW 756*

### **LAWCOMM 788** 15 Points

#### **Special Topic: Asia Pacific Tax**

*Restriction: COMLAW 758*

### **LAWCOMM 789** 15 Points

#### **Research Essay in Taxation Law**

*Restriction: COMLAW 789*

### **LAWCOMM 790** 30 Points

#### **Dissertation in Taxation Law**

*Restriction: COMLAW 790, 792*

### **LAWCOMM 792** 45 Points

#### **Dissertation in Taxation Law**

### **LAWCOMM 794A** 45 Points

### **LAWCOMM 794B** 45 Points

#### **Thesis in Taxation Law**

*Restriction: COMLAW 794*

*To complete this course students must enrol in LAWCOMM 794 A and B*

## **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 211*

*Restriction: LAW 349, 450, 457*

### **LAWENVIR 402** 20 Points

#### **Special Topic**

### **LAWENVIR 403** 20 Points

#### **Special Topic**

### **LAWENVIR 420** 15 Points

#### **Global 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: 30 points at Stage II in Global Environment and Sustainable Development or LAW 211*

*Restriction: LAW 433*

### **LAWENVIR 421** 15 Points

#### **Energy 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.

*Corequisite: LAW 301*

*Restriction: LAW 446*

### **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

#### **Environmental Constitutionalism**

Comparative constitutional examination into concepts and principles of the law related to environmental protection and sustainable development. Key areas include environmental

ethics, sustainability, human rights and responsibilities, and state obligations.

*Prerequisite: 30 points at Stage II in Global Environment and Sustainable Development or LAW 211*

**LAWENVIR 431** **10 Points**  
**Special Topic**

**LAWENVIR 432** **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. Involves individual research resulting in a substantial individual research essay.

*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. Involves individual research resulting in a substantial individual research essay.

**LAWENVIR 712** **15 Points**  
**Mining and Energy Law**

An examination of the legal principles, government policy, regulation, and administrative control relating to ownership and exploitation of minerals (including oil and gas), and alternative energy resources in New Zealand.

*Restriction: ENVLAW 710, 723, LAWENVIR 713*

**LAWENVIR 713** **30 Points**  
**Mining, Energy and Natural Resource Law**

Study of the common law, legislation and administrative controls in New Zealand relating to ownership of, prospecting for, extraction and use of minerals (including oils and gas), alternative energy resources, forestry and fisheries resources. Involves individual research resulting in a substantial individual research essay.

*Restriction: LAWENVIR 712, 714*

**LAWENVIR 714** **15 Points**  
**Natural Resources Law**

An examination of the legislative framework and legal principles relating to agriculture, forestry, and fisheries activities in New Zealand. Selected topics will include: legal ownership and interests in rural land and natural resources, the role of government, Māori claims and resource development conflict resolution. Involves individual research resulting in a substantial individual research essay.

*Restriction: LAWENVIR 713*

**LAWENVIR 716** **30 Points**  
**Resource Management Law**

Studies in the New Zealand law relating to resource management and environmental regulation including: evolution of the sustainable management concept,

consideration of national objectives, Treaty of Waitangi application, national standards, coastal policies, regional statements and plans, district plans, designations, heritage and conservation powers, resource consent procedures, and remedial powers and enforcement procedures. Involves individual research resulting in a substantial individual research essay.

**LAWENVIR 718** **30 Points**  
**Special Topic: European Union Environmental Law and Governance**

**LAWENVIR 719** **30 Points**  
**Special Topic: Food Law**

**LAWENVIR 720** **30 Points**  
**Special Topic**

**LAWENVIR 721** **30 Points**  
**Special Topic: Ocean Governance Law**

**LAWENVIR 723** **30 Points**  
**Climate Change Law**

Explores the interconnected science, policy and legal issues involved in addressing climate change. Involves individual research resulting in a substantial individual research essay.

**LAWENVIR 725** **30 Points**  
**Corporate Environmental Governance**

Comparative and global perspectives exploring the regulatory and governance frameworks that shape how corporations address environmental and related social issues. Involves individual research resulting in a substantial individual research essay.

**LAWENVIR 726** **15 Points**  
**Special Topic**

**LAWENVIR 727** **15 Points**  
**Special Topic**

**LAWENVIR 728** **15 Points**  
**Special Topic**

**LAWENVIR 729** **30 Points**  
**Special Topic: Comparative Environmental Law**

**LAWENVIR 730** **15 Points**  
**Special Topic**

**LAWENVIR 732** **30 Points**  
**Special Topic: Selected Issues in Environmental and Natural Resources Law**

**LAWENVIR 733** **30 Points**  
**Special Topic: International Fisheries Law**

**LAWENVIR 734** **30 Points**  
**Special Topic: Law and Governance for Sustainability**

**LAWENVIR 735** **30 Points**  
**Special Topic: Comparative Water and Natural Resources Law**

**LAWENVIR 736** **30 Points**  
**Special Topic: Comparative Water Law and Policy**

**LAWENVIR 737** **30 Points**  
**Special Topic: Global Environmental Law**

**LAWENVIR 738** **15 Points**  
**Special Topic**

**LAWENVIR 739** **15 Points**  
**Special Topic**

|   |                  |   |
|---|------------------|---|
| <b>LAWENVIR 740</b>   | <b>15 Points</b> |   |
| <b>Special Topic: Environmental Hazards: Legal Responses</b>  |                  | including the rules relating to hearsay, opinion evidence, privilege, examination of witnesses, confessions and the exclusion of illegally obtained evidence.<br><i>Prerequisite:</i> LAW 201, 231<br><i>Restriction:</i> LAW 425 |
| <b>LAWENVIR 741</b>   | <b>15 Points</b> |   |
| <b>Special Topic</b>  |                  |   |
| <b>LAWENVIR 742</b>   | <b>15 Points</b> |   |
| <b>Special Topic</b>  |                  |   |
| <b>LAWENVIR 700</b>   | <b>15 Points</b> |   |
| <b>Global Environmental Governance</b>  |                  |   |
| Critical examination of the current system of international environmental governance (including policies, treaties and institutions). Areas covered include United Nations system, climate change regime, international negotiations and the role of the State. Alternative approaches such as multilevel governance, multilateral decision-making and environmental trusteeship concepts will be examined in terms of their origins, prospects and practical feasibility. Involves individual research resulting in a substantial individual research essay.<br><i>Restriction:</i> LAWENVIR 710 |                  |   |
| <b>LAWENVIR 771</b>   | <b>15 Points</b> |   |
| <b>Mining and Energy Law</b>  |                  |   |
| An examination of the historical development, current legislative framework and the legal principles relating to the ownership, prospecting for, extraction and use of minerals, (including oil and gas), and the development of renewable energy resources. Involves individual research resulting in a substantial individual research essay.<br><i>Restriction:</i> LAWENVIR 713   |                  |   |
| <b>LAWENVIR 772</b>   | <b>15 Points</b> |   |
| <b>Special Topic</b>  |                  |   |
| <b>LAWENVIR 773</b>   | <b>15 Points</b> |   |
| <b>Special Topic</b>  |                  |   |
| <b>LAWENVIR 774</b>   | <b>15 Points</b> |   |
| <b>Special Topic</b>  |                  |   |
| <b>LAWENVIR 775</b>   | <b>15 Points</b> |   |
| <b>Special Topic</b>  |                  |   |
| <b>LAWENVIR 776</b>   | <b>15 Points</b> |   |
| <b>Special Topic</b>  |                  |   |
| <b>LAWENVIR 777</b>   | <b>15 Points</b> |   |
| <b>Special Topic</b>  |                  |   |
| <b>LAWENVIR 778</b>   | <b>15 Points</b> |   |
| <b>Special Topic</b>  |                  |   |
| <b>LAWENVIR 779</b>   | <b>15 Points</b> |   |
| <b>Special Topic</b>  |                  |   |
| <b>LAWENVIR 790</b>   | <b>30 Points</b> |   |
| <b>Dissertation</b>   |                  |   |
| 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.   |                  |   |
| <hr/> <b>Law General</b> <hr/>  |                  |   |
| <b>Stage IV</b>   |                  |   |
| <b>LAWGENRL 401</b>   | <b>20 Points</b> |   |
| <b>Evidence</b>   |                  |   |
| An overview of the rules related to the presentation of proof in New Zealand courts (civil and criminal) and tribunals,   |                  |   |
|   |                  |   |
| <b>LAWGENRL 403</b>   | <b>20 Points</b> |   |
| <b>Special Topic</b>  |                  |   |
| <b>LAWGENRL 404</b>   | <b>20 Points</b> |   |
| <b>Special Topic</b>  |                  |   |
| <b>LAWGENRL 405</b>   | <b>20 Points</b> |   |
| <b>Community Law Internship</b>   |                  |   |
| Participation in and report on an approved internship involving at least 150 hours internship with an approved organisation in a community context, and evaluation of the issues arising therefrom.<br><i>Prerequisite:</i> LAW 201, 211, 231, 241, 298 or 299<br><i>Restriction:</i> LAWGENRL 447  |                  |   |
| <b>LAWGENRL 420</b>   | <b>15 Points</b> |   |
| <b>Advocacy</b>   |                  |   |
| 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.<br><i>Prerequisite:</i> LAW 301, 306<br><i>Restriction:</i> LAW 347, 410  |                  |   |
| <b>LAWGENRL 421</b>   | <b>15 Points</b> |   |
| <b>Civil Procedure</b>  |                  |   |
| Advanced studies in procedure in civil actions and other civil proceedings with reference to the evolution and history of the present form of civil action, pleadings, discovery and other pre-trial devices; joinder of parties; jurisdiction (including equitable jurisdiction); and appellate procedure.<br><i>Prerequisite:</i> LAW 231<br><i>Restriction:</i> LAW 413  |                  |   |
| <b>LAWGENRL 422</b>   | <b>15 Points</b> |   |
| <b>Women and the Law</b>  |                  |   |
| A study of the dual role of law in addressing and maintaining gender inequality, feminist thought on the gendered nature of law, and specific legal issues relevant to the status and interests of women in society.<br><i>Prerequisite:</i> LAW 201, 211<br><i>Restriction:</i> LAW 437  |                  |   |
| <b>LAWGENRL 423</b>   | <b>15 Points</b> |   |
| <b>Legal History</b>  |                  |   |
| Historical analysis of problems currently facing the law in Aotearoa New Zealand with reference to both English sources and indigenous developments.<br><i>Prerequisite:</i> LAW 211<br><i>Restriction:</i> LAW 441   |                  |   |
| <b>LAWGENRL 424</b>   | <b>15 Points</b> |   |
| <b>Negotiation, Mediation and Dispute Resolution</b>  |                  |   |
| An introduction to negotiation, mediation and dispute resolution covering: (i) a conceptual study of these processes including the study of the function of law, roles of lawyer, ethics, analysis, cultural and socio-economic factors; and (ii) a practical study of these processes including criteria for choosing resolution methods, techniques, attitudes, problem solving strategies, communication techniques, and effectiveness.<br><i>Restriction:</i> LAW 447   |                  |   |



**LAWGENRL 425****15 Points****Psychiatry and the Law**

A general introduction to the formal relationship between psychiatry and law; the legal processes affecting compulsory assessment and treatment, including consideration of constitutional and cultural issues, patients rights and the review process; and the law and practice concerning forensic patients.

*Prerequisite:* LAW 201

*Restriction:* LAW 448

**LAWGENRL 426****15 Points****Roman Law**

The significance of Roman Law as an enduring legacy from the ancient world to the modern; a study of the sources and historical development of Roman law; and a study of selected aspects of Roman law including the law of actions (procedure), the law of obligations (contract and delict), family and succession law, and criminal law.

*Restriction:* LAW 453

**LAWGENRL 427****15 Points****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 306

*Restriction:* LAW 481

**LAWGENRL 428****15 Points****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:* 30 points at Stage II in *International Relations and Business* or LAW 211

*Restriction:* LAW 486

**LAWGENRL 429****15 Points****Law of Family Property**

Advanced study of the law of property in family contexts, including trusts, succession, and matrimonial property.

*Corequisite:* LAW 306

*Restriction:* LAW 445

**LAWGENRL 430****15 Points****Advanced Family Law**

Advanced problems in selected areas of family law.

*Prerequisite:* LAWGENRL 402 or 433

*Restriction:* LAW 407

**LAWGENRL 432****15 Points****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 211, 231

*Restriction:* LAW 427

**LAWGENRL 433****15 Points****Family Law**

The law relating to cohabitation and marriage, the establishment of parenthood, and the relationship between parent and child. Study of the interrelationship between the state, the family and child protection and support.

*Prerequisite:* LAW 211

*Restriction:* LAW 426, LAWGENRL 402

**LAWGENRL 434****15 Points****Trial Advocacy**

Examines the principles of trial advocacy in both civil and criminal cases; practical instruction; related procedural, tactical and ethical issues.

*Prerequisite:* LAW 301, 306

*Corequisite:* LAWGENRL 401

*Restriction:* LAW 347, 410, LAWGENRL 420, LAWHONS 707

**LAWGENRL 435****15 Points****Theories of Private Law**

Different theories of private law and how it leads to different solutions to concrete legal questions. This course explores some of the main schools of normative thought in contemporary private law theory. It examines the key concepts and values associated with each theory before considering different theoretical frameworks for understanding two of the main categories of private law: property and contract.

*Prerequisite:* LAW 231, 241

*Restriction:* LAWHONS 739

**LAWGENRL 436****15 Points****Air and Space Law**

Examines important aspects of international air and space law using examples of how the international law has been implemented and applied in the New Zealand legal system including topical aviation industry issues.

*Prerequisite:* LAW 211, 241

**LAWGENRL 438****10 Points****Housing Law and Policy**

An examination of the law and the policy considerations that relate to residential housing including: the historical development and current state of residential tenancy protection legislation; the relationship between social policy and housing regulation; human rights and social equity considerations; economic measures to achieve government policy objectives for housing; regulating the private rental market; property rights and security of tenure issues; 'consumer protection' measures to ensure safe and habitable housing; housing and natural disasters; retirement housing; new forms of housing ownership; and dispute resolution.

*Prerequisite:* LAW 301

**LAWGENRL 440****10 Points****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

*Restriction:* LAW 439

**LAWGENRL 442****10 Points****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 211

*Restriction:* LAW 462

#### **LAWGENRL 443 10 Points**

##### **Introduction to Common Law**

The history, nature and evolution of the Common Law; common law reasoning; the interaction of case law and legislation in a common law system.

*Restriction:* LAW 472

#### **LAWGENRL 444 10 Points**

##### **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 301

#### **LAWGENRL 445 10 Points**

##### **The History of the Law of Obligations**

The doctrinal history of the law of contract, tort and unjust enrichment from the twelfth century to the twentieth century. Original primary materials in the form of case law and legal treatises are considered.

*Prerequisite:* LAW 231, 241

*Restriction:* LAWGENRL 423, LAWHONS 740

#### **LAWGENRL 446 10 Points**

##### **Pacific People in Aotearoa: Legal Peripheries**

Examines and critiques certain areas and aspects of the law and legal system in New Zealand of particular relevance for Pacific people and communities.

*Prerequisite:* LAW 211

#### **LAWGENRL 447 10 Points**

##### **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, 298 or 299

*Restriction:* LAWGENRL 405

#### **LAWGENRL 448 10 Points**

##### **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 mental incompetents; 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 211, 231

*Restriction:* LAW 468

#### **LAWGENRL 449 10 Points**

##### **Selected Topics in Media Law**

The law governing the media and journalists. Topics to be covered will include some of: defamation, contempt of court, breach of confidence, privacy, the broadcasting legislation, censorship and copyright.

*Prerequisite:* LAW 211, 231

*Restriction:* LAWHONS 721

#### **LAWGENRL 450 10 Points**

##### **Public Authority Liability**

Detailed consideration of the bases in both public and private law on which public authorities or the Crown may be liable to compensate private individuals or entities, and the debates surrounding this issue; the interface between private and public law.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 466, LAWPUBL 450, LAWHONS 742

#### **LAWGENRL 452 15 Points**

##### **Appellate Advocacy**

General principles of appellate advocacy in both civil and criminal cases; practical instruction; related procedural, tactical and ethical issues.

*Prerequisite:* LAW 301, 306

*Corequisite:* LAWGENRL 401

*Restriction:* LAW 347, 410, LAWGENRL 420, LAWHONS 707

#### **LAWGENRL 453 15 Points**

##### **Special Topic: Privacy Law**

An examination of the Law relating to privacy in New Zealand with special reference to the common law protection of privacy; the protection of privacy under the Broadcasting Act 1989; and the scope and the application of the Privacy Act 2020.

*Prerequisite:* LAW 211

#### **LAWGENRL 454 15 Points**

##### **Special Topic: Law and Literature**

#### **LAWGENRL 455 10 Points**

##### **Economic Analysis of Public and Private Law**

Examines the role economic thinking can play in legal reasoning. Key economic concepts. Economic analysis applied to tort and contract law, constitutional and public international law, and judicial decision-making.

*Prerequisite:* LAW 211, 231, 241

#### **LAWGENRL 456 10 Points**

##### **Special Topic**

#### **LAWGENRL 457 10 Points**

##### **Special Topic**

#### **LAWGENRL 458 15 Points**

##### **Special Topic: Pasifika Peoples and the Law**

Undeniably, Pasifika peoples in Aotearoa experience a number of inequalities. However, the complex relationships between these inequalities and the law are rarely explored in legal education and scholarship. Therefore, this course aims to give students an understanding of these relationships by encouraging the use of critical perspectives to examine a range of socio-legal issues facing Pasifika communities in Aotearoa today.

**LAWGENRL 459** 15 Points  
**Special Topic**

*Postgraduate 700 Level Courses*

**LAWGENRL 702** 30 Points  
**Foundations of Human Rights**

A study of the moral and jurisprudential basis for human rights and for their protection through law including a study of the major theories of justice and rights. Involves individual research resulting in a substantial individual research essay.

**LAWGENRL 711** 30 Points  
**Special Topic: Media Law in the Digital World**

**LAWGENRL 712** 30 Points  
**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. Involves individual research resulting in a substantial individual research essay.

**LAWGENRL 713** 30 Points  
**Special Topic: Selected Issues in Family Law**

**LAWGENRL 714** 30 Points  
**Special Topic: International Dispute Resolution**

**LAWGENRL 715** 30 Points  
**Special Topic: WTO Dispute Resolution**

**LAWGENRL 716** 15 Points  
**Special Topic: Secured Transactions: Practical**

**LAWGENRL 717** 15 Points  
**Special Topic**

**LAWGENRL 718** 15 Points  
**Special Topic: Employment Law: Personal Grievance**

**LAWGENRL 719** 30 Points  
**Special Topic: Iwi Governance**

**LAWGENRL 720** 30 Points  
**Law of Evidence**

Fundamental principles and policies central to the law of evidence in modern times; consideration of how successfully these competing principles and policies are balanced within New Zealand's legislation governing the admission of evidence: the Evidence Act 2006. Using examples from New Zealand and abroad, consideration of how these principles and policies interact in particular cases in criminal proceedings. Involves individual research resulting in a substantial individual research essay.

**LAWGENRL 721** 30 Points  
**Mediation**

The nature of mediation and its strategic advantages and disadvantages, the legal framework of mediation (including the limits of confidentiality and privilege), negotiation theory and effective client representation in mediation. A central focus on current theoretical issues in dispute resolution such as ethical dilemmas, power dynamics in mediation and the future of the justice system. Involves individual research resulting in a substantial individual research essay.

**LAWGENRL 722** 15 Points  
**Comparative Law**  
 Comparative law, theory and methodology. Involves

individual research resulting in a substantial individual research essay.

**LAWGENRL 723** 15 Points  
**Special Topic: Selected Topics in Law of Evidence and Criminal Procedure**

**LAWGENRL 724** 15 Points  
**Special Topic: Miscarriage of Justice**

**LAWGENRL 725** 15 Points  
**Special Topic**

**LAWGENRL 726** 15 Points  
**Special Topic**

**LAWGENRL 727** 15 Points  
**Special Topic: Health Law**

**LAWGENRL 728** 15 Points  
**Special Topic**

**LAWGENRL 729** 15 Points  
**Special Topic**

**LAWGENRL 730** 15 Points  
**Special Topic**

**LAWGENRL 731** 15 Points  
**Special Topic**

**LAWGENRL 732** 15 Points  
**Special Topic**

**LAWGENRL 770** 15 Points  
**Ideas of Land**

An exploration of the challenges posed to legal thinking by social and environmental issues in the twenty-first century. Examination of some central tensions in the theory of property law. The history of common law ideas of land. Debates about theories of property in light of selected current issues in the law. Involves individual research resulting in a substantial individual research essay.

**LAWGENRL 771** 15 Points  
**Mediation Theory and Practice**

The mediation process, advantages and disadvantages of mediation, the landscape of mediation in New Zealand and internationally, some basic legal framework issues, the role of mediation in the civil justice system, consideration of some issues surrounding ethics, gender and race dynamics and online mediation. Involves individual research resulting in a substantial individual research essay.

**LAWGENRL 772** 15 Points  
**Mediation Advocacy**

A study of the practice and skills of representing clients effectively in mediation including tactical and ethical issues facing mediators. The relevant legal framework in detail, including the enforceability of mediation agreements, confidentiality and privilege issues, power dynamics and how to deal with common problems in mediation. Involves individual research resulting in a substantial individual research essay.

**LAWGENRL 773** 15 Points  
**Theoretical Issues in Therapeutic Jurisprudence**

An exploration of the theoretical underpinnings of the idea of law as a therapeutic agent. Involves individual research resulting in a substantial individual research essay.

**LAWGENRL 774** 15 Points  
**The Practice of Therapeutic Jurisprudence**  
 Building on Theoretical Issues in Therapeutic Jurisprudence,

this course investigates different areas of the practice of law that may be susceptible to a therapeutic jurisprudence analysis, including drug treatment and mental health courts. Involves individual research resulting in a substantial individual research essay.

*Prerequisite:* LAWGENRL 773

## Law Honours

### Postgraduate 700 Level Courses

**LAWHONS 702A** 10 Points

**LAWHONS 702B** 10 Points

#### Human Rights

The legal modes for protection of human rights, including the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993, freedom of expression and religion, criminal procedural rights, equality, and the prohibited grounds of discrimination.

*Restriction:* LAW 342, 452

*To complete this course students must enrol in LAWHONS 702 A and B*

**LAWHONS 706A** 10 Points

**LAWHONS 706B** 10 Points

#### Criminal Law and Policy

An in-depth analysis of current issues in substantive and procedural criminal law including: the role and function of forensic experts, developments in criminal law, criminal justice theory and criminal law reform.

*Restriction:* LAW 346

*To complete this course students must enrol in LAWHONS 706 A and B*

**LAWHONS 716A** 10 Points

**LAWHONS 716B** 10 Points

#### Legal History

Historical analysis of problems currently facing the law in Aotearoa New Zealand with reference to both English sources and indigenous developments.

*Restriction:* LAW 356

*To complete this course students must enrol in LAWHONS 716 A and B*

**LAWHONS 720A** 10 Points

**LAWHONS 720B** 10 Points

#### Maritime Law

A study of the law governing ships including: the ownership of and property in ships, charter parties, ship mortgages, law of carriage, shipboard crimes and torts, the law of collision, salvage, wrecks, the admiralty jurisdiction of the courts, national shipping laws, the international regulatory framework, the conflict of laws rules applicable to admiralty disputes and marine insurance.

*Restriction:* LAW 360

*To complete this course students must enrol in LAWHONS 720 A and B*

**LAWHONS 721A** 10 Points

**LAWHONS 721B** 10 Points

#### Media Law

Topics on the law governing the media and journalists including: defamation, contempt of court, breach of confidence, privacy, the broadcasting legislation, censorship and copyright.

*Restriction:* LAW 361, LAWGENRL 449

*To complete this course students must enrol in LAWHONS 721 A and B*

**LAWHONS 722A**

10 Points

**LAWHONS 722B**

10 Points

#### Medico-legal Problems

Selected studies in the relationship between law and medicine including: the purchase and provision of health services, the relationship between health providers and consumers, professional accountability, codes of rights, legal and ethical issues at the start and end of life, and biomedical research.

*Restriction:* LAW 362

*To complete this course students must enrol in LAWHONS 722 A and B*

**LAWHONS 728A**

10 Points

**LAWHONS 728B**

10 Points

#### Studies in Public Law

Advanced studies in respect of the principles and workings of the New Zealand constitution, the powers, privileges and immunities of the three branches of government, the exercise and control of government power and the relationship between the individual and the state (including the position of Māori under the Treaty of Waitangi).

*Restriction:* LAW 368, 403, 404

*To complete this course students must enrol in LAWHONS 728 A and B*

**LAWHONS 729A**

10 Points

**LAWHONS 729B**

10 Points

#### Studies in Torts

A study of policy issues in the law of tort, developments in the law of negligence, the economic torts, breach of statutory duty, invasion of privacy, informed consent, defences and remedies.

*Restriction:* LAW 369

*To complete this course students must enrol in LAWHONS 729 A and B*

**LAWHONS 733A**

10 Points

**LAWHONS 733B**

10 Points

#### Studies in Contract Law

Advanced studies of selected topics in contract law (and related areas), which may include consideration of the history of contract law, various jurisprudential and/or comparative approaches to contract law, various doctrines of contract law, the law of remedies and statutory reform of contract law.

*Restriction:* LAW 383

*To complete this course students must enrol in LAWHONS 733 A and B*

**LAWHONS 734A**

10 Points

**LAWHONS 734B**

10 Points

#### Issues in Insurance Law

A consideration of the law governing insurance contracts, including the duty of utmost good faith; the interpretation of the policy; the scope of cover; warranties and conditions; the claims process and fraudulent claims; and quantification of the insurer's obligations; subrogation and recoupment; and third party rights.

*Restriction:* LAWCOMM 424, 453

*To complete this course students must enrol in LAWHONS 734 A and B*

**LAWHONS 735A**

10 Points

**LAWHONS 735B**

10 Points

#### Corruption and Democracy

Corruption has devastating implications for self-government. This seminar explores how corruption manifests within democracies specifically: the impact of corruption on

democratic values and priorities; the inequalities it creates within political and economic systems; the environmental destruction and the potential for human rights violations it creates - all from the perspective of distinct sources of law including constitutions and treaties.

*Restriction: LAW 385, LAWPUBL 467*

*To complete this course students must enrol in LAWHONS 735 A and B*

**LAWHONS 736A** 10 Points

**LAWHONS 736B** 10 Points

#### Topics in International Law

An in-depth analysis of selected topics in historical and contemporary international law, the aim of which is to provide students with a deeper appreciation of the theoretical debates in the discipline, as well as a broader understanding of the topics being studied.

*Corequisite: LAW 435 or LAWPUBL 402*

*To complete this course students must enrol in LAWHONS 736 A and B*

**LAWHONS 737A** 10 Points

**LAWHONS 737B** 10 Points

#### Law of Agency

A study of the principles of agency law and selected applications thereof.

*To complete this course students must enrol in LAWHONS 737 A and B*

**LAWHONS 738A** 10 Points

**LAWHONS 738B** 10 Points

#### Studies in Company Law and Contract Law

An advanced study of selected topics in the areas of company law and contract law, including the relationship between directors, theories of the company, comparative corporate law, shareholders and the company, consideration of the history of contract law, various jurisprudential and/or comparative approaches to contract law, various doctrines of contract law and potential statutory reform of contract law.

*Corequisite: LAWCOMM 402*

*To complete this course students must enrol in LAWHONS 738 A and B*

**LAWHONS 739A** 10 Points

**LAWHONS 739B** 10 Points

#### Theoretical Foundations of Private Law

Explores some of the main schools of thought in contemporary private law theory, including formalism, realism, economic analysis and critical legal studies. Examines the key concepts and values associated with each theory before considering different theoretical frameworks for understanding two of the main categories of private law: property and contract.

*To complete this course students must enrol in LAWHONS 739 A and B*

**LAWHONS 740A** 10 Points

**LAWHONS 740B** 10 Points

#### The History of the Law of Obligations

The doctrinal history of the law of contract, tort and unjust enrichment from the twelfth century to the twentieth century. Original primary materials in the form of case law and legal treatises are considered.

*Restriction: LAW 356, LAWGENRL 445*

*To complete this course students must enrol in LAWHONS 740 A and B*

**LAWHONS 741A**

10 Points

**LAWHONS 741B**

10 Points

#### Indigenous Peoples and the Law

An overall consideration of Indigenous peoples in international, constitutional and human rights law in New Zealand and internationally.

*Restriction: LAWPUBL 446*

*To complete this course students must enrol in LAWHONS 741 A and B*

**LAWHONS 742A**

10 Points

**LAWHONS 742B**

10 Points

#### Public Authority Liability

Covers the various public and private law bases for monetary liability of public authorities (with a focus on Torts); the doctrinal and policy debates surrounding such liability; the uncertain interface between private and public law.

*Restriction: LAW 466, LAWGENRL 450, LAWPUBL 450*

*To complete this course students must enrol in LAWHONS 742 A and B*

**LAWHONS 743A**

10 Points

**LAWHONS 743B**

10 Points

#### Refugee and Immigration Law

Advanced studies on a range of refugee and immigration law matters including: the history and development of the international refugee system, changing understandings of refugees, detention systems and camps, people smuggling, themes in New Zealand immigration law history, the securitisation of immigration law and prospects of a borderless world. The course will incorporate history, theory, policy and critical analysis.

*To complete this course students must enrol in LAWHONS 743 A and B*

**LAWHONS 744**

20 Points

**LAWHONS 744A**

10 Points

**LAWHONS 744B**

10 Points

#### Special Topic

*To complete this course students must enrol in LAWHONS 744 A and B, or LAWHONS 744*

**LAWHONS 745**

20 Points

#### Corporate Governance

A study of the governance of corporations adopting comparative, and law-and-economics perspectives including the role and obligations of the board, the legal and economic relationships between corporate constituents, and trends and developments in corporate governance.

**LAWHONS 746A**

10 Points

**LAWHONS 746B**

10 Points

#### Concepts in Law and Security

An in-depth analysis of theoretical concepts related to law and security. The aims of the course are to introduce students to key concepts in the relevant academic discourse, to explore the ways in which these concepts frame discussions regarding law and security in the post-9/11 era, and to examine the extent to which those concepts influence policy, practice and discourse.

*To complete this course students must enrol in LAWHONS 746 A and B*

**LAWHONS 747A**

10 Points

**LAWHONS 747B**

10 Points

#### Law of Restitution

A study of the law of just restitution, including its general principles, the concept of unjust enrichment, and the relationship of the subject with other areas of law, including

the law of property, contract law, and the law of tort. Consideration is also given to selected areas of practical application, such as the reversal of transfers for mistake, impaired judgement, duress and failure of conditions, and profiting from wrongs.

To complete this course students must enrol in LAWHONS 747 A and B

**LAWHONS 748A** 10 Points

**LAWHONS 748B** 10 Points

**Special Topic**

To complete this course students must enrol in LAWHONS 748 A and B

**LAWHONS 749A** 10 Points

**LAWHONS 749B** 10 Points

**Special Topic**

To complete this course students must enrol in LAWHONS 749 A and B

**LAWHONS 789** 40 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.

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: 30 points at Stage II in Global Politics and Human Rights or LAW 211, 231, 241

Restriction: LAW 435

**LAWPUBL 403** 20 Points

**Special Topic: Advanced International Law**

**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

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 459

**LAWPUBL 422**

15 Points

**Contemporary Tiriti/Treaty Issues**

Contemporary legal issues arising under Te Tiriti o Waitangi.

Prerequisite: LAW 211

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, 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 211

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 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 211

Restriction: LAW 402, 440, LAWPUBL 401

**LAWPUBL 427**

15 Points

**Māori Land Law**

Customary Māori land tenure and legal issues arising under Te Ture Whenua Māori Act 1993.

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 211

*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 211

*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

*Restriction:* LAW 482

#### **LAWPUBL 431 15 Points**

##### **Advanced Public Law**

Advanced studies in selected areas of Public Law.

*Prerequisite:* LAW 211

*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:* 30 points at Stage II in *International Relations and Business* or LAW 211

*Restriction:* LAW 485

#### **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

*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:* 30 points at Stage II in *International Relations and Business*, or LAW 211

*Restriction:* LAW 494, LAWPUBL 462

#### **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:* 30 points at Stage II in *Global Politics and Human Rights* or LAW 211

*Restriction:* LAW 496

#### **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:* 30 points at Stage II in *BGlobalSt* courses or LAW 211

*Restriction:* LAW 498

#### **LAWPUBL 441 15 Points**

##### **Nga Tikanga Māori**

A study of Māori customary law. Topics that may be covered include: the content of Customary Law as it relates to Māori social and political organisation and land tenure; Customary Law's interaction with the general (e.g., through statute or the common law); Customary Law and legal pluralism and culture theory; and the role of Customary Law in contemporary Crown-iwi relations.

*Prerequisite:* LAW 211

#### **LAWPUBL 442 15 Points**

##### **Researching Indigenous Rights Theory, Law and Practice**

Aims to provide students with the opportunity to develop their research and writing skills, while also acquiring substantive knowledge about indigenous rights law in the context of international law; comparative law; and the domestic law of states. Students will also learn how to research indigenous rights law, for example by learning how to access materials, academic papers, and information.

*Prerequisite:* LAW 211

#### **LAWPUBL 443 15 Points**

##### **Refugee Law**

An overview of the international and New Zealand refugee law systems including who is a refugee, the pathways and processes for becoming a refugee, the rights of refugees. Critical approaches to the field of refugee law; discussion of contemporary challenges in the field.

*Prerequisite:* 30 points at Stage II in *Global Politics and Human Rights* or LAW 211

*Restriction:* LAW 428, LAWPUBL 424

#### **LAWPUBL 444 15 Points**

##### **Immigration Law**

An overview of the immigration issues in New Zealand. The history of immigration law; examination of some of the key issues in immigration law today including the immigration law system, citizenship, visas, deportation, appeals and judicial review of immigration decisions and national security issues. Contemporary challenges in the field.

*Prerequisite:* LAW 211

*Restriction:* LAW 428, LAWPUBL 424

#### **LAWPUBL 445 15 Points**

##### **European Union Law**

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:* 30 points at Stage II in BGlobalSt courses or LAW 271

*Restriction:* LAW 424

#### **LAWPUBL 446 15 Points**

##### **Indigenous Peoples in International Law**

An introduction to international law as it relates to Indigenous peoples including: third world approaches to international law; the United Nations Declaration on the Rights of Indigenous peoples; the relationship between international human rights and Indigenous peoples' rights; the universal human rights regime and Indigenous peoples; regional human rights systems and Indigenous peoples' rights; international economic institutions and Indigenous peoples; business and Indigenous peoples' rights and special topics relevant to Indigenous peoples in the Pacific. *Prerequisite:* 30 points at Stage II in Global Environment and Sustainable Development or Global Politics and Human Rights, or LAW 271

#### **LAWPUBL 447 10 Points**

##### **Statutory Interpretation: Theory and Practice**

The normal mode of legal reasoning and legal argumentation proceeds by way of interpretation: of statutes, of precedents, of contracts etc. This course takes up the systematic study of statutory interpretation. Drawing on examples from different common law jurisdictions, it surveys the traditional techniques employed in the interpretation of statutes and analyses the contemporary debate between different theoretical schools such as textualism, intentionalism, purposivism and pragmatism.

*Restriction:* LAW 488

#### **LAWPUBL 451 10 Points**

##### **Counterterrorism Law and Policy**

An examination of various legal issues arising out of the 'global war on terror', including: different paradigms for dealing with emergencies; difficulties of legally defining terrorism; detention of terrorist suspects; ethnic/racial profiling; electronic surveillance; coercive interrogation and torture; targeted killing; criminalisation of offences related to terrorism.

*Prerequisite:* 30 points at Stage II in Global Environment and Sustainable Development or Global Politics and Human Rights, or LAW 201, 211

*Restriction:* LAW 467

#### **LAWPUBL 452 10 Points**

##### **Law of Armed Conflict**

The legal rules governing the conduct of hostilities; historical and contemporary operation; associated issues, including treaties and UN peace operations.

*Corequisite:* LAW 435 or LAW PUBL 402

*Restriction:* LAW 473

#### **LAWPUBL 453 10 Points**

##### **Privacy Law**

An examination of the Law relating to privacy in New Zealand with special reference to the common law protection of privacy; the protection of privacy under the Broadcasting Act 1989; and the scope and application of the Privacy Act 1993.

*Prerequisite:* LAW 211, 231

*Restriction:* LAW 474, 483

#### **LAWPUBL 454 10 Points**

##### **International Disputes Settlement**

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 271

*Corequisite:* LAW 435 or LAW PUBL 402

#### **LAWPUBL 455 10 Points**

##### **The Law of Disarmament**

A legal analysis of the framework governing disarmament and arms control in the international sphere, including (but not limited to) treaties such as the Nuclear Non Proliferation Treaty, the Comprehensive Test Ban Treaty, the Chemical Weapons Convention, and the Landmines Convention. Relevant case law of the International Court of Justice. The role of civil society in disarmament campaigns.

*Prerequisite:* 30 points at Stage II in Global Politics and Human Rights, or LAW 211

*Restriction:* LAW PUBL 466

#### **LAWPUBL 456 10 Points**

##### **Introduction to Criminology**

A study of classical and contemporary theories concerning the nature, causes and effects of crime and delinquency; the varieties of behaviour that society chooses to control or regulate; formal and informal methods and institutions used to achieve crime control; and the operation of various law enforcement, security, correctional and judicial organisations. Throughout the course attention is given to the relationship between theory and practice and students are encouraged to think critically about the implications of criminological research for criminal justice policy.

*Prerequisite:* LAW 201

*Restriction:* LAW PUBL 423

#### **LAWPUBL 457 10 Points**

##### **Advanced Employment Law**

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 PUBL 425

*Restriction:* LAW 460

#### **LAWPUBL 458 10 Points**

##### **Comparative Indigenous Law Topics**

Study of law and legal issues affecting indigenous peoples in various jurisdictions.

*Prerequisite:* 30 points at Stage II in Global Environment and Sustainable Development or Global Politics and Human Rights, or LAW 271

*Restriction:* LAW 463

#### **LAWPUBL 459 10 Points**

##### **Aspects of Advanced International Law**

Advanced studies in selected aspects of international law.

*Prerequisite:* LAW 435 or LAW PUBL 402

*Restriction:* LAW 408, LAW PUBL 421

#### **LAWPUBL 460 10 Points**

##### **Comparative Constitutional Law**

Through a comparative approach to constitutional structures, history and constitution-making, this course aims to prepare students both theoretically and practically



to evaluate New Zealand's constitution and to consider its future.

*Prerequisite:* LAW 211

*Restriction:* LAW 483, LAWPUBL 431

**LAWPUBL 461 15 Points**  
**Human Rights Theory and its Application**

Explores substantive international and domestic human rights law and associated legal skills taught through a combination of seminars and experiential learning.

*Prerequisite:* 30 points at Stage II in Global Politics and Human Rights or LAW 399 and one of LAWPUBL 422, 428, 436, 458

**LAWPUBL 462 15 Points**  
**Law of the Sea**

An examination of the history of the development of the law of the sea; the sources of the contemporary law of the sea, leading to the adoption of the 1982 United Nations Convention on the Law of the Sea; and the legal regime of various maritime zones (territorial sea, exclusive economic zone, high seas etc). Particular issues such as the settlement of disputes, maritime delimitation, maritime security, fisheries and bioprospecting are also addressed.

*Prerequisite:* 30 points at Stage II in International Relations and Business, or LAW 211

*Restriction:* LAW 494, LAWPUBL 435

**LAWPUBL 463 10 Points**  
**Advanced Topics in Criminal Law**

Consideration of particular areas of law arising from criminal trials, including bail, offences against justice (corruption, perjury, perverting justice), appeals against conviction including the role of juries, when justice 'miscarries', prosecutorial misconduct, trial counsel error, inconsistent verdicts, tainted acquittals.

*Prerequisite:* LAW 201

*Restriction:* LAWPUBL 420

**LAWPUBL 464 10 Points**  
**Special Topic**

**LAWPUBL 465 10 Points**  
**Special Topic: International Law in Aotearoa/New Zealand**

Students will consider international law from a New Zealand perspective. The course evaluates how international law shapes New Zealand and operates with(in) its legal system, and focuses on New Zealand's interaction with, contribution to, and attitude towards different areas of international law. *Corequisite:* LAWPUBL 402

**LAWPUBL 466 15 Points**  
**Contemporary Issues in Disarmament Law**

A study of the legal and humanitarian issues relating to arms control and disarmament, including both conventional weapons (landmines, small arms, incendiary weapons for example) and "weapons of mass destruction" (chemical, biological and nuclear weapons). Themes include the role of civil society in law-making, difficulties of verification and dispute resolution and the role of law in disarmament.

*Prerequisite:* 30 points at Stage II in Global Politics and Human Rights or LAW 211

*Restriction:* LAWPUBL 455

**LAWPUBL 467 15 Points**  
**Anti-corruption Law and Democracy**

The global significance of corruption and its implications for self-government are explored within the context of rising economic and political inequality and illiberal populism. This course asks whether anti-corruption law can respond to democracy's vulnerabilities and decline. It examines current economic and political trends, anti-corruption

law domestically and internationally, and the potential for enhancing the law to better-protect political integrity.

*Prerequisite:* LAW 201, 211

*Restriction:* LAWHONS 735

**LAWPUBL 468 15 Points**  
**Special Topic**

**LAWPUBL 469 10 Points**  
**Special Topic**

**LAWPUBL 470 15 Points**  
**Special Topic**

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**Postgraduate 700 Level Courses**

**LAWPUBL 700 15 Points**  
**The International Legal System**

A discussion of the framework, development and theory of international law. An examination of the key concepts and fundamental principles of international law. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 705 30 Points**  
**Criminal Law and Policy**

The history and principles of criminal law, analysis of current issues in substantive and procedural criminal law, criminal justice theory, including the theory of punishment, and criminal law reform. Involves individual research resulting in a substantial individual research essay.

*Restriction:* LAW 715

**LAWPUBL 707 30 Points**  
**Employment Law**

Selected and comparative studies in employment law. Involves individual research resulting in a substantial individual research essay.

*Restriction:* LAW 725

**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, e.g., education and health authorities. Involves individual research resulting in a substantial individual research essay.

**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. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 726 30 Points**  
**Public International Law**

The principles of international law and their application to municipal law. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 730 15 Points**  
**Indigenous Peoples' Rights in National Law**

A study of the application of indigenous peoples' rights in

national jurisdictions including New Zealand, Canada, the United States and select Latin American states. Involves individual research resulting in a substantial individual research essay.

**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. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 736 30 Points**

**Human Rights Litigation**

Study of international conventions and customary international law on human rights, including: free speech, exercise of religion, privacy and nondiscrimination, 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. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 740 15 Points**

**Special Topic: Local Government Law**

**LAWPUBL 741 30 Points**

**Special Topic: International Peace and Security**

**LAWPUBL 742 30 Points**

**Fundamental Principles of Criminal Law**

Advanced study of the scope and application of fundamental principles in criminal liability. Involves significant individual research resulting in a substantial individual research essay.

**LAWPUBL 743 30 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 state responsibility, substantive crimes and defences, and alternatives to criminal trials such as truth commissions and amnesties. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 744 30 Points**

**Special Topic: Human Rights and Technology**

**LAWPUBL 745 30 Points**

**Special Topic: Constitution and Custom in the South Pacific**

**LAWPUBL 746 15 Points**

**Special Topic: Waitangi Tribunal: Past, Present and Future**

**LAWPUBL 747 15 Points**

**Special Topic: Patients' Rights**

This wide-ranging course examines key current issues in patients' rights. Topics may include: access, quality and information, rights to access health care, how the quality of health care is assessed, limits of information disclosure, outcomes data, complaint history, resolution of patient concerns and access to justice, patient protection from incompetence and abusive practitioners and the role of professional discipline.

**LAWPUBL 748 15 Points**

**Special Topic: Life and Liberty in Comparative Constitutional Law**

**LAWPUBL 749 30 Points**

**Special Topic: Indigenous Persons: Law and Policy**

**LAWPUBL 750 30 Points**

**Regulation of Healthcare**

The regulation of healthcare in New Zealand. Topics include: the legal structure of the publicly funded health system, regulation of health practitioners, the Code of Consumers' Rights and the HDC complaint system, professional discipline, and the role of the Human Rights Review Tribunal. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 751 30 Points**

**Special Topic: Litigating Human Rights - Law and Practice in Comparative Perspective**

**LAWPUBL 752 30 Points**

**Special Topic: Contemporary Issues in International Law**

**LAWPUBL 753 30 Points**

**Special Topic: Comparative Constitutional Law**

**LAWPUBL 754 30 Points**

**Special Topic: Comparative Human Rights Law**

**LAWPUBL 755 30 Points**

**Special Topic: Comparative Criminology**

**LAWPUBL 756 30 Points**

**Crown and State Liability**

The availability of remedies against the state or Crown. Conceptual and practical anomalies arising under the Crown Proceedings Act 1950. The development of judicial review, both in New Zealand and in other parts of the Commonwealth, to resolve such anomalies. The potential impact of the Bill of Rights Act 1990. Analytical difficulties, and possibilities for reform. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 757 30 Points**

**Special Topic: Regulation in Healthcare**

**LAWPUBL 758 30 Points**

**Special Topic: Uncensored History of International Law**

**LAWPUBL 759 15 Points**

**Privacy at Common Law**

The concept of privacy; definitions; privacy-related interests. Sources of privacy law. Common law privacy protection in New Zealand and other jurisdictions, including the recognition of privacy torts and possible future developments. Specific applications. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 760 15 Points**

**Selected Issues in Public International Law**

Explores a selection of contemporary issues in international law. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 761 15 Points**

**Indigenous Peoples' Rights in International Law**

An in-depth study of the international law relevant to the protection of the rights of indigenous peoples. The history of the development of indigenous peoples' rights in international law; analysis of those rights; the mechanisms in place for indigenous peoples to advocate for their rights

in international fora. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 770** 15 Points

**Theory and History of Criminal Law and Policy**

Explores the history and principles of criminal law, criminal justice theory, including the theory of punishment with analysis of some current issues in substantive criminal law. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 771** 15 Points

**Advanced Criminal Procedure: Selected Topics**

An in-depth examination of selected laws governing police investigations and criminal trial practice in New Zealand. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 772** 15 Points

**Comparative Criminal Procedure**

An examination of the law related to police investigations and criminal trial practice in Canada, United States and New Zealand. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 773** 15 Points

**Advanced Evidence Law in Criminal Cases**

An in-depth examination of the law governing the presentation of evidence in criminal trial proceedings under the New Zealand Evidence Act 2006. Involves individual research resulting in a substantial individual research essay.

**LAWPUBL 774** 15 Points

**Human Rights**

The legal framework for the protection of human rights including a consideration of the moral and jurisprudential underpinnings of modern human rights. Involves significant individual research resulting in a substantial individual research essay.

**LAWPUBL 775** 15 Points

**Human Rights Remedies**

A study of human rights dispute mechanisms and remedies available for breach of rights. Involves individual research resulting in a substantial individual research essay.

*Prerequisite: LAWPUBL 774*

**LAWPUBL 776** 15 Points

**Human Rights: Selected Topics**

A study of selected contemporary human rights issues. Involves individual research resulting in a substantial individual research essay.

*Prerequisite: LAWPUBL 774*

**LAWPUBL 777** 15 Points

**Human Rights in Mental Health Law**

A study of human rights issues arising in the specific context of mental health law. Involves individual research resulting in a substantial individual research essay.

*Prerequisite: LAWPUBL 774*

**LAWPUBL 778** 15 Points

**Issues in Search and Surveillance**

A study of current search and surveillance issues in the context of human rights law. Involves significant individual research resulting in a substantial individual research essay.

*Prerequisite: LAWPUBL 774*

**LAWPUBL 779** 15 Points

**Special Topic: Counterterrorism and Constitutionalism**

## Faculty of Medical and Health Sciences

### Academic Integrity

**ACADINT A01** 0 Points

**Academic Integrity Course**

The Academic Integrity Course is an online course designed to increase student knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct. Students work through a series of modules, outlining scenarios that they may encounter while studying at university. Each scenario provides information on relevant rules, resources and expected behaviour.

### Audiology

#### Postgraduate 700 Level Courses

**AUDIOL 701** 15 Points

**Auditory Neurosciences**

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, Teamwork and Patient Safety

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

### Advanced Studies in Clinical Education

Supervised research on a topic approved by the Head of School of Medicine.

**CLINED 710** 15 Points

### Special Studies

Independent study on a topic approved by the Head of School of Medicine.

**CLINED 711** 15 Points

### E-learning and Clinical Education

Develops the knowledge and skills to critically evaluate e-learning in the clinical setting. Addresses underlying theoretical constructs, practical skills, sourcing and selection of learning objects, course design and assessment.

**CLINED 712** 15 Points

### Curriculum and Course Design

Theory, concepts, and processes that underlie curriculum development and the design of short courses for a clinical setting. Addresses outcome-based course design and the development of objectives, content, methods, materials, assessment and evaluation for a course or curriculum.

**CLINED 713** 15 Points

### Clinical Supervision

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.

**CLINED 715** 30 Points

### Theory and Practice of Clinical Education

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.

**CLINED 716** 30 Points

### Assessing Clinical Performance

Examines the purpose, criteria, methods, scoring methods and examiner training for a range of assessments of health professionals, with a focus on ensuring competence to practice. This will include concepts of reliability and validity, standard setting as well as advanced techniques to compare and effectively implement different types of clinical assessments.

*Restriction: CLINED 704*

**CLINED 717** 15 Points

### Special Topic

**CLINED 718** 15 Points

### Professionalism in Clinical Education

Students will examine and critically reflect on the notion of professionalism in clinical education to ascertain how professionalism is fostered in health care settings. The course will address methods of teaching and learning professionalism.

**CLINED 719** **Clinical Education in Action** **15 Points**  
 Takes a broad look across essential topics in clinical education of relevance to all clinical teachers involved in teaching with patients, assessing students and planning lessons. Application to practice and peer observation are key components of this course.

**CLINED 790** **60 Points**  
**CLINED 790A** **30 Points**  
**CLINED 790B** **30 Points**  
**Dissertation**  
*Corequisite: POPLHLTH 701 or equivalent experience*  
*To complete this course students must enrol in CLINED 790 A and B, or CLINED 790*

**CLINED 796A** **60 Points**  
**CLINED 796B** **60 Points**  
**Thesis**  
*Prerequisite: POPLHLTH 701 or equivalent experience*  
*To complete this course students must enrol in CLINED 796 A and B*

**CLINED 797A** **60 Points**  
**CLINED 797B** **60 Points**  
**Research Portfolio**  
 Supervised research that represents the personal scholarly work of a student based on a coherent area of inquiry. Culminates in a conclusive piece of work related to a specific area of specialisation or scope of practice.  
*Prerequisite: POPLHLTH 701 or equivalent experience*  
*To complete this course students must enrol in CLINED 797 A and B*

## Clinical Imaging

### Stage II

**CLINIMAG 201** **15 Points**  
**Radiographic Clinical Practice I**  
 Introduces the fundamental knowledge and clinical skills necessary to perform a range of routine radiographic examinations with a patient-centred focus.

### Stage III

**CLINIMAG 301** **15 Points**  
**Radiographic Clinical Practice II**  
 Extends the fundamental knowledge and clinical skills necessary to perform a range of routine and non-routine radiographic examinations, including specialist views and adaptive techniques, with a patient-centred focus.

**CLINIMAG 302** **15 Points**  
**Radiographic Clinical Practice III**  
 Develops the fundamental knowledge and clinical skills necessary to perform a range of advanced radiographic imaging examinations including mammography, angiography, interventional procedures, and computed tomography (CT), with a patient-centred focus.

### Stage IV

**CLINIMAG 401** **30 Points**  
**CLINIMAG 401A** **15 Points**  
**CLINIMAG 401B** **15 Points**  
**Radiographic Clinical Practice IV**  
 Consolidates the knowledge and clinical skills necessary

to perform all radiographic imaging examinations, with a patient-centred focus.

*To complete this course students must enrol in CLINIMAG 401 A and B, or CLINIMAG 401*

## Postgraduate 700 Level Courses

**CLINIMAG 705** **15 Points**  
**Nuclear Medicine Clinical Applications**  
 Addresses normal and altered radiopharmaceutical biodistribution imaging appearances and protocol selection relating to clinical practice of various body systems including respiratory, endocrine, hepatobiliary, genitourinary and gastro-intestinal systems.  
*Prerequisite: MEDIMAGE 720*

**CLINIMAG 706** **15 Points**  
**Nuclear Medicine Specialised Clinical Applications**  
 Addresses normal and altered radiopharmaceutical biodistribution appearances, and protocol selection and development, associated with cardiovascular, lymphatic and oncological applications in Nuclear Medicine. Students will also examine non-imaging radionuclide investigations and therapeutic applications associated with current and evolving Nuclear Medicine techniques.  
*Prerequisite: MEDIMAGE 720*

**CLINIMAG 707** **15 Points**  
**CT Clinical Practice**  
 Addresses normal and abnormal CT imaging appearances, protocol selection and development, and includes reflection on clinical practice. The course will ensure students develop the knowledge, competencies, skills and attitudes needed to demonstrate mastery in both academic and professional capability in CT practice.  
*Prerequisite: MEDIMAGE 710*  
*Restriction: CLINIMAG 717*

**CLINIMAG 708** **15 Points**  
**Mammographic Clinical Practice**  
 Addresses normal and abnormal mammographic imaging appearances, technique evaluation and adaptation, and includes reflection on clinical practice relating to mammography. The course will ensure students develop the knowledge, competencies, skills and attitudes needed to demonstrate mastery in academic and professional mammographic practice.  
*Prerequisite: MEDIMAGE 707*

**CLINIMAG 709** **15 Points**  
**Principles of Clinical Ultrasound**  
 Provides a fundamental understanding of ultrasound technology and applications. Students will integrate physical principles of ultrasound including transducer technology, quality assurance, bio-effects and safety, and apply these to clinical practice. In addition, they will analyse standard imaging techniques, normal and abnormal imaging appearances of the abdomen, pelvis and lower leg veins and perform examinations of these areas.  
*Corequisite: MEDIMAGE 716*

**CLINIMAG 710** **15 Points**  
**MRI Clinical Applications**  
 Addresses normal and abnormal imaging appearances, protocol selection and development, and applications associated with standard neurological, musculoskeletal and body MRI examinations.  
*Prerequisite: MEDIMAGE 714*  
*Restriction: CLINIMAG 701, 702*

**CLINIMAG 711 15 Points****MRI Specialised Clinical Applications**

Addresses complex scientific principles of MRI relevant to a range of specialised applications. Students will examine advanced pulse sequences, specialised procedures including breast MR, enterography, MR angiography functional MRI and cardiac MRI. Techniques such as perfusion, spectroscopy, diffusion tensor imaging (DTI), and tractography, will be investigated in addition to new and evolving techniques.

*Prerequisite:* MEDIMAGE 714

*Restriction:* CLINIMAG 702

**CLINIMAG 712 15 Points****MRI Clinical Practice**

Develops the knowledge, competencies, skills and attitudes needed to demonstrate mastery in both academic and professional capability in MRI practice.

*Prerequisite:* Departmental approval

**CLINIMAG 713 15 Points****Ultrasound Clinical Applications in Obstetrics and Gynaecology**

Addresses normal and abnormal ultrasound imaging appearances, adaptation of scanning techniques relating to gynaecology and obstetrics ultrasound imaging.

*Prerequisite:* CLINIMAG 709 or MEDIMAGE 716

*Restriction:* CLINIMAG 703

**CLINIMAG 714 15 Points****Ultrasound Clinical Applications**

Addresses normal and abnormal ultrasound imaging appearances, adaptation of scanning techniques relating to the abdomen, musculoskeletal system, vascular system, small parts and paediatric imaging. Students will develop theoretical knowledge and reflect on competencies, skills and attitudes required for mastery in academic and professional ultrasound practice.

*Prerequisite:* CLINIMAG 709 or MEDIMAGE 716

*Restriction:* CLINIMAG 704

**CLINIMAG 715 15 Points****Ultrasound Clinical Practice**

Develops the knowledge, competencies, skills and attitudes needed to demonstrate mastery in both academic and professional capability in ultrasound practice.

*Prerequisite:* Departmental approval

**CLINIMAG 716 15 Points****Nuclear Medicine Clinical Practice**

Develops the knowledge, competencies, skills and attitudes needed to demonstrate mastery in both academic and professional capability in Nuclear Medicine practice.

*Prerequisite:* Departmental approval

**CLINIMAG 717 15 Points****CT Clinical Applications**

Addresses normal and abnormal Computed Tomography (CT) imaging appearances, protocol selection and modification, and application to clinical practice.

*Restriction:* CLINIMAG 707

**CLINIMAG 718 15 Points****Special Topic****CLINIMAG 719 15 Points****Ultrasound Abdominal Clinical Applications**

Addresses normal and abnormal ultrasound imaging appearances, scanning techniques and applications associated with abdominal ultrasound examinations. An emphasis will be placed on integrating theory and clinical

practice elements to facilitate sound clinical decision making and clinical competence.

*Prerequisite:* MEDIMAGE 716

*Restriction:* CLINIMAG 704, 714

**CLINIMAG 720 15 Points****Ultrasound Specialised Clinical Applications**

Addresses normal and abnormal ultrasound imaging appearances, scanning techniques and applications associated with musculoskeletal, vascular, small parts and paediatric ultrasound examinations. An emphasis will be placed on integrating theory and clinical practice elements to facilitate sound clinical decision making and clinical competence.

*Prerequisite:* MEDIMAGE 716

*Restriction:* CLINIMAG 704, 714

**Dietetics****Postgraduate 700 Level Courses****DIETETIC 703 15 Points****Clinical Nutrition: Disease Pathophysiology and Management**

Provides basic and practical material for professional application of clinical nutrition knowledge to dietetic practice and case management. Includes the aetiology and pathophysiology of disease states that are relevant to, and underpin, nutritional management and/or treatment. Includes assessment of nutritional status and nutritional requirements, fluid and electrolyte management, nutrition therapy by tube feeding, and dietetic management of various disease states.

**DIETETIC 707 30 Points****Professional Skills 1**

Evaluates professional communication, organisation and management skills that will enable students to work effectively as dietitians. Students will describe and appraise nutrition information, dietetic expertise, judgement and reasoning to the nutrition assessment, intervention and evaluation of nutrition and dietetic process plans. Introduces the principles of food service systems and public health to optimise nutrition, health and well-being.

*Restriction:* DIETETIC 704

**DIETETIC 708 30 Points****Professional Skills 2**

Integrates professional communication, organisation and management skills that will enable students to work effectively as dietitians. Students will apply nutrition knowledge, dietetic expertise, judgement and reasoning to the nutrition assessment, intervention and evaluation of nutrition and dietetic process plans. Applies the principles of food service systems and public health to optimise nutrition, health and well-being.

*Prerequisite:* DIETETIC 707

*Restriction:* DIETETIC 705

**DIETETIC 709A 15 Points****DIETETIC 709B 15 Points****Professional Skills 3**

Advances effective communication skills to optimise nutrition, health, well-being for individuals and communities. Integrates and appraises the dietetic process as it applies to clinical and dietetic practice. Critically evaluates the scientific principles of clinical nutrition to enable the translation of the evidence to best practice. Apply communication and organisation principles, which

will ensure effective, management and leadership within varied environments.

*Prerequisite:* DIETETIC 707, 708

*Restriction:* DIETETIC 706

*To complete this course students must enrol in DIETETIC 709 A and B*

**DIETETIC 793A** 45 Points

**DIETETIC 793B** 45 Points

#### **Thesis**

*Prerequisite:* DIETETIC 703, 704, 705

*To complete this course students must enrol in DIETETIC 793 A and B*

## **Health Informatics**

### **Postgraduate 700 Level Courses**

**HLTHINFO 722** 15 Points

**Special Study in Health Informatics 1**

**HLTHINFO 723** 15 Points

#### **Health Knowledge Management**

The objective of this course is to develop an ability to analyse the role and dynamics of knowledge in the working environment in the health sector, and to develop aspects of knowledge infrastructure.

*Restriction:* POPLHLTH 723

**HLTHINFO 724** 15 Points

**Special Study in Health Informatics 2**

**HLTHINFO 725** 15 Points

#### **The New Zealand Health Data Landscape**

An overview of key issues to support the appropriate and effective use of large volumes of routinely collected data to drive improvements in the delivery of health care. Ethical and equitable use of health data, critical evaluation of health data, identification of analytic methods and appropriate interpretation to support health care decision-making are discussed. Specific datasets are not analysed.

**HLTHINFO 728** 15 Points

#### **Principles of Health Informatics**

The study of information technology and information management concepts relevant to the delivery of high quality and cost-effective healthcare. Theoretical frameworks such as data management, decision support, strategic planning and implementation, change management, knowledge management and privacy and other ethical aspects of health informatics are included.

*Restriction:* POPLHLTH 728

**HLTHINFO 730** 15 Points

#### **Healthcare Decision Support Systems**

Familiarises students with the main developments of decision support systems in healthcare. The theoretical concepts and the technology including data mining, clinical decision support systems, diagnostic systems and decision support in managed care are outlined. Ethical issues are also addressed.

*Restriction:* POPLHLTH 730

## **Health Management**

### **Postgraduate 700 Level Courses**

**HLTHMGT 721** 15 Points

#### **Health Management**

The application of general management principles to health

organisations and resources, with particular reference to the nature of health organisations and health professional teams. Includes theory and concepts supporting the effective management of health human resources and financial resources.

*Restriction:* POPLHLTH 721

**HLTHMGT 724** 15 Points

#### **Special Topic**

**HLTHMGT 725** 15 Points

#### **Special Study in Health Leadership**

**HLTHMGT 729** 15 Points

#### **Strategic Health Management**

The importance and contribution of strategic management to the health sector is established through the application of strategic management thinking and theory to complex systems. Skills in strategy formulation are developed through application of the logic and processes of strategy.

*Restriction:* POPLHLTH 729

**HLTHMGT 754** 15 Points

#### **Health Leadership**

Establishes the conceptual foundation of health leadership related to the self, others and organisations. Contemporary leadership frameworks are compared and linked to leadership theory and concepts in the context of improving health and outcomes.

*Restriction:* NURSING 732, POPLHLTH 754

**HLTHMGT 755** 45 Points

**HLTHMGT 755A** 15 Points

**HLTHMGT 755B** 30 Points

#### **Project in Health Leadership**

An applied research-based project in an aspect of health leadership. The project provides a capstone experience to the degree. Students critically analyse real-world cases and problems and develop evidence-informed and innovative solutions through expert consultation and literature research.

*To complete this course students must enrol in HLTHMGT 755 A and B, or HLTHMGT 755*

## **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.



|   |                  |  |  |
|---|------------------|--|--|
| <b>HLTHPSYC 715</b><br><b>Research Methods in Health Psychology</b><br>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.   | <b>15 Points</b> | <b>HLTHPSYC 721</b><br><b>Self-Management in Chronic Illness</b><br>Describes the concept of self-management and how it relates to managing the symptoms, treatment and psychological changes that occur after being diagnosed with a chronic health condition. Some of the most prevalent health conditions and relevant self-care behaviours will be covered including type 2 diabetes, cardiovascular disease, arthritis and cancer. A review of the psychological impact of having a chronic illness will also be covered, including coping with chronic illness. The course will also focus on designing self-management interventions, including a review of the frameworks for intervention development, implementation and evaluation. | <b>15 Points</b>   |
| <b>HLTHPSYC 716</b><br><b>Psychoneuroimmunology</b><br>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.  | <b>15 Points</b> | <b>HLTHPSYC 742A</b><br><b>HLTHPSYC 742B</b><br><b>Professional Practice in Health Psychology</b><br>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.<br><i>Prerequisite: HLTHPSYC 746</i><br><i>To complete this course students must enrol in HLTHPSYC 742 A and B</i>  | <b>15 Points</b><br><b>15 Points</b>                     |
| <b>HLTHPSYC 717</b><br><b>Emotions, Emotion Regulation, and Health</b><br>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. | <b>15 Points</b> | <b>HLTHPSYC 743</b><br><b>Psychopathology and Clinical Interviewing</b><br>Common psychological disorders encountered in clinical practice and health settings. Practical teaching of clinical interview and diagnostic skills is completed in class.  | <b>15 Points</b>   |
| <b>HLTHPSYC 718</b><br><b>Psychophysiology and Health</b><br>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.  | <b>15 Points</b> | <b>HLTHPSYC 744</b><br><b>Research Topic in Health Psychology</b><br>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.  | <b>15 Points</b>   |
| <b>HLTHPSYC 719</b><br><b>Health Psychology Assessment</b><br>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.<br><i>Restriction: PSYCH 701, 747</i>  | <b>15 Points</b> | <b>HLTHPSYC 745A</b><br><b>HLTHPSYC 745B</b><br><b>Practicum in Health Psychology</b><br>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.<br><i>Prerequisite: HLTHPSYC 746</i><br><i>To complete this course students must enrol in HLTHPSYC 745 A and B</i>   | <b>45 Points</b><br><b>45 Points</b>                     |
| <b>HLTHPSYC 720</b><br><b>Health Psychology Interventions</b><br>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.<br><i>Restriction: PSYCH 701, 748</i>   | <b>15 Points</b> | <b>HLTHPSYC 746</b><br><b>HLTHPSYC 746A</b><br><b>HLTHPSYC 746B</b><br><b>Pre-internship Placement</b><br>Requires students to undertake 300+ hours in at least two approved clinical placements in addition to associated workshops and training over a twelve month period.<br><i>To complete this course students must enrol in HLTHPSYC 746 A and B, or HLTHPSYC 746</i>   | <b>30 Points</b><br><b>15 Points</b><br><b>15 Points</b> |
|   |                  | <b>HLTHPSYC 755</b><br><b>Special Study</b>  | <b>15 Points</b>   |
|   |                  | <b>HLTHPSYC 757</b><br><b>Psychosomatic Processes</b><br>Focuses on the psychological, social and biological mechanisms behind illnesses that present with medically unexplained symptoms. Such illnesses include: chronic   | <b>15 Points</b>   |



fatigue syndrome, chronic pain, irritable bowel syndrome and the somatoform disorders. The diagnostic controversy surrounding these disorders and treatment approaches for these conditions will be addressed.

**HLTHPSYC 758** **Special Topic** **15 Points**

**HLTHPSYC 796A** **60 Points**

**HLTHPSYC 796B** **60 Points**

### **Thesis in Health Psychology**

To complete this course students must enrol in HLTHPSYC 796 A and B

## **Health Sciences**

### **Postgraduate 700 Level Courses**

**HLTHSCI 700** **30 Points**  
**Working with People with Long-term Conditions**

Long-term conditions present one of the most challenging global epidemics of the twenty-first century. This course is designed to support the development of a responsive person-centred healthcare workforce to meet the needs of people living with long-term conditions and to work with them to improve their self-efficacy and health outcomes.

Restriction: NURSING 738

**HLTHSCI 701** **30 Points**  
**Self-management for People Living with Long-term Conditions**

Self-management is a key strategy to maximise quality of life for individuals and their families living with long-term conditions. This course is designed to strengthen assessment of self-management, collaborative person centred goal setting and planning. It focuses on developing motivational communication skills and collaborative strengths-based approaches which support efficacy and activation.

Restriction: NURSING 771

**HLTHSCI 702** **30 Points**  
**Principles of Primary Health Care**

Assists primary healthcare professionals 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.

Restriction: NURSING 772

**HLTHSCI 703** **30 Points**  
**Psychological Interventions in Health Care**

Focuses on increasing health professionals' skills in the use of psychological interventions for people who have acute or long term mental health or physical health problems. Explores evidence-based psychological models, such as Cognitive and Behaviour Therapy and Motivational Interviewing. Illness beliefs that impact on the person's ability to engage effectively with treatment plans, and self-management of their health problem/s, will also be critiqued.

Restriction: NURSING 760, 781

**HLTHSCI 704** **30 Points**  
**Primary Health Care of Children and Young People**

Equips healthcare professionals with the knowledge to provide primary and community health care, from a global to a national and local level, for well children and young people and those with long term conditions. All aspects of the course will be underpinned by the United

Nations Convention on the Rights of the Child (UNCRC). Epidemiology, whānau (family) focused partnerships and interventions will be addressed along with the management of common conditions in the 0–25 year age range.

Restriction: NURSING 716, 788

**HLTHSCI 705** **30 Points**  
**Mental Health and Addiction for Health Professionals**

Uses a person-focused theoretical framework to explore mental health and addiction problems presenting in non-specialist mental health settings. Conceptualises mental health and addiction problems as frequently co-occurring. Engagement, assessment, collaborative solution focused interventions, referral and care coordination will be explored.

**HLTHSCI 706** **30 Points**  
**Special Topic**

**HLTHSCI 707** **30 Points**  
**Special Topic**

**HLTHSCI 708** **30 Points**  
**Special Topic**

**HLTHSCI 789** **30 Points**

**HLTHSCI 789A** **15 Points**

**HLTHSCI 789B** **15 Points**

### **Research Project**

To complete this course students must enrol in HLTHSCI 789 A and B, or HLTHSCI 789

**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 795** **45 Points**

**HLTHSCI 795A** **22.5 Points**

**HLTHSCI 795B** **22.5 Points**

### **Research Project in Health Practice**

An applied research-based project relating to an aspect of health practice in a specialised community development setting. Students will critically analyse real-world cases and problems and develop evidence-informed, innovative solutions to community health issues through literature search, consultation with community leaders and relevant health professionals and through application of relevant community development and change frameworks.

Prerequisite: 15 points from POPLHLTH 701, 704, 705

To complete this course students must enrol in HLTHSCI 795 A and B, or HLTHSCI 795

**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****MAORIH 21H** **12 Points****Introduction to Biology**

An introduction to the structure, function and processes of the human body at cellular and tissue levels. Special emphasis on the four primary tissues including membrane transport, muscle types and function, blood and the immune response, and basic neurobiology. Provides foundational knowledge of development post fertilisation and the anatomy and physiology of selected mammalian organ systems. Exposes students to the laboratory environment, particularly microscopy and dissection.

**MAORIH 22H** **12 Points****Introduction to Anatomy and Physiology**

Introduction to human biology through a study of the structure and function of mammalian organ systems. Topics of focus include: skin and derivatives, digestive, nervous, reproductive and urinary, bone, endocrine and circulatory systems. This course also exposes students to learning in a laboratory environment with a strong focus on microscopy and dissection.

**MAORIH 23H** **12 Points****Introduction to Chemistry 1**

An overview of general chemistry principles with an emphasis on the language of chemistry and the use of mathematics to determine answers to chemical problems. An emphasis is placed on the atomic scale of matter so that students are able to describe the macroscopic world using a molecular perspective and relate chemical structures to functions. Laboratory work includes techniques of simple qualitative and quantitative measurements.

**MAORIH 24H** **12 Points****Introduction to Chemistry 2**

Provides an overview of systematic organic chemistry illustrating the diversity and reactivity of organic compounds, including reaction mechanisms and application of chemical kinetics. Spectroscopic techniques will be discussed, including in relation to structure determination. A quantitative study of proton transfer reactions will allow for understanding of control of pH.

**MAORIH 25H** **12 Points****Introduction to Population Health 1**

Introduction to key concepts and foundational knowledge in population health. Concepts include models for conceptualising health, the aggregate health of groups, social determinants of health, social gradients in health outcomes, and health inequalities and inequities, and foundational understanding of health care systems.

**MAORIH 26H** **12 Points****Introduction to Population Health 2**

Explores patterns and distributions in health events, causal

effects on health, and strategies for addressing health inequalities and inequities at a population level. Exposure to a foundational overview of epidemiology and population health concepts and relevant skills, including understanding and measuring the distribution of disease and illness in well-defined populations, will also be provided.

**MAORIH 27H** **12 Points****Academic and Professional Development in Māori and Pacific Health 1**

Presents study and academic writing skills essential for successful transition from secondary education or community contexts into tertiary study. Content focuses on a practical application of Population Health and Māori and Pacific health workforce development, while engaging students in their professional practice, cultural growth and leadership and communication.

**MAORIH 28H** **12 Points****Academic and Professional Development in Māori and Pacific Health 2**

Provides study and academic skills necessary for transition from foundation study to first year bachelor level study. Content areas focus on Māori and Pacific relevant examples of population health topics including: health status, determinants of health, barriers to access and quality of care and health interventions targeted at Māori and Pacific populations.

**MAORIH 29H** **12 Points****Introduction to Mathematics**

Provides foundation skills in mathematics and develops mathematical competence. Topics covered include measurement, notation, functions, equations, exponential growth/decay, logarithms and statistics. Examples used in the course will revolve around applications of mathematics in the health sciences.

**MAORIH 30H** **12 Points****Introduction to Health Psychology**

Introduction to key concepts and foundational knowledge in health psychology. Concepts include models and theories of behaviour change and development, including the relationship between major biological, cognitive and social-emotional processes. Broader social science approaches to behaviour, health and development across the lifespan will also be explored, as well as the application of health psychology for those wishing to pursue a career in health.

**MAORIH 31H** **12 Points****Introduction to Physics**

An introduction to physics relevant to health studies, including examples and illustrations that revolve around human physiology. Topics include mechanics, optics, waves, thermal physics, radiation and electricity.

**MAORIH 32H** **12 Points****Special Topic****Stage II****MAORIH 301** **15 Points****Introduction to Māori Health**

Māori society, culture and values are explored. Historical processes are reviewed within the context of the Treaty of Waitangi. The course will examine how these factors underpin the basic determinants of health and shape contemporary Māori health status in Aotearoa. Different

approaches to improving Māori health and reducing inequalities will be critically examined.

*Prerequisite:* POPLHLTH 111

### Stage III

#### MAORIHTH 301 15 Points

##### Māori Health and Practice

Māori health knowledge is used to develop effective public health practice for Māori contexts. Areas of focus include critical thinking, reflective practice, advocacy and the application of Kaupapa Māori principles.

*Prerequisite:* MAORIHTH 201

*Restriction:* POPLHLTH 201

### Postgraduate 700 Level Courses

#### MAORIHTH 701 15 Points

##### Foundations of Māori Health

Provides an overview of the many dimensions of Māori Health. It examines the historical and contemporary determinants of Māori health status, and outlines strategies for improving Māori health in the context of the Treaty of Waitangi, and reducing health inequalities.

*Restriction:* MAORIHTH 301

#### MAORIHTH 705 15 Points

##### Māori Health Promotion and Early Intervention

Discusses the importance of health promotion and early intervention for Māori. Models of health promotion used by different Māori providers will be presented as well as assisting students to design and implement health promotion and interventions which are likely to be effective for Māori individuals, families, and communities.

#### MAORIHTH 706 15 Points

##### Māori Health: Policy and Practice

Critically examines public health policy and practice in Aotearoa/New Zealand with respect to Māori health and equity. Provides insights into the application of Kaupapa Māori principles in different areas of public health practice to advance Māori health.

*Prerequisite:* MAORIHTH 301 or 701

#### MAORIHTH 707 15 Points

##### Practicum in Māori Health

Provides the opportunity to develop social assessment and critical analysis skills through the documentation of an approved practicum. Students will be expected to 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.

#### MAORIHTH 708 15 Points

##### Special Studies

#### MAORIHTH 709 15 Points

##### Transformational Research for Māori Health

Provides a critical analysis of research and research processes with regard to their potential to colonise or liberate. Drawing on Kaupapa Māori Theory, the course examines how research can be undertaken in ways that are safe for Māori and that contribute to positive Māori development.

*Prerequisite:* MAORIHTH 710 and 15 points from POPLHLTH 701, 702, 767

#### MAORIHTH 710 15 Points

##### Kaupapa Māori Theory

Kaupapa Māori Theory (KMT) underpins a range of

approaches employed to ensure policy, research and intervention processes emphasise Māori ways of knowing and being and work to prevent the further marginalisation of Māori. Students learn about the development of KMT and its use in the context of Māori health and development, and will experience and learn from a range of initiatives and projects that have KMT at their core.

*Prerequisite:* MAORIHTH 301 or 701

*Restriction:* MAORIHTH 702

#### MAORIHTH 711 15 Points

##### Special Topic: Māori Quantitative Methods

Provides students with an understanding of how to apply a Kaupapa Māori Research (KMR) approach to quantitative research methods (study design, analysis and dissemination) in the health sciences. It will expose students to a range of analytic and practical tools that can be drawn on in the design and conduct of quantitative research with Māori.

*Prerequisite:* MAORIHTH 301 or 701

#### MAORIHTH 792 60 Points

##### MAORIHTH 792A 30 Points

##### MAORIHTH 792B 30 Points

##### Dissertation

*Restriction:* MPHEALTH 792

To complete this course students must enrol in MAORIHTH 792 A and B, or MAORIHTH 792

#### MAORIHTH 796A 60 Points

#### MAORIHTH 796B 60 Points

##### Thesis

*Restriction:* MPHEALTH 796

To complete this course students must enrol in MAORIHTH 796 A and B

### MBChB

#### Part II

#### MBChB 221A 60 Points

#### MBChB 221B 60 Points

##### MBChB Part II

Through clinical scenarios, lectures and laboratories, students are introduced to human health and the description and pathogenesis of disease processes as a basis for the systematic study of human illness. This is integrated with the study of human organ systems through components focusing on musculoskeletal, digestive, genitourinary, cardiovascular and respiratory systems, linked with practical work in anatomy, physiology, pathology, medical imaging, and professional, clinical and communication skills.

*Restriction:* MBChB 203, 205, 206, 209, 210, 211

To complete this course students must enrol in MBChB 221 A and B

#### Part III

#### MBChB 311A 7.5 Points

#### MBChB 311B 7.5 Points

##### Medical Humanities

A variety of options from the study of medical humanities.

To complete this course students must enrol in MBChB 311 A and B

#### MBChB 321A 52.5 Points

#### MBChB 321B 52.5 Points

##### MBChB Part III

Through clinical scenarios, lectures, laboratories and problem-solving sessions, students explore human health

and illness in a multidisciplinary manner with particular focus on the nervous system, blood, immunity and infection, reproduction, development and aging, and how bodily systems are regulated. This is integrated with practical work in anatomy, physiology, pathology, medical imaging and professional, clinical and communication skills, as well as ward-based learning experiences.

*Prerequisite:* MBCHB 221

*Restriction:* MBCHB 303, 305, 306, 312, 313

To complete this course students must enrol in MBCHB 321 A and B

### Stage IV

**MBCHB 401A** 60 Points

**MBCHB 401B** 60 Points

#### **MBChB Part IV**

During Part IV, students spend 33 weeks in eight clinical attachments: emergency medicine, anaesthesiology, musculoskeletal, surgery, general and specialty medicine, geriatrics and general practice. These attachments are complemented by four weeks of topic teaching on campus. There is also a compulsory Māori and Pacific Health module.

*Prerequisite:* MBCHB 311, 321

To complete this course students must enrol in MBCHB 401 A and B

### Stage V

**MBCHB 501A** 60 Points

**MBCHB 501B** 60 Points

#### **MBChB Part V**

Students will complete academic study of forty one weeks of which thirty one are in clinical placements. These are: general practice, obstetrics and gynaecology, psychiatry, paediatrics, specialty surgery and a selective. There are three weeks of formal learning on campus including a Population Health week. Other projects and asynchronous learning also needs to be completed. Students may undertake the majority of study in a regional rural setting in Northland.

*Prerequisite:* MBCHB 401

To complete this course students must enrol in MBCHB 501 A and B

**MBCHB 551A** 60 Points

**MBCHB 551B** 60 Points

#### **MBChB Part VI**

The 44 week year includes an optional element for students to undertake study in an area of medicine of their choice (the Elective), or complete a substantial research project, up to a period of 11 weeks. The remaining weeks are spent, practising under supervision, in hospitals and community facilities. Students undertake patient care in the disciplines of general practice, medicine, surgery, emergency medicine, psychiatry, paediatrics and obstetrics and gynaecology. Students also complete an advanced cardiac life support workshop and a week of clinical imaging.

*Prerequisite:* MBCHB 501

To complete this course students must enrol in MBCHB 551 A and B

## Medical Imaging

### Stage I

**MEDIMAGE 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 Medical Sciences. This course must be completed prior to enrolling in Part III of the Bachelor of Medical Imaging (Honours) degree.

### Stage II

**MEDIMAGE 201** 15 Points

#### **Fundamentals of Medical Imaging**

Provides a fundamental understanding of Medical Imaging practice. Students will examine components of the clinical setting including patient care, cultural competency, and ethical considerations, to prepare them for the clinical learning environment. Students will apply these concepts to radiographic imaging in the context of routine radiographic examinations.

**MEDIMAGE 202** 15 Points

#### **Medical Imaging Science**

Provides students with a fundamental understanding of ionising radiation in the context of medical imaging. Addresses x-ray production, instrumentation, x-ray detection, digital imaging and the principles of quality assurance. Also examines the biological effects of ionising radiation, dose, and radiation protection.

**MEDIMAGE 203** 15 Points

#### **Radiographic Imaging I**

Develops student knowledge of routine radiographic examinations in a Medical Imaging department. The anatomical relationships of the body and the imaging examinations are explored with reference to the appendicular and axial skeleton.

*Prerequisite:* MEDIMAGE 201, 202

### Stage III

**MEDIMAGE 301** 15 Points

#### **Radiographic Imaging II**

Extends knowledge of radiographic examinations and procedures in a Medical Imaging department. The anatomical relationships of the body and the imaging examinations are explored with focus on specialist views and adaptive techniques.

*Prerequisite:* MEDIMAGE 199, 203

**MEDIMAGE 302** 15 Points

#### **Sectional Imaging Anatomy and Pathology**

Develops understanding of anatomy and pathology as applied in Medical Imaging. Focuses on sectional imaging anatomy, normal variants and common pathologies as demonstrated on CT (computed tomography), MRI (Magnetic Resonance Imaging) and ultrasound images.

*Prerequisite:* MEDSCI 201, 203

**MEDIMAGE 303** 15 Points

#### **Physiology and Pharmacology for Medical Imaging**

Fundamentals of physiological processes supporting the study of biopharmaceutics, pharmacokinetics, pharmacodynamics in the context of Medical Imaging.

*Prerequisite:* BIOSCI 106, 107, CHEM 110, MEDSCI 142

**MEDIMAGE 304** 15 Points

#### **Advanced Radiographic Imaging**

Develops understanding of advanced radiographic imaging examinations including mammography, angiography, interventional procedures, and computed tomography. Addresses the physical principles of image production, instrumentation and dose considerations. Students will investigate a range of clinical applications, and normal and

abnormal imaging appearances associated with each of these modalities.

*Prerequisite: MEDIMAGE 202, 203*

### **MEDIMAGE 305 15 Points**

#### **Professional Practice in Medical Imaging**

Develops fundamental concepts of professionalism, reflective practice and communication to patient-centred care and professional practice in Medical Imaging.

*Prerequisite: MEDIMAGE 201*

### **MEDIMAGE 306 15 Points**

#### **Specialised Medical Imaging**

Examines specialised medical imaging modalities including ultrasound, nuclear medicine, and magnetic resonance imaging (MRI). Addresses the physical principles of image production, instrumentation and safety considerations. Students will investigate a range of clinical applications, and normal and abnormal imaging appearances associated with each of these modalities.

*Prerequisite: MEDIMAGE 202, 203*

### **Postgraduate 700 Level Courses**

### **MEDIMAGE 701 15 Points**

#### **Imaging Anatomy and Pathology**

Students will develop an integrated understanding of anatomy and pathology as it applies to medical imaging in the clinical context. The course introduces the principles of medical science at whole body, organ, tissue, cellular and sub cellular levels and includes the fundamentals of anatomy, physiology and pathophysiology of the major systems of the human body in relation to specific regions and pathologies.

### **MEDIMAGE 702 15 Points**

#### **Professional Issues in Medical Imaging**

Students will investigate the concept of professional practice leading to an exploration of current professional issues relevant to medical imaging including role development and advanced practice. The course will provide students with the knowledge to interact with individuals from a variety of backgrounds both ethically and with respect for their beliefs and values. The course also addresses medico-legal issues, decision-making and effective communication within the clinical setting.

### **MEDIMAGE 707 15 Points**

#### **Mammographic Technology**

Provides students with an in-depth understanding of mammographic technology and its application. The course addresses the scientific principles of the modality including image formation, technical parameters, radiation safety specific to mammography, image quality, artefacts, and quality assurance. Equipment developments and new and evolving techniques will be examined.

### **MEDIMAGE 708 15 Points**

#### **Nuclear Medicine Technology**

Provides students with an in-depth understanding of nuclear medicine technology and its application. Addresses scientific principles of the modality relating to clinical practice including Spectral Positron Emission Computed Tomography (SPECT), Positron Emission Tomography (PET), image quality, quality assurance and non-imaging radionuclide investigations.

*Prerequisite: MEDIMAGE 720*

### **MEDIMAGE 710 15 Points**

#### **CT Imaging Technology**

Provides students with an in-depth understanding of CT technology and its application. The course addresses the scientific principles of the modality including image formation and reconstruction, technical parameters, radiation safety and dose reduction, image quality, artefacts, quality assurance and contrast agents. Equipment developments and new and evolving techniques will be examined.

### **MEDIMAGE 711 15 Points**

#### **Musculoskeletal Trauma Image Evaluation**

Provides students with the knowledge to evaluate radiographs of common musculoskeletal trauma in the clinical setting. Using a systematic method of image interrogation and a critical approach, students will develop the ability to provide a preliminary clinical image evaluation of common musculoskeletal trauma radiographs.

### **MEDIMAGE 712 15 Points**

#### **Musculoskeletal Pathology Image Evaluation**

Provides students with the knowledge to evaluate radiographs of common musculoskeletal pathologies in the clinical setting. Using a systematic method of image interrogation and a critical approach, students will develop the ability to provide a preliminary clinical image evaluation of common musculoskeletal pathology radiographs.

### **MEDIMAGE 713 15 Points**

#### **Special Studies**

### **MEDIMAGE 714 15 Points**

#### **Fundamentals of Clinical MRI**

Provides a fundamental understanding of MRI technology and applications and addresses scientific principles of the modality including resonance and relaxation, image contrast, spatial encoding, and digital image formation. Students will examine components of the clinical environment including MRI equipment, contrast agents, bio-effects and safety. In addition, students will analyse standard imaging protocols of the lumbar spine, knee and brain and normal and abnormal MR imaging appearances of these areas.

### **MEDIMAGE 715 15 Points**

#### **MRI Technology**

Provides an in-depth understanding of MRI technology and its applications and addresses scientific principles of the modality relating to standard clinical practice including pulse sequences, image quality and quality assurance, technical parameters and trade-offs, image optimisation, artefacts, parallel imaging, scanning at 3T, diffusion and MR angiography.

*Prerequisite: MEDIMAGE 714*

*Restriction: MEDIMAGE 703, 704*

### **MEDIMAGE 716 15 Points**

#### **Fundamentals of Clinical Ultrasound**

Provides a fundamental understanding of ultrasound technology and applications. Students will examine components of the clinical environment including transducer technology, quality assurance, bio-effects and safety. In addition, students will analyse standard imaging techniques and normal and abnormal imaging appearances of the renal tract, pelvis and first trimester of pregnancy.

### **MEDIMAGE 717 15 Points**

#### **Ultrasound Imaging Technology**

Provides students with advanced scientific principles of ultrasound and its application. The course addresses

Doppler principles, artefacts and instrumentation, electronic array technology, contrast agents, 3-D and 4-D scanning, equipment developments and new and evolving techniques.  
*Prerequisite:* CLINIMAG 709 or MEDIMAGE 716

#### **MEDIMAGE 718 15 Points**

##### **Acute Chest Image Interpretation**

Provides students with the knowledge to evaluate acute chest radiographs in the clinical setting. Using a systematic method of image interrogation and a critical approach, students will develop the ability to provide a preliminary clinical image evaluation of common acute chest radiographs.

#### **MEDIMAGE 719 15 Points**

##### **Paediatric Image Evaluation**

Provides students with the knowledge to evaluate radiographs of common paediatric trauma and pathologies in the clinical setting. Using a systematic method of image interrogation and a critical approach, students will develop the ability to provide a preliminary clinical image evaluation of common paediatric radiographs.

#### **MEDIMAGE 720 15 Points**

##### **Fundamentals of Clinical Nuclear Medicine**

Provides a fundamental understanding of nuclear medicine technology and applications and addresses scientific principles of the modality including radioactivity, radiation detection and decay, dosimetry, and radio-pharmacy. Students will examine components of the clinical environment including equipment, laboratory procedures, bio-effects and radiation safety. In addition, they will analyse standard imaging protocols, normal and altered biodistribution and imaging appearances of the skeletal system.

#### **MEDIMAGE 721 15 Points**

##### **MRI Safety**

Extends students' understanding of the underlying physical principles related to a range of MRI safety issues. The course will provide students with the opportunity to explore these safety issues in greater depth and to apply this knowledge in critically evaluating current policies and practices. New and emerging safety topics will also be examined.  
*Prerequisite:* MEDIMAGE 714

#### **MEDIMAGE 722 15 Points**

##### **Special Topic**

#### **MEDIMAGE 740 30 Points**

##### **MEDIMAGE 740A 15 Points**

##### **MEDIMAGE 740B 15 Points**

##### **Research Project**

To complete this course students must enrol in MEDIMAGE 740 A and B, or MEDIMAGE 740

## **Medical Science**

### **Stage I**

#### **MEDSCI 100G 15 Points**

##### **Human Mind and Body Relationships**

Humans share with other living things the features of physical self-generation and adaptation to the environment. Humans also live in a mental (mind) world and maintain relationships with our perceived environments. Minds and bodies mutually affect one another. This mind/body dance, which is explored in this course, is what gives rise to all of human behaviour from simple daily activities to the highest forms of creativity.

#### **MEDSCI 101G**

15 Points

##### **Environmental Threats to Human Health**

Our environment sustains our lives but at times threatens our health. These threats may occur naturally, or arise from damage we have inflicted on the environment. This course considers health impacts of climate change, pollution, lifestyle choices, poverty and affluence, workplace hazards, emerging infectious diseases, and dangers affecting cancer risk.

#### **MEDSCI 142**

15 Points

##### **Biology for Biomedical Science: Organ Systems**

Introduction to human biology with particular emphasis on integrated organ function. The course will deal with: structures and processes associated with the function of the nervous, locomotor, cardiovascular, respiratory, digestive, renal, endocrine, musculoskeletal and reproductive systems.  
*Restriction:* HUMANBIO 142

### **Stage II**

#### **MEDSCI 201**

15 Points

##### **Human Structure and Function**

Presents the structure of biological systems with special reference to human biology, from the levels of histology through to gross anatomy. Specific examples of the correlation between structure and function will be considered. An introduction to current techniques for the visualisation of biological structure will be presented.  
*Prerequisite:* BIOSCI 107, MEDSCI 142

#### **MEDSCI 202**

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

##### **Pharmacology and Toxicology**

A solid grounding in the principles underlying pharmacology and toxicology, including the nature of drug targets, their interaction and response (pharmacodynamics), the fate of drugs within the body (pharmacokinetics), toxicity classification and testing, poisons and antidotes, adverse drug reactions, selective toxicity, drug discovery and development. Selected drug examples will be studied to illustrate key principles of clinical pharmacology.  
*Prerequisite:* BIOSCI 106, CHEM 110, MEDSCI 142

#### **MEDSCI 205**

15 Points

##### **The Physiology of Human Organ Systems**

An integrative approach is used to study fundamental physiological processes which enable the body to overcome

the challenge of life. Drawing on examples of normal and abnormal function, the course examines the interaction of vital physiological processes, from cellular control mechanisms to multiple organ systems. Topics include: control of fluid and electrolytes, cardiovascular control, energy use, and the delivery of oxygen and metabolites.

*Prerequisite:* BIOSCI 107, MEDSCI 142

*Restriction:* PHARMACY 205

### MEDSCI 206

15 Points

#### Principles of Neuroscience

The impact of neuroscience revolution on our understanding of human physiology and biomedical research is reviewed. Topics include: mechanisms of neurotransmission, learning, memory, sensory perception (vision, hearing, touch and smell) and application of gene therapy for treating neurological diseases. Special emphasis is placed on the integration and control of physiological function by the nervous system. Examples include control of movement and coordination, regulation of reproduction, blood pressure, breathing, appetite, body weight and sexuality. Developmental neuroscience is also considered. Laboratory exercises provide insight into neural structure and function and include application of neuroimaging technologies.

*Prerequisite:* BIOSCI 107, MEDSCI 142

### Stage III

### MEDSCI 300

15 Points

#### Analytical Anatomy and Visualisation

Examines the analysis, description and quantification of anatomical structures, including visualisation methodologies and the challenges of imaging subcellular to whole organ anatomy. Emphasis is placed on emerging applications and technology, including computational anatomy, surgical planning and research applications. Appropriate uses of human tissue, modern imaging technologies, tissue preparation, imaging artefacts, and novel visualisation techniques will be explored.

*Prerequisite:* MEDSCI 201

### MEDSCI 301

15 Points

#### Molecular Basis of Disease

An in-depth analysis of the cellular and molecular basis of disease, including the role of environmental and inherited risk factors, as well as mechanisms of response to cell injury and inflammation in the disease process. A number of examples will be studied including cancer and infectious disease.

*Prerequisite:* MEDSCI 203

### MEDSCI 302

15 Points

#### Cancer Biology

A study of the scientific basis of cancer including: mechanisms underlying the pathogenesis of cancer, carcinogenesis, DNA damage and repair, properties of cancer cells (including abnormalities of growth and cell cycle control), the growth of tumours, the classification and histopathology of cancers, and an introduction to therapeutic strategies.

*Prerequisite:* BIOSCI 356 or MEDSCI 203

### MEDSCI 303

15 Points

#### Drug Disposition and Kinetics

Topics include: passage of drugs across membranes, drug absorption, distribution, metabolism and excretion, pharmacokinetics, drug-drug interactions, novel drug delivery systems, pharmacogenetics, drug analysis, drugs in selected populations, including the elderly, children

and neonates, in pregnancy and in various pathological conditions.

*Prerequisite:* MEDSCI 204

### MEDSCI 304

15 Points

#### Molecular Pharmacology

Considers the cellular and molecular mechanisms of drug action on receptors with a particular focus on G-protein coupled receptors. Explores how receptors signal and traffic through cells and the implications of these processes on drug development and design. Also includes in silico drug design. Develops skills in experimental design and critical appraisal of data.

*Prerequisite:* BIOSCI 203, MEDSCI 204

### MEDSCI 305

15 Points

#### Systems Pharmacology

Considers the modification by drugs of human systems under physiological and pathological conditions. The cellular and molecular mechanisms of drugs as receptors, ion channels, enzymes and intermediate messengers are considered. The modification of drugs on the cardiovascular, gastrointestinal, endocrine, reproductive, respiratory and central nervous systems will be covered.

*Prerequisite:* MEDSCI 204 and 30 points from BIOSCI 203, MEDSCI 203, 205

### MEDSCI 306

15 Points

#### Principles of Toxicology

Considers the principles and concepts that result in detrimental effects in animals and humans. It addresses: biochemical pathways and targets in the toxicity of chemicals, the effects at cellular, organ and whole body level, e.g., 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 30 points from BIOSCI 203, MEDSCI 203, 205

### MEDSCI 307

15 Points

#### Neuropharmacology

An introduction to the principles and concepts involved in neuropharmacology. The course covers: the anatomy, neurochemistry and pharmacology of the normal and diseased human brain; the biochemical causes of psychiatric and neurological diseases; and the types and mechanisms of action of drugs used to treat brain disorders.

*Prerequisite:* MEDSCI 204, 206

### MEDSCI 309

15 Points

#### Biophysics of Nerve and Muscle

An advanced treatment of the physiology of excitable cells. Topics include: the biophysical basis of membrane potential, the spread of electrical activation and synaptic transmission, structure, excitation, mechanics and energetics of muscle and functional differences among muscle types. The approach is quantitative with particular emphasis on current advances in the field.

*Prerequisite:* 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

15 Points

#### Cardiovascular Biology

An advanced treatment of the human cardiovascular system that provides an integrated framework for understanding the structure, function and regulation of the heart and circulation, and their modification by drugs. Topics include: the energetics and mechanics of the heart, the regulation



of heart rhythm and the control of blood pressure and the regulation of flow through the microcirculation. The course is illustrated using examples drawn from current research in the field and from representative disease states.

*Prerequisite:* MEDSCI 205

### **MEDSCI 312 15 Points** **Neuroendocrinology 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 oestrus cycles, ovulation, spermatogenesis, feto-maternal physiology including placental function, animal reproduction and assisted reproductive technologies.

*Prerequisite:* 15 points from BIOSCI 107, 203, MEDSCI 142

### **MEDSCI 314 15 Points** **Immunology**

The biology, cellular and molecular events underlying the immune response. The nature and characteristics of antibody-mediated and cell-mediated immunity including antigen recognition and presentation, antibody and T cell receptor structure, immune regulation and cytokines, immunogenetics and histocompatibility. The relationships of the immune system to the activities of pathogenic organisms. Applied immunology including biotechnology, infection, autoimmunity, tumour immunology, transplantation and immunodeficiency.

*Prerequisite:* MEDSCI 202 or BIOSCI 201

### **MEDSCI 315 15 Points** **Nutrition, Diet and Gene Interactions**

Focuses on the importance of nutrition in health and disease from a clinical perspective. The contribution of genetic and epigenetic factors and dietary influences in the development of a range of disorders will be considered. The course is structured using themes that include technologies, gut and metabolism, inflammation, nervous system, mobility and population health.

*Prerequisite:* BIOSCI 202, 203

### **MEDSCI 316 15 Points** **Sensory Neuroscience: From Molecules to Disease**

The physiology of neurosensory 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

### **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

### **MEDSCI 318 15 Points** **Pharmacokinetics and Drug Toxicity**

Considers the biochemical processes involved in achieving clinically-relevant drug concentrations that result in therapeutic effects and drug toxicity, from drug input, distribution, and elimination plus the ways in which these processes are described (pharmacokinetic modelling). Explores factors such as drug-drug interactions, pharmacogenetics, dosing and pharmacokinetic considerations in selected populations and that may influence both clinical effectiveness and drug toxicity.

*Prerequisite:* MEDSCI 204 and 30 points from MEDSCI 203, 205, BIOSCI 203

*Restriction:* MEDSCI 303, 306

### **MEDSCI 319 15 Points** **Molecular Pharmacology**

Explores the cellular and molecular mechanisms of drug action with a focus on G-protein coupled receptors and biochemical targets for cancer therapy. Drug design is considered from the perspective of in silico modelling, biochemical assessment and intracellular signalling.

*Prerequisite:* MEDSCI 204 and 30 points from MEDSCI 203, 205, BIOSCI 203

*Restriction:* MEDSCI 304

### **MEDSCI 320 15 Points** **Pharmacology of the Brain and Body**

Extends the principles of pharmacology acquired at Stage II to discuss how diseases can be treated in a variety of organ systems including the cardiovascular, gastrointestinal, endocrine, reproductive, and respiratory systems with emphasis on the central nervous system. Covers the mechanisms of action of drugs, and the influence of anatomy, physiology and pathology.

*Prerequisite:* MEDSCI 204 and 30 points from MEDSCI 203, 205, 206, BIOSCI 203

*Restriction:* MEDSCI 305, 307

## **Postgraduate 700 Level Courses**

### **MEDSCI 700 15 Points** **Drug Discovery Biology**

Reviews recent studies on the use of chemical and genetic methods to characterise the role of proteins in disease and their potential as drug targets. Topics will include proteins involved in regulation of immune response, lipid mediated cell signalling pathways, drug-protein interactions, some discovery methods, and pre-clinical studies on mechanism of action.

### **MEDSCI 701 15 Points** **Special Studies in Medical Science**

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 Masters thesis.

*Restriction:* MEDSCI 702, 744

### **MEDSCI 703 15 Points** **Advanced Biomedical Imaging**

Theory and practice of biomedical imaging from the sub-



cellular to whole body level with specific emphasis on recent developments. Principles of digital image-processing and image analysis (including quantitative morphology), computed tomography and volume rendering and analysis. Imaging modalities including atomic force microscopy, light and confocal microscopy, electron microscopy, X-ray, CT, ultrasound and magnetic resonance imaging.

#### **MEDSCI 704 15 Points**

##### **Stem Cells and Development**

Stem cell biology and the genetic regulation of developmental processes will be examined in normal and disease settings. Blood, immunity, vascular networks and the kidney will be used as systems to explore important concepts in organ development and regeneration. This knowledge will be applied in understanding disease processes such as leukaemia, inflammation and kidney disorders, and in designing new therapeutic strategies.

#### **MEDSCI 705 15 Points**

##### **Infection, Immunity and Disease**

Examines the ways in which host immune mechanisms control infection, infectious organisms evade host defence mechanisms, and the consequences of these processes for the host. Examples of human infectious diseases will include: HIV, hepatitis B, influenza, tuberculosis and streptococcal infections. Consideration of the consequences of infection will incorporate discussion of immune self/non-self discrimination, immune tolerance and autoimmune mechanisms, including the impact of response against infections on autoimmunity.

#### **MEDSCI 706 15 Points**

##### **Genomic Medicine**

Examines a range of medical genetic disorders that illustrate principles of disease mechanisms, diagnosis and management. These will include: haemophilia, familial cancer, late-onset neurological disorders and mitochondrial disease.

#### **MEDSCI 707 15 Points**

##### **Activities of Microbes in Disease**

The dynamic interaction between pathogenic micro-organisms and humans will be explored. Examines the molecular mechanisms which enable microbes to survive, proliferate and cause disease; to evolve and acquire new genes; and to control the expression of their genes. Emphasis will be placed on recent advances in the understanding of major human microbial diseases.

#### **MEDSCI 708 15 Points**

##### **Advanced Immunology and Immunotherapy**

Recent advances in immunology including: the genes and proteins involved in the innate and adaptive immune response, intracellular signalling mechanisms that determine immune outcomes, and the mechanisms by which the immune system learns 'self' from 'non-self'. Examines a range of inflammatory diseases, and methods of immunotherapy, in particular approaches to combat cancer.

#### **MEDSCI 709 15 Points**

##### **Nutrition in Health and Disease**

The influence that dietary patterns, foods and food components have on the promotion and protection against the common nutrition-related diseases in New Zealand. The relevant epidemiological, clinical, and biochemical/physiological aspects of each disease are covered.

#### **MEDSCI 710 15 Points**

##### **Nutrition Mechanisms**

The mechanisms by which food and food components can influence disease processes. Topics covered include: the interaction between genotype and nutrition, antioxidants and oxidation protection mechanisms, dietary toxicology, the process of atherosclerosis, and the influence of the intra-uterine environment on growth and disease.

#### **MEDSCI 711 15 Points**

##### **Clinical Nutrition**

Prevention of malnutrition and maintenance of nutritional status during acute and chronic illness through 'artificial' or 'interventional' means. Diagnosis and quantitation of malnutrition, and monitoring of nutrition support therapy. Practical techniques, common complications and quality assurance through a multidisciplinary team approach. Includes treatment of anorexia nervosa and cancer cachexia.

#### **MEDSCI 712 15 Points**

##### **Critical Evaluation of Nutritional Therapies**

The suggested roles for micronutrients, 'nutriceuticals' and functional foods in general health, exercise performance and disease are evaluated using an evidence-based approach. The roles of micronutrients as dietary supplements and the potential actions of 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 15 Points**

##### **Principles of Cancer Therapy**

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 15 Points**

##### **Advanced Cancer Biology**

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 15 Points**

##### **Molecular Toxicology**

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 15 Points**

##### **Advanced Drug Disposition and Kinetics**

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 15 Points**

##### **Advanced Neuroscience: Neuropharmacology**

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 medicines in humans of all ages will be explored, as well as adverse reactions, effects of pregnancy, medicine classification, and evaluation of clinical trials. Emphasis is placed on understanding the sources of variability of medicines and the use of target concentration intervention.

#### **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.

*Restriction: MEDSCI 743*

#### **MEDSCI 727**

**15 Points**

##### **Advanced Neuroscience: Neurophysiology**

An advanced treatment of selected topics in neurophysiology and brain pathophysiology. Includes 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; (2) synapse physiology and pathophysiology; (3) advances in neural stem cell research; and (4) physiology and pathophysiology of CNS glia.

*Prerequisite: MEDSCI 206, 317*

#### **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: placental development, fetal physiology, and endocrine regulation and metabolic function during fetal and postnatal life. The course explores pathogenesis of disease and injury of the fetus and newborn, and how biomedical research leads to potential clinical treatment strategies.

#### **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.

#### **MEDSCI 732**

**15 Points**

##### **Molecular Aspects of Endocrinology and Metabolism**

Explores how hormones are able to control such a wide range of physiological processes. Covers molecular aspects of hormone action with particular reference to the neuroendocrine and peripheral endocrine systems that control appetite and metabolism. Other topics covered include how defects in hormone action lead to diseases such as cancer, obesity, Type-2 diabetes and cardiovascular disease.

#### **MEDSCI 733**

**15 Points**

##### **Advanced Methods in Cell Physiology**

The theoretical basis underpinning electrophysiological and live cell imaging techniques used to probe cellular function will be addressed. Emphasis will be placed on the instrumentation, data acquisition, and data analysis associated with each technology. The approach is practical and computer-based software programmes are used to

analyse pre-recorded data, and data produced by the students themselves.

*Restriction: MEDSCI 726*

**MEDSCI 734 15 Points**  
**Advanced Integrative Physiology**

In the post-genomic world the limitations of reductionism as a basis for understanding complex function have become apparent and it is necessary to integrate genomics with the biology of organ systems. This course will portray how an integrative physiological approach can reveal new levels of understanding in the field of biomedical research. Examples of this approach will be drawn from research programmes within the areas of cardiovascular biology, fetal physiology, neurophysiology and vision.

*Restriction: MEDSCI 728*

**MEDSCI 735 15 Points**  
**Concepts in Pharmacology**

Explores cellular and molecular mechanisms of drug action and drug discovery and development from the perspective of in silico modelling, biochemical assessment, intracellular signalling and human disease. Considers the pharmacokinetic processes involved in achieving clinically-relevant drug concentrations, the link between concentration and effect, the time course of effect and factors that may influence both clinical effectiveness and drug toxicity.

**MEDSCI 736 15 Points**  
**Special Topic: Digital Skills and Scholarship for Researchers**

Develops the skills required to engage effectively in digital research and to enhance digital scholarship and best practice in the digital research environment. Topics include: project and data management (including best practice in metadata), basic scientific programming skills, data analysis and visualisation, and copyright and copyright licensing. Students will develop a project under the guidance of a Project Advisor.

**MEDSCI 737 15 Points**  
**Biomedical MRI**

Provides students with 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 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 739 15 Points**  
**Advanced Sensory Neuroscience**

Advanced study of the physiology of neurosensory systems in health and disease. Provides an in-depth coverage of the molecular, cellular and systemic mechanisms underlying vision and hearing.

*Prerequisite: MEDSCI 316*

**MEDSCI 740 15 Points**  
**Stem Cell Biology and Transgenesis**

Explores the use of embryonic and adult stem cells in research and for potential therapeutic applications. The development and recent technical advances in the fields of cellular reprogramming and embryonic stem cell-based transgenesis will also be covered.

*Prerequisite: BIOSCI 356, MEDSCI 301*

**MEDSCI 741 15 Points**  
**Medical Imaging Technology**

Study of the physical processes underlying current clinical imaging techniques. Topics include: physical principles of image acquisition, processing and display; artefacts, image acquisition methods and parameters and their impact upon patient safety and image quality; management of radiation exposure; principles of X-Ray, fluoroscopic, mammographic, computed tomography, magnetic resonance imaging (MRI), nuclear medicine, ultrasound imaging; MRI safety; dose estimation and quality assurance. Emphasis is placed on patient and practitioner care, image quality and artefacts in relation to image interpretation.

**MEDSCI 742 15 Points**  
**Anatomy for Medical Imaging**

Study of clinical and radiographic human anatomy, as demonstrated by current imaging techniques. Topics include: developmental anatomy, surface anatomy, functional anatomy and cross sectional anatomy. Emphasis is placed on normal variants and range of normality, and how to give a structured account of anatomy in relation to image analysis and identification.

**MEDSCI 743 15 Points**  
**Design and Analysis in Biomedical Research**

An in-depth exploration of the principles of experimental design and data analysis in biomedical contexts. A focus on critical appraisal of choice of statistical tests to address experimental questions and appropriateness and limitations of analysis and interpretation of results will be undertaken. Practical and computer statistical packages are used.

*Restriction: MEDSCI 725*

**MEDSCI 744 15 Points**  
**Project Design in Biomedical Science**

An individualised course of study in which each student will provide an exposition of the background to a specific research question in the biomedical sciences combined with a proposal of the best methods to investigate that specific question. A holistic consideration, including the ethical, regulatory, budgetary as well as, any other relevant aspects, of the chosen methods will be documented.

*Prerequisite: 30 points from Medical Science at Stage III or higher with a B- or better*

*Restriction: BIOSCI 761, MEDSCI 701, OBSTGYN 705*

**MEDSCI 745 15 Points**  
**Special Topic: Drug Development**

Examines approaches for bringing potential new therapeutic drugs from the discovery bench into the clinic and the drug development process. Explores a variety of drugs and uses case studies to provide a practical understanding. Integrates multidisciplinary perspectives, drawn from academic and industry experiences, on practices that contribute to the development of safe and effective drug therapies.

*Prerequisite: 30 points from Biological Sciences, Medical Sciences or Pharmacology at Stage III or higher, or equivalent*

**MEDSCI 746 15 Points**  
**Special Topic**

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| <b>MEDSCI 747</b><br><b>Special Topic</b>   | <b>15 Points</b> |
| <b>MEDSCI 748</b><br><b>Special Topic</b>   | <b>15 Points</b> |
| <b>MEDSCI 784A</b>  | <b>45 Points</b> |
| <b>MEDSCI 784B</b><br><b>Thesis</b>   | <b>45 Points</b> |
| <i>To complete this course students must enrol in MEDSCI 784 A and B</i>  |                  |
| <b>MEDSCI 785A</b>  | <b>45 Points</b> |
| <b>MEDSCI 785B</b><br><b>Thesis</b>   | <b>45 Points</b> |
| <i>To complete this course students must enrol in MEDSCI 785 A and B</i>  |                  |
| <b>MEDSCI 786A</b>  | <b>60 Points</b> |
| <b>MEDSCI 786B</b><br><b>Thesis</b>   | <b>60 Points</b> |
| <i>To complete this course students must enrol in MEDSCI 786 A and B</i>  |                  |
| <b>MEDSCI 790</b>   | <b>60 Points</b> |
| <b>MEDSCI 790A</b>  | <b>30 Points</b> |
| <b>MEDSCI 790B</b><br><b>Dissertation</b>   | <b>30 Points</b> |
| <i>To complete this course students must enrol in MEDSCI 790 A and B, or MEDSCI 790</i>   |                  |
| <b>MEDSCI 793A</b>  | <b>45 Points</b> |
| <b>MEDSCI 793B</b><br><b>Research Portfolio</b>   | <b>45 Points</b> |
| 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. |                  |
| <i>To complete this course students must enrol in MEDSCI 793 A and B</i>  |                  |
| <b>MEDSCI 794A</b>  | <b>45 Points</b> |
| <b>MEDSCI 794B</b><br><b>Thesis</b>   | <b>45 Points</b> |
| <i>To complete this course students must enrol in MEDSCI 794 A and B</i>  |                  |
| <b>MEDSCI 796A</b>  | <b>60 Points</b> |
| <b>MEDSCI 796B</b><br><b>Thesis</b>   | <b>60 Points</b> |
| <i>To complete this course students must enrol in MEDSCI 796 A and B</i>  |                  |
| <b>MEDSCI 797A</b>  | <b>60 Points</b> |
| <b>MEDSCI 797B</b><br><b>Research Portfolio</b>   | <b>60 Points</b> |
| 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. |                  |
| <i>To complete this course students must enrol in MEDSCI 797 A and B</i>  |                  |

### Named Doctoral Courses

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| <b>MEDSCI 896A</b>   | <b>60 Points</b> |
| <b>MEDSCI 896B</b><br><b>Thesis</b>                                      | <b>60 Points</b> |
| <i>To complete this course students must enrol in MEDSCI 896 A and B</i> |                  |

## Medicine

### Postgraduate 700 Level Courses

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| <b>MEDICINE 700</b><br><b>Designing Safer Systems</b> | <b>15 Points</b> |
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The application of improvement science and safety science methods to achieve better outcomes for patients by reducing harm, waste and variation in health care; includes a focus on measurement for improvement and the application of human factors theory and concepts to design a safer and more reliable health care system.

*Prerequisite: NURSING 775 or POPLHLTH 724*

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| <b>MEDICINE 702</b><br><b>Understanding Complex Clinical Systems</b> | <b>15 Points</b> |
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Draws across domains of system science, safety science, complexity theory, and implementation science to help analyse how leaders understand and effect change in healthcare. A particular focus is on understanding how things go wrong and how organisational culture, power, and politics impact on models of effective leadership within clinical systems.

*Prerequisite: NURSING 775 or POPLHLTH 724*

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| <b>MEDICINE 703</b><br><b>Special Studies in Medicine</b> | <b>15 Points</b> |
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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.

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| <b>MEDICINE 740</b><br><b>Special Topic</b> | <b>30 Points</b> |
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| <b>MEDICINE 741</b><br><b>Special Topic</b> | <b>15 Points</b> |
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| <b>MEDICINE 742</b><br><b>Special Topic</b> | <b>15 Points</b> |
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## Nursing

### Stage I

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| <b>NURSING 104</b><br><b>Applied Science for Nurses</b> | <b>15 Points</b> |
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Provides an opportunity for the application of specific and selected topics from the biological and physical sciences to be related to beginning nursing practice.

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| <b>NURSING 105</b><br><b>Nursing in Practice</b> | <b>30 Points</b> |
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An introduction to nursing as a profession including concepts of nursing practice, and communication skills. The theoretical basis for nursing practice as well as legal and ethical boundaries are introduced. The role of the nurse in health maintenance and health promotion is explored. Skills in assessment of clients and planning client care are introduced.

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| <b>NURSING 199</b><br><b>English Language Competency</b> | <b>0 Points</b> |
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To complete this course students must attain a level of competency in the English language as determined by the School of Nursing. This course must be completed prior to enrolling in Part II of the Bachelor of Nursing degree.

**Stage II****NURSING 201 60 Points****Nursing Clients with a Pathophysiological Problem**

A problem-based course where students acquire the skills associated with nursing clients requiring medical and surgical interventions and subsequent rehabilitation. Understanding the mechanisms of disease and prevention of such diseases is the basis for the course. Students are introduced to the principles of pharmacology and pharmacokinetics. Issues such as caring for clients with chronic pain and an understanding of death and grief are included. Practicums and teaching take place in a variety of clinical settings.

*Prerequisite:* NURSING 199

**NURSING 202 60 Points****Nursing in Mental Health, Addictions and Disability**

Allows students to understand perspectives of mental health and illness, the crisis nature of mental illness and the therapeutic models of mental health management. Students acquire the specific nursing skills required to care for people with mental health problems and also those who have a long-term disability. Students undertake a range of clinical attachments in hospital and community settings.

*Prerequisite:* NURSING 201

**Stage III****NURSING 301 60 Points****Child and Family Health Nursing**

An understanding of concepts related to family, women's and child health. The focus is on childbirth as a healthy event in the life of a family, care in the community, together with the nursing care of children suffering illness in a hospital setting. Older persons' health focuses on an alternate aspect of family health. Clinical attachments are in a variety of clinical and community settings.

*Prerequisite:* NURSING 201, 202

**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.

*Prerequisite:* NURSING 301

**Postgraduate 700 Level Courses****NURSING 701 30 Points****Clinical Project**

A personal scholarly exploration of an area of 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 and understandings and considers how the application of these might affect existing service delivery or clinical practice models.

**NURSING 710 15 Points****Special Studies in Nursing**

As prescribed by the Head of the School of Nursing.

**NURSING 732 30 Points****Leading and Managing Changes in Healthcare**

Theoretical and practice principles of leadership and management in the context of healthcare organisations.

Utilises an action based learning model, mentorship and project work.

**NURSING 733 15 Points****Special Studies in Nursing****NURSING 735 30 Points****Clinical Education Practicum**

Application and critical analysis of educational theories and concepts in a clinical learning environment. Utilises an action based learning model and project work.

**NURSING 737 30 Points****The Scholarship of Practice**

The development of professional knowledge is explored from a variety of perspectives, including the wider healthcare environment and national and international trends, as relevant to advancing nursing practice.

**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****NURSING 744A 15 Points****NURSING 744B 15 Points****Specialty Nursing Practicum**

Gives nurses the opportunity to extend their clinical skills and practice knowledge and to advance clinical decision making by utilising a range of guided learning experiences. The focus is on continued development of clinical expertise, using a practice development approach emphasising person-centred, evidence-based practice, and critical thinking practice to improve health outcomes.

*To complete this course students must enrol in NURSING 744 A and B, or NURSING 744*

**NURSING 745 30 Points****Principles of Medication Management**

Focuses on the principles and practice of medication management to improve and extend the knowledge and skills of registered nurses in clinical specialty roles and

prepare them for delegated prescribing roles in partnership with clients and collaborating with medical colleagues and the health care team. It is not the intention of this course to prepare nurses for authorised prescribing (nurse practitioner).

*Restriction: NURSING 761*

#### **NURSING 746 30 Points**

##### **Evidence-based Practice and Implementation**

Considers the types of evidence that inform nursing practice and implementation, and examines barriers and enablers to the application of evidence to practice. Provides students with the tools to locate and appraise evidence and requires the student to engage in research activities resulting in a substantial research essay.

*Restriction: NURSING 720*

#### **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, 773*

*To complete this course students must enrol in NURSING 770 A and B, or NURSING 770*

#### **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.

*Restriction: NURSING 770*

#### **NURSING 774 30 Points**

##### **Nursing People in Acute Mental Health Crisis**

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**

##### **Advanced Assessment in Mental Health Nursing**

A clinically based course focussing on history taking, assessment and problem formulation. Using case studies from clinical practice, the course explores narrative and descriptive models. There is an emphasis on mental state assessment, and development of a client-focused plan of care.

#### **NURSING 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 30 Points**

##### **Mental Health and Addiction Nursing**

Introduces a person-focused theoretical framework to explore mental health and addiction problems in healthcare. Conceptualises mental health and addiction problems as frequently co-occurring. Engagement, assessment, collaborative solution focused interventions, referral and care coordination will be explored.

#### **NURSING 782 30 Points**

##### **Research Methods in Nursing and Health**

Explores the philosophical underpinnings of research methodologies and assists students to understand the major distinctions between quantitative and qualitative approaches. Students will critique research studies and apply research findings to practice. They will gain a practical appreciation of research ethics. By the end of the course, students will be able to apply their learning to the development of a basic research proposal.

*Restriction: NURSING 768*

#### **NURSING 783 30 Points**

##### **Special Topic**

#### **NURSING 784 30 Points**

##### **Advanced Emergency Nursing Practicum**

Specialty Emergency nurses provide advanced nursing care and need expertise in assessment, diagnostic processes and therapeutic decision making. Advanced assessment skills along with injury and condition specific management models are taught with a focus on clinical decision making for clients in emergency and accident and medical clinic settings. Designed to refine advanced emergency nursing skills for nurses working in specialty emergency nursing roles.

*Prerequisite: NURSING 773 or equivalent, and practising in an advanced nursing role*

#### **NURSING 785 30 Points**

##### **Clinical Reasoning in Pharmacotherapeutics**

Builds on prior knowledge to establish an advanced understanding of pharmacotherapeutics and the application of the principles of pharmacokinetics, pharmacodynamics to prescribing practice in advanced practice roles; and develops nursing skills in clinical reasoning for safe and effective prescribing.

*Prerequisite: NURSING 742, 773*

*Restriction: NURSING 706, 722*

#### **NURSING 787 30 Points**

##### **Fundamentals of Nursing Care**

Introduces the student to professional and theoretical knowledge in nursing; including clinical assessment skills, cultural awareness and specific ethical issues in nursing. Provides an overview of theories, policies and structures related to the New Zealand health context.

#### **NURSING 789 30 Points**

##### **Research Project**

**NURSING 790A** 45 Points

**NURSING 790B** 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

**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

**Thesis**

To complete this course students must enrol in NURSING 796 A and B

**NURSING 797A** 60 Points

**NURSING 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 NURSING 797 A and B

## Nursing Practice

### Postgraduate 700 Level Courses

**NURSPRAC 701** 30 Points

**Cardiac Specialty Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of cardiac patients. Students will be expected to integrate evidence from a range of sources and apply this to the practice of cardiac nursing.

Restriction: NURSING 730

**NURSPRAC 702** 30 Points

**NURSPRAC 702A** 15 Points

**NURSPRAC 702B** 15 Points

**Critical Care Specialty Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of critical care patients. Students will be expected to integrate evidence from a range of sources and apply this to the practice of critical care nursing.

Restriction: NURSING 730

To complete this course students must enrol in NURSPRAC 702 A and B, or NURSPRAC 702

**NURSPRAC 703** 30 Points

**NURSPRAC 703A** 15 Points

**NURSPRAC 703B** 15 Points

**Paediatric Cardiac Specialty Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of paediatric cardiac patients. Students will be expected to

integrate evidence from a range of sources and apply this to the practice of paediatric cardiac nursing.

Restriction: NURSING 730

To complete this course students must enrol in NURSPRAC 703 A and B, or NURSPRAC 703

**NURSPRAC 704** 30 Points

**Cancer Specialty Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of patients with cancer. Students will be expected to integrate evidence from a range of sources and apply this to the practice of cancer nursing.

Restriction: NURSING 730

**NURSPRAC 705** 30 Points

**Stroke Specialty Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of patients following a stroke. Students will be expected to integrate evidence from a range of sources and apply this to the practice of stroke nursing.

Restriction: NURSING 730

**NURSPRAC 706** 30 Points

**Orthopaedic Specialty Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of orthopaedic patients. Students will be expected to integrate evidence from a range of sources and apply this to the practice of orthopaedic nursing.

Restriction: NURSING 730

**NURSPRAC 707** 30 Points

**Registered Nurse First Surgical Assist**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of surgical patients. Students will be expected to integrate evidence from a range of sources and apply this to the practice of RNFA nursing.

Restriction: NURSING 730

**NURSPRAC 708** 30 Points

**Emergency Specialty Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of patients in the emergency setting. Students will be expected to integrate evidence from a range of sources and apply this to the practice of emergency nursing.

Restriction: NURSING 730

**NURSPRAC 710** 30 Points

**Palliative Care Specialty Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of palliative care patients. Students will be expected to integrate evidence from a range of sources and apply this to the practice of palliative care nursing.

Restriction: NURSING 730

**NURSPRAC 711** 30 Points

**Pain Nursing Specialty Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of patients experiencing pain. Students will be expected to integrate evidence from a range of sources and apply this to the practice of nursing patients with pain.

Restriction: NURSING 730



**NURSPRAC 712 30 Points****Diabetes Specialty Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of diabetic patients. Students will be expected to integrate evidence from a range of sources and apply this to the practice of nursing patients with diabetes.

*Restriction: NURSING 730*

**NURSPRAC 713 30 Points****Paediatric Intensive Care Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of paediatric intensive care patients. Students will be expected to integrate evidence from a range of sources and apply this to the practice.

*Restriction: NURSING 730*

**NURSPRAC 715 30 Points****Endoscopy Specialty Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of patients undergoing an endoscopy procedure. Students will be expected to integrate evidence from a range of sources and apply this to the practice of endoscopy nursing.

*Restriction: NURSING 730*

**NURSPRAC 716 30 Points****Ophthalmology Specialty Nursing**

Draws on evidence from biomedical and social science research to equip nurses for the care and treatment of ophthalmology patients. Students will be expected to integrate evidence from a range of sources and apply this to the practice of ophthalmology nursing.

*Restriction: NURSING 719*

**NURSPRAC 717 30 Points****Practicum for RN Designated Prescribers**

Prepares registered nurses to apply for prescribing rights as Designated Prescribers. Provides nurses with the opportunity to develop knowledge and skills in the application of pharmacotherapeutic concepts to prescribing as a designated prescriber. This includes direct supervision of prescribing activities in the clinical area and the ability to work closely and effectively in a multidisciplinary team environment.

*Prerequisite: NURSING 742, 773, 785*

**NURSPRAC 718 30 Points****Contemporary Mental Health and Addictions Nursing Practice**

Explores contemporary mental health and addictions nursing practice from both socio-political and practice-skills perspectives. Focuses on developing awareness of the unique mental health and addictions context of Aotearoa/ New Zealand and the cultural and values based practices and policies which have emerged. Builds on foundational therapeutic and interpersonal skills and develops knowledge and skills in contemporary, evidence-based mental health and addictions nursing interventions.

*Restriction: NURSING 786*

**NURSPRAC 719 30 Points****Clinical Practice in Mental Health and Addictions**

A clinically based course focusing on history taking, assessment, formulation and nursing care planning. There is an emphasis on mental health, physical health and addictions assessment and the development of nursing formulation skills.

**NURSPRAC 720 30 Points****Special Topic: Advanced Mental Health Assessment**

A clinically based course covering history taking, assessment and case formulation in advanced clinical practice for mental health nurses. There is an emphasis on comprehensive mental health assessment, and negotiation of a client-focused plan of care.

**NURSPRAC 721 45 Points****Integrative Nursing Practice**

A problem-based course where students develop the knowledge and assessment skills associated with nursing clients across a variety of clinical settings. The course provides learning opportunities for students to gain knowledge, skills and develop attitudes that will ensure safe nursing practice. Principles of medication management to prepare students for practice as a registered nurse are integrated into the course.

**NURSPRAC 722 30 Points****Transition to Professional Nursing Practice**

Enables students to transition from student to registered nurse through an extended period of clinical practice. Integration of nursing knowledge and legal and ethical parameters of competency will occur alongside the development of autonomy and accountability of practice.

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**Obstetrics and Gynaecology**

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**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 preconception 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 1**

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 2**

Pathophysiology and clinical management of infertility, gynaecological malignancies, family violence, adolescent gynaecology, termination of pregnancy, urogynaecology.



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|---------------------|------------------|
| <b>OBSTGYN 717</b>  | <b>30 Points</b> |
| <b>OBSTGYN 717A</b> | <b>15 Points</b> |
| <b>OBSTGYN 717B</b> | <b>15 Points</b> |

**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*

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|-------------------------------|------------------|
| <b>OBSTGYN 721</b>            | <b>15 Points</b> |
| <b>Obstetrics Residential</b> |                  |

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*

|                                |                  |
|--------------------------------|------------------|
| <b>OBSTGYN 722</b>             | <b>15 Points</b> |
| <b>Gynaecology Residential</b> |                  |

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*

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|------------------------|------------------|
| <b>OBSTGYN 723</b>     | <b>15 Points</b> |
| <b>Special Studies</b> |                  |

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| <b>OBSTGYN 724</b>            | <b>15 Points</b> |
| <b>Obstetrics Residential</b> |                  |

Attitudes to women's health, including cultural and ethical issues. History-taking techniques and techniques for minor procedures are developed.

*Restriction: OBSTGYN 721*

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|--------------------------------|------------------|
| <b>OBSTGYN 725</b>             | <b>15 Points</b> |
| <b>Gynaecology Residential</b> |                  |

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*

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## Ophthalmology

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**Postgraduate 700 Level Courses**

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| <b>OPHTHAL 703</b>   | <b>30 Points</b> |
| <b>Special Topic: Research Methods and Skills for Eye Research</b> |                  |

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.

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|---|------------------|
| <b>OPHTHAL 704</b>                          | <b>30 Points</b> |
| <b>Special Topic: Ophthalmic Technology</b> |                  |

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, autorefracton and therapeutic lasers. The latest advances in ophthalmic technology will also be included.

|   |                  |
|---|------------------|
| <b>OPHTHAL 705</b>                                    | <b>30 Points</b> |
| <b>Special Topic: Management of Acute Eye Disease</b> |                  |

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.

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|---------------------------------------|------------------|
| <b>OPHTHAL 706</b>                    | <b>30 Points</b> |
| <b>Special Study in Ophthalmology</b> |                  |

To provide an opportunity to study a selected field of ophthalmology at an advanced level by undertaking a detailed review of a selected topic or undertaking a research project in a field related to ophthalmology.

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## Optometry and Vision Science

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**Stage I**

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|-------------------|------------------|
| <b>OPTOM 101G</b> | <b>15 Points</b> |
| <b>How We See</b> |                  |

Overview of the interdisciplinary study of human vision. The course introduces the biological/physiological organisation of the visual system, discusses the subjective nature of perception, and the implications of studies of biological visual systems for machine vision. Interdisciplinary understandings of vision will be enriched by the examination of historical paintings and artists' visual experiences.

**Stage II**

|                   |                  |
|-------------------|------------------|
| <b>OPTOM 216A</b> | <b>15 Points</b> |
| <b>OPTOM 216B</b> | <b>15 Points</b> |

**Introduction to Optometry**

A clinically-focused course introducing students to optometric practice and addressing, at an introductory level, the ethical, cultural, theoretical and clinical aspects of the optometric examination. Topics covered include: preliminary tests from the eye examination, communication skills and clinical problem solving. The course will emphasise assessment utilising advanced equipment and the production of clinically relevant outcomes and diagnosis-supportive hypotheses.

*To complete this course students must enrol in OPTOM 216 A and B*

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|-------------------|------------------|
| <b>OPTOM 263A</b> | <b>15 Points</b> |
| <b>OPTOM 263B</b> | <b>15 Points</b> |

**Essential Optics**

An introduction to optics relevant to optometry and necessary to understand the optical performance of the eye, the design of ophthalmic lens applications, and the principles of operation of clinical instrumentation. Topics include; the basic principles of physical optics, the principles of image formation by lenses and lens systems mirrors and prisms, optics of the eye, ocular ametropia and aberrations.

*Restriction: OPTOM 215, 262, 265*

*To complete this course students must enrol in OPTOM 263 A and B*

**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 School*

*Restriction: OPTOM 191*

*To complete this course students must enrol in OPTOM 292 A and B*

**Stage III**

**OPTOM 316A** 30 Points

**OPTOM 316B** 30 Points

**Optometry**

An integrative approach to the scope of optometric practice, addressing both the theoretical basis and clinical practice of the optometric examination, correction of refractive error and dispensing of optical appliances. Topics covered include: visual acuity, visual fields, colour vision, biomicroscopy, ophthalmoscopy, refractive examination, binocular examination, optical correction, lens materials and coatings, history taking, communication skills and clinical problem solving.

*Restriction: OPTOM 211, 212, 265, 313, 314, 365, 366*

*To complete this course students must enrol in OPTOM 316 A and B*

**OPTOM 345A** 7.5 Points

**OPTOM 345B** 7.5 Points

**Principles of Ocular Pharmacology**

General principles of pharmacology. Pharmacodynamics. Drug absorption, distribution and metabolism. Mechanism of drug action at receptors. Drugs and their application on ophthalmic practice. The autonomic nervous system: anatomy and physiology. Mechanisms of action of ocular pharmaceutical agents. Principles of pharmacological treatment of ocular disease. Drug interactions. Legislation on use of ocular pharmaceutical agents by optometrists in New Zealand and internationally. Introduction to therapeutic agents in optometric practice. Scope of treatment. Shared care.

*Prerequisite: OPTOM 171 or 272*

*Restriction: OPTOM 245*

*To complete this course students must enrol in OPTOM 345 A and B*

**OPTOM 353A** 7.5 Points

**OPTOM 353B** 7.5 Points

**Ocular Pathology**

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*

**OPTOM 375A** 7.5 Points

**OPTOM 375B** 7.5 Points

**Visual Science 2**

To provide an understanding of visual information processing in human brain. In particular the cortical processing of shape, motion and colour, and development of the visual cortex will be addressed. A problem-oriented approach will develop critical thinking and problem solving skills. Students will acquire the ability to seek, evaluate and retrieve scientific information on which to base their clinical practice.

*Restriction: OPTOM 270*

*To complete this course students must enrol in OPTOM 375 A and B*

**OPTOM 392A** 7.5 Points

**OPTOM 392B** 7.5 Points

**Issues in Optometry 2**

*Prerequisite: Permission of Head of School*

*Restriction: OPTOM 291*

*To complete this course students must enrol in OPTOM 392 A and B*

**Stage IV**

**OPTOM 416A** 15 Points

**OPTOM 416B** 15 Points

**Clinical Optometry**

Facilitates the transition from student to professional optometrist. Topics addressed include: structuring the routine optometric examination in a clinical setting, diagnosis and management of disorders of the visual system, case analysis, myopia control, visual ergonomics, vision screening, and visual standards. This course culminates in students examining and managing clients in the public University Clinics under supervision.

*Restriction: OPTOM 312, 415*

*To complete this course students must enrol in OPTOM 416 A and B*

**OPTOM 430A** 7.5 Points

**OPTOM 430B** 7.5 Points

**Contact Lens Practice**

Principles of contact lens fitting and clinical procedures used in contact lens practice. Topics include: current designs of contact lenses, soft and rigid materials used in contact lens manufacture, contact lens optics and verification techniques, contact lens fitting, patient contact lens care, and complications associated with contact lens wear.

*Restriction: OPTOM 330*

*To complete this course students must enrol in OPTOM 430 A and B*

**OPTOM 442A** 7.5 Points

**OPTOM 442B** 7.5 Points

**Optometry for Special Populations**

An advanced clinical course including consideration of visual disorders specific to children, adults with binocular vision abnormalities, or those with visual impairment including the older population. Topics include: developmental aspects and assessment of infants/children, investigation and management of binocular eye-movement disorders; and diagnosis and management of vision problems in visually

impaired patients including electronic, optical and non-optical low vision appliances.

*Restriction: OPTOM 341, 440, 441*

*To complete this course students must enrol in OPTOM 442 A and B*

**OPTOM 450A** 15 Points

**OPTOM 450B** 15 Points

**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*

**OPTOM 492A** 7.5 Points

**OPTOM 492B** 7.5 Points

**Issues in Optometry 3**

*Prerequisite: Permission of Head of School*

*Restriction: OPTOM 391*

*To complete this course students must enrol in OPTOM 492 A and B*

**Stage V**

**OPTOM 510A** 15 Points

**OPTOM 510B** 15 Points

**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*

**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 561A** 30 Points

**OPTOM 561B** 30 Points

**Optometry in Practice**

Advanced clinical work experience in locations external to the Grafton Campus Optometry Clinic. These locations

may include University satellite clinics, private optometry practices, hospital eye departments, private ophthalmology practices, overseas institutions, or other approved locations. Topics include; therapeutic management of eye disease, legislation relevant to healthcare including registration and competency, occupational safety and health, ethics, practice management, small business management.

*Restriction: OPTOM 462, 560*

*To complete this course students must enrol in OPTOM 561 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: OPTOM 416, 430, 442, 450*

*Restriction: OPTOM 470, 473, 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 School of Optometry and Vision Science.

*Prerequisite: Permission of Head of School*

*Restriction: OPTOM 491*

*To complete this course students must enrol in OPTOM 592 A and B*

**Postgraduate 700 Level Courses**

**OPTOM 751** 30 Points

**OPTOM 751A** 15 Points

**OPTOM 751B** 15 Points

**Special Study in Vision Science**

The study of selected fields of vision science at an advanced level with detailed study of a particular field. The topic will be prescribed by the Head of School.

*To complete this course students must enrol in OPTOM 751 A and B, or OPTOM 751*

**OPTOM 752** 30 Points

**OPTOM 752A** 15 Points

**OPTOM 752B** 15 Points

**Special Study**

*To complete this course students must enrol in OPTOM 752 A and B, or OPTOM 752*

**OPTOM 757A** 15 Points

**OPTOM 757B** 15 Points

**Special Study in Optometry**

The study of selected fields of optometry at an advanced level with detailed study of the particular field. The topic will be prescribed by the Head of School.

*To complete this course students must enrol in OPTOM 757 A and B*

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|----------------------|------------------|
| <b>OPTOM 759</b>     | <b>30 Points</b> |
| <b>OPTOM 759A</b>    | <b>15 Points</b> |
| <b>OPTOM 759B</b>    | <b>15 Points</b> |
| <b>Special Study</b> |                  |

To complete this course students must enrol in OPTOM 759 A and B, or OPTOM 759

|                   |                  |
|-------------------|------------------|
| <b>OPTOM 783A</b> | <b>15 Points</b> |
| <b>OPTOM 783B</b> | <b>15 Points</b> |

#### **Research Project in Vision Science**

Supervised research that represents the personal scholarly work of a student based on a coherent inquiry at an advanced level into an approved topic related to vision science.

*Prerequisite:* OPTOM 416, 430, 442, 450

*Restriction:* OPTOM 473, 570

To complete this course students must enrol in OPTOM 783 A and B

|                   |                  |
|-------------------|------------------|
| <b>OPTOM 791A</b> | <b>45 Points</b> |
| <b>OPTOM 791B</b> | <b>45 Points</b> |

#### **Research Portfolio in Clinical Optometry**

Advanced clinical optometry research in a chosen sub-specialist area of optometric practice. The area of special interest may include contact lenses, low vision, paediatric optometry, binocular vision, ocular disease management, or any other area approved by the Head of School.

To complete this course students must enrol in OPTOM 791 A and B

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|-------------------|------------------|
| <b>OPTOM 796A</b> | <b>60 Points</b> |
| <b>OPTOM 796B</b> | <b>60 Points</b> |

#### **MSc Thesis in Optometry**

To complete this course students must enrol in OPTOM 796 A and B

### **Paediatrics**

#### **Diploma Courses**

|                   |                  |
|-------------------|------------------|
| <b>PAEDS 601A</b> | <b>60 Points</b> |
| <b>PAEDS 601B</b> | <b>60 Points</b> |

#### **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**

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| <b>PAEDS 700</b>     | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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|---------------------------------------|------------------|
| <b>PAEDS 704</b>                      | <b>15 Points</b> |
| <b>Special Studies in Paediatrics</b> |                  |

Advanced study in a specific area, usually related to the field of study of the thesis.

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|------------------|------------------|
| <b>PAEDS 710</b> | <b>15 Points</b> |
|------------------|------------------|

#### **Clinical Care of Gender Diverse Youth**

To develop and advance skills, knowledge and expertise in the clinical care of young transgender people.

*Corequisite:* PAEDS 712

|                                     |                  |
|-------------------------------------|------------------|
| <b>PAEDS 712</b>                    | <b>15 Points</b> |
| <b>Youth Health Clinical Skills</b> |                  |

Develops and extends knowledge and skills in clinical interviewing, comprehensive assessments and effective interventions with young people.

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|------------------------------|------------------|
| <b>PAEDS 714</b>             | <b>15 Points</b> |
| <b>Emergency Paediatrics</b> |                  |

Designed for health care providers involved in the delivery of acute emergency care to children, this course combines theoretical knowledge with clinical practice. Students will learn to recognise and manage the important paediatric medical and surgical emergencies including the approach to the febrile child, management of seizures and the recognition and management of other acute medical and surgical paediatric conditions.

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| <b>PAEDS 719</b>                               | <b>15 Points</b> |
| <b>Health, Education and Youth Development</b> |                  |

Examines the overlap of health and education in the context of youth development by exploring the impact of past and current developments and strategies in both sectors on the wellbeing of young people. 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.

|                              |                  |
|------------------------------|------------------|
| <b>PAEDS 720</b>             | <b>15 Points</b> |
| <b>Advanced Youth Health</b> |                  |

Extends students' knowledge of youth health and well-being and develops knowledge and skills for supporting or leading improvements or projects in youth health. Will include advanced understandings of youth development and develop youth health project ideas or service improvements for clinical, research or policy settings.

|  |                  |
|--|------------------|
| <b>PAEDS 721</b>   | <b>15 Points</b> |
| <b>Clinical Care of Adolescents and Young Adults with Cancer</b> |                  |

To develop and advance skills, knowledge and expertise in the clinical care of adolescents and young adults with cancer.

*Prerequisite:* PAEDS 712

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|-------------------------------|------------------|
| <b>PAEDS 722</b>              | <b>15 Points</b> |
| <b>Youth Health Practicum</b> |                  |

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 720

### **Pharmacology**

#### **Stage III**

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|--|------------------|
| <b>PHARMCOL 399</b>                      | <b>15 Points</b> |
| <b>Capstone: Integrated Pharmacology</b> |                  |

A capstone that applies fundamental principles of pharmacology and toxicology to the safe, effective and responsible use of drugs through investigation of a current area of pharmacological research. Emphasises experimental design, data collection, analysis, interpretation and

presentation, as the scientific basis for rational, evidence-based decision-making.

*Prerequisite:* MEDSCI 204 and 30 points from MEDSCI 203, 205, 206, BIOSCI 203, and 30 points from MEDSCI 318-320

### Postgraduate 700 Level Courses

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|----------------------|------------------|
| <b>PHARMCOL 787</b>  | <b>60 Points</b> |
| <b>PHARMCOL 787A</b> | <b>30 Points</b> |
| <b>PHARMCOL 787B</b> | <b>30 Points</b> |

#### Dissertation

*Restriction:* PHARMCOL 788, 789

To complete this course students must enrol in PHARMCOL 787 A and B, or PHARMCOL 787

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|----------------------|--------------------|
| <b>PHARMCOL 788</b>  | <b>45 Points</b>   |
| <b>PHARMCOL 788A</b> | <b>22.5 Points</b> |
| <b>PHARMCOL 788B</b> | <b>22.5 Points</b> |

#### BSc(Hons) Dissertation

*Restriction:* PHARMCOL 789

To complete this course students must enrol in PHARMCOL 788 A and B, or PHARMCOL 788

|                      |                  |
|----------------------|------------------|
| <b>PHARMCOL 796A</b> | <b>60 Points</b> |
| <b>PHARMCOL 796B</b> | <b>60 Points</b> |

#### MSc Thesis in Pharmacology

To complete this course students must enrol in PHARMCOL 796 A and B

### Pharmacy

#### Stage I

|   |                  |
|---|------------------|
| <b>PHARMACY 107</b><br><b>Special Topic</b> | <b>15 Points</b> |
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|  |                  |
|--|------------------|
| <b>PHARMACY 111G</b><br><b>Drugs and Society</b> | <b>15 Points</b> |
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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.

|   |                 |
|---|-----------------|
| <b>PHARMACY 199</b><br><b>English Language Competency</b> | <b>0 Points</b> |
|---|-----------------|

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 PHARMACY 213.

#### Stage II

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|--|------------------|
| <b>PHARMACY 211</b><br><b>Applied Science for Pharmacy</b> | <b>30 Points</b> |
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Specific and selected aspects of chemistry, biochemistry, anatomy, physiology, immunology, microbiology, pathophysiology and pharmacology are explored in the context of beginning clinical pharmacy practice.

|   |                  |
|---|------------------|
| <b>PHARMACY 212</b><br><b>Pharmaceutical Science and Practice</b> | <b>30 Points</b> |
|---|------------------|

The properties of materials, principles of pharmaceutical formulation, design of drug delivery systems and routes of administration of drugs are considered. The skills for competent pharmacy practice in New Zealand, including law, ethics, medicines information, clinical communication,

cultural competence and elements of human behaviour are introduced.

|  |                  |
|--|------------------|
| <b>PHARMACY 213</b><br><b>Pharmacy 1</b> | <b>60 Points</b> |
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The optimal drug treatment of dermatological, gastrointestinal and respiratory diseases and disorders is explored through an integrated multidisciplinary systems-based approach. Clinical and professional skills in law and ethics, critical appraisal, medicines information, pharmaceutical compounding and calculations, clinical communication and cultural competence are introduced. Introductory experiential learning opportunities in hospital and community pharmacy sites are provided.

*Prerequisite:* PHARMACY 199, 211, 212

#### Stage III

|   |                  |
|---|------------------|
| <b>PHARMACY 303</b><br><b>Pharmaceutics 2</b> | <b>15 Points</b> |
|---|------------------|

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

|  |                  |
|--|------------------|
| <b>PHARMACY 311</b><br><b>Pharmacy 2</b> | <b>60 Points</b> |
|--|------------------|

The optimal drug treatment of cardiovascular, hepatic, renal, and infectious diseases and disorders are explored through an integrated multidisciplinary systems-based approach. Clinical pharmacy skills in law and ethics, dispensing, medicines information, adherence support, clinical communication, physical assessment and management are further developed. Experiential learning opportunities in industry, residential care, general practice and government agencies are provided.

*Prerequisite:* PHARMACY 211-213

|  |                  |
|--|------------------|
| <b>PHARMACY 312</b><br><b>Pharmacy 3</b> | <b>60 Points</b> |
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The optimal drug treatment of endocrine, musculoskeletal, eye, ear, nose and throat, and dental diseases and disorders and women's and men's health issues are explored through an integrated multidisciplinary systems-based approach. Clinical pharmacy skills in law and ethics, dispensing, medicines information, clinical communication, management, quality and safety, and research skills are further developed. Further experiential learning opportunities are provided.

*Prerequisite:* PHARMACY 311

#### Stage IV

|                      |                  |
|----------------------|------------------|
| <b>PHARMACY 410</b>  | <b>30 Points</b> |
| <b>PHARMACY 410A</b> | <b>15 Points</b> |
| <b>PHARMACY 410B</b> | <b>15 Points</b> |

#### Dissertation

Students undertake an original research project in the areas of pharmacy practice, clinical pharmacy and pharmaceutical science. They develop an awareness of the purpose, nature and practice of research and an ability to undertake

an original research project in a small group under the supervision of an academic member of staff.

*Prerequisite:* PHARMACY 371, 372

*To complete this course students must enrol in PHARMACY 410 A and B, or PHARMACY 410*

#### **PHARMACY 411** **45 Points** **Pharmacy 4**

The optimal drug treatment of haematological, nutritional and psychiatric diseases and disorders and cancers are explored through an integrated multidisciplinary systems-based approach. Clinical pharmacy skills in areas such as law and ethics, dispensing, aseptic compounding, medicines information, management, and teamwork and leadership are further developed. Advanced experiential learning opportunities in pharmacy sites, including in rural locations, are provided.

*Prerequisite:* PHARMACY 371, 372

#### **PHARMACY 412** **45 Points** **Pharmacy 5**

The optimal drug treatment of neurological diseases and disorders, children's and older persons' health issues and patients with multiple morbidities is explored through an integrated multidisciplinary systems-based approach. Clinical pharmacy skills in law and ethics, dispensing, medicines information, management, teamwork and leadership, pharmacoeconomics and health technology assessment are further developed. Further advanced experiential learning opportunities are provided.

*Prerequisite:* PHARMACY 471

### **Postgraduate 700 Level Courses**

#### **PHARMACY 750** **30 Points** **Pharmaceutical Formulation**

Physiological and physicochemical factors in drug delivery and formulation of pharmaceutical products. Consideration of both traditional (e.g., solutions, semi-solids, solids, aerosols) and novel (e.g., 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, pharmacoeconomic 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 764** **30 Points** **Medicines Information and Critical Appraisal**

Develops advanced skills in the retrieval, evaluation and dissemination of medicines information, as well as the ability to critically evaluate clinical literature in the context of selected common therapeutic areas.

*Restriction:* PHARMACY 712

#### **PHARMACY 765** **30 Points** **Medicines Management and Pharmaceutical Care**

Explores the concepts of medicines management and pharmaceutical care planning in the context of selected common therapeutic areas. The course will emphasise the role of the pharmacist in the optimisation of medicines therapy for individual patients.

*Prerequisite:* PHARMACY 764

*Restriction:* PHARMACY 712

#### **PHARMACY 766** **30 Points** **Applied Pharmacotherapy**

Explores current pharmacotherapeutics in the context of common disease presentations and special populations (for example the very young and the elderly), allowing for some specialisation in the student's areas of interest.

*Prerequisite:* PHARMACY 764, 765

#### **PHARMACY 767** **30 Points** **Advanced Pharmacotherapy**

Explores current pharmacotherapeutics in the context of patients with complex pathologies and complex clinical needs, allowing for some specialisation in the student's areas of interest.

*Prerequisite:* PHARMACY 764, 765

#### **PHARMACY 768** **30 Points** **Innovative Pharmacy Services**

Explores the design, implementation and evaluation of novel and innovative pharmacy services in the context of the

individual's practice setting; principles of pharmaceutical management and strategic development of new services.

*Prerequisite: PHARMACY 764, 765*

**PHARMACY 769** 30 Points

### Principles of Prescribing

Legal and ethical considerations; communication with patients and other health professionals; clinical reasoning and decision-making; physical assessment and diagnostic skills; 'mechanics' of prescribing; pharmacoeconomic considerations.

**PHARMACY 770** 30 Points

### Prescribing Practicum

A practicum for prescribing: an experiential placement where the pharmacist develops experience in prescribing under the overarching guidance of a designated medical prescriber.

*Prerequisite: PHARMACY 769*

**PHARMACY 771** 15 Points

### Special Studies

**PHARMACY 772** 15 Points

### Special Studies

**PHARMACY 773** 30 Points

### Special Topic

**PHARMACY 774** 30 Points

### Special Topic

**PHARMACY 792** 60 Points

**PHARMACY 792A** 30 Points

**PHARMACY 792B** 30 Points

### Dissertation

*To complete this course students must enrol in PHARMACY 792 A and B, or PHARMACY 792*

**PHARMACY 796A** 60 Points

**PHARMACY 796B** 60 Points

### Thesis

*To complete this course students must enrol in PHARMACY 796 A and B*

**PHARMACY 797** 120 Points

### Research Portfolio

Supervised research that represents the personal scholarly work of a student based on a coherent area of enquiry. Culminates in a conclusive piece of work related to a specific area of specialisation or aspect of practice in health.

## Physiology

### Stage III

**PHYSIOL 399** 15 Points

### Capstone: Physiology

Advancements in science come through integrating knowledge and excellence in experimental design. Students will integrate and communicate knowledge attained during their physiology degree by developing a research proposal. Working in small groups, and in research group placements will explore scientific knowledge, and experimental design, as well as wider issues such as ethics, health economics, and Māori and Pasifika health advancement.

*Prerequisite: 30 points at Stage III in Physiology*

*Restriction: BIOMED 399, PHARMCOL 399*

## Postgraduate 700 Level Courses

**PHYSIOL 787** 60 Points

**PHYSIOL 787A** 30 Points

**PHYSIOL 787B** 30 Points

### Dissertation

*Restriction: PHYSIOL 788, 789*

*To complete this course students must enrol in PHYSIOL 787 A and B, or PHYSIOL 787*

**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

**POPLHLTH 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.

**POPLHLTH 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.

**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, non-biting and alien abduction.

**POPLHLTH 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

**POPLHLTH 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.

**POPLHLTH 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.

**POPLHLTH 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.

**POPLHLTH 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 (i.e., promotion of well-being) at the community and population levels are reviewed.

*Prerequisite:* POPLHLTH 102

**POPLHLTH 210 15 Points****Equity and Inequalities in 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 (based on factors such as age, gender, ethnicity and socio-economic status) are created, then maintained or eliminated.

*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****POPLHLTH 215 15 Points****Dynamics of Health Systems**

Examines ways in which approaches to quality and efficiency can be understood to examine changes in health systems, in response to the environment. The influence of key players is a key focus throughout this course.

*Prerequisite:* POPLHLTH 101

**POPLHLTH 216 15 Points****Essential Epidemiology**

A good understanding of epidemiology is essential for people working in public health. Covers basic epidemiological principles and methods, and illustrates how these are applied to common diseases in New Zealand.

*Prerequisite:* POPLHLTH 111

**Stage III****POPLHLTH 300 15 Points****Health Sector Professional Competencies**

Develops core skills in areas of project management, financial management, communication, leadership, team development, and cultural competence. An integrated project development approach is used to expose students to the key principles in these areas and to enable them to build a development plan.

*Prerequisite:* POPLHLTH 204

**POPLHLTH 301 15 Points****Strengthening Health Systems**

The New Zealand health system in an international context. Health system reform, priority setting and rationing. Managed care and health integration. The future of healthcare in New Zealand.

*Prerequisite:* POPLHLTH 202, 215

**POPLHLTH 302 15 Points****Health Services Placement**

The placement with a health service organisation provides students with the opportunity for experiential learning and the development of competencies needed in the workplace. Theory and skills learned in previous courses are integrated and extended as students apply prior knowledge to a local health organisation and carry out tasks asked of them.

*Prerequisite:* HLTHPSYC 122, MAORIH 201, POPLHLTH 101, 102, 111, 202, 204, 210, STATS 101

**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**

This course builds on POPLHLTH 206 'Life Cycle Nutrition' by providing students with a general overview of the determinants of population eating behaviours and the implications of current dietary behaviours and patterns on health.

*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

*Restriction:* POPLHLTH 201

**POPLHLTH 313 15 Points**  
**Health in Asian Communities**

An overview of Asian health issues, including, the biological, ecological cultural, economic social and psychological factors that determine health for Asian New Zealanders

is provided. Current practice, policy development and research priorities for Asian communities are included.

*Prerequisite:* POPLHLTH 210

**POPLHLTH 315 15 Points**  
**Special Topic**

**POPLHLTH 316 15 Points**  
**Translating Health Information**

To lead to improvements in health, information needs to be translated appropriately to influence decision makers. Builds the skills and knowledge to be able to both critique and synthesise existing health information as well as to apply analytical methods and presentation approaches to data in order to effectively communicate findings to different decision-making communities.

*Prerequisite:* POPLHLTH 202

**Postgraduate 700 Level Courses**

**POPLHLTH 700 15 Points**  
**Community Health Development**

Provides a comprehensive overview of the principles, theories, and frameworks for undertaking community-level health development. Special emphasis on empowering and critical perspectives and the implications for health and determinants at a community-level of focus. Informed by current research and a comparative case study approach, the paper examines the opportunities and challenges in the delivery of health for, and by, diverse communities in New Zealand and globally.

*Corequisite:* POPLHLTH 722

**POPLHLTH 701 15 Points**  
**Research Methods in Health**

A comprehensive overview, in relation to health, of theoretical underpinnings of research; the asking of research questions; literature reviews; the design, implementation and appraisal of qualitative and quantitative research; and the writing up and dissemination of research.

*Restriction:* CLINED 714, NURSING 768, POPLHLTH 202

**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**

Provides an overview of statistics and statistical methods for health scientists. Covers a range of 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**

Examines epidemiological study design, measures of effect, screening, appropriate statistics for epidemiology, with a focus on public health epidemiology.

**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**

The principles and critical appraisal of interventional 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 708 or 709 or equivalent experience

**POPLHLTH 712 15 Points****Clinical Trial Design, Analysis and Management**

An exploration of methodological and practical aspects of clinical trial design, analysis and management. Participants will develop skills in designing and conducting randomised controlled trials.

*Prerequisite:* POPLHLTH 708 or 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 and public health policy.

**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 722 15 Points****Organisation of Health Systems**

The principles, structure, financing and organisation of health systems. Current issues and challenges facing health systems from a national and 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.

*Restriction:* NURSING 775

**POPLHLTH 725 15 Points****Environmental Health**

Explores ways in which the environment affects human health. Studies links between industrial and agricultural development, environmental change and public health at local, national and global levels. Topics include 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 tobacco; air and water quality) will be discussed, along with identification of health hazards, development of prevention strategies, and field implementation methods.

**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**

Examines the values, theories and practice models of health promotion and in particular, an approach to the social determinants of health and health equity that seeks to empower individuals and groups to deal with these issues.

**POPLHLTH 734 15 Points****Health Promotion Strategies**

An overview of key strategies designed to promote health, with an emphasis on healthy public policy, partnerships, community action and advocacy and ways to link local, national and global actions. Practical and

creative approaches to health promotion planning are explored through case studies, invited practitioners and the development of a group project with outcomes of empowerment and health gain.

**POPLHLTH 735 15 Points**  
**Mental Health Development: Theory and Principles**

Mental Health Development (MHD) represents an emergent paradigm in the mental health sector, one which emphasises strengths, resilience and positive quality of life. It is applicable to all people, including those with mental illness, and to all aspects of mental health and social services. The course has a particular focus on the treatment and recovery for individuals affected by mental health problems.

**POPLHLTH 736 15 Points**  
**Mental Health Promotion**

Examines the central role that positive mental health and well-being plays in the health of populations. It focuses on understanding the determinants of mental health and the processes by which these determinants affect mental health. The theory and application of mental health promotion practice, encompassing strategies for action at the societal, community and individual level, are discussed.

**POPLHLTH 737 15 Points**  
**Alcohol, Tobacco and Other Drug Studies**

Provides an introduction and overview to studies on alcohol and other drugs. Incorporates theory and research developed within public health, mental health, and specialised treatment frameworks. Topics will include: coverage of historical developments, a review of major theoretical issues and an overview of current trends.

**POPLHLTH 738 15 Points**  
**Biology of Addiction**

Explores the genetic and neurobiological factors that predispose individuals to develop addiction. The neuropharmacology of the main drugs of abuse and factors that are responsible for the variability in drug response (i.e. pharmacokinetics) will be presented. Current neurobiological models of addiction will be considered.

**POPLHLTH 739 15 Points**  
**Pacific Health**

Examines a wide range of health issues related to Pacific health. Provides an in-depth analysis with evidence of the global, regional and local issues that determines the health of the Pacific population both in the Pacific region and in New Zealand.

**POPLHLTH 746 15 Points**  
**Ethics, Culture and Societal Approaches to Death**

Approaches to death by Māori and other cultures. Resource and legal issues in the New Zealand context. Ethical issues: euthanasia versus palliative care, 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.

**POPLHLTH 750 15 Points**  
**Research Project in Population Health**

**POPLHLTH 751 15 Points**  
**Special Studies**

**POPLHLTH 752 15 Points**  
**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 and country-specific response. Students will develop an understanding of the key health challenges, and the range of possible responses to improve health in the country and wider region.

**POPLHLTH 753 15 Points**  
**Tobacco Control: Principles and Practices**

An overview of research and theory developed within public health and epidemiological contexts related to tobacco control. Major theoretical issues, current trends and challenges to Tobacco Control are considered. Topics covered relate to four themes: (1) reducing initiation, (2) reducing smoking-related harm, (3) smoking cessation and (4) the new goal for New Zealand to be smoke-free by 2025.

**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 758 15 Points**  
**Theoretical Concepts of Health**

A number of theoretical explanations of public health are considered in order to address health issues in diverse communities. An ecological perspective of health will be explored and the specific models of population health will be critiqued.

**POPLHLTH 760 15 Points**  
**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: Women, Gender and Health**

Examines gender as a social determinant of health and explores the links between inequality, social structures and women's health. Covers critical theories of women's health drawing on feminism, sociology, law and politics, human rights and cultural studies. Violence, HIV/AIDS, disability, abortion, new reproductive technologies, infertility, NCDs, occupational health, migrant health, and the role of men are analysed using gender frameworks.

**POPLHLTH 762 15 Points**  
**Advanced Qualitative Health Research**

Applies skills and knowledge in qualitative research to data management and the examination of specific methodological approaches used in qualitative health research. Students will prepare a portfolio examining the use of a specific methodological approach in qualitative health research, and demonstrate a grasp of appropriate skills related to data management in qualitative research.

*Corequisite: POPLHLTH 704 or approved equivalent*

|   |                                      |  |  |
|---|--------------------------------------|--|--|
| <b>POPLHLTH 763</b><br><b>Human Vaccinology</b><br>Provides an examination of vaccinology 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.<br><i>Restriction: POPLPRAC 755</i>   | <b>15 Points</b>                     | <b>POPLHLTH 772</b><br><b>Special Topic</b><br><b>POPLHLTH 773</b><br><b>Pharmacotherapeutic Responses to Addiction</b><br>Provides an advanced overview of the pharmacological management of alcohol and drug problems, including overdose and withdrawal from alcohol, sedatives, opioids, cannabis and stimulants as well as the long term management of dependence on opioids, tobacco, and alcohol. Management within special groups and conditions (youth, pregnancy, co-existing) will be covered.              | <b>30 Points</b><br><b>15 Points</b>                     |
| <b>POPLHLTH 764</b><br><b>Special Topic: The Health and Wellbeing of Pacific Youth</b><br>Addresses critical issues for youth in the Pacific region. Provides a sociocultural examination of strengths based models and youth development theories in light of the complexities around multiple identities, spirituality, poverty, education, employment, urbanasia, social media and marketing and the impact these factors have upon health outcomes for Pacific youth, their families and their communities.   | <b>15 Points</b>                     | <b>POPLHLTH 774</b><br><b>Addictive Consumptions and Public Health</b><br>Focuses on the extensive health impacts of addictive consumptions, particularly in relation to the legalised consumptions of tobacco, alcohol and gambling. Outlines applications of public health principles to reducing harm from these consumptions. Critically examines the role of corporate industrial complexes in promoting these consumptions and in preventing policy and legislative reforms.<br><i>Restriction: POPLPRAC 709</i> | <b>15 Points</b>   |
| <b>POPLHLTH 765</b><br><b>Nutrition Interventions in Public Health</b><br>Explores the use of community-based nutrition interventions to reduce nutrition-related health inequalities, and focuses on the use of appropriate theories to understand the nutrition issue; the use of data and research in the design of evidence based nutrition interventions; and the design of rigorous evaluation plans to determine the effectiveness of the intervention.  | <b>15 Points</b>                     | <b>POPLHLTH 775</b><br><b>Special Topic</b><br><b>POPLHLTH 776</b><br><b>Public Health in Practice</b><br>Students will apply population health concepts, principles and methodologies from formal course work to current public health problems, and develop skills in communicating their solutions to a range of diverse audiences, while critically reflecting on their own position.<br><i>Prerequisite: 45 points from Master of Public Health Schedule</i>  | <b>15 Points</b><br><b>15 Points</b>                     |
| <b>POPLHLTH 766</b><br><b>Special Topic</b><br><b>POPLHLTH 767</b><br><b>Health Services Research Methods</b><br>Focuses on teaching the knowledge and practical skills to conduct health services research. The course follows through the typical research process drawing on a range of different methodologies and methods, both quantitative and qualitative, to develop and answer research questions relating to the accessibility, quality and cost of health care and the improvement of health outcomes.<br><i>Restriction: POPLHLTH 702</i>  | <b>15 Points</b><br><b>15 Points</b> | <b>POPLHLTH 780</b><br><b>POPLHLTH 780A</b><br><b>POPLHLTH 780B</b><br><b>Dissertation</b><br><i>To complete this course students must enrol in POPLHLTH 780 A and B, or POPLHLTH 780</i>  | <b>60 Points</b><br><b>30 Points</b><br><b>30 Points</b> |
| <b>POPLHLTH 768</b><br><b>Special Studies in Addiction and Mental Health</b><br><b>POPLHLTH 769</b><br><b>Interpersonal and Family Violence</b><br>Explores the magnitude and consequences of the problem of, and contributing factors to, interpersonal and family violence. Examines some of the major violence prevention and intervention activities currently undertaken in New Zealand. Considers how effective practices and policies might be disseminated at the individual, community, and national levels. Themes include: the epidemiology of violence, causes of violence, developing and evaluating interventions, and violence as a health issue.<br><i>Restriction: SOCHLTH 751</i> | <b>15 Points</b><br><b>30 Points</b> | <b>POPLHLTH 790</b><br><b>POPLHLTH 790A</b><br><b>POPLHLTH 790B</b><br><b>Dissertation</b><br><i>Restriction: COMHLTH 790</i><br><i>To complete this course students must enrol in POPLHLTH 790 A and B, or POPLHLTH 790</i>   | <b>60 Points</b><br><b>30 Points</b><br><b>30 Points</b> |
| <b>POPLHLTH 770</b><br><b>Special Topic</b><br><b>POPLHLTH 771</b><br><b>Special Topic</b>  | <b>30 Points</b><br><b>30 Points</b> | <b>POPLHLTH 793A</b><br><b>POPLHLTH 793B</b><br><b>Research Portfolio</b><br>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.<br><i>To complete this course students must enrol in POPLHLTH 793 A and B</i>  | <b>45 Points</b><br><b>45 Points</b>                     |
|   |                                      | <b>POPLHLTH 796A</b><br><b>POPLHLTH 796B</b><br><b>Thesis</b><br><i>Restriction: COMHLTH 796</i><br><i>To complete this course students must enrol in POPLHLTH 796 A and B</i>   | <b>60 Points</b><br><b>60 Points</b>                     |

## Population Health Practice

### Postgraduate 700 Level Courses

#### POPLPRAC 702 15 Points

##### Adult Mental Health and CBT Skills for Primary Care

A clinically focused course providing an overview of the recognition and management of adult mental health in primary care and other healthcare settings. Topics and content will enable an examination of mental illness in New Zealand including cultural approaches and epidemiology, assessment, identification, treatment and management options. Content covers high prevalence conditions (depression, anxiety) and long term conditions (bipolar disorder and schizophrenia). Topics will include recovery, resilience, CBT techniques and the effect of 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

Develops understanding and competency in assessment and intervention work with clients having co-existing problems, specifically those most affected by alcohol and drug issues. It focuses on comprehensive assessment, effective clinical interventions, drug-specific interventions and culturally-specific approaches working with individuals, whānau, and communities. It will involve regular review of practice using case-based scenarios filmed with feedback from tutors, mentors and peers.

Corequisite: POPLHLTH 737, POPLPRAC 707

To complete this course students must enrol in POPLPRAC 708 A and B

#### POPLPRAC 710 15 Points

##### Community Health Development 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.

#### POPLPRAC 715 30 Points

#### POPLPRAC 715A 15 Points

#### POPLPRAC 715B 15 Points

##### Practicum in Population Health

Learning of advanced knowledge and skills, and supervised experience within an area of Population Health.

To complete this course students must enrol in POPLPRAC 715 A and B, or POPLPRAC 715

#### POPLPRAC 716 15 Points

##### Practicum in Pacific Health

Supervised experience for students in a Pacific-specific health environment. A course of study relevant to the area of placement will be provided.

#### POPLPRAC 720 15 Points

##### Psychosocial Issues in Palliative Care

The psychological and social study of patients with cancer or active, progressive disease, unresponsive to curative treatment. Existential philosophy and models of coping with suffering, communication in palliative care, psychiatric disorders in palliative care, and bereavement.

#### POPLPRAC 722 15 Points

##### Symptom Management in Palliative Care

Assessment and management of pain, nausea and vomiting, respiratory symptoms, delirium, and other symptoms commonly encountered in palliative care and at the end of life, together with an overview of palliative care emergencies, the role of radiotherapy in symptom management, and issues around nutrition and hydration at the end of life.

#### POPLPRAC 723 15 Points

##### Advanced Symptom Management in Palliative Care

Advanced concepts in the assessment and management of symptoms and situations, including the more challenging ones encountered within the palliative care approach to malignant and non-malignant advanced diseases.

Prerequisite: POPLPRAC 722

#### POPLPRAC 724 15 Points

##### Child and Adolescent Palliative Care

An examination of specific palliative care issues related to the care of children, adolescents, and their families.

#### POPLPRAC 739 15 Points

##### 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 15 Points

##### 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 753 15 Points

##### Special Studies

#### POPLPRAC 754 15 Points

##### Infant, Child and Adolescent Primary Mental Health

Provides an overview of the recognition and primary care management of mental health in the under-eighteen age group. A clinically focused course for primary care practitioners. The content covers attachment, early intervention, development, risk assessment, resilience and families. Topics include depression, anxiety disorders, substance use, eating disorders, first episode psychosis,

pain, somatic presentations, disruptive behaviour disorders and common behavioural problems.

**POPLPRAC 755** 15 Points  
**Special Topic**

**POPLPRAC 756** 30 Points  
**Adult Rehabilitation Studies**

Focuses on the rehabilitation of adults with an acquired or traumatic condition; including an in-depth exploration of the philosophy of rehabilitation interwoven with the development of clinical rehabilitation skills. The concepts addressed in rehabilitation reflect the eclectic nature of the discipline.

*Restriction: POPLPRAC 728*

**POPLPRAC 757** 15 Points  
**Special Topic**

**POPLPRAC 758** 30 Points  
**Biology of Ageing**

The systematic analysis of the physiological changes in ageing and the relationship of these changes to current beliefs and theories around the ageing process. Current issues around biogerontology are discussed.

*Restriction: POPLHLTH 749*

**POPLPRAC 761** 30 Points  
**Mental Health in Old Age**

Explores mental health in old age, including positive mental health and the range of mental health challenges facing older adults. There will be a focus on mental health issues and care across the health continuum, including primary care, specialist mental health services, and aged care services.

*Restriction: NURSING 747, POPLPRAC 727*

**POPLPRAC 764** 15 Points  
**Special Topic**

**POPLPRAC 765** 15 Points  
**Coexisting Problems: Theory and Principles**

Develops further knowledge and skills in working effectively with clients who suffer from coexisting mental health and addiction problems. Students will be presented with research and theory on existent problems and will examine recent developments in intervention strategies.

*Prerequisite: POPLPRAC 708 or equivalent experience*

**POPLPRAC 766** 30 Points  
**Special Topic in Palliative Care**

**POPLPRAC 767** 30 Points  
**Dementia Care**

A clinically focused course that explores dementia within three specific areas; the brain, the diseases, and the person. It explores theoretical concepts and models of dementia care, and focuses on the partnership of individuals, carers and health professionals in the delivery of dementia care.

**POPLPRAC 768** 30 Points  
**Principles of Gerontology**

Explores the issues of providing health services for an ageing population from a number of perspectives: demographics, sociology, psychology, successful ageing, public policy, economics, design, workforce and service provision. The principles that underpin gerontology and models of service delivery to older people are examined as are the attitudes that improve the partnership between individuals, carers and other family members, and health professionals in the delivery of services to older people.

*Restriction: POPLPRAC 725, 726*

**POPLPRAC 769** 30 Points

**Special Topic: Aged Care Practice**

Provides an in-depth understanding of the unique clinical and contextual complexities of providing health care in the aged residential care sector. Using rich data sources and standardised assessment tools it focuses on the quality of clinical care. Health professionals will explore the use of gerontological assessment to respond to identified need, inform care planning and care delivery at an individual and systems level.

**POPLPRAC 770** 30 Points  
**Special Topic**

**POPLPRAC 771** 30 Points  
**Special Topic**

## Psychiatry

### Postgraduate 700 Level Courses

**PSYCHIAT 713** 15 Points  
**Special Study in Mental Health**

**PSYCHIAT 721** 15 Points  
**Special Topic**

**PSYCHIAT 722** 15 Points  
**Special Topic**

**PSYCHIAT 730** 30 Points

**PSYCHIAT 730A** 15 Points

**PSYCHIAT 730B** 15 Points

### Early Childhood Mental Health

Focuses on the identification, assessment and treatment of early emotional and behavioural problems and their link to the child's family and preschool environments.

*Prerequisite: PSYCHIAT 740, 747, 768, or equivalent*

*Restriction: PSYCHIAT 771, 772*

*To complete this course students must enrol in PSYCHIAT 730 A and B, or PSYCHIAT 730*

**PSYCHIAT 740** 15 Points  
**Child and Adolescent Psychopathology**

Explores conceptualisations of mental disorder in children and adolescents from a biopsychosocial and developmental perspective. The DSM-5 classification is used as a framework, with consideration of the benefits and disadvantages of an illness model.

**PSYCHIAT 741** 15 Points  
**Therapy in Child and Adolescent Mental Health – Theory**

Covers the range of treatment modalities used in child and adolescent mental health. Rationale and nature of current therapies will be covered. Students will undertake critical appraisal of the evidence base for therapy pertinent to specific clinical situations.

*Prerequisite: PSYCHIAT 740*

**PSYCHIAT 747** 15 Points  
**Child and Adolescent Development**

Critically appraises and applies theoretical models and research literature on aspects of child and adolescent development important to mental health. For each of four age ranges, the main aspects of development are reviewed and developmentally appropriate ways of working with children are identified.

**PSYCHIAT 766** 15 Points  
**Youth Addiction and Co-existing Problems**

An overview of key principles required to manage alcohol and

drug problems within a Child and Adolescent Mental Health (CAMH) context. Includes a range of topics including aspects of screening, assessment and brief interventions, harm reduction, an introduction to motivational interviewing, and CBT in addiction treatment.

**PSYCHIAT 767** 15 Points  
**Special Studies**

**PSYCHIAT 768** 30 Points  
**PSYCHIAT 768A** 15 Points  
**PSYCHIAT 768B** 15 Points

**Assessment, Formulation and Treatment Planning in ICAMH**

Involves a combination of theory and practice. Different methods of assessment, including developmentally appropriate history taking and mental state examination, and of formulation and treatment planning, are applied to a range of infant, child, and adolescent mental health (ICAMH) problems.

*Corequisite: PSYCHIAT 740, 747*

*Restriction: PSYCHIAT 748, 749*

*To complete this course students must enrol in PSYCHIAT 768 A and B, or PSYCHIAT 768*

**PSYCHIAT 769** 15 Points  
**CBT with Children, Adolescents and their Families 1**

Explores Cognitive Behavioural Therapy (CBT) as an evidence-based treatment for children, adolescents and their families, and covers both theoretical and practical applications of CBT. Specifically designed for New Zealand based practitioners working clinically and/or therapeutically with families, students will learn the CBT model, treatment packages and strategies for depression and anxiety. There is also a strong focus on culturally appropriate interventions (especially those appropriate for Māori).

*Prerequisite: PSYCHIAT 740, 747*

**PSYCHIAT 770** 15 Points  
**CBT with Children, Adolescents and their Families 2**

Examines advanced knowledge and skills applied to complex disorders. Builds on PSYCHIAT 769 and further extends the practitioner's knowledge and skill base to include more complex issues of Trauma, Anger, DBD, Self-esteem, OCD and Personality. The strong cultural focus continues, with issues for Māori families being considered in more depth. Students will also have access to New Zealand CBT resources and practice more in-depth CBT skills.

*Prerequisite: PSYCHIAT 769*

**PSYCHIAT 773** 30 Points  
**PSYCHIAT 773A** 15 Points  
**PSYCHIAT 773B** 15 Points

**Youth Forensic Psychiatry**

Students develop an in-depth understanding of offending, particularly for youth offenders, and the relationship to mental illness. Addresses key roles and responsibilities of key stakeholders and members of the multidisciplinary team in the justice and youth justice systems.

*To complete this course students must enrol in PSYCHIAT 773 A and B, or PSYCHIAT 773*

**PSYCHIAT 774** 30 Points  
**PSYCHIAT 774A** 15 Points  
**PSYCHIAT 774B** 15 Points  
**Special Topic**

*To complete this course students must enrol in PSYCHIAT 774 A and B, or PSYCHIAT 774*

## Faculty of Science

### Academic Integrity

**ACADINT A01** 0 Points  
**Academic Integrity Course**

The Academic Integrity Course is an online course designed to increase student knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct. Students work through a series of modules, outlining scenarios that they may encounter while studying at university. Each scenario provides information on relevant rules, resources and expected behaviour.

### Astrosciences

#### Stage I

**ASTRO 100** 15 Points  
**ASTRO 100G** 15 Points

**Planets, Stars and Galaxies**

The story of our place in the Universe. Key topics are the exploration of the solar system, searches for planets around other stars, the structure and evolution of stars and galaxies, high-energy astrophysics, and the origin and overall properties of the Universe. No background in physics or mathematics is assumed.

*Restriction: PHYSICS 107, 107G*

#### Stage II

**ASTRO 200G** 15 Points  
**Astrobiology**

Astrobiology examines the potential of the universe to harbour life and is interdisciplinary, combining Geology, Biology, Astronomy, Chemistry, Physics, Philosophy, Ethics. Course focus is on how these disciplines combine with technology, addressing questions of life in the universe. Key topics include origin and evolution of life, definitions and environmental limits of life, and how to search for life beyond Earth.

*Prerequisite: 60 points passed*

*Restriction: EARTHSCI 206*

### Bioinformatics

#### Postgraduate 700 Level Courses

**BIOINF 701** 15 Points  
**Bioinformatics**

An overview of the methods and applications of bioinformatics with specific reference to: internet-accessible database technology, database mining, applications for gene and protein sequence analysis, phylogenetic analyses, three-dimensional protein prediction methods, and genome sequence analysis.

*Prerequisite: 30 points from Stage II in Biological Sciences*

*Restriction: BIOINF 301, BIOSCI 359, 742*



**BIOINF 702 15 Points****Comparative Bioinformatics**

Much knowledge of biological systems is acquired by making comparisons with known systems. Several computational methods, including Markov models, HMMs and dynamic programming can be used in making these comparisons. Technical aspects of these methods and their application to biological problems will be discussed. A sound understanding of BIOSCI 359 or BIOINF 301 or equivalent is assumed. Students lacking this background must take BIOINF 701 as a corequisite.

**BIOINF 704 15 Points****Statistical Bioinformatics**

The concepts and statistical tools involved in genome-wide association studies (GWAS), whereby genomic regions responsible for certain diseases are identified from the analysis of large amounts of genetic data. Methods for the analysis of gene expression data are also described.

**BIOINF 789A 22.5 Points****BIOINF 789B 22.5 Points****Project in Bioinformatics**

*Prerequisite:* COMPSCI 220 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 students must enrol in BIOINF 796 A and B

**Biological Sciences****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****Life! Origins and Mechanisms**

Questions what Life is and explores its machinery. Speculates on how Life arose from the flow and capture of solar energy, to power growth, movement, replication and storage of generic information. Then, describes how genes interact with environments, and how mutations can be catastrophic or transformational. These processes underpin life as we know it.

**BIOSCI 106 15 Points****Foundations of Biochemistry**

An introduction to the core elements of biochemistry, investigating biological processes at the chemical and molecular level. Key themes include the molecular structure

of proteins, enzyme kinetics, biochemical energetics, carbohydrate and lipid metabolism, nutrition, cell signalling, vision and aspects of plant biochemistry including world food production. These themes provide a framework for discussion of mechanisms underpinning human disease including diabetes and obesity, antibiotic resistance, drug development and plant medicinals.

**BIOSCI 107 15 Points****Biology for Biomedical Science: Cellular Processes**

The cellular basis of mammalian form and function. Particular emphasis will be placed on cellular components and processes of blood, neural, muscular, reproductive, immune and supporting systems and how they contribute to the structure and function of the body as a whole.

**BIOSCI 108 15 Points****Biodiversity: Patterns of Life**

Knowledge of biodiversity is fundamental to understanding our world. Students will become familiar with biological diversity and whakapapa beginning with viruses and leading through to microbes, plants, fungi and animals. Defining characteristics of major organismal groupings will be highlighted so as to provide students with an overview of the diversity of life on Earth, and the critical role that maintaining biodiversity has for kaitiakitanga and the future.

**BIOSCI 109 15 Points****Ecology and Evolution: The Continuum of Life**

Life is hard, thus responding to variation in biotic and abiotic variables is crucial for survival at all levels of biological hierarchy. Ko ahau te taiao, ko te taiao, ko ahau (I am the land, and the land is me) – the ecosystem defines quality of life. Develops an understanding of the evolutionary mechanisms through which life has evolved to cope with change over time, and the ecological mechanisms that determine the distribution and abundance of organisms today; how populations and communities adapted to change in the past, how they respond to environmental challenges today, and how they are likely to respond to change in the future as the climate changes.

*Restriction:* BIOSCI 104

**Stage II****BIOSCI 201 15 Points****Cellular and Molecular Biology**

The fundamental processes of the cell are examined to understand how cells reproduce and use information stored within the genome, express proteins for specific functions, and function within larger tissues. Specific modules examine stem cells, tissues and cellular development, cancer progression and the biology of tumours and the basis of immunity.

*Prerequisite:* BIOSCI 101, and 15 points from BIOSCI 106-109, MEDSCI 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 heredity.

*Prerequisite:* BIOSCI 101 and 15 points from BIOSCI 106-109

**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 15 points from BIOSCI 106-109

### **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, 108

### **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, 109, and STATS 101 or 108

### **BIOSCI 207 15 Points**

#### **Adaptive Form and Function**

Biological adaptations of animals, including behaviour, morphology, physiology and life history. Topics covered include how animals navigate, physiological adaptations, behavioural ecology, animal reproduction and anti-predator defences.

*Prerequisite:* BIOSCI 108, and BIOSCI 101 or 109

### **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 108, and BIOSCI 101 or 109

### **BIOSCI 210 15 Points**

#### **Evolution and the Biological Origin 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 109, and 15 points from BIOSCI 101-108

### **BIOSCI 220 15 Points**

#### **Quantitative Biology**

Almost every biological discipline will require computational

and analytical skills beyond using point-and-click software to enable the processing of biological data into biological information. Students will learn fundamentals of experimental design, data management, and data visualisation. Additionally, students will gain the skills required to critically analyse and interpret biological experiments, understanding how statistics can be both used and misused in the scientific literature. Recommended preparation: STATS 101

*Prerequisite:* BIOSCI 101, and 30 points from BIOSCI 106-109

### **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 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 with a comprehensive survey of the characteristics and distributions of the major plant groups. Coverage will also include classical and phylogenetic approaches to plant identification, and applications of systematics. Practical work will focus on tools for identifying plants, introduction to plant diversity in the lab and field, and development of a herbarium collection.

*Prerequisite:* BIOSCI 102 or 104 and 30 points at Stage II in Biological Sciences, Environmental Science or Geography

### **BIOSCI 324 15 Points**

#### **Plant Pathology and Symbiosis**

Microorganisms and pests form symbioses with plants that are critically important for horticulture and agriculture. This course examines the biology of plant pathogens, pests, and symbionts. It focuses on plant-microbe interactions at the cellular and molecular level, the epidemiology and control of plant diseases, and the mechanisms through which these interactions are mediated.

*Prerequisite:* BIOSCI 204, 205

*Restriction:* BIOSCI 321

### **BIOSCI 325 15 Points**

#### **Plant Diversity and Function**

Plants form the basis of ecosystem food chains and are fundamental to life on Earth. The diversity in land plants

from both phylogenetic and functional trait perspectives will be presented, exploring key steps in the evolution of plants and how they interact with their environment. It provides a framework of plant life focussing on the ecologically, economically and culturally important plants of Aotearoa New Zealand.

*Prerequisite:* BIOSCI 108, and BIOSCI 205 or 206

*Restriction:* BIOSCI 323

### **BIOSCI 326 15 Points**

#### **Plant Biotechnology for Crops and Health**

Plants are vital sources of food, health compounds and shelter. Students will learn how biotechnology is used to understand plant biology and discuss strategies for crop improvement. Topics include plant genomics, molecular breeding, genome editing, gene transfer, the regulatory framework and examples of applications in the food, health, environment and crop sectors.

*Prerequisite:* 15 points from BIOSCI 201, 205

*Restriction:* BIOSCI 340

### **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 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 334 15 Points**

#### **Biology of Marine Organisms**

Not only is the earth predominantly oceanic, but higher marine biodiversity occurs on the shallower continental shelf/coastal areas. Students will learn the key groups of marine organisms within New Zealand's waters. Attention will be given to understanding their diversity, distribution and adaptations to thrive within the dynamic marine environment.

*Prerequisite:* BIOSCI 108, 109 and 15 points from BIOSCI 206, 207, 208

### **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 338 15 Points**

#### **Biology of Terrestrial Animals**

The animals of Aotearoa and Tāmaki Makaurau are iconic. We explore the biology, diversity and whakapapa of our native invertebrate and vertebrate animals. Along with a detailed coverage of biology, we focus on practical techniques for sampling and identifying species. This course involves both fieldwork (with the option to conduct this either on campus, or on an overnight fieldtrip) and labwork and training in using biodiversity data for hypothesis testing and scientific communication.

*Prerequisite:* BIOSCI 207

### **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:* BIOSCI 204 or MEDSCI 202

### **BIOSCI 348 15 Points**

#### **Food and Industrial Microbiology**

The use and scientific fundamentals of micro-organisms in the production of foods and food additives, nutraceuticals 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, MEDSCI 202

#### **BIOSCI 349 15 Points**

##### **Biomedical Microbiology**

The molecular biology of micro-organisms affecting human health. The characteristics of microbial pathogens, the origins of virulence, and the development of infectious disease. Routes of infection, evasion of host immune responses, and host-pathogen interactions. The molecular basis for vaccination and anti-microbial therapy, and the development of resistance to treatment.

*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 355 15 Points**

##### **Genomics and Genome Biology**

Biological information is coded in and expressed from genomes. This course explores methods for detecting structural and functional elements of genomes, plus the wider genome biology of eukaryotic and prokaryotic systems. Students will learn how genomic data is generated and analysed, how genomes evolve, and how genomic information is expressed and regulated.

*Prerequisite:* BIOSCI 202

*Restriction:* BIOINF 301, BIOSCI 354

#### **BIOSCI 356 15 Points**

##### **Developmental Biology and Cancer**

Molecular, cellular and genetic aspects of normal and abnormal development focusing on a variety of model systems including drosophila, the zebrafish and the mouse. Molecular events underlying the development of body form, the differentiation of specific tissues such as the blood, and

abnormalities of development which contribute to diseases of the body such as cancer. Implications of transgenic techniques on development.

*Prerequisite:* BIOSCI 201

#### **BIOSCI 358 15 Points**

##### **Nutritional Science**

The scientific basis of nutrition focusing on its biochemistry and physiology in health and disease. Nutritional aspects of carbohydrates, fats, proteins, vitamins and trace nutrients are covered in an integrated manner. The methodologies which underpin nutritional science and its applications are included. Reference will be made to a broad range of examples, and a number of specific nutritional topics of current interest will also be included.

*Prerequisite:* BIOSCI 203

#### **BIOSCI 394 15 Points**

##### **Conservation Ecology**

Conservation of species and ecosystems. Population ecology, population growth, harvesting and pest control, marine and terrestrial conservation practice, forest and fisheries management. Impacts and control of invasive species. Population viability analysis and case studies in the conservation of threatened species. International conservation.

*Prerequisite:* BIOSCI 104 and 30 points at Stage II in either Biological Sciences or Geography

#### **BIOSCI 395 15 Points**

##### **Pacific Biogeography and Biodiversity**

Island biogeography and insular biodiversity across the Pacific. A multi-disciplinary approach involving the study of both plant and animal systematics and biogeography.

*Prerequisite:* BIOSCI 109 or GEOG 101

#### **BIOSCI 396 15 Points**

##### **Terrestrial Ecology**

Experimental and theoretical population and community ecology focusing on the interactions and environmental forces controlling the distribution and abundance of terrestrial populations of plants and animals. Both New Zealand and international examples will be used to explain the fundamental processes shaping ecological systems throughout the world.

*Prerequisite:* BIOSCI 109, 206, and STATS 101 or 108

#### **BIOSCI 399 15 Points**

##### **Capstone: Biological Science in a Post Truth World**

Enables students to engage in debate on contemporary issues in biology and how these are interpreted from a cultural, political and economic perspective. Equips students with the tools to counter misrepresentation of science, through evidence-based scientific reasoning. Offers students a perception of Western science through different lenses, including Vision Mataranga, economic, environmental and health policy and journalism in NZ and beyond.

*Prerequisite:* 30 points at Stage III in Biological Sciences

### **Postgraduate 700 Level Courses**

#### **BIOSCI 702 15 Points**

##### **Systems and Models in the Natural Sciences**

Modelling and simulation are increasingly important aspects of the natural sciences. A variety of methods for scientific modelling and visualisation, including molecular dynamics, cellular automata, agent-based modelling, and dynamical systems theory will be introduced, along with use of these methods to improve understanding of complex (biological)

systems on wide-ranging scales, from interacting molecules to evolving populations.

*Restriction: BIOINF 703*

### **BIOSCI 724 15 Points**

#### **Marine Ecology**

Current topics in marine ecology at the population, community, and ecosystem level. Seminars focus on ecology and evolution in a life-history context, including topics on fertilisation, larval development, and recruitment.

### **BIOSCI 725 15 Points**

#### **Ecological Physiology**

Physiological and biochemical processes enable animals to occupy diverse habitats. Highly variable and extreme environments provide an opportunity to study the functional attributes of animals, particularly ectotherms, with respect to their metabolic, respiratory, and nutritional adaptations. A sound understanding of BIOSCI 335 or equivalent is assumed.

### **BIOSCI 727 15 Points**

#### **Aquaculture**

Current assessment of the national and global status of aquaculture and fisheries, including consideration of future prospects. Examples of algal, invertebrate, and fish aquaculture in New Zealand, and a review of general environmental and biological problems and the role of scientific knowledge in aquaculture management. Coverage of factors contributing to wild fisheries management, including spawning, larval survival, recruitment, principles of stock assessment and fisheries modelling. A sound knowledge of BIOSCI 328 or equivalent is assumed.

### **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 15 Points**

#### **Terrestrial Plant Ecology**

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 15 Points**

#### **Advanced Behavioural Ecology**

Focuses on organisms interacting in natural environments. Both the mechanistic underpinnings of behaviour and the fitness consequences of such behavioural traits will be examined. Behavioural ecology is not limited to questions of behaviour, but draws in issues of energetics and physiology as these factors are often used as proxies for fitness traits such as differences in survival and reproduction. A sound understanding of BIOSCI 337 or equivalent is assumed.

### **BIOSCI 736 15 Points**

#### **Microbial Genomics and Metabolism**

Cross-disciplinary issues involved in the understanding of microbial genome structure, gene regulation and metabolism. Includes: the genetic basis of microbial interactions and horizontal gene transfer, the effect of stress and mutation on microbial and viral evolution and modern approaches used to link gene sequence to biological function and phenotypes.

### **BIOSCI 737 15 Points**

#### **High Resolution Imaging of Biological Molecules**

X-ray crystallography and electron microscopy are two of the principal techniques used by biologists to determine molecular structure. The theory and practice of X-ray crystallography and electron microscopy, including a laboratory component where 3D structure are determined from experimental data, are addressed. Accessible to students with a variety of backgrounds, including Biology, Bioengineering, Chemistry and Physics. This course complements CHEM 738 and BIOSCI 757.

### **BIOSCI 738 15 Points**

#### **Advanced Biological Data Analysis**

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: 15 points from BIOSCI 209, STATS 201, 207, 208, or equivalent*

**BIOSCI 739 15 Points****Dialogues in Biology**

Cross-disciplinary issues in biology will be debated and explored. Topics may include: ethical and commercial issues underpinning science; scientific publishing and advocacy; medical and agricultural biotechnology; animal and environmental ethics, conservation and biodiversity, the history and philosophy of science.

**BIOSCI 741 15 Points****Applied Microbiology and Biotechnology**

Historical overview of the development of industrial microbiology. Diversity and complexity of applications. Biodiversity of fermentations. Microbial metabolism and the assimilation of carbon, nitrogen, and sulphur. Interconnections between catabolic and biosynthetic pathways. Metabolic considerations in continuous culture. Selection, isolation and construction of useful organisms. Manipulation of growth conditions to optimise process yield. Contemporary examples of industrial processes using microbes. A sound understanding of BIOSCI 348 or equivalent is assumed.

**BIOSCI 746 15 Points****The Molecular Machinery of The Cell**

The experimental investigation and modelling of protein behaviour at the molecular level, in order to explain cellular biology and facilitate protein engineering. Topics addressed may include binding, transport, catalysis, chemical modification, and dynamics. A sound understanding of BIOSCI 350 or equivalent is assumed.

**BIOSCI 747 15 Points****Biosecurity and Invasion Biology**

The science of invasion biology, including stages of the invasion process and ecological interactions between species. The impacts of invasive alien species in different ecosystems. Population and community ecology, in relation to biosecurity.

**BIOSCI 748 15 Points****Weed and Pest Management**

Techniques for the management of invasive plants and animals (vertebrates and invertebrates) in different ecosystem types, including terrestrial and aquatic ecosystems. Approaches to the prevention, control and eradication of invasive species in different situations.

**BIOSCI 749 15 Points****Ecology of Microbial Interactions**

The associations of micro-organisms with their immediate environment are considered. Topics to be discussed include microbial communities and their survival strategies in natural and artificial systems. A sound understanding of BIOSCI 347 or equivalent is assumed.

**BIOSCI 751 15 Points****Plant-microbial Interactions**

Addresses selected topics in plant microbial interactions. Modern research on issues relating to plant pathogens and biosecurity, plant disease spread (epidemiology) and plant-microbial interactions (both pathogenic and mutualistic) will be investigated and discussed. A basic understanding of microbiology and molecular biology is assumed.

**BIOSCI 752 15 Points****Plant Genomics and Biotechnology**

How genomics and gene transfer technologies could be used to achieve improved plant growth and to develop food with new traits. Includes: plant genomics methods,

engineering fruit colour, control of fruit ripening and texture, biotechnology project design. A sound understanding of BIOSCI 354 or BIOSCI 340 or equivalent is assumed.

**BIOSCI 753 15 Points****Synthesis of Plant Products and Foods**

Includes the biosynthesis of: selected plant cell-wall components important in dietary fibre or biomass for the production of biofuels, including lignins, cellulose or non-cellulosic polysaccharides; antioxidant pigments in food plants and their possible impacts on human health. The manipulation of nitrogen assimilation in plants to increase the yield and quality of agricultural and horticultural plant products. A sound understanding of BIOSCI 340 or equivalent is assumed.

**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 757 15 Points****Structural Biology**

Reviews recent studies of biological systems that highlight molecular structure, and its ability to explain cellular biology. Topics may include: protein folding and targeting in the cell, motor proteins, pathogen and immune system molecules, and the inference of 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.

Restriction: BIOINF 761, ENVSCI 701, MEDSCI 701

### **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 788** 45 Points

#### **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, or BIOSCI 788

### **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**

### **Stage III**

### **BIOMED 399** 15 Points

#### **Capstone: Biomedical Science**

Students will synthesise knowledge and reflect on learning experiences attained during their studies in Biomedical Science. Students will engage in debate on contemporary issues and use their scientific reasoning to counter misunderstandings and misrepresentation. Students will consider wider societal issues involved in research, such as human and animal ethics, Māori and Pacific health advancement, and public health relevance and economic benefits.

Prerequisite: 30 points from BIOSCI 347-358, MEDSCI 300-320, MEDIMAGE 302, 306

### **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**

### **Postgraduate 700 Level Courses**

### **BIOTECH 788** 45 Points

### **BIOTECH 788A** 15 Points

### **BIOTECH 788B** 30 Points

#### **BSc(Hons) Dissertation in Biotechnology**

An independent research study conducted in conjunction with an industry partner.

To complete this course students must enrol in BIOTECH 788 A and B, or BIOTECH 788

### **BIOTECH 794A** 45 Points

### **BIOTECH 794B** 45 Points

#### **MSc Thesis in Biotechnology**

To complete this course students must enrol in BIOTECH 794 A and B

## **Chemistry**

### **Preparatory Courses**

### **CHEM 91P** 15 Points

#### **Preparatory Chemistry 1**

Preparatory 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<sup>-1</sup>. Energy and thermo-chemistry. Laboratories include practical skills and qualitative analysis, and simple modelling.

Restriction: CHEM 91F

### **Stage I**

### **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. 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.

**CHEM 150****15 Points****Concepts in Chemistry**

The fundamentals of chemistry are explored with a view to enhancing understanding of the chemical nature of the world around us and providing a foundation for further study in chemistry. Special attention is paid to familiarisation with the language of chemistry and the chemist's perspective of the properties of matter and its transformations. It is recommended that students with a limited background in chemistry take this course prior to CHEM 110 or CHEM 120. *Restriction: Cannot be taken at the same time as any other chemistry course, or after any successfully completed chemistry course, other than CHEM 100/CHEM 100G*

**Stage II****CHEM 215****15 Points****Structure and Spectroscopy**

To study chemicals it is important to understand the stereochemical and electronic properties of molecules. Molecular orbital techniques and the application of approaches based on molecular symmetry and group theory to the understanding of molecular properties, bonding and spectroscopy will be studied. Application of these concepts to spectroscopic characterisation and quantification of materials by various spectroscopic techniques will be discussed.

*Prerequisite: CHEM 120 and 15 points from MATHS 108, 110, 120, 130, 150, 153, PHYSICS 120, 160, STATS 101, 108*

*Restriction: CHEM 220*

**CHEM 252****15 Points****Properties and Analysis of Matter**

Understanding the physico-chemical properties of matter is crucial for modern chemistry. Fundamental processes to the analysis and understanding of chemical systems, including thermodynamics, equilibria, acid and bases will be covered. Applications of modern electrochemistry, physical chemistry of modern materials and methods for assessing the reliability of results will be described while the laboratory course emphasises the obtaining and understanding of chemical measurements.

*Prerequisite: CHEM 110, 120, and 15 points from MATHS 108, 110, 120, 130, 150, 153, PHYSICS 120, 160, STATS 101, 108*

*Restriction: CHEM 240*

**CHEM 253****15 Points****Making Molecules: Synthesis and Isolation**

Creation of chemicals and compounds is at the heart of synthetic chemistry; students will learn organic, organometallic and inorganic synthesis with an emphasis on how and why reactions occur. Studying separation strategies, reaction conditions and characterisation techniques will allow an understanding of the variables in synthesis. The laboratory component provides experience in synthesising, isolating, purifying and characterising compounds. This

course will build on prior knowledge of chemical bonding, MO theory, and main-group and transition metal chemistry.

*Prerequisite: CHEM 110*

*Restriction: CHEM 230*

**CHEM 254****15 Points****Modelling Chemical Processes**

From quantum mechanics to enzyme active sites, statistical analysis to the greenhouse effect, models are essential to our understanding of chemical phenomena. But what makes a good model? How are they developed and tested? After exploring the concept of models and their relationship to the scientific method, students will investigate several currently accepted models used in the chemical sciences.

*Prerequisite: CHEM 110, 120 and 15 points from MATHS 108, 110, 130, 150, PHYSICS 120*

**CHEM 260****15 Points****Introduction to Green Chemistry**

Introduction to the concepts and principles of Green Chemistry. Selected real world applications of Green Chemistry are presented to illustrate how these important guiding principles can be applied. The integral laboratory course provides valuable practical experience in relevant areas of the chemical sciences.

*Prerequisite: Either CHEM 110 and 120, or at least B- in CHEM 110 or 120*

**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.

*Prerequisite: 15 points from CHEM 210, 251*

**CHEM 320****15 Points****Design and Reactivity of Inorganic Compounds**

A selection of the most recent developments in contemporary inorganic chemistry will be covered. These will include ligand design and reactivity in coordination chemistry, macrocyclic chemistry, redox chemistry, photochemistry, construction of devices, organometallic chemistry, catalysis, and main group rings, chains, clusters and polymers. The laboratories provide complementary experience in synthesis and measurement of physical properties for selected inorganic compounds.

*Prerequisite: CHEM 220 or 251*

**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: 15 points from CHEM 230, 253*

**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.

*Prerequisite:* 15 points from CHEM 240, 252

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| <b>CHEM 350</b>  | <b>15 Points</b>  |
| <b>CHEM 350A</b> | <b>7.5 Points</b> |
| <b>CHEM 350B</b> | <b>7.5 Points</b> |

#### 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.

*Prerequisite:* 30 points at Stage II in Chemistry

*To complete this course students must enrol in CHEM 350 A and B, or CHEM 350*

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|---|------------------|
| <b>CHEM 351</b>   | <b>15 Points</b> |
| <b>Chemicals Big and Small: Nano-material to Bio-macromolecules</b> |                  |

Chemical materials are found with a broad range of shapes, sizes and physical properties. Students will study the synthesis of chemical materials; including polymeric materials using radical chemistry, inorganic materials and proteins and peptides using synthetic and biological chemical approaches. Methods to characterise materials will be investigated, including a range of physical and computational techniques giving insight into molecular interactions.

*Prerequisite:* 30 points from CHEM 251, 252, 253

*Restriction:* CHEM 350

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| <b>CHEM 352</b>                       | <b>15 Points</b> |
| <b>Advanced Concepts in Chemistry</b> |                  |

Comprises various topics in the chemical sciences related to current research interests in the School, which may vary from year to year. Students will be exposed to cutting-edge research concepts and will study four separate modules over two semesters.

|                                     |                  |
|-------------------------------------|------------------|
| <b>CHEM 360</b>                     | <b>15 Points</b> |
| <b>Contemporary Green Chemistry</b> |                  |

Covers topics central to contemporary Green Chemistry such as sustainable syntheses, energy production, catalysis, pollution control, and basic toxicology. The integral laboratory course provides valuable practical experience in relevant areas of the chemical sciences.

*Prerequisite:* CHEM 260

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|----------------------------|------------------|
| <b>CHEM 380</b>            | <b>15 Points</b> |
| <b>Materials Chemistry</b> |                  |

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.

*Prerequisite:* 15 points from CHEM 210, 220, 251

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|----------------------------|------------------|
| <b>CHEM 390</b>            | <b>15 Points</b> |
| <b>Medicinal Chemistry</b> |                  |

Nature of cellular targets for drug action – lipids, proteins, enzymes, DNA. Principles of molecular recognition. Enzymes and receptors as targets for drug action. DNA as a target for drug action. An overview of approaches to drug discovery and development. Structure-activity relationships, stereochemistry and drug action, prodrugs, drug solubilisation and delivery, drug metabolism and antibiotic resistance. Laboratories focus on the synthesis, computer modelling and biological testing of drugs.

*Prerequisite:* CHEM 110 and a minimum of 165 points passed

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|--|------------------|
| <b>CHEM 392</b>                              | <b>15 Points</b> |
| <b>Issues in Drug Design and Development</b> |                  |

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.

*Prerequisite:* Minimum of 165 points passed

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| <b>CHEM 397</b>                         | <b>15 Points</b> |
| <b>Capstone: Green Chemical Science</b> |                  |

Explores green chemical processes, principles, applications and development. Students will examine the ethical, social and commercial implications of green chemical processes.

*Prerequisite:* 30 points from CHEM 351, 360, ENVSCI 301

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|--------------------------------------|------------------|
| <b>CHEM 398</b>                      | <b>15 Points</b> |
| <b>Capstone: Medicinal Chemistry</b> |                  |

The combination of skills learnt throughout the Medicinal Chemistry Specialisation will be used to study both currently used and potential new therapeutic agents. Students will use a range of delivery modes to present the molecules studied during this course.

*Prerequisite:* 30 points at Stage III in Chemistry

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|----------------------------|------------------|
| <b>CHEM 399</b>            | <b>15 Points</b> |
| <b>Capstone: Chemistry</b> |                  |

The combination of skills learned throughout the Chemistry major will be used to complete two tasks (one written-focused and one practically-based), choosing from a range of topics.

*Prerequisite:* 30 points at Stage III in Chemistry

#### Diploma Courses

|                  |                  |
|------------------|------------------|
| <b>CHEM 690A</b> | <b>15 Points</b> |
| <b>CHEM 690B</b> | <b>15 Points</b> |

#### Graduate Diploma Research Project

*To complete this course students must enrol in CHEM 690 A and B*

|                  |                  |
|------------------|------------------|
| <b>CHEM 691</b>  | <b>30 Points</b> |
| <b>CHEM 691A</b> | <b>15 Points</b> |
| <b>CHEM 691B</b> | <b>15 Points</b> |

#### Postgraduate Diploma Research Project

*Restriction:* CHEM 790

*To complete this course students must enrol in CHEM 691 A and B, or CHEM 691*

#### Postgraduate 700 Level Courses

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|-----------------------|------------------|
| <b>CHEM 701</b>       | <b>15 Points</b> |
| <b>Directed Study</b> |                  |

A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of chemistry.

|                       |                  |
|-----------------------|------------------|
| <b>CHEM 702</b>       | <b>15 Points</b> |
| <b>Directed Study</b> |                  |

A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of chemistry.

|                                    |                  |
|------------------------------------|------------------|
| <b>CHEM 710</b>                    | <b>15 Points</b> |
| <b>Advanced Physical Chemistry</b> |                  |

Topics are chosen from areas of current research in physical chemistry and will include areas such as quantum mechanics, computational chemistry, theory and



applications of spectroscopical methods such as nuclear magnetic resonance (NMR). 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****15 Points****Biomolecular Chemistry**

Discusses how techniques including NMR spectroscopy, calorimetry, neutron scattering and computational modelling, can characterise the molecular structure, dynamics, and interactions of biological macromolecules. The principles of each technique will be presented and complemented with examples of where these methods have made major advances in understanding important biochemical processes. Accessible to students with a background in chemistry, biology, bioengineering, or physics.

**CHEM 740****15 Points****Current Topics in Analytical Chemistry**

Principles and applications of modern analytical chemistry. Emphasis will be on the solution of problems met by analytical chemists, including a study of the development of 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 760****15 Points****Advanced Green Chemistry**

Examines topics that are of key global significance to sustainability such as human activities that exceed the planetary boundaries, global warming, ocean acidification, endocrine disrupting compounds, global population, imbalance of the phosphorus and nitrogen cycles, and extinction of species. No formal prerequisite, but knowledge of green chemistry at the level covered in CHEM 360 will be assumed.

**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****Honours 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

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**Computer Science**

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**Stage I****COMPSCI 101****15 Points****Principles of Programming**

An introduction to computers and computer programming in a high-level language. The role of computers and computer professionals in society is also introduced. The course is intended for students who may wish to advance in

Computer Science or in Information Systems and Operations Management.

*Restriction: Cannot be taken with or after any other Computer Science course*

### **COMPSCI 110 15 Points**

#### **Introduction to Computer Systems**

An introduction to the various layers that make up a modern computer system: encoding of data and instructions, hardware, low-level programming, operating systems, applications and communications.

### **COMPSCI 111 15 Points**

#### **COMPSCI 111G 15 Points**

#### **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.

*Restriction: Cannot be taken with or after COMPSCI 110*

### **COMPSCI 120 15 Points**

#### **Mathematics for Computer Science**

Basic mathematical tools and methods needed for computer science are introduced. Elementary mathematical skills for defining, analysing and reasoning with abstracts objects used in programming are developed. Topics include integers and rational numbers, strings and languages, methods of proof (including induction), propositional logic, and elementary introductions to graphs, trees, counting and probability.

*Prerequisite: MATHS 102 or at least 13 credits in Mathematics at NCEA Level 3 or D in CIE A2 Mathematics or C in CIE AS Mathematics or 3 out of 7 in IB Mathematics*

*Restriction: Cannot be taken after COMPSCI 225, MATHS 255*

### **COMPSCI 130 15 Points**

#### **Introduction to Software Fundamentals**

Fundamental programming techniques and processes, such as conditionals, iteration, recursion, functions, testing and debugging. Efficient ways to organise and manipulate data, including sorting and searching algorithms. Writing software that uses and implements common abstract data types such as lists, stacks, queues, dictionaries and trees.

*Prerequisite: COMPSCI 101, or Achievement Standard NCEA Level 3: Digital Technologies and Programming: 91637 Develop a complex computer program for a specified task*

*Restriction: COMPSCI 105, 107*

## **Stage II**

### **COMPSCI 210 15 Points**

#### **Computer Organisation**

The low level representation of data and algorithms in the computer. An introduction to computer organisation. The instruction execution model. Assembly and disassembly of instructions. Assembly language programming. How a high-level language is implemented at the machine level. The memory subsystem. Hardware support necessary to implement a secure multi-user operating system.

*Prerequisite: COMPSCI 110, and 15 points from COMPSCI 105, 107, 130*

### **COMPSCI 215 15 Points**

#### **Data Communications and Security**

An introduction to data communications: the OSI reference model, particularly how the lower layers combine to

implement the application layer. An introduction to secure communication and computer systems.

*Prerequisite: COMPSCI 110 and PHYSICS 140 and 15 points from COMPSCI 105, 107, 130*

### **COMPSCI 220 15 Points**

#### **Algorithms and Data Structures**

An introduction to the analysis of algorithms and data structures. Common abstract data types and their implementations. Asymptotic complexity analysis. Sorting and searching algorithms. Depth-first and breadth-first search and applications. Graph optimisation problems.

*Prerequisite: COMPSCI 120 and 15 points from COMPSCI 105, 107, 130*

### **COMPSCI 225 15 Points**

#### **Discrete Structures in Mathematics and Computer Science**

An introduction to the foundations of computer science, mathematics and logic. Topics include logic, principles of counting, mathematical induction, recursion, relations and functions, graphs and trees, and algorithms.

*Prerequisite: 15 points from COMPSCI 120, MATHS 120, 150, 153*  
*Restriction: MATHS 255*

### **COMPSCI 230 15 Points**

#### **Object Oriented Software Development**

The design and implementation of object-oriented programmes. Analysis and design. Modelling with UML. Design for reuse, for testing, and for ease of change. Programming with classes, objects and polymorphism.

*Prerequisite: 15 points from COMPSCI 105, 107, 130*

### **COMPSCI 235 15 Points**

#### **Software Development Methodologies**

An introduction to software development, including processes, best practices, tools and quality assurance techniques such as testing.

*Prerequisite: 15 points from COMPSCI 105, 107, 130*  
*Restriction: COMPSCI 280*

### **COMPSCI 289 15 Points**

#### **Research Seminar in Computer Science**

An introduction to research topics in computer science. Students will be expected to prepare and deliver a review of research in a topic of their choice. Research articles will be provided during the course, and will consist of key scientific publications.

*Prerequisite: Minimum GPA of 5.0 and COMPSCI 110, 120, 130*

## **Stage III**

### **COMPSCI 313 15 Points**

#### **Computer Architecture**

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*  
*Restriction: SOFTENG 363, COMPSYS 304*

### **COMPSCI 315 15 Points**

#### **Data Communications Technologies**

The structure of data communications and networks, including the internet, covering all levels of the communications architecture. The layered protocol model, data transmission and coding, link-level and local area network protocols, wide-area internet working, routing, transport and security protocols. Basic application protocols as the foundation for distributed computing.

*Prerequisite: COMPSCI 210, 215*  
*Restriction: COMPSCI 314*

**COMPSCI 316 15 Points****Cyber Security**

Introduces various concepts related to software, system and network security. Covers a range of topics including attacks on privacy and attack surface, static and dynamic analysis of malware, hardware security (trusted computing base, secure boot, and attestation), network security and some hot topics in cryptography including elliptic curve, blockchain and bitcoin.

*Prerequisite:* COMPSCI 210, 215

**COMPSCI 320 15 Points****Applied Algorithmics**

Fundamental design techniques used for efficient algorithmic problem-solving and software development. Methods that yield algorithms that are both provably correct and efficient. Efficiency of algorithms to provide a basis for deciding which algorithm is best for the job. Limits on the power of computers and the theory of NP-completeness. An introduction to methods whose correctness or performance is not guaranteed.

*Prerequisite:* COMPSCI 220 and 15 points from COMPSCI 225, MATHS 254, 255

**COMPSCI 331 15 Points****Large-Scale Software Development**

Students will understand how to develop large-scale software systems, and learn about the issues associated with large-scale software systems and techniques for addressing them.

*Prerequisite:* COMPSCI 230, 235

**COMPSCI 335 15 Points****Functional Programming and Distributed Services**

Covers functional programming concepts, with applications to data integration from heterogeneous and asynchronous collections. Building web and cloud clients and services, with emphasis on high-level declarative and functional techniques. Dynamic web applications. Security and performance as overarching factors of web application development.

*Prerequisite:* COMPSCI 230 and 15 points at Stage II in Computer Science

**COMPSCI 340 15 Points****Operating Systems**

Operating system principles. Multi-user systems. Virtualisation. Scheduling. Concurrent processes, threads, synchronisation and deadlock. Memory allocation and virtual memory. Managing files, disks and other peripherals. Security, protection and archiving. Distributed systems and algorithms, location, migration and replication transparency. Real-time requirements. History of operating systems.

*Prerequisite:* COMPSCI 210, 230

*Restriction:* SOFTENG 370

**COMPSCI 345 15 Points****Human-computer Interaction**

Human behaviour and humans' expectations of computers. Computer interfaces and the interaction between humans and computers. The significance of the user interface, interface design and user centred design process in software development. Interface usability evaluation methodologies and practice. Includes a group development and evaluation project using current implementation techniques and tools.

*Prerequisite:* COMPSCI 230 or SOFTENG 206

*Restriction:* SOFTENG 350

**COMPSCI 350 15 Points****Mathematical Foundations of Computer Science**

The aim of this course is to present mathematical models for programming languages and computation, and derive some theorems regarding what can and cannot be computed. Abstract programming languages (finite automata, context-free grammars, Turing and register machines) are studied. Basic concepts for programming languages, limits on computational power and algorithmic complexity are presented. Church-Turing thesis and quantum computing are briefly and critically discussed.

*Prerequisite:* COMPSCI 220 or PHIL 222, and 15 points from COMPSCI 225, MATHS 254, 255

**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 and 15 points from COMPSCI 225, MATHS 254, 255

*Restriction:* COMPSCI 751, SOFTENG 351

**COMPSCI 361 15 Points****Machine Learning**

Machine learning is a branch of artificial intelligence concerned with making accurate, interpretable, computationally efficient, and robust inferences from data to solve a given problem. Understand the foundations of machine learning, and introduce practical skills to solve different problems.

*Prerequisite:* COMPSCI 220, and 15 points from DATASCI 100, STATS 101, 108, and 15 points from COMPSCI 225, MATHS 254, 255

*Restriction:* COMPSCI 762

**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 and 15 points from COMPSCI 225, MATHS 254, 255

*Restriction:* COMPSCI 761

**COMPSCI 369 15 Points****Computational Biology**

Computational biology is the development and application of computer algorithms and software to address scientific questions in the biological and life sciences, often using big data. This course includes probabilistic computer modelling, computer-based statistical inference and computer simulation for, and motivated from, the life sciences. It focuses on modelling and analysing real-world biological data with an emphasis on analysing DNA sequence data.

*Prerequisite:* COMPSCI 220 and 15 points from COMPSCI 225, MATHS 254, 255

**COMPSCI 373 15 Points****Computer Graphics and Image Processing**

Basic geometric processes including transformations; viewing and projection; back projection and ray tracing. Graphics modelling 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 771

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| <b>COMPSCI 380</b>  | <b>15 Points</b>  |
| <b>COMPSCI 380A</b> | <b>7.5 Points</b> |
| <b>COMPSCI 380B</b> | <b>7.5 Points</b> |

#### **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 Academic Head or nominee

*Restriction:* COMPSCI 690

*To complete this course students must enrol in COMPSCI 380 A and B, or COMPSCI 380*

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|---|------------------|
| <b>COMPSCI 389</b>                          | <b>15 Points</b> |
| <b>Research Methods in Computer Science</b> |                  |

An overview of research methods and techniques used across the discipline of Computer Science, including formal proof techniques and empirical methods that involve quantitative and/or qualitative data. Students will be expected to apply the research methods in a collaborative research project.

*Prerequisite:* Minimum GPA of 5.0 and 45 points at Stage II in Computer Science

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| <b>COMPSCI 390</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>COMPSCI 391</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>COMPSCI 392</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>COMPSCI 393</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>COMPSCI 399</b>                | <b>15 Points</b> |
| <b>Capstone: Computer Science</b> |                  |

Students work in small groups to complete a substantial problem applying the knowledge learnt from the different courses in the Computer Science major. Teams are expected to reason on a problem, devise a solution, produce an artefact and present their work. The capstone provides an opportunity for students to further develop their technical and communication skills.

*Prerequisite:* 30 points at Stage III in Computer Science and COMPSCI 210, 220, 230

#### **Diploma Courses**

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| <b>COMPSCI 601</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite:* Approval of the Academic Head or nominee

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| <b>COMPSCI 602</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite:* Approval of the Academic Head or nominee

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| <b>COMPSCI 690A</b> | <b>15 Points</b> |
| <b>COMPSCI 690B</b> | <b>15 Points</b> |

#### **Graduate Diploma Research Project**

*Restriction:* COMPSCI 380

*To complete this course students must enrol in COMPSCI 690 A and B*

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| <b>COMPSCI 691A</b> | <b>15 Points</b> |
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| <b>COMPSCI 691B</b> | <b>15 Points</b> |
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#### **Postgraduate Diploma Research Project**

*Restriction:* COMPSCI 780

*To complete this course students must enrol in COMPSCI 691 A and B*

#### **Postgraduate 700 Level Courses**

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| <b>COMPSCI 701</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite:* Approval of Academic Head or nominee

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| <b>COMPSCI 702</b> | <b>15 Points</b> |
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#### **Security for Smart-devices**

Covers security features supported by the different platforms for smart devices. Provides an overview of the most popular OS platforms in the market and focuses on security for Android and iOS. Recommended preparation: COMPSCI 340

*Prerequisite:* Approval of the Academic Head or nominee

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| <b>COMPSCI 703</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite:* Approval of the Academic Head or nominee

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| <b>COMPSCI 704</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite:* Approval of the Academic Head or nominee

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| <b>COMPSCI 705</b>                                   | <b>15 Points</b> |
| <b>Advanced Topics in Human Computer Interaction</b> |                  |

Human aspects of computer systems, relevant to commercial solution development and computer science research. Sample topics: advanced evaluation methods; support of pen and touch-based interaction; trends with domain specific user interface design, such as interfaces for enterprise systems. Recommended preparation: COMPSCI 345 or SOFTENG 350.

*Prerequisite:* Approval of the Academic Head or nominee

*Restriction:* SOFTENG 702

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| <b>COMPSCI 706</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite:* Approval of the Academic Head or nominee

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| <b>COMPSCI 707</b>   | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite:* Approval of the Academic Head or nominee

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|-----------------------|------------------|
| <b>COMPSCI 709</b>    | <b>15 Points</b> |
| <b>Directed Study</b> |                  |

*Prerequisite:* Approval of the Academic Head or nominee

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| <b>COMPSCI 710</b>    | <b>15 Points</b> |
| <b>Directed Study</b> |                  |

*Prerequisite:* Approval of the Academic Head or nominee

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|---|------------------|
| <b>COMPSCI 711</b>                        | <b>15 Points</b> |
| <b>Parallel and Distributed Computing</b> |                  |

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:* Approval of the Academic Head or nominee

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|-----------------------------------|------------------|
| <b>COMPSCI 715</b>                | <b>15 Points</b> |
| <b>Advanced Computer Graphics</b> |                  |

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: Approval of the Academic Head or nominee*

### **COMPSCI 717 30 Points** **Fundamentals of Algorithmics**

Fundamental techniques are covered for the design of algorithms such as greedy algorithms, divide-and-conquer, and dynamic programming. Data structures are explored that help implement algorithms. Essential tools are taught for analysing algorithms, for example worst- and average-case analyses of space and time. Recommended preparation: 15 points from COMPSCI 120 or equivalent and 15 points from COMPSCI 130 or equivalent

*Prerequisite: Approval of Academic Head or nominee*

*Restriction: COMPSCI 220, 320, SOFTENG 250*

### **COMPSCI 718 30 Points** **Programming for Industry**

An examination of object-oriented programming and design. Key principles of object-oriented programming: typing, encapsulation, inheritance, polymorphism and composition. Fundamental object-oriented modelling and design techniques. Students will develop application software of reasonable complexity that draws on object-oriented language features, and contemporary APIs, frameworks and tools.

### **COMPSCI 719 30 Points** **Programming with Web Technologies**

An examination of developing web-based applications. Client-side technologies: HTML, CSS and Javascript. Server-side technologies to support dynamic Web pages and data access. Fundamental relational database concepts and design techniques. Principles of Web-application design. HCI considerations and mobile clients. Students will build a Web-based application that dynamically generates content involving relational database access.

### **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 and a B- or higher in COMPSCI 220

*Prerequisite: Approval of the Academic Head or nominee*

### **COMPSCI 725 15 Points** **System Security**

Data security: confidentiality, integrity, availability. System security: prohibitions, permissions, obligations, exemptions. The gold standard of dynamic security: authentication, audit, authorisation. Governance: specification, implementation, assurance. Three-layer defence: prevention, detection, response. Control modalities: architectural, economic, legal, normative. System-centric analyses: attacks, threats, vulnerabilities, information flows. Owner-centric analyses: functionality, security, trust, distrust. Data-centric analyses. Security techniques: encryption, obfuscation, tamper resistance. System designs. Recommended preparation: 30 points from COMPSCI 313, 314, 320, 335, 340, 351, 702, 734, 742.

*Prerequisite: Approval of the Academic Head or nominee*

### **COMPSCI 726 15 Points** **Network Defence and Countermeasures**

Focuses on the use and deployment of protective systems used in securing internal and external networks. Examines in detail the widely used protocols including SSL, IPSec, DNSSEC as well as covers infrastructure platform protocols including wireless security (IEEE 802.11). Explores current research and developments in the area of network defence and countermeasures. Recommended preparation: COMPSCI 314, 315

*Prerequisite: Approval of the Academic Head or nominee*

### **COMPSCI 727 15 Points** **Cryptographic Management**

Focuses on cryptographic systems used in securing communications and data storage. Provides an overview of encryption algorithms including symmetric key cryptography, public key infrastructure, digital signatures and certificate technologies. The course covers management issues related to cryptography and explores current research and developments in this area. Recommended preparation: COMPSCI 210 or MATHS 120

*Prerequisite: Approval of the Academic Head or nominee*

### **COMPSCI 732 15 Points** **Software Tools and Techniques**

An advanced course examining research issues related to tools and techniques for software design and development. Topics include: techniques for data mapping and data integration, software architectures for developing software tools, issues in advanced database systems. Recommended preparation: COMPSCI 331

*Prerequisite: Approval of the Academic Head or nominee*

### **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: Approval of the Academic Head or nominee*

### **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, 315.

*Prerequisite: Approval of the Academic Head or nominee*

### **COMPSCI 747 15 Points** **Computing Education**

An overview of topics related to the use of technology in education and how people learn computer science concepts. Topics include research methodologies used in computer science education, how novices learn to program, and how technology can engage students in active learning, facilitate collaboration and enhance traditional educational practice. Recommended preparation: 30 points at Stage III in Computer Science

*Prerequisite: Approval of the Academic Head or nominee*

### **COMPSCI 750 15 Points** **Computational Complexity**

Definitions of computational models and complexity classes: time complexity (e.g., P and NP), space complexity (e.g.,

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: Approval of the Academic Head or nominee*

#### **COMPSCI 751 15 Points**

##### **Advanced Topics in 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. Research frontiers in database systems. Recommended preparation: COMPSCI 220, 225.

*Prerequisite: Approval of the Academic Head or nominee*

*Restriction: COMPSCI 351, SOFTENG 351*

#### **COMPSCI 752 15 Points**

##### **Big Data Management**

Big data modelling and management in distributed and heterogeneous environments. Sample topics include: representation languages for data exchange and integration (XML and RDF), languages for describing the semantics of big data (DTDs, XML Schema, RDF Schema, OWL, description logics), query languages for big data (XPath, XQuery, SPARQL), data integration (Mediation via global-as-view and local-as-view), large-scale search (keyword queries, inverted index, PageRank) and distributed computing (Hadoop, MapReduce, Pig), big data and blockchain technology (SPARK, cryptocurrency). Recommended preparation: COMPSCI 351 or equivalent.

*Prerequisite: Approval of the Academic Head or nominee*

#### **COMPSCI 753 15 Points**

##### **Uncertainty in Data**

Modern applications such as electronic commerce, social networks, and location services are expecting efficient big data solutions. This course exposes practitioners to challenging problems in managing and mining big data. It introduces a wide spectrum of advanced techniques that underpin big data processing. Best-practices and current developments in big data research are also explored. Recommended preparation: COMPSCI 351

*Prerequisite: Approval of the Academic Head or nominee*

#### **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 361 or 762

*Prerequisite: Approval of the Academic Head or nominee*

#### **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: Approval of the Academic Head or nominee*

*Restriction: COMPSCI 367*

#### **COMPSCI 762 15 Points**

##### **Advanced Machine Learning**

Machine learning is a branch of artificial intelligence concerned with making accurate, interpretable, computationally efficient, and robust inferences from data to solve a given problem. Students should understand the foundations of machine learning, and introduce practical skills to solve different problems. Students will explore research frontiers in machine learning. Recommended preparation: COMPSCI 220, 225 and STATS 101

*Prerequisite: Approval of Academic Head or nominee*

*Restriction: COMPSCI 361*

#### **COMPSCI 765 15 Points**

##### **Interactive Cognitive Systems**

Many aspects of intelligence involve interacting with other agents. This suggests that a computational account of the mind should include formalisms for representing models of others' mental states, mechanisms for reasoning about them, and techniques for altering them. This course will examine the role of knowledge and search in these contexts, covering topics such as collaborative problem solving, dialogue processing, social cognition, emotion, moral cognition, and personality, as well as their application to synthetic characters and human-robot interaction. Recommended preparation: COMPSCI 367

*Prerequisite: Approval of the Academic Head or nominee*

#### **COMPSCI 767 15 Points**

##### **Intelligent Software Agents**

An introduction to the design, implementation and use of intelligent software agents (e.g., knowbots, softbots etc). Reviews standard artificial intelligence problem-solving paradigms (e.g., planning and expert systems) and knowledge representation formalisms (e.g., logic and semantic nets). Surveys agent architectures and multi-agent frameworks. Recommended preparation: COMPSCI 367.

*Prerequisite: Approval of the Academic Head or nominee*

#### **COMPSCI 771 15 Points**

##### **Advanced Topics in Computer Graphics and Image Processing**

Basic geometric processes including transformations; viewing and projection; back projection and ray tracing. Graphics modelling 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. Research frontiers in computer graphics and image processing. Recommended preparation: COMPSCI 210, 230.

*Prerequisite: Approval of the Academic Head or nominee*

*Restriction: COMPSCI 373*

#### **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: Approval of Academic Head or nominee*

**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: Approval of Academic Head or nominee*

**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 367, 373.

*Prerequisite: Approval of Academic Head or nominee*

**COMPSCI 778 60 Points****Internship**

Enables the development of practical knowledge and hands-on experience through a supervised internship in the IT industry. Students complete a research-informed project, and present both written and oral reports of their findings.

**COMPSCI 780 15 Points****COMPSCI 780A 7.5 Points****COMPSCI 780B 7.5 Points****Postgraduate Project in Computer Science 1**

*Prerequisite: Approval of Academic Head or nominee*

*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****Honours Research Project**

*Prerequisite: Approval of Academic Head or nominee*

*To complete this course students must enrol in COMPSCI 789 A and B*

**COMPSCI 791 30 Points****COMPSCI 791A 15 Points****COMPSCI 791B 15 Points****Research Project**

*To complete this course students must enrol in COMPSCI 791 A and B, or COMPSCI 791*

**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*

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**Data Science**

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**Stage I****DATASCI 100 15 Points****Data Science for Everyone**

Explores how to use data to make decisions through the use

of visualisation, programming/coding, data manipulation, and modelling approaches. Students will develop conceptual understanding of data science through active participation in problems using modern data, hands-on activities, group work and projects. DATASCI 100 will help students to build strong foundations in the science of learning from data and to develop confidence with integrating statistical and computational thinking.

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**Stage III****DATASCI 399 15 Points****Capstone: Creating Value from Data**

A group-based project in which students showcase their skills in collaboratively creating value from data. Within a given data science domain, teams will jointly develop a research question, apply their skills to gather, structure, and analyse data to address the question, and communicate their findings effectively. The insights, their implications, limitations, and future work will be discussed by the group. Each team member will write an individual report about the project.

*Prerequisite: 30 points at Stage III in Data Science*

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**Postgraduate 700 Level Courses****DATASCI 792 45 Points****DATASCI 792A 15 Points****DATASCI 792B 30 Points****Dissertation**

*To complete this course students must enrol in DATASCI 792 A and B, or DATASCI 792*

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**Earth Sciences**

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**Stage I****EARTHSCI 102 15 Points****Foundation for Earth Sciences**

Exploring and understanding the complexities of Earth systems requires earth scientists to engage with a range of quantitative techniques and tools. Introduces students to contemporary approaches for analysing and interpreting earth science data. Covers mathematical, physical, computational, and chemical methods used in the earth sciences. Emphasises practical application to a variety of earth science topics.

*Restriction: EARTHSCI 263*

**EARTHSCI 105 15 Points****EARTHSCI 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, landslides 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: GEOG 105, 105G, GEOLOGY 110*

**EARTHSCI 120 15 Points****Planet Earth**

Examination of geologic processes that have shaped Earth and life through time, and their impact on modern society. Topics include: earthquakes, plate tectonics,



volcanic eruptions, tsunamis, landslides, meteorites and planets, mass extinctions and evolution of life. A practical introduction to rocks, minerals and fossils provides insights into Earth's past and important modern resources.

*Restriction: EARTHSCI 103*

### Stage II

#### EARTHSCI 202 15 Points

##### Earth History

Explores the evolution of the Earth from its molten beginnings to the dynamic planet we live on today. Topics include: stratigraphy (litho-, bio-, cyclo-, magneto-); evolution; paleoecology; Precambrian Earth (formation, first continents and beginnings of life); development of the Earth and life through the Phanerozoic Eon. Knowledge of geological mapping equivalent to EARTHSCI 201 or 220 will be assumed.

*Prerequisite: 75 points, including at least 15 points from EARTHSCI 103, 120, GEOLOGY 103, 104*

*Restriction: GEOLOGY 202*

#### EARTHSCI 203 15 Points

##### Rock and Minerals

The formation of igneous, metamorphic and sedimentary rocks, the minerals they contain, and how they can be used to interpret major Earth Science processes such as crustal evolution, volcanism, mountain building, deformation, and sedimentation.

*Prerequisite: 15 points from EARTHSCI 103, 120, GEOLOGY 103*

*Restriction: GEOLOGY 203*

#### EARTHSCI 205 15 Points

#### EARTHSCI 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: 75 points passed*

*Restriction: GEOLOGY 205, 205G*

#### EARTHSCI 208 15 Points

##### Earth Structure

A foundation course that introduces students to descriptive and analytical methods in structural geology. Geological maps are used to help students analyse structural features (e.g., folds, faults, contacts). On completion of this course, students should be able to interpret geological maps, construct cross-sections, and synthesise analytical results into a structural history.

*Prerequisite: 15 points at Stage I in Earth Sciences*

*Restriction: EARTHSCI 204*

#### EARTHSCI 220 15 Points

##### Practice in Earth Sciences 1

A practical and field based course that introduces and develops theory and work flows to enable students to read, document and interpret landforms and landscapes in 4-D. Students will be required to participate in a residential field experience and undertake independent field work.

*Prerequisite: 15 points from EARTHSCI 120, GEOG 101*

*Restriction: EARTHSCI 201, 260*

#### EARTHSCI 261 15 Points

##### Climate, Hydrology and Biogeography

Exploration of themes in climatology, hydrology, and

biogeography with a focus on the nature and role of key processes at various spatial and temporal scales in the biosphere. The role of climate as a fundamental driver of hydrological and biogeographical processes is an important theme.

*Prerequisite: GEOG 101*

*Restriction: GEOG 261*

#### EARTHSCI 262 15 Points

##### Geomorphology

Introduces fundamental concepts in geomorphology for geologists and physical geographers. Key aspects of geomorphology, sedimentology, and earth surface processes are introduced by studying the temporal and spatial development of coastal and river landforms. Applied techniques for earth and environmental sciences, including field, remote sensing, GIS mapping, and modelling.

*Prerequisite: GEOG 101*

*Restriction: GEOG 262*

### Stage III

#### EARTHSCI 301 15 Points

##### Advanced Field Geological Skills and Methods

Advanced field course that allows students to attain a high level of geological field skills through a series of integrative field problems. Focuses on advanced field skills, work flows and interpretations needed to decipher complex geological terrains. Examines a range of sedimentary and igneous units in the North Island. Critically examines outcrops and develops complex 4D models of tectonostratigraphic and volcanological evolution in a variety of settings. Field exercises culminate in individual mapping exercises and synthesis of the geological histories of areas.

*Prerequisite: EARTHSCI 201 or GEOLOGY 201, and 30 points from EARTHSCI 202-204, GEOLOGY 202-204*

*Restriction: GEOLOGY 301*

#### EARTHSCI 303 15 Points

##### Sedimentary Systems

An advanced course that critically examines sedimentary systems from the mineral to basin scale. Highlights the latest research and techniques used to interpret carbonate and clastic sedimentary systems, including petrological techniques, paleoenvironment facies analysis, sequence stratigraphy, basin analysis and geophysics. Real-life case studies will also show how hydrocarbon systems work in a sedimentary system context.

*Prerequisite: Any 30 points at Stage II in Earth Sciences or Biological Sciences, plus an understanding equivalent to EARTHSCI 202 will be assumed*

*Restriction: GEOLOGY 303*

#### EARTHSCI 304 15 Points

##### Petrology and Geochemistry of Igneous Systems

An introduction to geochemistry and its broad applications including Solar System formation, Earth evolution, geochronology, mountain-building, paleoclimatology, paleoceanography, archeology, tracing the life histories of animals, forensic science and medical geology. Includes how the generation, modification and eruption of magmas can be constrained from mineralogical, chemical and isotopic studies.

*Prerequisite: 15 points from EARTHSCI 203, 220 GEOLOGY 203, and 30 points from EARTHSCI 201-263, GEOG 260-263, GEOLOGY 201-205*

*Restriction: GEOLOGY 304*



**EARTHSCI 305 15 Points****Tectonics and Geodynamics**

Causes and effects of motions of the Earth's lithosphere drawn from across geosciences. Exposure to seminal literature covering various geological, geophysical and modelling tools and methods used for deciphering deformation at divergent and convergent plate margins. Provides a strong foundation in tectonophysics and experience in critical evaluation of the scientific literature.

*Prerequisite:* EARTHSCI 204 or GEOLOGY 204

*Restriction:* GEOLOGY 305

**EARTHSCI 307 15 Points****Dynamic Quaternary Environments**

An advanced understanding of the evolution and variability of climate and environment during the Quaternary Period (last 2.6 million years). The focus of the course is on the identification of these and the use of biological, physical and geochemical proxy methods. The topic is multi-disciplinary and will examine aspects of paleoceanography, sea-level change, paleoglaciology, paleohydrology, paleoecology, paleolimnology, dendroclimatology and speleothems.

*Prerequisite:* 45 points at Stage II, including 15 points from EARTHSCI 201, 202, 220, GEOG 260-263, GEOLOGY 201, 202, or equivalent

**EARTHSCI 315 15 Points****Field and Laboratory Geology Skills**

A residential geological field-trip, involving advanced mapping, stratigraphic, paleontological, and structural work, along with geophysical data acquisition and sample collection. Laboratory work involves activities on samples and data collected in the field, including stratigraphic, sedimentological, paleontological, and structural analysis, geochronological and geochemical analysis, and geophysical data processing. The course culminates in preparation of a report that integrates field and laboratory data and quantitatively describes the geological history of the field area.

*Prerequisite:* EARTHSCI 220, 30 points from EARTHSCI 203, 204, 208, 262 and a GPA of at least 6.0

**EARTHSCI 320 15 Points****Practice in Earth Sciences 2**

A practical and field based course that embeds theory and work flows to enable students to read, document and interpret complex and vulnerable landforms and landscapes in 4-D. Students will be required to participate in a residential field experience and undertake independent field work.

*Prerequisite:* EARTHSCI 220

*Restriction:* EARTHSCI 301, GEOG 330

**EARTHSCI 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.

*Prerequisite:* 15 points from EARTHSCI 201, 260, GEOG 260 and 15 points from GEOG 331, 332, 334, 351

*Restriction:* GEOG 330

**EARTHSCI 360 15 Points****Climate and Ocean Processes**

An examination of the climate system and the processes that determine global balances. The structure and circulation of

the atmosphere and ocean will be presented and the ways in which they interact to create climate variability will be discussed. Material will also include techniques used to measure and model the climate system.

*Prerequisite:* 45 points at Stage II, including 15 points from EARTHSCI 260-263, GEOG 260-263, or equivalent

*Restriction:* GEOG 360

**EARTHSCI 361 15 Points****Exploration Geophysics**

Introduction to geophysical methods and their applications. The course will provide a comprehensive overview on seismic methods, an introduction to gravity, electric, magnetic, electromagnetic, and radar techniques, and a short overview on other methods. Applications include hydrocarbon exploration, mineral exploration, studies of the shallow sub-surface and the deep Earth. Recommended preparation: Understanding of mathematics covered in MATHS 102 or 110 and geology covered in EARTHSCI 103 or 120 is assumed.

*Prerequisite:* 15 points from EARTHSCI 201-204, 220, GEOLOGY 201-204, 220, PHYSICS 230, 231

*Restriction:* GEOLOGY 361, GEOPHYS 361

**EARTHSCI 372 15 Points****Engineering Geology**

An integration of quantitative and qualitative concepts in geology as applied to engineering projects. Fundamentals of soil and rock mechanics will be introduced. Topics covered in the course include landslides, dewatering schemes, contaminant transport, foundations, mines (open-pit and underground), dams, tunnels, urban geology, and transportation infrastructures. Case studies are used in lectures to demonstrate the importance of geology and water to engineering projects. Fieldwork is required.

*Prerequisite:* CIVIL 220 or EARTHSCI 201 or 220 or GEOLOGY 201, and 30 points from EARTHSCI 201-263, GEOG 260-263, GEOLOGY 202-205

*Restriction:* CIVIL 726, GEOLOGY 372

**EARTHSCI 388 15 Points****Field Focused Research in Earth System Science**

An in-depth research based course that acts as an introduction to researching within an Earth System Sciences paradigm. Students will conduct their own independent research and interact with the vibrant research community of the University of Auckland through critically reading scientific papers, attending research presentations, and preparing their own research to be shared through a research report and professional research presentation.

*Prerequisite:* Permission of Academic Head

**EARTHSCI 390 15 Points****Directed Study: Field-focused Research in Earth Sciences**

*Prerequisite:* Permission of Academic Head

**EARTHSCI 399 15 Points****Capstone: Earth Sciences**

Students will engage in research and/or practice in Earth Sciences, utilising skills and knowledge acquired in preparatory papers. This course provides Earth Science majoring students with an opportunity to embed themselves within a research group and/or employer, and to apply their skills to outreach, a research project or internship, the outcomes of which will then be presented and assessed in a variety of formats from a formal written report through to oral presentation and/or press release.

*Prerequisite:* 30 points at Stage III in Earth Sciences

**Postgraduate 700 Level Courses****EARTHSCI 703 15 Points**  
**Hydrothermal Systems: Geothermal Energy and Ore Deposits**

Active hydrothermal systems are dynamic and of vital significance to national energy requirements. In addition, their fossil equivalents are often important sites for ore deposition. This course overviews the geologic, hydrologic, and geochemical features of hydrothermal systems with an emphasis on exploration and development of active systems for geothermal energy, and fossil systems for mineral resources.

*Restriction: GEOLOGY 703*

**EARTHSCI 704 15 Points**  
**Directed Study in Earth Sciences**

*Prerequisite: Head of School approval*

**EARTHSCI 705 15 Points**  
**Geohazards**

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.

*Restriction: GEOLOGY 705*

**EARTHSCI 706 15 Points**  
**Special Topic****EARTHSCI 708 15 Points**  
**Research Topic in Earth Sciences**

*Prerequisite: Head of School approval*

**EARTHSCI 713 15 Points**  
**Tectonic Geomorphology**

New Zealand is an ideal location in which to investigate the interplay between tectonics and geomorphic processes. This will be demonstrated by combining relevant case studies and field practice whereby students will develop skills in report writing and handling of some of the data, literature and tools necessary to conduct field research in active tectonics and landform generation.

*Restriction: GEOG 743, GEOLOGY 713, 773*

**EARTHSCI 714 15 Points**  
**Earthquake Geology**

Understanding why, how and where earthquakes occur from identification of their source parameters to consideration of their effects (ground shaking, fault rupture and crustal stress changes). Topics include seismic style, earthquake size and source parameters, recurrence interval, conditions for failure, and earthquakes as agents for crustal fluid redistribution.

*Restriction: GEOLOGY 712, 714*

**EARTHSCI 720 15 Points**  
**Geochemistry of our World**

Provides a broad overview of applications of geochemistry across multiple disciplines. In addition, this course will help determine the suitability of different analytical techniques to different problems while providing practical experience in collecting and evaluating geochemical data. Subject areas are wide-reaching and include, geology, environmental science, biology, archaeology, and forensic sciences. No formal prerequisite but knowledge of introductory chemistry will be assumed.

*Restriction: GEOLOGY 720*

**EARTHSCI 732 15 Points****Reconstructing Environmental Change**

Examines key issues in environmental change with an emphasis on the South West Pacific during the Quaternary. Methods applied to reconstruct and constrain the timing of environmental change are explored, including glacial geomorphology, environmental isotopes, micro- and macro-fossil remains such as pollen, diatoms and wood, and relevant geochronologic techniques. No formal prerequisite, but an understanding equivalent to EARTHSCI 307, GEOG 334 or GEOLOGY 303 will be assumed.

*Restriction: GEOG 732*

**EARTHSCI 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, 752*

**EARTHSCI 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 GEOG 262 or GEOLOGY 202 will be assumed.

*Restriction: GEOLOGY 754*

**EARTHSCI 760 15 Points**  
**Integrated Basin Exploration**

Students will conduct exploration and characterisation of a sedimentary reservoir in the context of basin analysis. The geological background of a sedimentary reservoir is supported by a one-day field trip to Waiheke Island to understand scale, facies and depositional processes and their relation to seismic imaging. The course is project based and students will independently develop a geological model by integrating field observations, seismic velocity analysis and, borehole and 3D seismic interpretation. An understanding of the content of EARTHSCI 361 or GEOPHYS 361 will be assumed.

*Restriction: GEOPHYS 760*

**EARTHSCI 763 15 Points**  
**Sub-surface Geophysical Exploration**

The practice behind exploring the subsurface using seismic waves, ground-penetrating radar, and potential field methods. The course consists of four modules focusing on the rock physics background of geophysical techniques, aspects of geophysical studies of reservoirs, ground-penetrating radar surveys, as well as interpretation of gravity, magnetic and electrical data.

*Prerequisite: GEOPHYS 330, EARTHSCI 361 or GEOPHYS 361 or equivalent*

*Restriction: GEOPHYS 761, 762, 763*

**EARTHSCI 764 15 Points**  
**Marine Geosciences**

Examines 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. This course will introduce students to a range of contemporary geospatial technologies. Covers key concepts and principles behind

the development and application of these technologies. Exercises cover a range of application of GIS for analysis and display of spatial data, focusing on non-programmable solutions.

**EARTHSCI 770** **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

*Restriction:* GEOLOGY 701

**EARTHSCI 771** **15 Points**  
**Advanced Engineering Geology**

Advanced engineering geology focused on engineering practice. Interpretation of in-situ testing and laboratory test data (including groundwater) for the derivation of design parameters for input into numerical modeling software. The topics covered include, but are not limited to, design and analysis of site investigation, advanced core logging, slope stability analysis, rock fall assessment, introduction to numerical modeling, liquefaction and seismic hazard assessment for engineering design.

*Restriction:* GEOLOGY 771

**EARTHSCI 772** **15 Points**  
**Hydrogeology**

Introduces aquifers and aquifer properties; the various processes and techniques utilised in the discovery, development and assessment of groundwater resources; groundwater in construction; groundwater contamination.

*Restriction:* GEOLOGY 772

**EARTHSCI 780** **15 Points**  
**Advanced Field Earth Sciences**

An advanced field-based course in geological and earth surface processes. Students will be exposed to terrains and techniques that build on their undergraduate field studies. Students will undertake semi-independent fieldwork such as terrain and geologic mapping. No formal prerequisite but an understanding equivalent to EARTHSCI 301, 320 or 330 will be assumed.

**EARTHSCI 785** **60 Points**  
**BAdvSci(Hons) Dissertation in Geology**

*Prerequisite:* Programme Coordinator approval

**EARTHSCI 789** **30 Points**

**EARTHSCI 789A** **15 Points**

**EARTHSCI 789B** **15 Points**

**Honours Research Project**

*To complete this course students must enrol in EARTHSCI 789 A and B, or EARTHSCI 789*

**EARTHSCI 794A** **30 Points**

**EARTHSCI 794B** **60 Points**

**Thesis in Engineering Geology**

*To complete this course students must enrol in EARTHSCI 794 A and B*

**EARTHSCI 796A** **60 Points**

**EARTHSCI 796B** **60 Points**

**MSc Thesis in Earth Sciences**

*To complete this course students must enrol in EARTHSCI 796 A and B*

## Ecology

### Stage III

**ECOLOG 301** **15 Points**

**Advanced Research Skills in Ecology**

Research design and associated methods from the component fields of ecology. A series of field trips to differing habitats are a central component of the course. During these trips students will be supervised in small groups and apply selected research methods and techniques to complete a research project.

*Prerequisite:* BIOSCI 206

### Postgraduate 700 Level Courses

**ECOLOG 789** **60 Points**

**BAdvSci(Hons) Dissertation in Ecology**

*Prerequisite:* BIOSCI 762 or ENVSCI 701

## Environmental Change

### Stage III

**ENVCHG 300** **15 Points**

**Research Design for Environmental Change**

An understanding of research on environmental change. Students will be introduced to research topics and appropriate methodologies for investigating environmental change. Principles of scientific writing and communication will also be addressed. Students will apply these skills by developing and writing a research proposal or critical review.

*Prerequisite:* Programme Coordinator approval

### Postgraduate 700 Level Courses

**ENVCHG 789** **60 Points**

**BAdvSci(Hons) Dissertation in Environmental Change**

*Prerequisite:* Programme Coordinator approval

## Environmental Management

### Postgraduate 700 Level Courses

**ENVMGT 741** **15 Points**

**Social Change for Sustainability**

Explores the concept of sustainability through different theoretical frameworks and how social and environmental movements have mobilised around this concept over time. Critically interrogates what is sustainable, what is social change, and how can social change be sustainable in a global economy. Draws on case studies of current environmental issues and associated popular social movements.

**ENVMGT 742** **15 Points**

**Social Dimensions of Global Environmental Change**

An examination of the social dimensions of global environmental change. This includes a review of the history of climate science, the interaction of science with other knowledges, and contemporary debates surrounding climate change as well as other forms of environmental change. It also examines the different ways in which people respond to environmental risks and changes, and the challenges associated with mitigation and adaptation policies.

**ENVMGT 743** **15 Points**

**Environmental Policy**

Debates surrounding environmental policy and governance provide insights into the complexities of environmental

management issues. Examples of environmental governance will be considered at global and local scales. The roles of international agencies, nation-states, civil society and corporations in shaping environmental policy and governance are examined.

#### ENVMGT 744 15 Points

##### Resource Management

A review of advanced principles, concepts and approaches to the sustainable management of natural resources. Case studies emphasise the need for conflict resolution, equitable allocation, and decentralised decision-making to address the social and environmental impacts of resource utilisation.

#### ENVMGT 746 15 Points

##### Collaborative Environmental Management

An exploration of participatory management and its potential for engaging communities, resource users and stakeholders in the pursuit of sustainable development. Students will examine strategies for incorporating local knowledge within conservation practices and for reconciling natural resource management with human welfare, social justice and indigenous rights.

#### ENVMGT 747 15 Points

##### Current Issues in Sustainability

A topical review of approaches to sustainability as applied within a particular industry or sector.

#### ENVMGT 760 15 Points

##### Special Topic

#### ENVMGT 761 15 Points

##### Directed Study

*Prerequisite: Academic Head approval*

#### ENVMGT 762 15 Points

##### Directed Study

*Prerequisite: Academic Head approval*

#### ENVMGT 796A 60 Points

#### ENVMGT 796B 60 Points

##### MSc Thesis in Environmental Management

*To complete this course students must enrol in ENVMGT 796 A and B*

## Environmental Science

### Stage I

#### ENVSCI 101 15 Points

#### ENVSCI 101G 15 Points

##### Environment, Science and Management

Explores the science behind key environmental issues to recognise the role environmental science plays in understanding the interaction between humans and the environment. The complexity of environmental problems and the difficult task of integrating science, knowledge and values are discussed.

### Stage II

#### ENVSCI 201 15 Points

##### Natural and Human Environmental Systems

An examination of current environmental issues in coupled natural and human systems such as urban environments. Interactions among biological, physical and social processes are discussed and means of measuring and managing the environmental outcomes of their interactions are addressed.

*Prerequisite: At least 45 points at Stage I*

#### ENVSCI 203 15 Points

##### Modelling Environmental Systems

An introduction to the philosophy and use of models in the study of a range of environmental systems, including coastal, ecological, fluvial, atmospheric and social. Students will develop skills in designing, communicating and critically assessing models of the environment.

*Prerequisite: STATS 101*

*Restriction: ENVSCI 310*

### Stage III

#### ENVSCI 301 15 Points

##### Environmental Science in Practice

Advances in environmental science, technology, and policy are explored using case studies of global environmental issues and proposed solutions. Students apply environmental science to assess how science is used to inform environmental intervention and policy, and understand environmental responses.

*Prerequisite: ENVSCI 201 or equivalent*

#### ENVSCI 303 15 Points

##### Environmental Science, Risk and Society

An examination of the contemporary topics that shape the ways in which environmental science may be communicated and understood. Topics of discussion include issues of scientific uncertainty, risk communication, public trust and the role of media.

#### ENVSCI 399 15 Points

##### Capstone: Environmental Science

Students will engage with the research process, as practised in environmental science. Independent or small group research projects will be undertaken under the guidance of an academic mentor. Students will design and complete an independent research project and communicate their findings. The emphasis is on research skills and assisting students in developing and implementing their independent academic research project.

*Prerequisite: 30 points at Stage III in Environmental Science or 15 points at Stage III in Environmental Science and 15 points from other Stage III courses included in the major*

### Postgraduate 700 Level Courses

#### ENVSCI 701 15 Points

##### Research Practice in Environmental Science

An understanding of research in Environmental Science. Students will be introduced to a range of methodologies and will be challenged to critically analyse information and data. Principles of scientific writing and communication will also be addressed. Students will apply these skills by developing and writing a research proposal or critical review.

#### ENVSCI 702 15 Points

##### Applied Estuarine Ecology

Emphasises multi-disciplinary science that integrates across different empirical and theoretical approaches to better understand the functioning of soft-sediment ecosystems. Covers fundamental ecological principles of soft-sediment systems through to the impacts associated with human activities. Includes practical exercises in experimental field ecology which will introduce students to key research methods. No formal prerequisite but knowledge of Stage III marine ecology/science, or equivalent, will be assumed.

**ENVSCI 703 15 Points****Research Topics in Environmental Science**

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*

**ENVSCI 704 15 Points****Modelling of Environmental Systems**

The design and application of models for the investigation of environmental problems; understanding the role and utility of modelling in environmental science; the analysis and representation of dynamic environmental phenomena. Provides an understanding of modelling concepts, approaches and applications, and methods for determining the suitability of modelling in specific contexts. 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 705 15 Points****Handling Environmental Data**

Contemporary approaches to understanding and analysing environmental data with an emphasis on developing skills to support the 'transformation, visualisation, modelling' cycle. The importance of adopting reproducible research practices (eg, data and code archiving) will be emphasised. The course focuses on an applied laboratory component and will be taught in open-source software. Assessment will be via projects analysing environmental data. No formal prerequisites but an understanding of basic statistical methods equivalent to STATS 101 will be presumed.

**ENVSCI 706 15 Points****Special Topic****ENVSCI 707 15 Points****Directed Study in Environmental Science**

*Prerequisite: Head of School approval*

**ENVSCI 711 15 Points****Assessing Environmental Effects**

A focus on the interdisciplinary, scientific assessment of environmental activities with specific reference to the New Zealand context. Methodologies used in the assessment, monitoring and regulation of environmental effects, trends and risks will be critically evaluated. Aspects of the RMA, including consenting procedures and the role of public and professional participants in the process, will be discussed. A key component of the assessment is the preparation of an individual Assessing Environmental Effects report.

**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****Environmental Pollution**

Contaminants of soil and water emitted by point and non-point sources. Monitoring of legacy and emerging contaminants, and impact assessment. Application of science and technology to pollution prevention, mitigation and remediation.

**ENVSCI 716 15 Points****Applied Freshwater Ecology**

Applied freshwater management and restoration issues

considered in light of general ecological processes in freshwater systems. Contemporary issues in New Zealand and overseas such as eutrophication, invasive species and climate change are considered. Students will be introduced to methods of measuring ecological health of streams and lakes. Field and laboratory experience in data collection and analysis relevant to environmental management.

**ENVSCI 733 15 Points****Biodiversity Management and Conservation**

Emphasis will be on current issues associated with the ecological aspects of biodiversity management and conservation in terrestrial habitats. Topics include: biodiversity and ecosystem services, management of species and ecosystems, issues in plant conservation, precaution and adaptation in conservation, pest control in mainland islands, carbon storage and biodiversity. The course will also address national and international mechanisms for the sustainable management of natural resources.

*Prerequisite: BIOSCI 394 or other Stage III course in Environmental Science, or equivalent*

**ENVSCI 734 15 Points****Restoration and Landscape Ecology**

The integration of ecological principles and ecological services at the landscape level for both management and restoration. Topics include: the ecology of fragmented ecosystems such as demography, metapopulation issues, ecological genetics, biota-physical environment interactions, the consequences and techniques for restoration of damaged ecosystems and mitigation of the effects of development. Emphasis will be on sustainable solutions including biophysical, legal, social, cultural and economic considerations. No formal prerequisite but knowledge of ecology at Stage III level will be assumed.

**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**

Probes experiments with radical urban change to examine the co-constitution of water and society in the pursuit of improved futures.

**ENVSCI 790 30 Points****ENVSCI 790A 15 Points****ENVSCI 790B 15 Points****MEnvSci Project**

*To complete this course students must enrol in ENVSCI 790 A and B, or ENVSCI 790*

**ENVSCI 794A 30 Points****ENVSCI 794B 60 Points****MEnvSci Thesis**

*To complete this course students must enrol in ENVSCI 794 A and B*

**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 Sciences

### Stage I

**EXERSCI 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.

*Restriction: BIOSCI 107, EXERSCI 101, 105, SPORTSCI 100G, 101, 105, MEDSCI 142*

**EXERSCI 101** **15 Points**  
**Foundations of Exercise and Sport Sciences**

Introduces the essential scientific concepts and methods of the four sub disciplines of Exercise and Sport Sciences: Biomechanics, Exercise Physiology, Movement Neuroscience and Exercise and Sport Psychology. Development of academic literacy skills is encouraged. Examples from current research, professional organisations, progression and career pathways within each sub-discipline are discussed.

*Restriction: SPORTSCI 101*

**EXERSCI 103** **15 Points**  
**Human Anatomy**

The study of the gross anatomical organisation of the neural, muscular and skeletal systems, with particular reference to the neck, limbs, back and abdominal wall. Practical work includes gross anatomy laboratories and CD-ROM study.

*Restriction: SPORTSCI 103*

**EXERSCI 105** **15 Points**  
**Exercise Prescription**

An introduction to the risks and benefits of exercise, exercise policy and safety, physical fitness testing, guidelines for exercise test administration, principles of exercise prescription, cardiorespiratory and neuromuscular training.

*Restriction: SPORTSCI 105, 205*

### Stage II

**EXERSCI 201** **15 Points**  
**Exercise Physiology 1**

Physiological and biochemical requirements and provision of energy for exercise, recovery and adaptation. Generation and control of muscular force and power, and how the neuromuscular system adapts to its habitual use. Scientific measurement of muscular force, work and power and oxidative metabolism at rest and during exercise. Justification, administration and reporting of experimental procedures.

*Prerequisite: 30 points from BIOSCI 107, EXERSCI 101, 103, MEDSCI 142, SPORTSCI 101, 103*

*Restriction: SPORTSCI 201*

**EXERSCI 202** **15 Points**  
**Principles of Tissue Adaptation**

Principles of adaptation in nerve, muscle, bone and other

tissue that occur with increased use, disuse, or misuse including sports and exercise injuries. Coverage includes examples relevant to the maintenance of healthy tissues and the recovery and rehabilitation of tissue following injury or disease.

*Prerequisite: EXERSCI 103 or SPORTSCI 103*

*Restriction: SPORTSCI 202*

**EXERSCI 203** **15 Points**  
**Biomechanics 1**

Covers the mechanical basis of human movement, using quantitative and qualitative modelling approaches. Focuses on the analysis of sporting performance, locomotion, and musculoskeletal stress. Practical work explores key techniques in measurement and data analysis of human movement and the forces involved.

*Restriction: SPORTSCI 203*

**EXERSCI 204** **15 Points**  
**Psychology of Physical Activity**

An introduction to the study of psychology as it relates to physical activity, sedentary behaviour and health.

*Restriction: SPORTSCI 204*

**EXERSCI 206** **15 Points**  
**Exercise Nutrition**

A cross-disciplinary focus on nutrition, examining nutritional enhancement of sports performance, diet and physiological function, eating disorders, energy balance, body composition and the role of diet in growth and exercise.

*Prerequisite: 15 points from BIOSCI 107, EXERSCI 101, MEDSCI 142*

*Restriction: SPORTSCI 206*

### Stage III

**EXERSCI 301** **15 Points**  
**Exercise Physiology 2**

Biological regulation of the adaptation to physical exercise or inactivity. Homeostasis regulation and the adaptation of the cardiopulmonary, endocrine and immune systems to exercise and training. Evaluation of neuromuscular power and aerobic power and endurance in healthy individuals. Reporting of experimental methods and findings in human exercise physiology.

*Prerequisite: EXERSCI 201 or SPORTSCI 201*

*Restriction: SPORTSCI 301*

**EXERSCI 302** **15 Points**  
**Exercise Physiology for Special Populations**

Examination of the role of exercise for special populations. Physiological responses and adaptations to exercise and training, and exercise and training recommendations for selected medical and athletic populations. Evaluation of cardiovascular, pulmonary, metabolic and neuromuscular function.

*Prerequisite: EXERSCI 301 or SPORTSCI 301*

*Restriction: SPORTSCI 302*

**EXERSCI 303** **15 Points**  
**Biomechanics 2**

Advanced quantitative techniques in biomechanics used to study human movement including mathematical modelling and signal processing. An application area such as occupational ergonomics or clinical gait analysis will be used to demonstrate the biomechanical techniques.

*Prerequisite: EXERSCI 203 or SPORTSCI 203*

*Restriction: SPORTSCI 303*

**EXERSCI 304** **15 Points**  
**Sport Psychology**

Examination of psychological factors affecting behaviour

and performance in exercise and sport. The individual performer is the major consideration, but group influences on individual performance are also considered.

*Prerequisite:* EXERSCI 204 or SPORTSCI 204, or 45 points at Stage II, III in Psychology with a B– average or higher

*Restriction:* SPORTSCI 304

#### **EXERSCI 305 15 Points**

##### **Movement Neuroscience**

Examines brain and spinal cord organisation and function related to movement, and the neurological mechanisms involved in the planning, execution and control of movement in health and disease. Introduces the concept of neural plasticity as it relates to motor skill learning and recovery after injury in both healthy and neurologically impaired populations. An understanding of human anatomy at the level covered in EXERSCI 103 will also be assumed.

*Prerequisite:* EXERSCI 101 or SPORTSCI 101 and 15 points from EXERSCI 201, MEDSCI 206, PSYCH 202, SPORTSCI 201

*Restriction:* SPORTSCI 305

#### **EXERSCI 309 15 Points**

##### **EXERSCI 309A 7.5 Points**

##### **EXERSCI 309B 7.5 Points**

##### **Practicum in the Exercise Sciences**

A supervised practical project in Exercise Science in a clinical or other research laboratory setting to explore and assess how science underpins practical skills in any arena of the Exercise Sciences.

*Prerequisite:* 45 points from EXERSCI 201, 202, 203, 204 and Head of Department approval

*Restriction:* SPORTSCI 309

To complete this course students must enrol in EXERSCI 309 A and B, or EXERSCI 309

#### **EXERSCI 399 15 Points**

##### **Capstone: Applying Exercise Sciences**

A supervised project course that will focus on applying theoretical knowledge to practical skills. Opportunities will include laboratory and clinic-based research projects, science communication or public engagement projects. Students will work in groups, but will also engage in individual activities to demonstrate their own understanding of topics.

*Prerequisite:* 30 points at Stage III in Exercise Sciences

#### **Diploma Courses**

##### **EXERSCI 690A 15 Points**

##### **EXERSCI 690B 15 Points**

##### **Graduate Diploma Research Project**

To complete this course students must enrol in EXERSCI 690 A and B

#### **Postgraduate 700 Level Courses**

##### **EXERSCI 702 15 Points**

##### **Projects in the Exercise Sciences**

Provides students with an opportunity to collect data in an area of interest, with the aim of validating an area of study towards their theses.

*Restriction:* SPORTSCI 702

##### **EXERSCI 703 15 Points**

##### **Cardiac Rehabilitation**

Seminal literature is used to explore the effects of exercise, physical activity and sedentary behaviour on cardiovascular physiology and pathophysiology within the context of disease prevention and rehabilitation.

*Restriction:* SPORTSCI 703

#### **EXERSCI 704 15 Points**

##### **Advanced Techniques in Biomechanics**

A laboratory-based course which explores the current biomechanics methodology for quantifying human movements. Emphasis on motion capture, force measurement, accelerometers, clinical gait analysis, balance assessment, and electromyography. Students will apply biomechanical methods to clinical assessment.

*Restriction:* SPORTSCI 704

#### **EXERSCI 705 15 Points**

##### **Research in the Exercise Sciences**

Examines the nature and value of research contributions in the Exercise Sciences and their application to further research and evidence-based practice. Evaluates the process of research, inclusive of the development of research questions and hypotheses, the planning and collection of data in an ethical and unbiased manner, the analysis, interpretation and presentation of data and the dissemination of results.

*Restriction:* SPORTSCI 705

#### **EXERSCI 706 15 Points**

##### **Seminar in Advanced Exercise Physiology**

A seminar-based course examining the physiological responses and adaptations to physical exercise or inactivity. Students evaluate, present, and discuss seminal and contemporary research publications on selected topics largely focusing on the cardiovascular, metabolic, and musculoskeletal systems. Emphasis will be placed upon investigations of the explanatory elements of adaptation, from the level of the genome to the living human, and the use of relevant contemporary experimental techniques.

*Restriction:* PHYSIOL 706, SPORTSCI 706

#### **EXERSCI 708 15 Points**

##### **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.

*Restriction:* SPORTSCI 708

#### **EXERSCI 710 15 Points**

##### **Exercise Rehabilitation**

The role of exercise and physical activity in the rehabilitation of people living with chronic and long-term health conditions. Professional practice in Aotearoa New Zealand. Evidence-based exercise prescription and outcome measurement for selected client populations.

*Restriction:* SPORTSCI 710

#### **EXERSCI 711 15 Points**

##### **Exercise and Performance Psychology**

Examines the basis of exercise motivation and to examine how psychological states can influence movement control and performance in work, sports, and daily life. The course covers theoretical foundations and involves active discussion of recent empirical studies.

#### **EXERSCI 712 15 Points**

##### **Advanced Exercise Prescription**

The physiology and interpretation of cardiovascular and respiratory functional assessments to enable the advanced prescription of accurate and progressive exercise programmes for people with co-existing health conditions. This course provides an understanding of how respiratory and cardiac physiology interact through the lifespan, and



the implications this has on prescribing exercise for a wide range of clinical presentations.

*Restriction: SPORTSCI 712*

#### **EXERSCI 714 15 Points**

##### **Special Topics in the Exercise Sciences**

*Prerequisite: Head of Department approval*

*Restriction: SPORTSCI 714*

#### **EXERSCI 715 15 Points**

##### **Research Planning and Reporting**

The theoretical, methodological, and practical skills for designing and reporting clinical research studies. Assignments will assess the student's ability to critically evaluate relevant literature, prepare an ethics application, and write clearly and effectively. A final report will be submitted, formatted as if it is a manuscript being offered for publication.

#### **EXERSCI 771 15 Points**

##### **Clinical Exercise Practicum I**

A body of practical supervised work of not less than 100 hours, including laboratory work. The principles and application of electrocardiography, and the assessment of people with cardiovascular disease. An introduction to the integration of the principles of exercise physiology, testing, and prescription into a practical programme for delivery to pre-morbid and low-risk clinical populations.

*Restriction: SPORTSCI 771, 781*

#### **EXERSCI 772 15 Points**

##### **Clinical Exercise Practicum II**

A body of practical supervised work of not less than 100 hours. The principles of exercise physiology, testing, and prescription will be integrated into a practical programme for delivery to pre-morbid and low-risk clinical populations. Emphasis is placed on the application and interpretation of exercise tests; monitoring exercise and identifying contraindications; emergency procedures; scope of practice; and reporting.

*Prerequisite: EXERSCI 771*

*Restriction: SPORTSCI 772, 781*

#### **EXERSCI 773 30 Points**

##### **Clinical Exercise Practicum III**

A body of practical supervised work of not less than 200 hours. The delivery of exercise rehabilitation services to clinical populations especially individuals who have cardiac, musculoskeletal, neurological, pulmonary, immunological, neoplastic, mood, and metabolic disorders, and post-surgical cases.

*Prerequisite: EXERSCI 771, 772*

*Corequisite: EXERSCI 775*

*Restriction: SPORTSCI 773, 782*

#### **EXERSCI 774 30 Points**

##### **Clinical Exercise Practicum IV**

A body of practical supervised work of not less than 200 hours. The delivery of exercise rehabilitation services to clinical populations especially individuals who have cardiac, musculoskeletal, neurological, pulmonary, immunological, neoplastic, mood, and metabolic disorders, and post-surgical cases.

*Prerequisite: EXERSCI 773*

*Restriction: SPORTSCI 774, 782*

#### **EXERSCI 775 15 Points**

##### **Seminar in Clinical Exercise Physiology**

A body of advanced theoretical and administrative work related to exercise prescription and service delivery. The principles of exercise physiology related to clinical

populations, especially individuals who have cardiac, musculoskeletal, neurological, pulmonary, immunological, neoplastic, mood, and metabolic disorders, post-surgical cases, the elderly, and for individuals at risk of developing diseases as a consequence of inactivity. Professional and inter-professional relations will be addressed.

*Restriction: SPORTSCI 775, 783*

#### **EXERSCI 780A 22.5 Points**

#### **EXERSCI 780B 22.5 Points**

##### **BSc(Hons) Dissertation in Exercise Sciences**

*Restriction: SPORTSCI 788, 789*

*To complete this course students must enrol in EXERSCI 780 A and B*

#### **EXERSCI 781A 15 Points**

#### **EXERSCI 781B 15 Points**

##### **Postgraduate Diploma Research Project**

*Restriction: SPORTSCI 691*

*To complete this course students must enrol in EXERSCI 781 A and B*

#### **EXERSCI 792A 22.5 Points**

#### **EXERSCI 792B 22.5 Points**

##### **MSc Dissertation in Clinical Exercise Physiology**

A scholarly discussion of a topic related to clinical exercise physiology.

*Restriction: SPORTSCI 786, 787*

*To complete this course students must enrol in EXERSCI 792 A and B*

#### **EXERSCI 796A 60 Points**

#### **EXERSCI 796B 60 Points**

##### **MSc Thesis in Exercise Sciences**

*Restriction: SPORTSCI 796*

*To complete this course students must enrol in EXERSCI 796 A and B*

## **Food Science**

### **Stage I**

#### **FOODSCI 100 15 Points**

##### **Foundations of Food and Nutrition**

Introduces students to the multifaceted nature of Food Science and Nutrition with a focus on the interplay between food, nutrition and health. Introduce the chemical, biological, sensory, and processing aspects of foods. Societal, economic, legislative and regulatory aspects will also be introduced. Concepts will be illustrated using real food systems with a focus on lipids, water and vitamin C.

*Restriction: FOODSCI 201*

### **Stage II**

#### **FOODSCI 200 15 Points**

##### **Food Composition and Nutrition**

Covers the composition and structure of food. The approach will extend the FOODSCI 100 content from lipids to proteins, carbohydrates and key minor food components. There will be a focus on the molecular structure of the major food components and how they relate to the physical, sensory and nutritional properties of foods.

*Prerequisite: 15 points from BIOSCI 106, CHEM 110, FOODSCI 100*

#### **FOODSCI 202 15 Points**

##### **Food Preservation**

Food is spoilt by microbiological, chemical, biochemical and physical processes. It is important to understand the mechanism of spoilage caused by each of these processes in



order to prevent or minimise such degradation. This course includes fundamental principles covering the preservation and processing of different food products. The principles involved in the development of food safety and HACCP programmes, as well as New Zealand food laws are also covered.

*Prerequisite:* 15 points from FOODSCI 200, 201, 15 points from MATHS 108, 110

*Restriction:* FOODSCI 302

### 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 200 or 201

#### FOODSCI 302 15 Points Food Preservation

Food is spoilt by microbiological, chemical, biochemical and physical processes. It is important to understand the mechanism of spoilage caused by each of these processes in order to prevent or minimise such degradation. This course includes fundamental principles covering the preservation and processing of different food products. The principles involved in the development of food safety and HACCP programmes, as well as New Zealand food laws, are also covered.

*Prerequisite:* FOODSCI 201

*Restriction:* FOODSCI 202

#### 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:* 15 points from STATS 101, 108 and 15 points from FOODSCI 200, 201

*Corequisite:* FOODSCI 301 or Permission of the Programme Director/Course Coordinator

#### FOODSCI 304 15 Points Food Product Development

Development and evaluation of new products from raw ingredients through a thorough understanding of the physical and chemical properties of materials. Sensory evaluation will be a component. Sampling of food products is therefore undertaken in this course.

*Prerequisite:* FOODSCI 301 and 303

*Corequisite:* FOODSCI 302 or Permission of the Programme Director/Course Coordinator

#### FOODSCI 306 15 Points Principles of Food Processing

The fundamental principles of freezing and thawing, thermal processing and canning, fermentation and dehydration are studied. The 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.

*Prerequisite:* FOODSCI 202

*Restriction:* CHEMMAT 756

#### FOODSCI 399 15 Points

##### Capstone: Food and Nutrition

Food and Nutrition pathway students will work together in groups to identify and develop a new food product or food system that addresses or responds to a nutritional issue. Students will focus on the interplay between the nutritional aspects of the product or system and the sensory, stability, convenience, cost, regulatory and processing aspects of the product.

*Prerequisite:* FOODSCI 303 and a further 30 points at Stage III in Food Science and Nutrition

### Diploma Courses

#### FOODSCI 691 30 Points

##### FOODSCI 691A 15 Points

##### FOODSCI 691B 15 Points

#### Postgraduate Diploma Research Project

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 705 15 Points

##### Project in Food Science

*Prerequisite:* Director approval

#### 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

The functions and properties of food additives. Food attributes including colour, flavour and texture. Enzymic and non-enzymic browning. Emulsions and foams. Introduction to the Food Regulations. Interaction of macromolecules.

*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 711 15 Points** **The Science of Food Contaminants and their Control**

Examines the biology and biochemistry of human pathogens, their interactions with humans at the cellular level via the food chain, their epidemiology and control mechanisms. Also examines the chemical and physical food contaminants, their etiology and ways to prevent contamination of food.

### **FOODSCI 712 15 Points** **Food Safety Management**

An overview of the management of Food Safety from farmgate to fork, and the development of food safety planning and risk management including HACCP plans, their verification, validation, and implementation, traceability, and recall mechanisms.

### **FOODSCI 713 15 Points** **Food Legislation**

An overview of Australian and New Zealand food regulations and also related food regulations of some of our major trading partners, how they operate and are controlled. Models of food control plans, food labeling legislation, enforcement of food laws and the structures which govern these will also be examined.

### **FOODSCI 714 15 Points** **Research Methodology in Food Safety**

Methodologies consistent with human health research to identify and critically appraise relevant research, and to use appropriate methodologies to design research projects and collect, report and analyse data.

### **FOODSCI 715 15 Points** **Food Allergens and Intolerants**

An understanding of the epidemiology, management, regulation and classification of food allergens and intolerants in accordance with Food Standard 1.2.3 (Australia New Zealand Food Standards Code). This includes the study of foods or food groups with the major food allergens as identified in the Food Allergen Labeling and Consumer Protection Act (FALCPA), and application to new product development and labeling.

### **FOODSCI 716 15 Points** **Current Issues in Food Safety**

Current issues in Food Safety will be selected from time to time depending on the interest of the students and availability of experts to teach such course. Topics will focus on the science of issues of processing, contamination, packaging, storage and handling.

### **FOODSCI 717 15 Points** **Food Processing and Sanitation**

The science of some of the basic processing methods of food and packaging. The course will also cover properties of solid foods and their surface characteristics and the chemistry of

detergents and sanitisers as well as factors affecting their effectiveness.

### **FOODSCI 740 15 Points** **Food Analysis**

Students are provided with an opportunity to experience a range of analytical techniques that are used in food industry laboratories and in food science research.

*Prerequisite: Programme Director approval*

*Restriction: FOODSCI 301, 610*

### **FOODSCI 755 15 Points** **Special Topic**

*Prerequisite: Programme Director approval*

### **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 students must enrol in FOODSCI 796 A and B*

### **FOODSCI 797 45 Points** **FOODSCI 797A 22.5 Points** **FOODSCI 797B 22.5 Points**

#### **Project in Food Safety**

*To complete this course students must enrol in FOODSCI 797 A and B, or FOODSCI 797*

## **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 710 15 Points**

#### **FORENSIC 710A 7.5 Points**

#### **FORENSIC 710B 7.5 Points**

##### **Advanced Topics in Forensic Science**

A modular course comprising topics in Forensic Science related to staff research interests.

*To complete this course students must enrol in FORENSIC 710 A and B, or FORENSIC 710*

#### **FORENSIC 796A 60 Points**

#### **FORENSIC 796B 60 Points**

##### **MSc Thesis in Forensic Science**

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.

*Prerequisite:* Permission of Programme Director

*To complete this course students must enrol in FORENSIC 796 A and B*

## **Geographic Information Science**

### **Stage II**

#### **GISCI 241 15 Points**

##### **Principles of Remote Sensing**

An introduction to remote sensing tools and techniques and their application within the earth, environmental and urban environments. The course focuses on the processing, analysis and interpretation of data collected by government and commercial satellites, Unmanned Aerial Vehicles (UAV) and aerial photography. The course introduces image interpretation, multispectral images, supervised and unsupervised image classification and change detection. Techniques for analysing remote sensing data are introduced through a series of lab-based activities and are applied during an independent project.

*Prerequisite:* EARTHSCI 210 or GEOG 210, and GEOG 140 or GISCI 140

#### **GISCI 242 15 Points**

##### **Principles of GIScience**

Spatial analysis and GIScience applications of spatial data handling for human environments within the context of a theoretical framework for understanding the caveats and ethics of mapping persons in place. Develops advanced practical knowledge of techniques and methodologies in a vector model spatial analysis environment as developed through applications for housing, social wellbeing and inequality, disease, and access to public transportation.

*Prerequisite:* EARTHSCI 210 or GEOG 210 and GEOG 140 or GISCI 140

*Restriction:* GEOG 318

### **Stage III**

#### **GISCI 341 15 Points**

##### **Advanced Remote Sensing**

Further develops key concepts of geographic information science as it is applied to earth and environmental sciences including physical geography. Covers techniques for describing the physical environment and ways of analysing and visualising the environment with an emphasis on raster-based surface models. Also compares theories of remote sensing from space, the air, non-imagery raster data. Skills in analysing and properly using various types of remote sensing materials are developed through labs.

*Prerequisite:* GISCI 241

*Restriction:* GEOG 317

#### **GISCI 343 15 Points**

##### **GIScience Programming and Development**

Programming and scripting-based techniques for spatial big data analysis, spatial data handling, modelling, automation, and development for the GIScience domain.

*Prerequisite:* 15 points from GISCI 241, 242, GEOG 317, 318

#### **GISCI 399 15 Points**

##### **Capstone: GIScience**

Students will independently demonstrate domain knowledge through applying their skills as members of groups completing a community-based GIScience projects serving needs identified by community stakeholders. Groups will be assembled based on skillsets of individual students (e.g., programming, remote sensing, advanced vector analysis, etc.), and students will be assessed on their independent contributions to the group project.

*Prerequisite:* 30 points at Stage III in Geographic Information Science

## Geography

### Stage I

#### **GEOG 101 15 Points**

##### **Earth Surface Processes and Landforms**

Understanding of the functioning of natural systems at the Earth's surface and human interactions with these systems. Examines the operation and interaction between Atmospheric, Hydrological, Ecological and Geomorphic systems. Environmental processes are an integrating theme. Topics include: climate and hydrological systems, ecological processes; surface sediment cycle; and processes governing development and dynamics of major landform types.

#### **GEOG 102 15 Points**

##### **Geography of the Human Environment**

Examines the relationships among personal geographies and global geographies of uneven development, economic, environmental and socio-cultural change. Using a variety of examples from New Zealand and the world we illustrate the connection between local places and global issues.

#### **GEOG 103 15 Points**

#### **GEOG 103G 15 Points**

##### **Mapping Our World**

An introduction to contemporary geospatial technologies such as web-mapping, GPS and tracking devices (such as your phone), and GIS. Covers key concepts and principles behind these tools and their use, along with practical experiences through laboratories. Critical and theoretical perspectives on the tools, their use, and their social impacts will be discussed.

#### **GEOG 104 15 Points**

#### **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, environmental systems, population, social diversity, and planning policies and practices.

#### **GEOG 140 15 Points**

##### **Geographic Information and Spatial Thinking**

An introduction to the conceptual base of Geographic Information Science, the practical use of geo-spatial data and various societal issues related to the use of Remote Sensing and Geographic Information Systems. Covers a range of contemporary geospatial technologies. It covers key concepts and principles behind the development and application of these technologies. The course exercises cover a range of application of GIS for analysis and display of spatial data, focusing on non-programmable solutions. *Restriction: EARTHSCI 210, GEOG 210, GISCI 140*

### Stage II

#### **GEOG 202 15 Points**

##### **Cities, Regions and Communities**

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.

*Prerequisite: 60 points*

#### **GEOG 205 15 Points**

##### **Environment and Society**

A critical exploration of the interconnectedness of environment and society. The course highlights the importance of understanding how different views and attitudes influence people's interactions with the environment. Key themes include governance, management and development, which are addressed through issues such as conservation, climate change adaptation, disasters and resource use. Classes draw on a variety of case studies from New Zealand and overseas.

*Prerequisite: 60 points*

#### **GEOG 250 15 Points**

##### **Geographical Research in Practice**

A critical exploration of the research experience in geography. Case studies and field work demonstrate approaches to understanding the complex interactions of social and environmental processes. Students will develop practical skills in problem identification, research methodologies, ethics and analytical practices.

*Prerequisite: 60 points*

#### **GEOG 261 15 Points**

##### **Climate, Hydrology and Biogeography**

Exploration of themes in climatology, hydrology, and biogeography with a focus on the nature and role of key processes at various spatial and temporal scales in the biosphere. The role of climate as a fundamental driver of hydrological and biogeographical processes is an important theme.

*Prerequisite: GEOG 101*

*Restriction: EARTHSCI 261*

#### **GEOG 262 15 Points**

##### **Geomorphology**

Introduces fundamental concepts in geomorphology for geologists and physical geographers. Key aspects of geomorphology, sedimentology, and earth surface processes are introduced by studying the temporal and spatial development of coastal and river landforms. Applied techniques for earth and environmental sciences, including field, remote sensing, GIS mapping, and modelling.

*Prerequisite: GEOG 101*

*Restriction: EARTHSCI 262*

### Stage III

#### **GEOG 302 15 Points**

##### **Space, Place, Economy**

Examines the spatial organisation economies and the economic production of space and place. The course enriches the study of economies and their geographies by drawing upon cultural, political and institutional theories to critically examine concepts and techniques traditionally deployed by geographers. Alternative ways of understanding and influencing economic change are considered. Novel insights are developed into New Zealand's national and local economies.

*Prerequisite: 30 points at Stage II*

#### **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.

*Prerequisite: 30 points at Stage II*

### **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.

*Prerequisite: 30 points at Stage II*

### **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.

*Prerequisite: 30 points at Stage II*

### **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.

*Prerequisite: GEOG 250 and either GEOG 202 or 205 and 15 points from GEOG 302, 305, 307, 312, 320, 322-327, 352, or equivalent*

### **GEOG 317 15 Points** **Remote Sensing and GIS**

Further develops key concepts of geographic information science as it is applied to 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. Also compares theories of remote sensing from space, the air, non-imagery raster data. Skills in analysing and properly using various types of remote sensing materials are developed through labs.

*Prerequisite: 15 points from EARTHSCI 210, GEOG 210, GISCI 140 and 45 points at Stage II*

### **GEOG 318 15 Points** **GIS Principles and Practice**

Key concepts of geographic information science and their application in diverse fields such as retailing, environmental management, population mapping, health, crime analysis, and planning. Covers techniques for visualising and describing geographical systems, ways of analysing spatial data, and the impact of recent developments in web-mapping.

*Prerequisite: EARTHSCI 210, GEOG 210 or equivalent*

### **GEOG 319 15 Points** **GIS Project**

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.

*Prerequisite: GEOG 318 or equivalent*

### **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.

*Prerequisite: 30 points at Stage II*

### **GEOG 322 15 Points** **Culture and Environment in East Asia**

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.

*Prerequisite: 30 points at Stage II*

### **GEOG 324 15 Points** **Critical Perspectives on Sustainable Development**

A critical evaluation of the challenges of sustainable development emphasising the structural and political factors that contribute to unequal development relations. Introduces a variety of theoretical frameworks to interrogate sustainable development strategies and solutions. The course focuses on integrating research and theory into practical learning.

*Prerequisite: 30 points at Stage II*

### **GEOG 325 15 Points** **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 encompass not only theoretical but also policy and practical materials and draw on examples and case studies from throughout the world with a particular focus on the most vulnerable and marginalised areas and communities.

*Prerequisite: 30 points at Stage II*

### **GEOG 327 15 Points** **Politics, Markets and Economies**

Uses geographical insights to explore the interrelationships between politics, economy and culture. The course focuses attention on institutions, subjectivity and the making of markets. It examines political projects and economic spaces such as higher education, food and creative economies at the regional, national, and global level.

*Prerequisite: 30 points at Stage II*

### **GEOG 328 15 Points** **Special Topic**

### **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.

*Prerequisite: GEOG 250 and 15 points from GEOG 331, 332, 334, 351*

*Restriction: EARTHSCI 330*

**GEOG 331 15 Points****Fluvial Geomorphology**

An integrated study of hydrological and fluvial processes in a river basin context. Content includes interpretation of channel and floodplain landforms, flow and sediment transport relationships, and analysis of landscape evolution. Scientific principles are applied to selected practical problems.

*Prerequisite:* 45 points at Stage II, including EARTHSCI 262 or GEOG 262, or equivalent

**GEOG 332 15 Points****Climate and Environment**

Introduction to the concept that climate, although often perceived as a hazard, is in fact an important resource. Ways in which climate processes can create hazards or provide a range of resources will be explored. Knowledge concerning how observation systems and climate information can be used for decision making, for example in urban planning, economic development and disaster risk reduction, will also be developed as will the procedures associated with the assessment of societal sensitivity to climate.

*Prerequisite:* 45 points at Stage II, including EARTHSCI 261 or GEOG 261, or equivalent

**GEOG 333 15 Points****Special Topic****GEOG 334 15 Points****Environmental Change**

An exploration of the nature and causes of change in selected aspects of the physical environment. Key themes are: a) natural processes driving environmental change and variability; b) humans as agents of change, and; c) biophysical and societal sensitivity to change. Course content will include past, present, and future interactions between society and environmental change, with examples primarily drawn from climatology, hydrology/water resources, and ecology.

*Prerequisite:* 45 points at Stage II, including EARTHSCI 261 or GEOG 261, or equivalent

**GEOG 342 15 Points****Technology, Society and Environment**

A nuanced examination of the relationships between intersections and articulations of technology (hardware, software, infrastructures, and data), society, and the environment. This course adopts a critical geography perspective that understands and asks students to reflect on the ways in which technologies are social practices that have profound societal and environmental consequences. The course engages with themes such as social media and cities, the surveillance society, digital social inequality, cultural geographies of internet infrastructures, and energy requirements of 'the cloud'.

*Prerequisite:* 45 points at Stage II

**GEOG 351 15 Points****Coastal and Marine Studies**

Focuses on the development of coastal landforms across a range of temporal and spatial scales. Introduces natural processes such as waves, tides and circulation, as well as geological-scale coastal evolution driven by changes in sea level and sediment supply. The course has an applied focus with specific emphasis on coastal management problems that affect society. Issues considered include coastal erosion during storms, the impacts of shoreline engineering, climate change and accelerating sea level rise.

*Prerequisite:* 45 points at Stage II, including EARTHSCI 262 or GEOG 262, or equivalent

**GEOG 352 15 Points****Landscape, Environment and Heritage**

An examination of environmental change from a historical geography perspective. Approaches to investigating and understanding the transformation of environments are explored, and processes driving creation of different types of landscapes including heritage places are considered. The course enables students to place the modern environment within a historical context.

*Prerequisite:* 30 points at Stage II

**GEOG 399 15 Points****Capstone: Geography**

An engagement with the research process, as practised in geography. Students will undertake an independent research project and communicate their findings, with due attention to research design, methodology, research ethics, information sources, field practise, data analysis, and research communication. Independent or small group research projects may involve residential or local fieldwork, laboratory analysis, desktop analysis or other research activities.

*Prerequisite:* 30 points at Stage III in Geography

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**Diploma Courses****GEOG 690 30 Points****GEOG 690A 15 Points****GEOG 690B 15 Points****Graduate Diploma Research Project**

To complete this course students must enrol in GEOG 690 A and B, or GEOG 690

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**Postgraduate 700 Level Courses****GEOG 701 15 Points****Research in Practice**

A reflection on the process of developing research projects from theory to methods, analysis, and the presentation of findings. Attention is directed to the ways in which research is shaped by intellectual histories, pressing social and environmental challenges, and contemporary academic and political debates. The course allows students to develop specialised interests in geography or environmental management.

**GEOG 712 15 Points****Land, Place and Culture**

Contemporary geographic perspectives on society and culture, focusing on a review of traditional and new cultural geographic approaches to the constructions of place and environment, ethnicity, gender and identity. No formal prerequisite, but an understanding of material in Stage III courses in human geography will be assumed.

**GEOG 714 15 Points****Population, Mobilities and Wellbeing**

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 15 Points****Development and New Regional Geographies**

'Development' is place-dependent and takes place at a range of scales. This course considers economic, socio-cultural, geopolitical and environmental transformations of nations, regions, communities, and emerging or post-

foundational political spaces focussing on examples from Pacific, Asia and New Zealand.

**GEOG 717 15 Points**

**Contemporary Issues in Human Geography**

A critical review of selected issues and debates in contemporary human geography.

**GEOG 719 15 Points**

**Geographies of Housing and Urban Change**

Advanced study of housing and urban issues, including the topics of homeownership, asset-based welfare, the politics of housing affordability, housing reforms and the changing dynamics of gentrification. Contemporary issues such as mortgage market dynamics and social rented housing reforms are examined. The course will consider also urban governance, office property investment and development processes, and sites of consumption and spectacle.

**GEOG 725 15 Points**

**People, Participation and Development**

A critical overview of issues associated with people's participation in development in their geographical context, including processes and outcomes, accountability, empowerment and transformation in the context of livelihood strengthening, resource management, health and sanitation, education and disaster risk reduction. The course provides the students with theoretical knowledge but also practical skills through the use in class of participatory tools as both contents and teaching aids. Discussions rely upon concrete examples from throughout the world with a particular focus on marginalised places.

**GEOG 730 15 Points**

**Climate Change: Past, Present, and Future**

An exploration of the character and causes of past, present, and future climate change. Content includes examination of how and where climate is (or is not) currently changing, and uncertainties associated with future projections. The temporal focus will be on the Holocene and the Anthropocene, through to the end of the twenty-first century. A human society context will feature throughout.

**GEOG 737 15 Points**

**Policy and Expertise**

Exploring 'policy' — an all too familiar and taken for granted term — by focusing on how policies get made, how different actors and varieties of expertise influence the policy process, and how policies shape people and place. It introduces students to transdisciplinary conversations involving geographers, anthropologists, sociologists and urbanists.

**GEOG 738 15 Points**

**Future Food and Biological Economies**

Investigates contemporary understandings, issues and strategies relating to the development of biological economies and food networks in the context of the globalising food economy. Addresses transformations in agro-food complexes and questions of nature-society relationships to do with 'sustainable' and 'resilient' food production and consumption.

**GEOG 739 15 Points**

**Research Topics in Geography**

Directed research on an approved topic or topics.  
*Prerequisite: Approval of the Programme Coordinator*

**GEOG 745 15 Points**

**Applied Fluvial Geomorphology**

Catchment-scale perspectives are used to analyse spatial and temporal variability in river forms and processes. River responses to disturbance are placed in a longer-term evolutionary context. Prospective river futures are appraised using field analyses and numerical modelling applications. These principles and techniques are used to discuss management options. No formal prerequisite but final year undergraduate experience in a related field required.

**GEOG 746 15 Points**

**Applied Coastal Geomorphology**

An advanced course on the process-form relationships that shape coastlines over a range of spatial and temporal scales. Coastal processes are examined with field experiments in which principles of experiment design and field deployment are demonstrated. Long-term evolutionary perspectives are examined using a range of field techniques. These short- and long-term approaches are then merged to address examples of applied coastal management problems. No formal prerequisite but an understanding equivalent to GEOG 351 will be assumed.

**GEOG 748 15 Points**

**Current Issues in Coastal Management**

Critical consideration of contemporary issues in coastal management. Topics may include: competition for coastal space and resources; vulnerability of coastal communities to climatic variability; scientific uncertainty in the decision making process; understanding the legacies of past planning decisions. Case studies are used to explore complexities of the physical and social dimensions of coastal management approaches within the context of current regulatory frameworks.

**GEOG 749 15 Points**

**Climate and Society**

An examination of climate themes relevant to society. Themes will vary but may include hydrology and water resources, agriculture, human health, ocean-atmosphere interaction and energy in the climate system. The sensitivity of selected biophysical and human activity systems to climate will be explored and the actual and potential impacts of climatic variability and change (past and future) investigated.

**GEOG 750 15 Points**

**Environment and Landscape**

Environmental change in New Zealand since European settlement, including exploitation of natural resources, the creation of different cultural landscapes, and recognition of places as natural and cultural heritage. Different approaches to investigating and understanding recent environmental change are addressed. The course is suitable for physical and social science students, and will enable them to place the modern environment within a historical context. The course may include short guided walks and a one day or two half-day fieldtrips.

**GEOG 759 15 Points**

**Research Topics in Geography**

Directed research on an approved topic or topics.  
*Prerequisite: Approval of the Programme Coordinator*

**GEOG 760 15 Points**

**Directed Study in Geography**

Directed studies on an approved topic or topics.  
*Prerequisite: Academic Head approval*



## **GEOG 761** **Special Topic** **15 Points**

**GEOG 770** **15 Points**  
**GIS and Spatial Data Handling**  
 Advances spatial data handling, visualisation, and analysis methods as components of GIS as a methodology for approaching spatial problems (planning, resource management, spatial decision support, etc.) in Geography, providing postgraduate students with the ability to develop transferrable skillsets that they can use to support their independent research projects. No formal prerequisites but an understanding of introductory geographic information science equivalent to GEOG 210 or 242 will be presumed.  
*Restriction: GEOG 318*

**GEOG 771** **15 Points**  
**Spatial Analysis and Geocomputation**  
 Approaches and challenges to analysing spatial data. Specific techniques will include spatial autocorrelation, geographical regression, point pattern analysis, interpolation, overlay analysis, and newer geocomputation methods. Students will gain an advanced knowledge of spatial analysis and be well-prepared for postgraduate research or professional practice. No formal prerequisite but an understanding equivalent to GEOG 318 will be assumed.

**GEOG 772** **15 Points**  
**Advanced Raster Data Analysis**  
 Concepts and theories underpinning digital analysis of raster data, including remotely sensed data, LiDAR data and digital elevation models. Sources, nature and accuracy of raster data, analysis and integration of raster data from diverse sources, and applications of raster data analysis in hydrology and environmental modelling. No formal prerequisite but an understanding equivalent to GEOG 317 or GISCI 341 will be assumed.

**GEOG 773** **15 Points**  
**Visualisation and Cartography**  
 Introduction to field of cartography, drawing contrasts with new approaches to geovisualisation facilitated by information visualisation and statistical graphics. Human perceptual and cognitive systems as related to visual displays. Principles of sound perceptual and cognitive map design. Planning, creation and delivery of cartographic and visualisation-based projects. Review of emerging and future trends in this fast-changing field.

**GEOG 774** **15 Points**  
**Advanced Spatial Data Handling**  
 Advanced approaches to spatial data handling (processing, management, visualisation, and analysis) in web-based environments, including theoretical debates and implications as well as applications for spatial data handling in integrated open-source and web-based mapping/GIS environments. There will be an applied laboratory component and lecture/seminar component where the broader social and theoretical implications of developments in spatial data handling will be engaged. No formal prerequisite, but an understanding equivalent to GEOG 318 will be assumed.

**GEOG 779** **15 Points**  
**Programming, GIS Customisation and Web-mapping**  
 Spatial databases, spatial data structures and algorithms and converting and handling spatial data. Introduction to programming (in Python). Principles of object- and component-oriented architectures including details relating to ArcGIS as an example. Open source and open standards, web-mapping as a case-study. No formal prerequisite but 15

points from GEOG 317-319, 342, GISCI 341-343 or equivalent will be assumed.

**GEOG 789** **30 Points**  
**GEOG 789A** **15 Points**  
**GEOG 789B** **15 Points**

**Honours Research Project**  
*To complete this course students must enrol in GEOG 789 A and B, or GEOG 789*

**GEOG 796A** **60 Points**  
**GEOG 796B** **60 Points**

**Masters Thesis in Geography**  
*To complete this course students must enrol in GEOG 796 A and B*

## **Geophysics**

### **Stage II**

**GEOPHYS 213** **15 Points**  
**The Geophysical Environment**  
 This course explores the physical principles governing – and the connections between – the Earth's atmosphere, oceans and interior. Topics include the structure of the solid earth, ocean currents and tides, and fundamental aspects of weather and climate.  
*Prerequisite: 15 points from PHYSICS 120, 121, 150, 160, and either 15 points from ENGSCI 111, MATHS 108, 150, 153, or MATHS 120 and 130*  
*Restriction: PHYSICS 213*

### **Stage III**

**GEOPHYS 310** **15 Points**  
**Physics of the Earth**  
 Covers the physics of the solid earth from the surface to the core. Specifically, the course explores the Earth's gravitational field (including the rotation and figure of the earth), seismology, heat flow, the magnetic and electromagnetic field to unravel the properties, processes, and structure of the Earth's interior.  
*Prerequisite: 15 points from EARTHSCI 103, 120, GEOLOGY 103, and 15 points from GEOPHYS 213, PHYSICS 213, and 15 points from ENGSCI 211, MATHS 253, 260, PHYSICS 211*  
*Restriction: GEOPHYS 330*

**GEOPHYS 311** **15 Points**  
**Atmosphere, Ocean, and Climate Physics**  
 Examines the physical and dynamic processes shaping the atmosphere and oceans, covering the thermodynamics of the climate system and the dynamics of global atmospheric and oceanic circulations. Explores the fundamental physical processes that control Earth's climate and investigates the dilemmas they present in our current understanding of climate.  
*Prerequisite: 15 points from PHYSICS 201, 231, and 15 points from GEOPHYS 213, PHYSICS 213, and 15 points from ENGSCI 211, MATHS 253, 260, PHYSICS 211*  
*Restriction: GEOPHYS 331*

**GEOPHYS 339** **15 Points**  
**Special Topics in Geophysics**

**GEOPHYS 361** **15 Points**  
**Fundamentals and Applications of Geophysical Exploration**  
 The fundamentals of geophysical exploration methods and their application. The course will provide a comprehensive overview of seismic techniques, geophysical borehole



methods, and an introduction to gravity, electric, magnetic, electromagnetic, and radar techniques. Applications of these will be considered including hydrocarbon, mineral and geothermal exploration. Geophysical data will be acquired and analysed through field and laboratory work.

*Prerequisite:* 15 points from EARTHSCI 103, 120, GEOLOGY 103, and GEOPHYS 213 or PHYSICS 213 and MATHS 208 or equivalent  
*Restriction:* EARTHSCI 361, GEOLOGY 361

#### **GEOPHYS 399 15 Points**

##### **Capstone: Geophysics**

Students will employ core methodologies (experimental, observational, computational, numerical) to investigate some aspect of a key geophysical phenomenon, and relate their findings to contemporary research in the field, considering wider societal aspects and issues. Students will develop their skills in communication, critical thinking, teaching and creative problem solving.

*Prerequisite:* 30 points from GEOPHYS 310, 311, 361

*Restriction:* EARTHSCI 399, PHYSICS 399

#### **Diploma Courses**

##### **GEOPHYS 690 30 Points**

##### **GEOPHYS 690A 15 Points**

##### **GEOPHYS 690B 15 Points**

##### **Graduate Diploma Research Project**

To complete this course students must enrol in GEOPHYS 690 A and B, or GEOPHYS 690

##### **GEOPHYS 691 30 Points**

##### **GEOPHYS 691A 15 Points**

##### **GEOPHYS 691B 15 Points**

##### **Postgraduate Diploma Research Project**

To complete this course students must enrol in GEOPHYS 691 A and B, or GEOPHYS 691

#### **Postgraduate 700 Level Courses**

##### **GEOPHYS 711 15 Points**

##### **Geophysical Fluid Dynamics**

Explores geophysical fluid flow dynamics in the atmosphere and ocean. Rotation and stratification in the atmosphere and ocean lead to fascinating characteristics of geophysical fluid flow that will be explained mathematically and/or numerically. Topics include the general circulation, Hadley and midlatitude circulations in the atmosphere, Sverdrup balance and western boundary currents in the ocean, quasi-geostrophic model, waves, and instabilities. Students are expected to know the basics of fluid mechanics and vector calculus.

*Prerequisite:* GEOPHYS 311 or Programme Coordinator approval

##### **GEOPHYS 712 15 Points**

##### **Climate Dynamics**

Examines physical processes underlying Earth's climate and variations of climate in both space and time, providing a basis for understanding, observing, modelling and predicting natural and anthropogenic climate changes. Topics include Earth's energy budget, atmospheric radiation, greenhouse effect, ocean heat content, the meridional heating imbalance that drives the general circulation, and seasonal and long-term climate variations and changes.

*Prerequisite:* GEOPHYS 311 or other 600 or 700 level courses approved by the Programme Coordinator

##### **GEOPHYS 713 15 Points**

##### **Turbulent Processes in Climate**

Examines turbulent processes in the atmosphere, oceans, and at their interface, and the associated transport and

exchange of momentum, energy, and moisture. In the atmosphere these processes include phase changes and the course will explore cloud formation, dynamics, and precipitation. Students are expected to know the basics of fluid mechanics and vector calculus.

*Prerequisite:* GEOPHYS 311 or Programme Coordinator approval

##### **GEOPHYS 761 15 Points**

##### **Subsurface Characterisation with Geophysical Methods**

Pertains to subsurface characterisation through the inversion of geophysical observations. The course covers a combination of rock physics, seismic methods, ground-penetrating radar, as well as gravity, magnetic and electrical methods.

*Prerequisite:* GEOPHYS 330, EARTHSCI 361 or GEOLOGY 361 or GEOPHYS 361 or equivalent

*Restriction:* GEOPHYS 763

##### **GEOPHYS 780 15 Points**

##### **Directed Study**

##### **GEOPHYS 789 30 Points**

##### **GEOPHYS 789A 15 Points**

##### **GEOPHYS 789B 15 Points**

##### **Honours Research Project**

To complete this course students must enrol in GEOPHYS 789 A and B, or GEOPHYS 789

##### **GEOPHYS 796A 60 Points**

##### **GEOPHYS 796B 60 Points**

##### **MSc Thesis in Geophysics**

To complete this course students must enrol in GEOPHYS 796 A and B

#### **Information Management**

##### **Stage I**

##### **INFOMGMT 192 15 Points**

##### **Information Tools for Business**

The ability to manage and analyse information is essential in many aspects of business. This course provides a practical introduction to a variety of information tools used to analyse and visualise data relating to aspects of information management. Through these tools and methods students explore using data to inform decisions related to a variety of activities.

##### **Stage III**

##### **INFOMGMT 399 15 Points**

##### **Capstone: Information Management**

Students work in a small group to solve a substantial problem. Groups are expected to reason on a problem, devise a solution, produce an artefact and present their work. The capstone provides an opportunity to students to further develop their technical and communication skills.

*Prerequisite:* BUSAN 201 or INFOMGMT 292, and COMPSCI 230 or INFOSYS 220, and 15 points from COMPSCI 215, INNOVENT 203, OPSMGT 258, SCIGEN 201, and 30 points from BUSAN 300-305, COMPSCI 345, INFOMGMT 390, 392, 393, INFOSYS 300, 320-323, 330, 338, 339, 341, MKTG 308, OPSMGT 357

## Marine Science

### Stage I

**MARINE 100** 15 Points  
**MARINE 100G** 15 Points

#### The Oceans Around Us

An interdisciplinary approach to understanding the importance of our oceans as the driver of our climate, source of sustenance, and focus of domestic and international political, economic and legal negotiations. It is framed around physical and biological processes in the ocean which raise questions for ocean management in NZ and internationally, allowing real-world debate about the future of the ocean realm.

### Stage II

**MARINE 202** 15 Points  
**Principles of Marine Science**

An introduction to the physical and biological structure of the oceans, sea floor, coastlines and the biological communities that inhabit them. Subject matter includes an overview of the nature and scope of marine science globally and within the New Zealand and Auckland contexts. A wide coverage of marine science issues are presented with an emphasis on multidisciplinary examples. No formal prerequisite, although an understanding of Stage I level science is assumed.

*Prerequisite: MARINE 100 or 30 points at Stage I in BSc courses*

### Stage III

**MARINE 302** 15 Points  
**Dynamics of Marine Systems**

Fundamental processes in the marine environment with an emphasis on interdisciplinary linkages in the functioning of marine ecosystems. Topics include: the role of fluid dynamics in the lives of marine animals and in shaping the physical marine environment, and interdisciplinary studies of marine ecosystems. No formal prerequisite although an understanding of marine science to the level of MARINE 202 will be assumed.

*Prerequisite: MARINE 202 or 30 points at Stage II in BSc courses*

**MARINE 303** 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 MARINE 202 or 30 points at Stage II in BSc courses*

*Restriction: BIOSCI 330*

**MARINE 304** 15 Points  
**Directed Study in Marine Science**

Independent study on a topic in marine science under the guidance of an individual academic with similar interests to the student, involving the learning of specialist research techniques in a chosen subfield of marine science and the production of a scientific report.

*Restriction: MARINE 399*

**MARINE 399** 15 Points

#### Capstone: Marine Science

A capstone course for those enrolled in the Marine Science major, in which students demonstrate mastery of concepts and skills learnt during their degree through the production and presentation of an independent project developed in conjunction with a mentor from the academic staff.

*Restriction: MARINE 304*

### Postgraduate 700 Level Courses

**MARINE 701** 15 Points

#### Current Issues in Marine Science

A seminar-based examination of selected current issues in Marine Science. Seminars will be jointly run using a web link between the universities of Auckland, Otago and Victoria. The topics and material will recognise the wide range of undergraduate experience across participants and emphasise the value of cross-disciplinary approaches to Marine Science.

**MARINE 702** 15 Points

#### Field Techniques in Marine Science

An advanced course in the development of practical skills in research design, implementation and analysis in Marine Science. Students participate in two field units: a compulsory field unit at the University of Auckland and a choice of either the unit offered by the University of Otago or the unit offered by Victoria University of Wellington. Each course focuses on different themes in Marine Science.

**MARINE 703** 15 Points

#### Marine Protected Areas

Current research related to marine protected areas is reviewed, including planning principles and processes for designing marine protected areas, and its role in science, conservation of biological diversity, and fisheries. Practical components include visits to marine reserves, exposure to planning software, and analysis of marine protected related data. The knowledge and skills gained are applied with an independent research project.

*Restriction: ENVSCI 726*

**MARINE 704** 15 Points

#### Special Topic: Science Communication for Marine Scientists

**MARINE 705** 15 Points

#### Special Topic: Ocean Management and Planning

Approaches to management and conservation of global oceans are changing rapidly to address increasingly complex social, economic and environmental issues. Current ocean governance, policy, planning and management approaches will be reviewed, and modern ocean management and planning tools will be taught. The course uses examples from recent international ocean conservation projects.

**MARINE 780** 60 Points

#### BAdvSci(Hons) Dissertation in Marine Science

**MARINE 790** 30 Points

#### Project in Marine Conservation

**MARINE 792** 60 Points

#### Project in Marine Studies

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| <b>MARINE 794A</b>   | <b>45 Points</b> |
| <b>MARINE 794B</b>   | <b>45 Points</b> |
| <b>Thesis in Marine Studies</b>  |                  |
| <i>Restriction: MARINE 796</i>   |                  |
| <i>To complete this course students must enrol in MARINE 794 A and B</i> |                  |
| <b>MARINE 795A</b>   | <b>45 Points</b> |
| <b>MARINE 795B</b>   | <b>45 Points</b> |
| <b>Thesis in Marine Conservation</b>                                     |                  |
| <i>To complete this course students must enrol in MARINE 795 A and B</i> |                  |
| <b>MARINE 796A</b>   | <b>60 Points</b> |
| <b>MARINE 796B</b>   | <b>60 Points</b> |
| <b>MSc Thesis in Marine Science</b>                                      |                  |
| <i>To complete this course students must enrol in MARINE 796 A and B</i> |                  |

## Mathematics

### Stage I

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| <b>MATHS 102</b> | <b>15 Points</b> |
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#### Functioning in Mathematics

An introduction to calculus that builds mathematical skills and develops conceptual thinking. MATHS 102 works as a refresher course for those who haven't studied Mathematics for some time, a confidence builder for those lacking Mathematical confidence and a preparation course for further study in Mathematics.

*Restriction: MATHS 102 may not be taken concurrently with any other Mathematics course, except MATHS 190 and may not be taken after ENGSCI 111 or any Mathematics course at Stage I or above, except MATHS 190/190G*

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| <b>MATHS 108</b> | <b>15 Points</b> |
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#### 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. Recommended preparation: It is recommended that NCEA students have a rank score of at least 210 and a merit or excellence in the Differentiation Standard 91578.

*Prerequisite: MATHS 102 or 110 or at least 13 credits in Mathematics at NCEA Level 3 including the Differentiation Standard 91578, or D in CIE A2 Mathematics or C in CIE AS Mathematics or 3 out of 7 in IB Mathematics, or equivalent*  
*Restriction: ENGGEN 150, ENGSCI 111, MATHS 120, 130, 150, 153, 208, 250*

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| <b>MATHS 110</b> | <b>15 Points</b> |
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#### Mathematics for Science

A general entry to Mathematics for the natural sciences, following Year 13 Mathematics. Covers selected topics in algebra and calculus and their application to chemistry, biology and other natural sciences. Recommended Preparation: It is recommended that NCEA students have a rank score of at least 210 and a merit or excellence in the Differentiation Standard 91578.

*Prerequisite: MATHS 102 or 108 or at least 13 credits in Mathematics at NCEA Level 3, or D or better in Cambridge*

*A2 Mathematics, C or better in AS Mathematics, pass in International Baccalaureate Mathematics, or equivalent*  
*Restriction: ENGEN 150, ENGSCI 111, MATHS 150, 153, 208, 250.*  
*More than 15 points from MATHS 120 and 130*

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| <b>MATHS 120</b> | <b>15 Points</b> |
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#### Algebra

A foundation for further mathematics courses, essential for students intending to major in Mathematics, Applied Mathematics, Statistics, Physics, or who want a strong mathematical component to their degree. Develops skills and knowledge in linear algebra, together with an introduction to mathematical language and reasoning, including complex numbers, induction and combinatorics. Recommended preparation: Merit or excellence in the Differentiation Standard 91578 at NCEA Level 3.

*Prerequisite: MATHS 208, or B- or higher in MATHS 108, or A- or higher in MATHS 110, or A+ or higher in MATHS 102, or at least 18 credits in Mathematics at NCEA Level 3 including at least 9 credits at merit or excellence, or B in CIE A2 Mathematics, or 5 out of 7 in IB Mathematics or equivalent*

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| <b>MATHS 130</b> | <b>15 Points</b> |
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#### Calculus

A foundation for further mathematics courses, essential for students intending to major in Mathematics, Applied Mathematics, Statistics, Physics, or who want a strong mathematical component to their degree. Develops skills and knowledge in calculus of functions of a single variable. Recommended preparation: Merit or excellence in the Differentiation Standard 91578 at NCEA Level 3.

*Prerequisite: MATHS 208, or B- or higher in MATHS 108, or A- or higher in MATHS 110, or A+ or higher in MATHS 102, or at least 18 credits in Mathematics at NCEA Level 3 including at least 9 credits at merit or excellence, or B in CIE A2 Mathematics, or 5 out of 7 in IB Mathematics or equivalent*

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| <b>MATHS 162</b> | <b>15 Points</b> |
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#### Computational Mathematics

An introduction to computational mathematics and programming in MATLAB. The course will introduce some basic concepts in computational mathematics and give applications that include cryptography, difference equations, stochastic modelling, graph theory and Markov chains.

*Corequisite: ENGGEN 150 or ENGSCI 111 or MATHS 108 or 120 or 150 or 153*

*Restriction: MATHS 199*

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| <b>MATHS 190</b> | <b>15 Points</b> |
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| <b>MATHS 190G</b> | <b>15 Points</b> |
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#### 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.

*Restriction: MATHS 190 may not be taken after any Mathematics course at Stage III*

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| <b>MATHS 199</b> | <b>15 Points</b> |
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#### Advancing in Mathematics

An introduction to University level mathematics, for high-achieving students currently at high school. The numerical computing environment MATLAB is used to study beautiful mathematics from algebra, analysis, applied mathematics and combinatorics. Students will learn to write mathematical

proofs and create mathematical models to find solutions to real-world problems.

*Prerequisite: Departmental approval*

## Stage II

### MATHS 202 15 Points

#### Learning Mathematics through Teaching

The practice of teaching provides unique opportunities for developing mathematical and pedagogical knowledge. Through practical teaching sessions and discussions informed by research in Mathematics Education, students will make sense of common difficulties in mathematics learning and acquire effective ways for overcoming them.

*Prerequisite: At least 30 points from courses in Mathematics including either MATHS 208 or 250*

### 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 MATHS 108, 150, 153, ENGSCI 111, ENGEN 150, or MATHS 120 and MATHS 130, or B- or higher in MATHS 110*

*Restriction: Cannot be taken, concurrently with, or after MATHS 250, 253*

### MATHS 250 15 Points

#### Algebra and Calculus 2

Designed for all students who plan to progress further in mathematics, this course follows directly from MATHS 120 and 130. Covering topics from multivariable calculus and linear algebra, which have many applications in science, engineering and commerce. Students will learn mathematical results and procedures as well as the underpinning ideas and mathematical proofs.

*Prerequisite: MATHS 120 and 130, or 15 points from ENGEN 150, ENGSCI 111, MATHS 150, 153, or a B+ in MATHS 208*

### MATHS 253 15 Points

#### Algebra and Calculus 3

A sequel to MATHS 250, further developing and bringing together linear algebra and calculus. Students will learn about quadratic forms, projections, spectral decomposition, methods of multicriteria optimisation, double, triple and line integrals, Green's theorem and applications.

*Prerequisite: MATHS 250*

### MATHS 254 15 Points

#### Fundamental Concepts of Mathematics

Fundamentals of mathematics important to many branches of the subject and its applications. Topics include equivalence relations, elementary number theory, counting techniques, elementary probability, geometry, symmetry and metric spaces. This is an essential course for all students advancing beyond Stage II in pure mathematics, and highly suitable for other students in the mathematical sciences.

*Corequisite: MATHS 250*

*Restriction: MATHS 255*

### 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 250 or ENGSCI 211 or a concurrent enrolment in MATHS 250*

### 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: MATHS 120 and 130, or 15 points from ENGEN 150, ENGSCI 111, MATHS 108, 110, 150, 153, and 15 points from COMPSCI 101, 105, 130, INFOSYS 110, 120, MATHS 162, 199*

## Stage III

### MATHS 302 15 Points

#### Perspectives in Mathematics Education

For people interested in thinking about the social, cultural, political, economic, historical, technological and theoretical ideas that influence mathematics education, who want to understand the forces that shaped their own mathematics education, or who are interested in teaching. Students will develop their ability to communicate ideas in essay form. Recommended preparation: At least 45 points from courses in Mathematics or Statistics.

### MATHS 307 15 Points

#### Special Topic

### MATHS 308 15 Points

#### Special Topic

### 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: B+ or higher in COMPSCI 225 or MATHS 254 or 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 250, and MATHS 254 or 255*

### 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 254 or 255, or COMPSCI 225 and a B+ or higher in MATHS 208, or COMPSCI 225 and 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 250, and MATHS 254 or 255, or a B+ or higher in COMPSCI 225 and 15 points from MATHS 208, 250, 253

### **MATHS 332 15 Points**

#### **Real Analysis**

A standard course for every student intending to advance in pure mathematics. It develops the foundational mathematics underlying calculus, it introduces a rigorous approach to continuous mathematics and fosters an understanding of the special thinking and arguments involved in this area. The main focus is analysis in one real variable with the topics including real fields, limits and continuity, Riemann integration and power series.

*Prerequisite:* MATHS 250, and MATHS 254 or 255 or an A or higher in MATHS 253 and 260

### **MATHS 333 15 Points**

#### **Analysis in Higher Dimensions**

By selecting the important properties of distance many different mathematical contexts are studied simultaneously in the framework of metric and normed spaces. Examines carefully the ways in which the derivative generalises to higher dimensional situations. These concepts lead to precise studies of continuity, fixed points and the solution of differential equations. A recommended course for all students planning to advance in pure mathematics.

*Prerequisite:* MATHS 332

### **MATHS 334 15 Points**

#### **Algebraic Geometry**

Algebraic geometry is a branch of mathematics studying zeros of polynomials. The fundamental objects in algebraic geometry are algebraic varieties i.e., solution sets of systems of polynomial equations.

*Prerequisite:* MATHS 332, and at least one of MATHS 320, 328 and Departmental approval

*Restriction:* MATHS 734

### **MATHS 340 15 Points**

#### **Real and Complex Calculus**

Calculus plays a fundamental role in mathematics, answering deep theoretical problems and allowing us to solve very practical problems. Extends the ideas of calculus to two and higher dimensions, showing how to calculate integrals and derivatives in higher dimensions and exploring special relationships between integrals of different dimensions. It also extends calculus to complex variables. Recommended preparation: MATHS 253.

*Prerequisite:* MATHS 250

### **MATHS 341 15 Points**

#### **Complex Analysis**

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.

*Prerequisite:* MATHS 332 and Departmental approval

*Restriction:* MATHS 740

### **MATHS 350 15 Points**

#### **Topology**

Aspects of point-set, set-theoretic and algebraic topology including: properties and construction of topological spaces, continuous functions, axioms of separation, countability, connectivity and compactness, metrisation, covering spaces, the fundamental group and homology theory. Recommended preparation: MATHS 333.

*Prerequisite:* MATHS 332 and Departmental approval

*Restriction:* MATHS 750

### **MATHS 353 15 Points**

#### **Geometry and Topology**

A selection of topics providing an introduction to a range of concepts in geometry and general topology, with emphasis on visualisable aspects of these subjects. Topics include some or all of the following: axiom systems, affine geometry, Euclidean and non-Euclidean geometry, projective geometry, symmetry, convexity, the geometric topology of manifolds, and algebraic structures associated with topological spaces.

*Prerequisite:* MATHS 250, and MATHS 254 or 255

### **MATHS 361 15 Points**

#### **Partial Differential Equations**

Partial differential equations (PDEs) are used to model many important applications of phenomena in the real world such as electric fields, diffusion and wave propagation. Covers: linear PDEs and analytical methods for their solution, weak solutions. Recommended preparation: MATHS 253.

*Prerequisite:* MATHS 250, 260

### **MATHS 362 15 Points**

#### **Methods in Applied Mathematics**

Covers a selection of techniques including the calculus of variations, asymptotic methods and models based on conservation laws. These methods are fundamental in the analysis of traffic flow, shocks, fluid flow, as well as in control theory, and the course is recommended for students intending to advance in Applied Mathematics. Recommended preparation: MATHS 253, 361.

*Prerequisite:* MATHS 250, 260

### **MATHS 363 15 Points**

#### **Advanced Modelling and Computation**

In real-world situations, the interesting and important variables are often not directly observable. To address this problem, mathematical models and quantities that are observable are usually employed to carry out inference on the variables of interest. This course is an introduction to fitting of models to (noisy) observational data and how to compute estimates for the interesting variables. Numerical methods for partial differential equations, which are commonly used as models for the observations, will also be covered.

*Prerequisite:* MATHS 260 and 270

### **MATHS 381 15 Points**

#### **Directed Study**

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| <b>MATHS 382</b>      | <b>15 Points</b>  |
| <b>MATHS 382A</b>     | <b>7.5 Points</b> |
| <b>MATHS 382B</b>     | <b>7.5 Points</b> |
| <b>Directed Study</b> |                   |

To complete this course students must enrol in MATHS 382 A and B, or MATHS 382

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| <b>MATHS 383</b>     | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>MATHS 384</b>     | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>MATHS 386</b>      | <b>15 Points</b>  |
| <b>MATHS 386A</b>     | <b>7.5 Points</b> |
| <b>MATHS 386B</b>     | <b>7.5 Points</b> |
| <b>Directed Study</b> |                   |

Directed study on a topic or topics approved by the Academic Head or nominee.

To complete this course students must enrol in MATHS 386 A and B, or MATHS 386

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| <b>MATHS 387</b>      | <b>15 Points</b> |
| <b>Directed Study</b> |                  |

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| <b>MATHS 388</b>     | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>MATHS 389</b>     | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

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| <b>MATHS 399</b>             | <b>15 Points</b> |
| <b>Capstone: Mathematics</b> |                  |

An exploration of the role of mathematics in society and culture, and the activities performed by mathematicians as teachers, critics, and innovators. Students will develop their skills in communication, critical thinking, teaching, and creative problem solving.

*Prerequisite: MATHS 250 and 30 points at Stage III in Mathematics*

### Postgraduate 700 Level Courses

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| <b>MATHS 701</b>                                | <b>15 Points</b> |
| <b>Research Skills in Mathematics Education</b> |                  |

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.

*Prerequisite: MATHS 302 or significant teaching experience or department approval*

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| <b>MATHS 702</b>              | <b>15 Points</b> |
| <b>Mathematics Curriculum</b> |                  |

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.

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| <b>MATHS 703</b>                                      | <b>15 Points</b> |
| <b>What Can Be More Practical Than a Good Theory?</b> |                  |

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.

*Prerequisite: MATHS 302 or significant teaching experience or department approval*

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| <b>MATHS 705</b> | <b>15 Points</b> |
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### Socio-political Issues in Mathematics Education

Examines 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.

*Prerequisite: MATHS 302 or significant teaching experience or department approval*

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| <b>MATHS 706</b>                            | <b>15 Points</b> |
| <b>Technology and Mathematics Education</b> |                  |

Practical and theoretical perspectives on ways that technology, especially calculators and computers, can enhance teaching at senior secondary and university levels, with a particular focus on calculus. Identification of affordances, constraints and obstacles in the use of technology. Consideration of issues of teacher and lecturer development in implementation of technology.

*Prerequisite: MATHS 302 or significant teaching experience or department approval*

|                      |                  |
|----------------------|------------------|
| <b>MATHS 707</b>     | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite: MATHS 302 or significant teaching experience or department approval*

|                      |                  |
|----------------------|------------------|
| <b>MATHS 708</b>     | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite: MATHS 302 or significant teaching experience or department approval*

|                      |                  |
|----------------------|------------------|
| <b>MATHS 709</b>     | <b>15 Points</b> |
| <b>Special Topic</b> |                  |

*Prerequisite: MATHS 302 or significant teaching experience or department approval*

|  |                  |
|--|------------------|
| <b>MATHS 710</b>                               | <b>15 Points</b> |
| <b>Directed Study in Mathematics Education</b> |                  |

*Prerequisite: MATHS 302 or significant teaching experience or department approval*

|                   |                  |
|-------------------|------------------|
| <b>MATHS 711</b>  | <b>30 Points</b> |
| <b>MATHS 711A</b> | <b>15 Points</b> |
| <b>MATHS 711B</b> | <b>15 Points</b> |

|  |  |
|--|--|
| <b>Directed Study in Mathematics Education</b> |  |
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*Prerequisite: MATHS 302 or significant teaching experience or department approval*

To complete this course students must enrol in MATHS 711 A and B, or MATHS 711

|   |                  |
|---|------------------|
| <b>MATHS 712</b>                        | <b>15 Points</b> |
| <b>Teaching and Learning in Algebra</b> |                  |

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.

*Prerequisite: MATHS 302 or significant teaching experience or department approval*

|                             |                  |
|-----------------------------|------------------|
| <b>MATHS 713</b>            | <b>15 Points</b> |
| <b>Logic and Set Theory</b> |                  |

A study of the foundations of pure mathematics, formalising the notions of a 'mathematical proof' and 'mathematical

structure' through predicate calculus and model theory. It includes a study of axiomatic set theory.

*Prerequisite:* MATHS 315 or PHIL 305

#### **MATHS 714 15 Points** **Number Theory**

A broad introduction to various aspects of elementary, algebraic and computational number theory and its applications, including primality testing and cryptography.

*Prerequisite:* B+ in MATHS 328 or 320

#### **MATHS 715 15 Points** **Graph Theory and Combinatorics**

A study of combinatorial graphs (networks), designs and codes illustrating their application and importance in other branches of mathematics and computer science.

*Prerequisite:* B+ pass in MATHS 326 or 320

#### **MATHS 720 15 Points** **Group Theory**

A study of groups focusing on basic structural properties, presentations, automorphisms and actions on sets, illustrating their fundamental role in the study of symmetry (for example in crystal structures in chemistry and physics), topological spaces, and manifolds.

*Prerequisite:* MATHS 320

#### **MATHS 721 15 Points** **Representations and Structure of Algebras and Groups**

Representation theory studies properties of abstract groups and algebras by representing their elements as linear transformations of vector spaces or matrices, thus reducing many problems about the structures to linear algebra, a well-understood theory.

*Prerequisite:* MATHS 320

#### **MATHS 725 15 Points** **Lie Groups and Lie Algebras**

Symmetries and invariants play a fundamental role in mathematics. Especially important in their study are the Lie groups and the related structures called Lie algebras. These structures have played a pivotal role in many areas, from the theory of differential equations to the classification of elementary particles. Strongly recommended for students advancing in theoretical physics and pure mathematics. Recommended preparation: MATHS 333.

*Prerequisite:* MATHS 320 and 332

#### **MATHS 730 15 Points** **Measure Theory and Integration**

Presenting the modern elegant theory of integration as developed by Riemann and Lebesgue, it includes powerful theorems for the interchange of integrals and limits so allowing very general functions to be integrated, and illustrates how the subject is both an essential tool for analysis and a critical foundation for the theory of probability. Strongly recommended: MATHS 333.

*Prerequisite:* MATHS 332

#### **MATHS 731 15 Points** **Functional Analysis**

Provides the mathematical foundations behind some of the techniques used in applied mathematics and mathematical physics; it explores how many phenomena in physics can be described by the solution of a partial differential equation, for example the heat equation, the wave equation and Schrödinger's equation. Recommended preparation: MATHS 730 and 750.

*Prerequisite:* MATHS 332 and 333

#### **MATHS 734 15 Points**

##### **Algebraic Geometry**

Algebraic geometry is a branch of mathematics studying zeros of polynomials. The fundamental objects in algebraic geometry are algebraic varieties i.e., solution sets of systems of polynomial equations.

*Prerequisite:* MATHS 332 and at least one of MATHS 320, 328

*Restriction:* MATHS 334

#### **MATHS 735 15 Points**

##### **Analysis on Manifolds and Differential Geometry**

Studies surfaces and their generalisations, smooth manifolds, and the interaction between geometry, analysis and topology; it is a central tool in many areas of mathematics, physics and engineering. Topics include Stokes' theorem on manifolds and the celebrated Gauss Bonnet theorem. Strongly recommended: MATHS 333 and 340.

*Prerequisite:* MATHS 332

#### **MATHS 740 15 Points**

##### **Complex Analysis**

An introduction to functions of one complex variable, including Cauchy's integral formula, the index formula, Laurent series and the residue theorem. Many applications are given including a three line proof of the fundamental theorem of algebra. Complex analysis is used extensively in engineering, physics and mathematics. Strongly recommended: MATHS 333.

*Prerequisite:* MATHS 332

*Restriction:* MATHS 341

#### **MATHS 750 15 Points**

##### **Topology**

Aspects of point-set, set-theoretic and algebraic topology including: properties and construction of topological spaces, continuous functions, axioms of separation, countability, connectivity and compactness, metrization, covering spaces, the fundamental group and homology theory. Strongly recommended: MATHS 333.

*Prerequisite:* MATHS 332

*Restriction:* MATHS 350

#### **MATHS 761 15 Points**

##### **Dynamical Systems**

Mathematical models of systems that change are frequently written in the form of nonlinear differential equations, but it is usually not possible to write down explicit solutions to these equations. This course covers analytical and numerical techniques that are useful for determining the qualitative properties of solutions to nonlinear differential equations.

*Prerequisite:* B- in both 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:* B- in both 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:* B- in both MATHS 340 and 361



|  |                  |  |                  |
|--|------------------|--|------------------|
| <b>MATHS 764</b>   | <b>15 Points</b> | <b>MATHS 785</b>   | <b>45 Points</b> |
| <b>Mathematical Biology</b>  |                  | <b>MATHS 785A</b>  | <b>15 Points</b> |
| A course introducing central concepts in mathematical biology, with emphasis on modelling of physiological systems and gene dynamics.  |                  | <b>MATHS 785B</b>  | <b>30 Points</b> |
| <i>Prerequisite:</i> B- in both MATHS 340 and 361  |                  | <b>Dissertation in Mathematics Education</b>   |                  |
| <b>MATHS 765</b>   | <b>15 Points</b> | <i>To complete this course students must enrol in MATHS 785 A and B, or MATHS 785</i>  |                  |
| <b>Mathematical Modelling</b>  |                  | <b>MATHS 786</b>   | <b>15 Points</b> |
| Advanced topics in mathematical modelling, including selected topics in a range of application areas, principally taken from the physical and biological sciences.   |                  | <b>Special Topic</b>   |                  |
| <i>Prerequisite:</i> At least B- or better in both MATHS 340 and 361   |                  | <b>MATHS 787</b>   | <b>15 Points</b> |
| <b>MATHS 766</b>   | <b>15 Points</b> | <b>Special Topic</b>   |                  |
| <b>Inverse Problems</b>  |                  | <b>MATHS 788</b>   | <b>15 Points</b> |
| Covers the mathematical and statistical theory and modelling of unstable problems that are commonly encountered in mathematics and applied sciences.   |                  | <b>Special Topic</b>   |                  |
| <i>Prerequisite:</i> At least B- in both MATHS 340 and 363, or PHYSICS 701   |                  | <b>MATHS 789</b>   | <b>15 Points</b> |
| <b>MATHS 769</b>   | <b>15 Points</b> | <b>Special Topic</b>   |                  |
| <b>Stochastic Differential and Difference Equations</b>  |                  | <b>MATHS 790A</b>  | <b>45 Points</b> |
| Differential and difference equations are often used as preliminary models for real world phenomena. The practically relevant models that can explain observations are, however, often the stochastic extensions of differential and difference equations. This course considers stochastic differential and difference equations and applications such as estimation and forecasting. |                  | <b>MATHS 790B</b>  | <b>45 Points</b> |
| <i>Prerequisite:</i> B- in both MATHS 340 and 361  |                  | <b>Research Portfolio in Mathematics Education</b>   |                  |
| <b>MATHS 770</b>   | <b>15 Points</b> | A portfolio of supervised research work in mathematics education drawing on personal experience in teaching mathematics.   |                  |
| <b>Advanced Numerical Analysis</b>   |                  | <i>To complete this course students must enrol in MATHS 790 A and B</i>  |                  |
| 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.   |                  | <b>MATHS 792</b>   | <b>30 Points</b> |
| <i>Prerequisite:</i> B- in MATHS 270, 340 and 361  |                  | <b>MATHS 792A</b>  | <b>15 Points</b> |
| <b>MATHS 776</b>   | <b>30 Points</b> | <b>MATHS 792B</b>  | <b>30 Points</b> |
| <b>MATHS 776A</b>  | <b>15 Points</b> | <b>Research in Mathematics Education</b>   |                  |
| <b>MATHS 776B</b>  | <b>15 Points</b> | A portfolio of research work that will include a Research Case Study of a mathematics learner or teacher, a literature investigation and a research proposal for a larger study. |                  |
| <b>Honours Research Project</b>  |                  | <i>Prerequisite:</i> 30 points from Stage II courses in Mathematics or Statistics. MATHS 202 may not be taken as a prerequisite for this course.                                 |                  |
| <i>Restriction:</i> MATHS 791  |                  | <i>To complete this course students must enrol in MATHS 792 A and B, or MATHS 792</i>  |                  |
| <i>To complete this course students must enrol in MATHS 776 A and B, or MATHS 776</i>  |                  | <b>MATHS 793</b>   | <b>15 Points</b> |
| <b>MATHS 777</b>   | <b>15 Points</b> | <b>Project in Mathematics 2</b>  |                  |
| <b>Project in Mathematics 1</b>  |                  | An investigation into a topic from pure or applied mathematics, under the supervision of one or more staff members.  |                  |
| A supervised investigation or research project including seminar presentation in pure or applied mathematics.  |                  | <b>MATHS 794</b>   | <b>30 Points</b> |
| <i>Restriction:</i> MATHS 792  |                  | <b>Project in Mathematics 3</b>  |                  |
| <b>MATHS 781</b>   | <b>15 Points</b> | An investigation into a topic from pure or applied mathematics, under the supervision of one or more staff members.  |                  |
| <b>Special Topic</b>   |                  | <b>MATHS 795A</b>  | <b>60 Points</b> |
| <b>MATHS 782</b>   | <b>15 Points</b> | <b>MATHS 795B</b>  | <b>60 Points</b> |
| <b>Special Topic</b>   |                  | <b>MSc Thesis in Applied Mathematics</b>   |                  |
| <b>MATHS 783</b>   | <b>15 Points</b> | <i>To complete this course students must enrol in MATHS 795 A and B</i>  |                  |
| <b>Special Topic</b>   |                  | <b>MATHS 796A</b>  | <b>60 Points</b> |
| <b>MATHS 784</b>   | <b>15 Points</b> | <b>MATHS 796B</b>  | <b>60 Points</b> |
| <b>Special Topic</b>   |                  | <b>Masters Thesis Mathematics</b>  |                  |
|  |                  | <i>To complete this course students must enrol in MATHS 796 A and B</i>  |                  |
|  |                  | <b>MATHS 797A</b>  | <b>30 Points</b> |
|  |                  | <b>MATHS 797B</b>  | <b>30 Points</b> |
|  |                  | <b>Advanced Research in Mathematics Education</b>  |                  |
|  |                  | A significant research project on some aspect of learning or teaching mathematics, including a substantive research report, including, or alongside other relevant               |                  |



documents such as Ethics applications, literature reviews, methodological surveys, papers for conference presentation or publication and presentation slides.

To complete this course students must enrol in MATHS 797 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

## Physics

### Preparatory Courses

**PHYSICS 91P** 15 Points

#### Preparatory Physics 1

A preparatory 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 91F

### Stage I

**PHYSICS 102** 15 Points

#### Basic Concepts of Physics

An introduction to the basic principles of physics. Key topics are the physical description of motion, electricity and magnetism. The course focuses on the science of everyday phenomena and the understanding of important physical concepts. This course will equip students with little prior knowledge of physics to succeed in PHYSICS 120 or 160.

Restriction: PHYSICS 103

**PHYSICS 120** 15 Points

#### Advancing Physics 1

For students progressing in physical science. Key topics are mechanics, energy, rotation, oscillations, waves and thermodynamics. This is a calculus based course, focusing on fundamental principles, problem solving and hands-on exercises.

*Prerequisite:* PHYSICS 102, or at least 4 credits in the *Mechanics (91524) or Waves (91523) standards in NCEA Level 3 Physics and at least 6 credits in the Differentiation (91578) or Integration (91579) standards in NCEA Level 3 Calculus, or equivalent with departmental approval*

Restriction: PHYSICS 160

**PHYSICS 121** 15 Points

#### Advancing Physics 2

For students progressing in physical science. Key topics are electrostatics, electromagnetism, circuits, optics, relativity and quantum mechanics. This is a calculus based course, focusing on fundamental principles, problem solving and hands-on exercises.

*Prerequisite:* PHYSICS 120, or 24 credits in the *Mechanics (91524), Electricity (91526), Differentiation (91578), Integration (91579) standards in NCEA Level 3 at merit or excellence, or equivalent with departmental approval*

Restriction: PHYSICS 150

**PHYSICS 140** 15 Points

#### Digital Fundamentals

An introduction to the physical basis of modern computing for Computer Science students and anyone with an interest

in modern Information Technology. Key topics are Boolean Algebra, logic circuits, and digital information processing. Hands-on laboratory work is a key component of the course. No prior electronics or programming knowledge is assumed.

Restriction: PHYSICS 219, 243

**PHYSICS 160** 15 Points

#### Physics for the Life Sciences

Designed for students intending to advance in the biomedical and life sciences, this course is focused on physical principles relevant to biological systems. Key topics are motion, waves, thermal physics, electricity and instrumentation. The course is primarily algebra-based and includes lectures, laboratories and tutorials. Recommended preparation is NCEA Level 2 Physics and Mathematics, or equivalent.

Restriction: PHYSICS 120

### Stage II

**PHYSICS 201** 15 Points

#### Classical and Thermal Physics

Classical mechanics and thermal physics. Key topics are linear and rotational motion in three dimensions, fluids, oscillations and mechanical waves, and the laws of thermodynamics. The course will cover both fundamental principles and applied topics, such as planetary dynamics and spacecraft navigation, ultrasound, atmospheric physics and materials science.

*Prerequisite:* 15 points from PHYSICS 120, 121, 150 and 15 points from ENGSCI 211, MATHS 208, 250, PHYSICS 211

Restriction: PHYSICS 230, 231

**PHYSICS 202** 15 Points

#### Electromagnetism

Key topics are electric and magnetic fields, the generation of magnetic fields by currents, the derivation of Maxwell's equations, the interpretation of light as an electromagnetic wave and polarisation. Both fundamental principles and applied topics, including fibre optics, LEDs, physical optics and interferometers are covered.

*Prerequisite:* 15 points from PHYSICS 121, 150 and 15 points from ENGSCI 211, MATHS 208, 250, PHYSICS 211

Restriction: PHYSICS 260, 261

**PHYSICS 203** 15 Points

#### Relativity and Quantum Physics

Special relativity, quantum mechanics and nuclear physics. Key topics are the Lorentz transformation, mass-energy equivalence, the Schrödinger equation in one dimension, the hydrogen atom, atomic and molecular bonds, isotopes and radioactivity. Both fundamental principles and applied topics, including isotope production, nuclear medicine, and dosimetry are covered.

*Prerequisite:* 15 points from PHYSICS 121, 150 and 15 points from ENGSCI 211, MATHS 208, 250, PHYSICS 211

Restriction: PHYSICS 250, 251

**PHYSICS 244** 15 Points

#### Electronics and Imaging

Provides students with skills in electronics and imaging technologies that will support future work in technology-focused careers, experimental science, medical physics, and photonics. Key topics include networks, resonance, amplifiers, semiconductors, Fourier analysis, imaging systems, MRI systems and biomedical imaging.

*Prerequisite:* 15 points from PHYSICS 120, 121, 160 and 15 points from ENGGEN 150, ENGSCI 111, MATHS 108, 110, 120, 130, 150

Restriction: PHYSICS 240

**PHYSICS 245** 15 Points**Frontiers of Physics**

Surveys the research frontier in physics and astrophysics. Topics will be drawn from gravitational wave detection and black holes, searches for extrasolar planets, complexity theory and networks, lasers and frequency combs, Bose-Einstein condensates, Bell's Theorem and quantum technology.

*Prerequisite:* 15 points from PHYSICS 121, 150 and 15 points from ENGSCI 211, MATHS 208, 250, PHYSICS 211

**Stage III****PHYSICS 309** 15 Points**Special Study**

Directed study on a topic or topics approved by the Academic Head or nominee.

**PHYSICS 331** 15 Points**Classical Mechanics and Electrodynamics**

Advanced topics in classical mechanics and electromagnetism, including variational and least action principles in mechanics, the physical basis of magnetism, and the four-vector treatment of special relativity and electromagnetism.

*Prerequisite:* 15 points from PHYSICS 201, 231, 15 points from PHYSICS 202, 261 and 15 points from PHYSICS 211, MATHS 253, 260, ENGSCI 211

*Restriction:* PHYSICS 315, 325

**PHYSICS 332** 15 Points**Fluid Mechanics**

Surveys fluid mechanics using the Navier-Stokes equations, covering Newtonian and simple non-Newtonian fluids, and examples from soft condensed matter. Different flow regimes will be studied, from small-scale laminar flows to large-scale turbulent and potential flows, and flows in rotating frames of reference. Applications range from microfluidics to geophysical fluids. Numerical approaches and computational tools will be introduced.

*Prerequisite:* 15 points from PHYSICS 201, 231 and 15 points from PHYSICS 211, MATHS 253, 260, ENGSCI 211

**PHYSICS 333** 15 Points**Lasers and Electromagnetic Waves**

Surveys the basic principles of lasers and explains how the behaviour and propagation of light can be understood in terms of electromagnetic waves described by Maxwell's equations. The theory and applications of several key optical components will be described, including lasers and resonators.

*Prerequisite:* 15 points from PHYSICS 202, 261 and 15 points from PHYSICS 211, MATHS 253, 260, ENGSCI 211

*Restriction:* PHYSICS 326

**PHYSICS 334** 15 Points**Statistical Physics and Condensed Matter**

Covers statistical physics and condensed matter physics, and describes how macroscopic properties of physical systems arise from microscopic dynamics. Topics in statistical physics include temperature, the partition function and connections with classical thermodynamics. Topics in condensed matter physics include crystal structures, phonons, electronic band theory, and semiconductors.

*Prerequisite:* 15 points from PHYSICS 201, 231, 15 points from PHYSICS 203, 251 and 15 points from PHYSICS 211, MATHS 253, 260, ENGSCI 211

*Restriction:* PHYSICS 315, 354

**PHYSICS 335** 15 Points**Quantum Mechanics**

Develops non-relativistic quantum mechanics with applications to the physics of atoms and molecules and to quantum information theory. Topics include the Stern-Gerlach effect, spin-orbit coupling, Bell's inequalities, interactions of atoms with light, and the interactions of identical particles.

*Prerequisite:* 15 points from PHYSICS 203, 251 and 15 points from PHYSICS 211, MATHS 253, 260, ENGSCI 211

*Restriction:* PHYSICS 350

**PHYSICS 340** 15 Points**Electronics and Signal Processing**

Electronics and digital signal processing with a strong emphasis on practical circuit design and data acquisition techniques. Topics will be selected from: linear circuit theory, analytical and numeric network analysis, feedback and oscillation, operational amplifier circuits, Fourier theory, sampling theory, digital filter design, and the fast Fourier transform.

*Prerequisite:* 15 points from PHYSICS 240, 244 and 15 points from PHYSICS 211, MATHS 253, 260, ENGSCI 211

*Restriction:* PHYSICS 341

*Concurrent enrolment in PHYSICS 390 is recommended*

**PHYSICS 356** 15 Points**Particle Physics and Astrophysics**

Particle physics topics covered will include relativistic dynamics and application to fundamental particle interactions, the properties of strong, weak and electromagnetic interactions and the particle zoo. Astrophysics topics will include some of the following: the Big Bang, "concordance cosmology", redshifts, theories of dark matter, extra-solar planets, stellar evolution, supernovae, gravitational wave sources, nuclear astrophysics and the origin of the elements.

*Prerequisite:* 15 points from PHYSICS 201, 231, 15 points from PHYSICS 203, 251 and 15 points from PHYSICS 211, MATHS 253, 260, ENGSCI 211

*Restriction:* PHYSICS 355

*Concurrent enrolment in PHYSICS 390 is recommended*

**PHYSICS 371** 15 Points**Special Topics in Physics****PHYSICS 390** 15 Points**Experimental Physics**

Covers advanced experimental techniques, giving students choices between a wide range of classic physics experiments and open-ended investigations of physical phenomena.

*Prerequisite:* 15 points from PHYSICS 201, 202, 203, 231, 240, 244, 251, 261

**PHYSICS 399** 15 Points**Capstone: Physics**

Students will undertake experimental, observational, computational and numerical investigations of key physical phenomena, working individually and in groups, producing both written and oral reports.

*Prerequisite:* 30 points from PHYSICS 201, 202, 203, 231, 240, 244, 251, 261

**Diploma Courses****PHYSICS 625** 15 Points**Selected Topics 1**

Enrolment requires approval of the Head of Department and

the choice of subject will depend on staff availability or on the needs of particular students.

*Restriction: PHYSICS 331-356*

#### **PHYSICS 626** 15 Points

##### **Selected Topics 2**

Enrolment requires approval of the Head of Department and the choice of subject will depend on staff availability or on the needs of particular students.

*Restriction: PHYSICS 331-356*

#### **PHYSICS 681** 15 Points

##### **Directed Study**

Directed study on a research topic approved by the Academic Head or nominee.

#### **PHYSICS 690A** 15 Points

#### **PHYSICS 690B** 15 Points

##### **Graduate Diploma Research Project**

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

##### **Postgraduate Diploma Research Project**

To complete this course students must enrol in PHYSICS 691 A and B, or PHYSICS 691

#### **Postgraduate 700 Level Courses**

#### **PHYSICS 703** 15 Points

##### **Advanced Quantum Mechanics**

An advanced development of nonrelativistic quantum mechanics in the Dirac formulation is presented. Emphasis is placed on the simplicity and generality of the formal structure, lifting the reliance of introductory courses on wave mechanics.

#### **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 741** 15 Points

##### **Advanced Classical Mechanics and Electrodynamics**

Develops and deepens students' knowledge and understanding of advanced topics in classical mechanics and electromagnetism, including variational and least action principles in mechanics, the physical basis of magnetism; and the four-vector treatment of special relativity and electromagnetism.

*Restriction: PHYSICS 331, 705*

#### **PHYSICS 742** 15 Points

##### **Advanced Statistical Mechanics and Condensed Matter**

Advanced concepts in statistical mechanics and condensed matter. Topics to be covered include the theory of magnetism, mean field theory, the Ising model, superconductivity, phase transitions, complex systems, and networks.

*Restriction: PHYSICS 708*

#### **PHYSICS 743** 15 Points

##### **Waves and Potentials**

Presents the universal mathematical physics of waves and potential fields and discusses related applications. Topics include derivations and solutions for electromagnetic and elastic wave equations, propagation of waves in media, reflection and transmission of waves at interfaces, guided

waves in geophysics and optics, and fundamentals of potential theory.

#### **PHYSICS 746** 15 Points

##### **Relativistic Quantum Mechanics and Field Theory**

Examines quantum field theory. Covers the relativistic generalisations of the Schrödinger equation and many-particle quantum mechanics, quantum electrodynamics is explored using Feynman diagram techniques. Extensions of scalar field theory to include path integrals, statistical field theory, broken symmetry, renormalisation and the renormalisation group.

*Restriction: PHYSICS 706, 755*

#### **PHYSICS 748** 15 Points

##### **General Relativity**

Discusses Einstein's General Theory of Relativity with application to astrophysical problems, drawn from black hole physics, gravitational waves, cosmology, astrophysical lensing and solar system and terrestrial tests of the theory. The course includes the mathematical background needed to describe curved spacetimes in arbitrary coordinate systems and the covariant description of fundamental physical relationships.

#### **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 752** 15 Points

##### **Photonics**

Advanced topics in photonics including optical detection, semiconductor and modelocked lasers, the propagation of light in optical fibres, and the physics and applications of nonlinear optics.

*Restriction: PHYSICS 726, 727*

#### **PHYSICS 753** 15 Points

##### **The Dynamic Universe**

Covers topics in modern astronomy and astrophysics relating to the evolution and dynamics of key astrophysical systems. Topics will be drawn from: stellar structure and stellar evolution; the formation of planets and the evolution of planetary systems; stellar and galactic dynamics; the large scale dynamical behaviour of the expanding universe.

#### **PHYSICS 754** 15 Points

##### **Condensed Matter Physics**

Covers topics and methods that are important for current condensed matter research. Topics include ferroelectricity, soft condensed matter, experimental materials physics, electronic structure theory, techniques for condensed matter simulation, and renormalisation group theory.

#### **PHYSICS 757** 15 Points

##### **Quantum Optics and Quantum Information**

The nonrelativistic quantum treatment of electromagnetic radiation (light) and its interaction with matter (atoms, quantum dots, superconducting qubits) is presented. Emphasis is placed on what is strictly quantum mechanical about light compared with a description in terms of Maxwell waves, and on the concepts and methods underlying modern advances in quantum measurement theory and quantum technologies, e.g., quantum communication/cryptography and quantum simulation/computation.

*Restriction: PHYSICS 760*

**PHYSICS 780 15 Points****Advanced Imaging Technologies**

Covers the physical basis and use of new imaging technologies and data processing in medicine, biomedicine and biotechnology. Makes use of practical examples from techniques such as computer assisted tomography, nonlinear microscopy, optical coherence tomography, fluorescence or microarray analysis. No formal prerequisite, but an understanding of material to at least a B grade standard in PHYSICS 244, 340, and 15 points from PHYSICS 211, MATHS 253, 260, ENGSCI 211 is recommended.

**PHYSICS 786 45 Points****BAdvSci(Hons) Dissertation in Physics****PHYSICS 787 45 Points****PHYSICS 787A 15 Points****PHYSICS 787B 30 Points****Project in Physics**

To complete this course students must enrol in PHYSICS 787 A and B, or PHYSICS 787

**PHYSICS 788 15 Points****Project in Physics****PHYSICS 789 30 Points****PHYSICS 789A 15 Points****PHYSICS 789B 15 Points****Honours Research Project**

To complete this course students must enrol in PHYSICS 789 A and B, or PHYSICS 789

**PHYSICS 791 15 Points****Selected Topics 3**

Enrolment requires approval of the Head of Department and the choice of subject will depend on staff availability or on the needs of particular students.

**PHYSICS 792 15 Points****Selected Topics 4**

Enrolment requires approval of the Head of Department and the choice of subject will depend on staff availability or on the needs of particular students.

**PHYSICS 796A 60 Points****PHYSICS 796B 60 Points****MSc Thesis in Physics**

To complete this course students must enrol in PHYSICS 796 A and B

**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.

**Stage II****PSYCH 200 15 Points****Special Topic****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 at 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 at 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 at 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 at 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

**PSYCH 209** **15 Points**  
**Special Topic**

**Stage III**

**PSYCH 300** **15 Points**  
**Applied Psychology**

Discusses psychological issues relating to illnesses and well-being of people in the workplace. Consideration will be given both to the theoretical models which have been developed and to the types of methodology used in their investigation. Emphasis is given to the interplay between science and practice.

*Prerequisite:* 45 points at Stage II in Psychology and 15 points from STATS 100-125

**PSYCH 302** **15 Points**  
**Special Topic**

*Prerequisite:* 45 points at Stage II in Psychology and 15 points from STATS 100-125

**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 at Stage II in Psychology and 15 points from STATS 100-125

**PSYCH 304** **15 Points**  
**Special Topic**

*Prerequisite:* 45 points at Stage II in Psychology and 15 points from STATS 100-125

**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 at Stage II in Psychology and 15 points from STATS 100-125, or MEDSCI 206 or PHYSIOL 220

**PSYCH 306** **15 Points**  
**Research Methods in Psychology**

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 at Stage II in Psychology and 15 points from STATS 100-125

**PSYCH 308A** **7.5 Points**  
**PSYCH 308B** **7.5 Points**  
**Directed Study**

A course of research supervised by a staff member and

written up as a course for publication instead of a final examination.

*Prerequisite:* 45 points at Stage II in Psychology and 15 points from STATS 100-125

*Corequisite:* Student must be enrolled in (or have completed) an additional 45 points at Stage III in Psychology courses plus Head of School 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 at Stage II in Psychology and 15 points from STATS 100-125 or 45 points at Stage II in Biological Sciences  
*Restriction:* PSYCH 362

**PSYCH 310** **15 Points**  
**Introduction to Clinical Psychology**

Describes and evaluates psychological approaches to the assessment and treatment of those mental health problems, in adults and children, most commonly encountered by clinical psychologists. Consideration is given to work in mental health, corrections, child protection and neuropsychology rehabilitation. Issues relevant to Māori mental health, gender, cross-cultural work and prevention are included.

*Prerequisite:* 45 points at Stage II in Psychology and 15 points from STATS 100-125

**PSYCH 311** **15 Points**  
**Advanced Topics in Social Psychology**

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 at Stage II in Psychology and 15 points from STATS 100-125

**PSYCH 313** **15 Points**  
**Psychology of Communication Disorders**

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 at Stage II in Psychology and 15 points from STATS 100-125

**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 at Stage II in Psychology and 15 points from STATS 100-125, 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 at Stage II in Psychology and 15 points from STATS 100-125, or 30 points at Stage II in Gender Studies

**PSYCH 320 15 Points****Culture and Psychology**

It is through culture that we make sense of ourselves and our world. Of key interest is how culture, ethnicity and context all play a major role in understanding human experience including behaviour, thoughts, and emotions. Emphasis is placed on critical thinking and analytic skills, and helping students think about their own values and norms from a cultural perspective.

*Prerequisite:* 45 points at Stage II in Psychology and 15 points from STATS 100-125

**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 100-125

*Restriction:* PSYCH 316

**PSYCH 370 15 Points****PSYCH 370A 7.5 Points****PSYCH 370B 7.5 Points****Research Project**

The main focus of the research project is to undertake practical research-related activities under the direction of a supervisor. The work undertaken will be communicated by the student in the form of a research report. The research activities across the year will give students a broader experience of research and academic activities in the School of Psychology.

*Prerequisite:* 45 points at Stage II in Psychology and PSYCH 306 and 15 points from STATS 100-125

*Corequisite:* 45 points at Stage III or above in Psychology and Head of School approval

*Restriction:* PSYCH 308

*To complete this course students must enrol in PSYCH 370 A and B, or PSYCH 370*

**PSYCH 399 15 Points****Capstone: Communicating Psychology**

Focuses on communicating psychological ideas and research using different media (e.g., podcast, short film, print media, symposia, grant proposals). Students will be required to work in groups, but to also engage in individual activities to demonstrate their own understanding of the topics explored by them and others in this course.

*Prerequisite:* 30 points at Stage III in Psychology and 15 points from STATS 100-125

**Diploma Courses****PSYCH 651A 30 Points****PSYCH 651B 30 Points****Practicum**

This includes a practical component of up to 1,500 hours of supervised work in an approved applied psychology setting, with an emphasis on the application of research principles and designs. Evaluation is by internal assessment and assessment by field supervisors.

*Restriction:* PSYCH 650

*To complete this course students must enrol in PSYCH 651 A and B*

**PSYCH 690A 15 Points****PSYCH 690B 15 Points****Graduate Diploma Research Project**

*To complete this course students must enrol in PSYCH 690 A and B*

**PSYCH 691A 15 Points****PSYCH 691B 15 Points****Postgraduate Diploma Research Project**

*To complete this course students must enrol in PSYCH 691 A and B*

**Postgraduate 700 Level Courses****PSYCH 700 15 Points****Political Psychology**

Provides an overview of the intersecting fields of psychology and political science. Seminar-based topics include personality and politics, political socialisation, voting behaviour, media effects, rational choice vs. symbolic politics, the competency of the electorate, the psychology of legitimacy, and other timely issues. Attention will be paid to the international literature, though New Zealand-based research will also be discussed.

**PSYCH 707 15 Points****Forensic Psychology**

Covers psychological theories of crime and violence, empirical research relevant to the assessment and treatment of youth and adult offenders, with particular emphasis on violent and sexual offenders, and the range of roles for clinical psychologists in forensic and correctional settings such as prisons, community and forensic psychiatric hospitals.

**PSYCH 708A 15 Points****PSYCH 708B 15 Points****Clinical Neuropsychology**

Consists of: an introduction to neuroanatomy and neuropathology, seminars on the major areas of neuropsychological dysfunction, introduction to community-used test materials and theoretical issues of neuropsychological assessment, neuropsychological dysfunction, individual assessment and individual case studies.

*To complete this course students must enrol in PSYCH 708 A and B*

**PSYCH 711A 15 Points****PSYCH 711B 15 Points****Advanced Topics in Learning and 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 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**

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 School of Psychology Handbook.  
*To complete this course students must enrol in PSYCH 720 A and B*

**PSYCH 721 15 Points**

**Consciousness and Cognition**

Discusses 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**

**Perceptual Neuroscience**

Focuses on how the brain processes sensory and perceptual information to support other psychological processes. Includes vision (e.g., motion, colour, development, identification, attention), audition, taste, somatosensory processing, and neurodevelopmental disorders. Provides a brain-related basis for sensation and perception as well as a background for research projects in cognitive neuroscience.

**PSYCH 725 15 Points**

**Evolution and Human Behaviour**

Covers 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**

**Emotion and Identity**

Explores current psychological theory and research on emotion, adding perspectives from sociology, history and cultural studies as well as neuroscience. Topics include the embodied nature of affect; emotion, relationships and social life; emotion and sense of self, subjectivity, narrative and personal history; emotional contagion in crowds and groups; and the power of social norms around public emotional expression.

**PSYCH 727 15 Points**

**Functional MRI**

A comprehensive overview of functional magnetic resonance imaging (fMRI) with a focus on its use in the cognitive neuroscience of memory and aging. Designed for beginners, topics include experimental design, image acquisition and pre-processing, analysis methods, localisation/anatomy and interpretation. Classes will include a lecture and/or a seminar followed by a hands-on laboratory working with fMRI data to consolidate learning.

**PSYCH 728 30 Points**

**PSYCH 728A 15 Points**

**PSYCH 728B 15 Points**

**Portfolio in ABA**

A series of written clinical assessment and intervention projects in applied behaviour analysis demonstrating



appropriate use of the scientist-practitioner model. Projects will be conducted within each of the placements completed during the internship course PSYCH 651. The portfolio should provide evidence of appropriate mastery of basic behaviour-analytic skills, client-centred responsibilities, and foundational knowledge of applied behaviour analysis.

*Prerequisite:* PSYCH 750, 751, 754

*Corequisite:* PSYCH 651, 757

*To complete this course students must enrol in PSYCH 728 A and B, or PSYCH 728*

### **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 733 15 Points**

#### **Special Topic: Critical Health Psychology**

Utilising the frameworks of critical psychology, including gendered, indigenous and intersectional frameworks, this course examines ways we can theorise, understand, and promote health for individuals, communities and societies.

### **PSYCH 736 15 Points**

#### **Special Topic: Human Brain Mapping**

Introduces human brain mapping using magnetic resonance imaging (MRI). Topics include experimental design, image acquisition, processing and analysis, as well as interpretation of findings. Fundamentals of anatomy and physiology will be covered where applicable.

### **PSYCH 737 15 Points**

#### **Work and Well-Being**

Reviews concepts, methods, applications and current research relevant to the impact of work on employee well-being, including topics such as the employee lifecycle, stress, well-being, positive psychology, emotion, bullying and work-life balance.

### **PSYCH 740 15 Points**

#### **Sensory Science**

A range of approaches commonly used to study the sensory-perceptual properties of stimuli will be explored. Focus will be on sensory capacity and emotional response to stimuli. Methods and applications appropriate for use in psychology (e.g., psychophysics, diagnostics, memory, or decision processes) as well as in industry (e.g., product liking, satisfaction, and consumer preference).

### **PSYCH 741 15 Points**

#### **PSYCH 741A 7.5 Points**

#### **PSYCH 741B 7.5 Points**

#### **ABA: Communicating Behaviourally**

Provides the opportunity to gain practical experience with a range of mediums for communicating behavioural concepts.

*To complete this course students must enrol in PSYCH 741 A and B, or PSYCH 741*

### **PSYCH 742 15 Points**

#### **Neuroscience of Awareness**

An advanced seminar on the neuroscience of awareness and related topics. The course will primarily consist of student-led discussion of original research, with particular emphasis on areas of active controversy or debate. In addition to the theoretical discussion of human awareness, there will be a strong focus on the methods and practice of research in human neuroscience.

### **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 School

### **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.

### **PSYCH 749 15 Points**

#### **PSYCH 749A 7.5 Points**

#### **PSYCH 749B 7.5 Points**

#### **Special Topic: Applied Behaviour Analysis Ethics**

*To complete this course students must enrol in PSYCH 749 A and B, or PSYCH 749*

### **PSYCH 750A 15 Points**

#### **PSYCH 750B 15 Points**

#### **ABA: Methods and Measurement**

A study of the underlying concepts and principles involved with modifying an individual human or animal's behaviour in some applied setting. Appropriate and effective applications of scientific principles of learning will be taught, as will pertinent topics researched in the Experimental Analysis of Behaviour. Topics will include the application of research into associative learning, reinforcement, punishment, extinction, avoidance, stimulus control and choice.

*To complete this course students must enrol in PSYCH 750 A and B*



**PSYCH 751A** 15 Points

**PSYCH 751B** 15 Points

**ABA: Concepts and Principles**

A study of the techniques and issues involved with modifying an individual human or animal's behaviour in some applied setting. Appropriate and effective applications of scientific principles of learning will be taught, as will pertinent topics researched in the Experimental Analysis of Behaviour. Topics will include the application of research into associative learning, reinforcement, punishment, extinction, avoidance, stimulus control and choice.

To complete this course students must enrol in PSYCH 751 A and B

**PSYCH 754** 15 Points

**Developmental and Intellectual Disabilities**

Study of the behavioural aspects, aetiologies and therapeutic interventions for disorders usually diagnosed during childhood that are associated with reduced abilities to learn. Examples include intellectual disabilities (mental retardation) and pervasive developmental disorders (e.g., autism).

Restriction: PSYCH 722

**PSYCH 755** 15 Points

**Gender, Power, and Sexuality**

This seminar-based course will allow students to explore a broad range of topics such as: sexual coercion, prostitution, rape, pornography, safer sex, lesbian and gay sexuality, heterosexuality, bisexuality, sexology, sex therapy, intersex, transgender, sexuality and culture. The emphasis will be on looking at questions from the perspective of theoretical approaches such as Foucault's work on sexuality and feminist theories.

**PSYCH 756** 15 Points

**Special Topic**

**PSYCH 757** 15 Points

**PSYCH 757A** 7.5 Points

**PSYCH 757B** 7.5 Points

**Advanced Applied Behaviour Analysis**

Advanced education and training in applied behaviour analysis (ABA) in preparation for a professional career. Topics include ethical, professional, and practical issues confronting behaviour analysts in employment; recent research in ABA and other sciences with respect to clinical, educational, and other populations with whom behaviour analysts typically work.

Prerequisite: PSYCH 750, 751

Corequisite: PSYCH 651

Restriction: PSYCH 753

To complete this course students must enrol in PSYCH 757 A and B, or PSYCH 757

**PSYCH 758** 15 Points

**Special Topic: Ethnicity, Identity and Culture**

**PSYCH 759** 15 Points

**Special Topic: Advanced Behavioural Psychology**

**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 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 764** 15 Points

**Special Topic: Dual Process Theories of Human Cognition**

**PSYCH 765** 15 Points

**PSYCH 765A** 7.5 Points

**PSYCH 765B** 7.5 Points

**Special Topic**

To complete this course students must enrol in PSYCH 765 A and B, or PSYCH 765

**PSYCH 766** 15 Points

**Special Topic**

**PSYCH 767** 15 Points

**Special Topic**

**PSYCH 768** 15 Points

**Special Topic**

**PSYCH 769** 15 Points

**Special Topic**

**PSYCH 770** 15 Points

**Special Topic**

**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

|   |                    |
|---|--------------------|
| <b>PSYCH 773A</b>   | <b>60 Points</b>   |
| <b>PSYCH 773B</b>   | <b>60 Points</b>   |
| <b>Clinical Internship</b>  |                    |
| 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.   |                    |
| <i>To complete this course students must enrol in PSYCH 773 A and B</i>   |                    |
| <b>PSYCH 775</b>  | <b>15 Points</b>   |
| <b>Special Topic</b>  |                    |
| <b>PSYCH 779A</b>   | <b>7.5 Points</b>  |
| <b>PSYCH 779B</b>   | <b>7.5 Points</b>  |
| <b>Research and Communication Skills</b>  |                    |
| Advanced skills associated with developing innovative research designs and communicating information about research designs, outcomes, and the implications of one's findings are essential to the research process. Students will undertake exercises designed to develop these advanced skills, including writing a research proposal, presenting a seminar on their research project, preparing and presenting a research poster, and additional seminar-based exercises directed at research skill development. |                    |
| <i>Corequisite: PSYCH 780</i>   |                    |
| <i>Restriction: PSYCH 788, 789</i>  |                    |
| <i>To complete this course students must enrol in PSYCH 779 A and B</i>   |                    |
| <b>PSYCH 780A</b>   | <b>15 Points</b>   |
| <b>PSYCH 780B</b>   | <b>15 Points</b>   |
| <b>Honours Research Project</b>   |                    |
| <i>Corequisite: PSYCH 779</i>   |                    |
| <i>Restriction: PSYCH 788, 789</i>  |                    |
| <i>To complete this course students must enrol in PSYCH 780 A and B</i>   |                    |
| <b>PSYCH 788A</b>   | <b>22.5 Points</b> |
| <b>PSYCH 788B</b>   | <b>22.5 Points</b> |
| <b>Honours Dissertation in Psychology</b>   |                    |
| <i>Restriction: PSYCH 789</i>   |                    |
| <i>To complete this course students must enrol in PSYCH 788 A and B</i>   |                    |
| <b>PSYCH 796A</b>   | <b>60 Points</b>   |
| <b>PSYCH 796B</b>   | <b>60 Points</b>   |
| <b>Masters Thesis in Psychology</b>   |                    |
| <i>To complete this course students must enrol in PSYCH 796 A and B</i>   |                    |

### Named Doctoral Courses

|   |                  |
|---|------------------|
| <b>PSYCH 801</b>  | <b>30 Points</b> |
| <b>Scientist-practitioner Model 1</b>   |                  |
| 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. |                  |

|  |                   |
|--|-------------------|
| <b>PSYCH 802</b>   | <b>30 Points</b>  |
| <b>Scientist-practitioner Model 2</b>  |                   |
| 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. |                   |
| <i>Prerequisite: PSYCH 801</i>   |                   |
| <b>PSYCH 803</b>   | <b>60 Points</b>  |
| <b>Internship</b>  |                   |
| 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.   |                   |
| <i>Prerequisite: PSYCH 801, 802</i>  |                   |
| <b>PSYCH 897</b>   | <b>90 Points</b>  |
| <b>Portfolio of Clinical Research</b>  |                   |
| 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.  |                   |
| <i>Restriction: PSYCH 894, 895</i>   |                   |
| <b>PSYCH 899</b>   | <b>150 Points</b> |
| <b>Thesis</b>  |                   |
| 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.   |                   |
| <i>Restriction: PSYCH 896</i>  |                   |

### Science Enterprise

#### Postgraduate 700 Level Courses

|  |                  |
|--|------------------|
| <b>SCIENT 701</b>  | <b>15 Points</b> |
| <b>Accounting and Finance for Scientists</b>   |                  |
| 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. |                  |
| <b>SCIENT 702</b>  | <b>15 Points</b> |
| <b>Marketing for Scientific and Technical Personnel</b>  |                  |
| 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, e.g., independent reading, case studies, projects, guest speakers, presentations and related discussions.

#### **SCIENT 794A 45 Points**

#### **SCIENT 794B 45 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*

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### **Science General**

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#### **Stage I**

#### **SCIGEN 101 15 Points**

#### **SCIGEN 101G 15 Points**

##### **Communicating in 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

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#### **Stage II**

#### **SCIGEN 201 15 Points**

#### **SCIGEN 201G 15 Points**

##### **Innovating in a Knowledge Society**

Interdisciplinary examination of science innovation at policy, organisational and project levels including context, impacts and roles of business and research organisations, and ways innovations are presented and received. Case study analysis of the business environment including how innovation is both enabled and constrained in science-based organisations and society, and innovation strategies in science-based organisations.

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#### **Stage III**

#### **SCIGEN 301 15 Points**

#### **SCIGEN 301G 15 Points**

##### **Engaging in a Knowledge Society**

Addressing complex issues requires knowledge experts to engage with a variety of people. Solutions will be gained from collaborations that co-produce knowledge in transdisciplinary partnerships that lead to new ways of thinking. This course explores meaningful ways to engage with communities, and reassesses current ways of knowing and doing.

*Prerequisite:* Any 180 points

#### **SCIGEN 310 15 Points**

##### **Directed Study**

Directed study on a topic or topics approved by the Academic Head.

*Prerequisite:* Approval of Academic Head or nominee and Dean or nominee

## Science Scholars

### Stage I

|                      |                   |
|----------------------|-------------------|
| <b>SCISCHOL 100</b>  | <b>15 Points</b>  |
| <b>SCISCHOL 100A</b> | <b>7.5 Points</b> |
| <b>SCISCHOL 100B</b> | <b>7.5 Points</b> |

#### Science in Action

An introduction to the big questions in science, approaches to scientific research, and how science and scientists play a role in society. Students will explore scientific knowledge and enquiry from a broad, cross-disciplinary perspective.

*Prerequisite: Programme Director approval*

*Restriction: SCISCHOL 101*

*To complete this course students must enrol in SCISCHOL 100 A and B, or SCISCHOL 100*

|                            |                 |
|----------------------------|-----------------|
| <b>SCISCHOL 101</b>        | <b>0 Points</b> |
| <b>Science in Action 1</b> |                 |

An introduction to the big questions in science, approaches to scientific research, and how science and scientists play a role in society. Students will explore scientific knowledge and enquiry from a broad, cross-disciplinary perspective.

*Prerequisite: Programme Director approval*

|                            |                 |
|----------------------------|-----------------|
| <b>SCISCHOL 102</b>        | <b>0 Points</b> |
| <b>Science in Action 2</b> |                 |

An advanced introduction to the big questions in science, approaches to scientific research, and how science and scientists play a role in society. Students will explore scientific knowledge and enquiry from a broad, cross-disciplinary perspective.

*Prerequisite: Programme Director approval*

### Stage II

|   |                 |
|---|-----------------|
| <b>SCISCHOL 201</b>                           | <b>0 Points</b> |
| <b>Introduction to Science and Innovation</b> |                 |

An exploration of issues affecting Science in Society, including governance, funding and policies. Students will also explore the development of modern scientific method and the challenges of engaging in scientific research.

*Prerequisite: Programme Director approval*

|                               |                  |
|-------------------------------|------------------|
| <b>SCISCHOL 202</b>           | <b>15 Points</b> |
| <b>Research and Discovery</b> |                  |

An exploration of scientific research skills and communication. Students will develop an understanding of the impact of culture on scientific discovery, the skills to develop and document a research proposal, and how to communicate scientific work in an area of choice.

*Prerequisite: Programme Director approval*

### Stage III

|  |                 |
|--|-----------------|
| <b>SCISCHOL 301</b>                    | <b>0 Points</b> |
| <b>Advanced Science and Innovation</b> |                 |

Explores the role of science in relation to the New Zealand and global economy and discusses issues including ownership, exploitation and stewardship of resources, indigenous science, biodiversity and National Science Challenges. Students will also explore the position of science nationally and globally and current scientific debates.

*Prerequisite: Programme Director approval*

|                                 |                  |
|---------------------------------|------------------|
| <b>SCISCHOL 302</b>             | <b>15 Points</b> |
| <b>Science Scholars Project</b> |                  |

Building on the research proposal developed in SCISCHOL 202, students will respond to a research question requiring

data collection, analysis and interpretation, discussion and presentation of project outcomes.

*Prerequisite: Programme Director approval*

## Speech Science

### Postgraduate 700 Level Courses

|                    |                  |
|--------------------|------------------|
| <b>SPCHSCI 701</b> | <b>15 Points</b> |
|--------------------|------------------|

#### 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*

|   |                  |
|---|------------------|
| <b>SPCHSCI 711</b>  | <b>15 Points</b> |
| <b>Introduction to Communication in Children and Adults</b> |                  |

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.

|  |                  |
|--|------------------|
| <b>SPCHSCI 712</b>                             | <b>15 Points</b> |
| <b>Linguistics for Speech Language Therapy</b> |                  |

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.

|   |                  |
|---|------------------|
| <b>SPCHSCI 713</b>  | <b>15 Points</b> |
| <b>Anatomy and Physiology for Speech Language Therapy</b> |                  |

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.

|   |                  |
|---|------------------|
| <b>SPCHSCI 714</b>                                  | <b>15 Points</b> |
| <b>Speech Language Therapy Clinical Practicum 1</b> |                  |

Clinical observation under supervisor guidance in a variety of settings, establishing links between theory and practice. This course is supported by weekly tutorial sessions.

|                    |                  |
|--------------------|------------------|
| <b>SPCHSCI 721</b> | <b>15 Points</b> |
| <b>Dysphagia</b>   |                  |

Assessment and management of dysphagia (adult and paediatrics). Critical evaluation and synthesis of knowledge are presented in a substantial individual report.

*Prerequisite: SPCHSCI 713*

*Restriction: SPCHSCI 701*

|   |                  |
|---|------------------|
| <b>SPCHSCI 722</b>                            | <b>15 Points</b> |
| <b>Communication Difficulties in Children</b> |                  |

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.

*Prerequisite: SPCHSCI 711*

**SPCHSCI 723 15 Points****Communication Disorders in Adults**

This course examines theoretical, research and clinical issues in the field of acquired neurogenic communication disorders. It builds on existing knowledge and presents the process of assessment, differential diagnosis, intervention procedures and treatment specifically designed for these conditions. Skills are developed in analysing client-specific approaches, therapeutic programmes and incorporating measures of efficacy into therapy plans.

*Prerequisite: SPCHSCI 713*

**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. The management plan and decision-making process for the client and their family are outlined and the project outcomes after analysis are presented, in a substantial report. Weekly tutorials support the course.

*Prerequisite: SPCHSCI 724*

**SPCHSCI 736 15 Points****Topics in Communication Disorders in Adults**

Advanced study of speech-language therapy (SLT) in adult populations including working with Māori, bilingualism, progressive conditions, palliative care, lifelong disability and ageing effects on audition and language. It includes highly specialised theoretical and clinical approaches which underpin the content, with implications for SLT practice in the New Zealand context being the predominant focus. Involves an individual management plan for a client resulting in a substantial individual report.

*Prerequisite: SPCHSCI 723*

*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. Develops best practice in cultural and linguistic diversity. Consolidates and extends knowledge of evidence-based practice in child speech and language. Involves individual critical evaluation and synthesis of knowledge and concepts which are then presented in substantial reports.

*Prerequisite: SPCHSCI 722*

*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. Involves an individual e-portfolio which includes

management session plans with clients as well as peer and supervisor feedback. Supervisory guidance will be given and the course will be supported by weekly tutorials.

*Prerequisite: SPCHSCI 734*

**SPCHSCI 746 15 Points****Voice and Fluency**

Voice - study of the voice and the assessment and management of voice disorders (adult and paediatrics). Fluency - assessment and management of dysfluency disorders (adult and paediatrics). Critical evaluation and synthesis of knowledge are presented in substantial individual case reports.

*Prerequisite: SPCHSCI 713, 733*

*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 790 30 Points****SPCHSCI 790A 15 Points****SPCHSCI 790B 15 Points****Research Project**

*Restriction: SPCHSCI 735, 742, 745*

*To complete this course students must enrol in SPCHSCI 790 A and B, or SPCHSCI 790*

**SPCHSCI 796A 60 Points****SPCHSCI 796B 60 Points****MSc Thesis in Speech Science**

*To complete this course students must enrol in SPCHSCI 796 A and B*

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**Statistics**


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**Stage I****STATS 100 15 Points****Concepts in Statistics**

A first exposure to statistics that builds data handling skills and develops conceptual thinking through active participation in problems using real data, computer simulations and group work. STATS 100 makes full use of appropriate technology and prepares students for further study in Statistics.

*Restriction: STATS 100 may not be taken with, or after passing, any other Statistics course. STATS 100 is not available to students who have 14 credits or more in Mathematics and Statistics at NCEA Level 3 or those who have passed Cambridge Mathematics A with an E or better, or Cambridge Mathematics AS with a D or better, or those who have passed International Baccalaureate Mathematics, or equivalent*

**STATS 101 15 Points****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 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 T10 or T20 or T30*

*Restriction: STATS 210*

### **STATS 150 15 Points**

#### **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.

### **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 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.

*Prerequisite: 15 points from ENGSCI 111, ENGGEN 150, STATS 125*

*Corequisite: 15 points from MATHS 208, 250, ENGSCI 211 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 225**

**15 Points**

#### **Probability: Theory and Applications**

Covers the fundamentals of probability through theory, methods, and applications. Topics should include the classical limit theorems of probability and statistics known as the laws of large numbers and central limit theorem, conditional expectation as a random variable, the use of generating function techniques, and key properties of some fundamental stochastic models such as random walks, branching processes and Poisson point processes.

*Prerequisite: 15 points from ENGGEN 150, ENGSCI 111, STATS 125 with a B+ or higher, or MATHS 120 and 130 with a B+ or higher*

*Corequisite: 15 points from MATHS 250, ENGSCI 211 or equivalent*

### **STATS 240**

**15 Points**

#### **Design and Structured Data**

An introduction to research study design and the analysis of structured data. Blocking, randomisation, and replication in designed experiments. Clusters, stratification, and weighting in samples. Other examples of structured data.

*Prerequisite: STATS 101 or 108*

*Restriction: STATS 340*

### **STATS 255**

**15 Points**

#### **Optimisation and Data-driven Decision Making**

Explores methods for using data to assist in decision making in business and industrial applications. 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, simulation, analytics and visualisation will be considered.

*Prerequisite: ENGSCI 211 or STATS 201 or 208, or a B+ or higher in either MATHS 120 or 130 or 150 or 153 or STATS 101 or 108, or a concurrent enrolment in either ENGSCI 211 or STATS 201 or 208*

*Restriction: ENGSCI 255*

### **STATS 290**

**15 Points**

#### **Topics in Statistics**

*Prerequisite: 15 points from ENGSCI 111, ENGGEN 150, STATS 125*

*Restriction: STATS 210, 225*

### **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*

*Restriction: STATS 785*

**STATS 302 15 Points****Applied Multivariate Analysis**

Covers the exploratory analysis of multivariate data, with emphasis on the use of statistical software and reporting of results. Topics covered include: techniques for data display, dimension reduction and ordination, cluster analysis, multivariate ANOVA and associated methods.

*Prerequisite:* 15 points from STATS 201, 207, 208, BIOSCI 209

*Restriction:* STATS 767

**STATS 310 15 Points****Introduction to Statistical Inference**

Estimation, likelihood methods, hypothesis testing, multivariate distributions, linear models.

*Prerequisite:* STATS 210 or 225, and 15 points from MATHS 208, 250 or equivalent

*Restriction:* STATS 732

**STATS 313 15 Points****Advanced Topics in Probability**

Characterisations of and relations between different kinds of random objects including random functions, random paths and random trees. Modes of convergence; the Law of Large Numbers and Central Limit Theorem.

*Prerequisite:* STATS 225

*Restriction:* STATS 710

**STATS 320 15 Points****Applied Stochastic Modelling**

Introduction to stochastic modelling, with an emphasis on queues and models used in finance. Behaviour of Poisson processes, queues and continuous time Markov chains will be investigated using theory and simulation.

*Prerequisite:* 15 points from STATS 125, 210, 225 and 15 points from STATS 201, 207, 208, 220, BIOSCI 209

**STATS 325 15 Points****Stochastic Processes**

Introduction to stochastic processes, including generating functions, branching processes, Markov chains, random walks.

*Prerequisite:* 15 points from STATS 125, 210, 320, with at least a B pass, 15 points from MATHS 208, 250, 253

*Restriction:* STATS 721

**STATS 326 15 Points****Applied Time Series Analysis**

Components, decompositions, smoothing and filtering, modelling and forecasting. Examples and techniques from a variety of application areas.

*Prerequisite:* 15 points from STATS 201, 208, BIOSCI 209, ECON 221

*Restriction:* STATS 727

**STATS 330 15 Points****Statistical Modelling**

Application of the generalised linear model and extensions to fit data arising from a range of sources including multiple regression models, logistic regression models, and log-linear models. The graphical exploration of data.

*Prerequisite:* 15 points from STATS 201, 207, 208, BIOSCI 209

**STATS 331 15 Points****Introduction to Bayesian Statistics**

Introduces Bayesian data analysis using the WinBUGS software package and R. Topics include the Bayesian paradigm, hypothesis testing, point and interval estimates, graphical models, simulation and Bayesian inference, diagnosing MCMC, model checking and selection, ANOVA, regression, GLMs, hierarchical models and time series.

Classical and Bayesian methods and interpretations are compared.

*Prerequisite:* 15 points from STATS 201, 207, 208, BIOSCI 209

**STATS 340 15 Points****Design and Analysis of Surveys and Experiments**

Design, implementation and analysis of surveys including questionnaire design, sampling design and the analysis of data from stratified, cluster and multistage sampling. Design and implementation issues for scientific experiments including blocking, replication and randomisation and the analysis of data from designs such as complete block, balanced incomplete block, Latin square, split plot, factorial and fractional designs.

*Prerequisite:* 15 points from STATS 201, 207, 208, BIOSCI 209

*Restriction:* STATS 741

**STATS 369 15 Points****Data Science Practice**

Modern predictive modelling techniques, with application to realistically large data sets. Case studies will be drawn from business, industrial, and government applications.

*Prerequisite:* STATS 220, 201 or 208, 210 or 225

*Restriction:* STATS 765

**STATS 370 15 Points****Financial Mathematics**

Mean-variance portfolio theory; options, arbitrage and put-call relationships; introduction of binomial and Black-Scholes option pricing models; compound interest, annuities, capital redemption policies, valuation of securities, sinking funds; varying rates of interest, taxation; duration and immunisation; introduction to life annuities and life insurance mathematics.

*Prerequisite:* 15 points at Stage II in Statistics or BIOSCI 209; 15 points at Stage II in Mathematics

*Restriction:* STATS 722

**STATS 380 15 Points****Statistical Computing**

Statistical programming using the R computing environment. Data structures, numerical computing and graphics.

*Prerequisite:* 15 points from STATS 201, 207, 208, 220, BIOSCI 209

**STATS 399 15 Points****Capstone: Statistics in Action**

Provides opportunities to integrate statistical knowledge and collaborate with others through completion of a group-based project.

*Prerequisite:* 30 points at Stage III in Statistics

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**Postgraduate 700 Level Courses****STATS 701 15 Points****Advanced SAS Programming**

A continuation of STATS 301, with more in-depth coverage of programming in the SAS language. Topics covered will include advanced use of the SAS language, advanced data step programming, macros, input and output, connectivity to other software platforms, SAS SQL.

*Prerequisite:* STATS 301

**STATS 702 15 Points****Special Topic in Statistics 2****STATS 703 15 Points****Special Topic in Statistics 1****STATS 705 15 Points****Topics in Official Statistics**

Official statistics, data access, data quality, demographic



and health statistics, other social statistics, economic statistics, analysis and presentation, case studies in the use of official statistics.

### STATS 707 15 Points

#### Computational Introduction to Statistics

An advanced introduction to statistics and data analysis, including testing, estimation, and linear regression.

*Prerequisite:* 15 points from STATS 101, 108 and 15 points from COMPSCI 101, MATHS 162

*Restriction:* STATS 201, 208, 210, 225

### STATS 708 15 Points

#### Topics in Statistical Education

Covers a wide range of research in statistics education at the school and tertiary level. There will be a consideration of, and an examination of, the issues involved in statistics education in the curriculum, teaching, learning, technology and assessment areas.

### STATS 710 15 Points

#### Probability Theory

Fundamental ideas in probability theory; sigma-fields, laws of large numbers, characteristic functions, the Central Limit Theorem.

*Prerequisite:* STATS 310, 320 or 325

### STATS 720 15 Points

#### Stochastic Processes

Continuous-time jump Markov processes. A selection of topics from: point processes, renewal theory, martingales, Brownian motion, Gaussian processes and inference for stochastic processes.

*Prerequisite:* STATS 320 or 325

### STATS 721 15 Points

#### Foundations of Stochastic Processes

Fundamentals of stochastic processes. Topics include: generating functions, branching processes, Markov chains, and random walks.

*Restriction:* STATS 325

### STATS 722 15 Points

#### Foundations of Financial Mathematics

Fundamentals of financial mathematics. Topics include: 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, and 15 points at Stage II in Mathematics

*Restriction:* STATS 370

### STATS 723 15 Points

#### Stochastic Methods in Finance

Contingent claims theory in discrete and continuous time. Risk-neutral option pricing, Cox-Ross-Rubinstein and Black-Scholes models, stochastic calculus, hedging and risk management.

*Prerequisite:* STATS 125 and 370, or 15 points from STATS 210, 225, 325

### STATS 724 15 Points

#### Operations Research

Continuous-time Markov processes; optimisation for jump Markov processes; Markov decision processes; queueing theory and stochastic networks.

*Prerequisite:* 15 points from STATS 320, 325, 720 with at least B+

### STATS 725 15 Points

#### Special Topic

### STATS 726 15 Points

#### Time Series

Stationary processes, modelling and estimation in the time domain, forecasting and spectral analysis.

### STATS 727 15 Points

#### Foundations of Applied Time Series Analysis

Fundamentals of applied time series analysis. Topics include: components, decompositions, smoothing and filtering, modelling and forecasting. Examples and techniques from a variety of application areas are presented.

*Prerequisite:* 15 points from BIOSCI 209, ECON 221, STATS 201, 207, 208

*Restriction:* STATS 326

### STATS 730 15 Points

#### Statistical Inference

Fundamentals of likelihood-based inference, including sufficiency, conditioning, likelihood principle, statistical paradoxes. Theory and practice of maximum likelihood. Examples covered may include survival analysis, GLM's, nonlinear models, random effects and empirical Bayes models, and quasi-likelihood.

*Prerequisite:* STATS 310 or 732

### STATS 731 15 Points

#### Bayesian Inference

A course in practical Bayesian statistical inference covering: the Bayesian approach specification of prior distributions, decision-theoretic foundations, the likelihood principle, asymptotic approximations, simulation methods, Markov Chain Monte Carlo methods, the BUGS and CODA software, model assessment, hierarchical models, application in data analysis.

*Prerequisite:* STATS 210 or 225

### STATS 732 15 Points

#### Foundations of Statistical Inference

Fundamentals of statistical inference including estimation, hypothesis testing, likelihood methods, multivariate distributions, joint, marginal, and conditional distributions, vector random variables, and an introduction to decision theory and Bayesian inference.

*Prerequisite:* STATS 210 or 225, and 15 points from MATHS 208, 250

*Restriction:* STATS 310

### STATS 735 15 Points

#### Statistics in Ecology and Population Genetics

Concepts of population modelling and inference from ecological and genetic data. Topics covered include estimation of population size, spatial models, genetic structure and assignment. No previous knowledge of ecology or genetics is required. Recommended preparation: STATS 730

*Prerequisite:* STATS 310 or 732

### STATS 737 15 Points

#### Modern Bayesian Methods

Concepts and tools underlying Bayesian methods in many modern areas of statistics. Advanced Markov-chain Monte Carlo, model evaluation using information criteria and Bayesian cross-validation, robustness, Bayesian non-parametrics. Applications may include hierarchical modelling, times-series, spatial data, Bayesian networks, genetics, approximate Bayesian computation for big data, artificial intelligence.

*Prerequisite:* STATS 731



**STATS 740 15 Points****Sample Surveys**

The design, management and analysis of sample surveys. Topics such as the following are studied. Types of Survey. Revision of statistical aspects of sampling. Preparing surveys. Research entry: problem selection, sponsorship and collaboration. Research design: methodology and data collection; Issues of sample design and sample selection. Conducting surveys: Questionnaires and questions; Non-sampling issues; Project management; Maintaining data quality. Concluding surveys: Analysis; Dissemination.

*Prerequisite:* 15 points from STATS 340, 741 and 15 points from STATS 310, 732

**STATS 741 15 Points****Sample Surveys and Experimental Design**

Design, implementation and analysis of sample surveys and of experiments. This course covers the foundations of both areas.

*Prerequisite:* 15 points from BIOSCI 209, STATS 201, 207, 208

*Restriction:* STATS 340

**STATS 747 15 Points****Statistical Methods in Marketing**

Stochastic models of brand choice, applications of General Linear Models in marketing, conjoint analysis, advertising media models and marketing response models.

**STATS 750 15 Points****Experimental Design**

The design and analysis of data from experiments involving factorial and related designs and designs which have the property known as general balance (this includes most of the standard designs), and more general designs with blocking and replication. Response surface methodology. Sequential experimentation.

*Prerequisite:* 15 points from STATS 340, 351

**STATS 760 15 Points****A Survey of Modern Applied Statistics**

A survey of techniques from modern applied statistics. Topics covered will be linear, non-linear and generalised linear models, modern regression including CART and neural networks, mixed models, survival analysis, time series and spatial statistics.

*Prerequisite:* STATS 310, 330

**STATS 761 15 Points****Mixed Models**

Linear mixed effect models for the analysis of data from small experiments, particularly those cases where the data are unbalanced. Methods include restricted maximum likelihood for the estimation of variance components.

**STATS 762 15 Points****Regression for Data Science**

Application of the generalised linear model to fit data arising from a wide range of sources, including multiple linear regression models, Poisson regression, and logistic regression models. The graphical exploration of data. Model building for prediction and for causal inference. Other regression models such as quantile regression. A basic understanding of vector spaces, matrix algebra and calculus will be assumed.

*Prerequisite:* STATS 707 or 210 or 225, and 15 points from STATS 201, 207, 208 or a B+ or higher in BIOSCI 209

*Restriction:* STATS 330

**STATS 763 15 Points****Advanced Regression Methodology**

Generalised linear models, generalised additive models, survival analysis. Smoothing and semiparametric regression. Marginal and conditional models for correlated data. Model selection for prediction and for control of confounding. Model criticism and testing. Computational methods for model fitting, including Bayesian approaches.

**STATS 765 15 Points****Statistical Learning for Data Science**

Concepts of modern predictive modelling and machine learning such as loss functions, overfitting, generalisation, regularisation, sparsity. Techniques including regression, recursive partitioning, boosting, neural networks. Application to real data sets from a variety of sources, including data quality assessment, data preparation and reporting.

*Prerequisite:* 15 points from STATS 201, 207, 208 and 15 points from STATS 210 or 225, or STATS 707

*Corequisite:* May be taken with STATS 707

*Restriction:* STATS 369

**STATS 766 15 Points****Multivariate Analysis**

A selection of topics from multivariate analysis, including: advanced methods of data display (e.g., Correspondence and Canonical Correspondence Analysis, Biplots, and PREFMAP) and an introduction to classification methods (e.g., various types of Discriminant Function Analysis).

*Prerequisite:* STATS 302 or 767

**STATS 767 15 Points****Foundations of Applied Multivariate Analysis**

Fundamentals of 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 BIOSCI 209, STATS 201, 207, 208

*Restriction:* STATS 302

**STATS 768 15 Points****Longitudinal Data Analysis**

Exploration and regression modelling of longitudinal and clustered data, especially in the health sciences: mixed models, marginal models, dropout, causal inference.

**STATS 769 15 Points****Advanced Data Science Practice**

Databases, SQL, scripting, distributed computation, other data technologies.

**STATS 770 15 Points****Introduction to Medical Statistics**

An introduction to ideas of importance in medical statistics, such as measures of risk, basic types of medical study, causation, ethical issues and censoring, together with a review of common methodologies.

**STATS 771 15 Points****Special Topic****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.

|   |                  |  |                    |
|---|------------------|--|--------------------|
| <b>STATS 776</b>  | <b>15 Points</b> | <b>STATS 788</b>   | <b>45 Points</b>   |
| <b>Topics in Environmental and Ecological Statistics</b>  |                  | <b>STATS 788A</b>  | <b>22.5 Points</b> |
| <b>STATS 779</b>  | <b>15 Points</b> | <b>STATS 788B</b>  | <b>22.5 Points</b> |
| <b>Professional Skills for Statisticians</b>  |                  | <b>Dissertation in Medical Statistics</b>  |                    |
| Statistical software, data management, data integrity, data transfer, file processing, symbolic manipulation, document design and presentation, oral presentation, professional ethics.   |                  | <i>To complete this course students must enrol in STATS 788 A and B, or STATS 788</i>  |                    |
| <b>STATS 780</b>  | <b>15 Points</b> | <b>STATS 790</b>   | <b>30 Points</b>   |
| <b>Statistical Consulting</b>   |                  | <b>STATS 790A</b>  | <b>15 Points</b>   |
| 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.   |                  | <b>STATS 790B</b>  | <b>15 Points</b>   |
| <b>STATS 781</b>  | <b>30 Points</b> | <b>Research Project</b>  |                    |
| <b>STATS 781A</b>   | <b>15 Points</b> | <i>Restriction: STATS 796</i>  |                    |
| <b>STATS 781B</b>   | <b>15 Points</b> | <i>To complete this course students must enrol in STATS 790 A and B, or STATS 790</i>  |                    |
| <b>Honours Project in Statistics</b>  |                  | <b>STATS 792A</b>  | <b>22.5 Points</b> |
| <i>Restriction: STATS 789</i>   |                  | <b>STATS 792B</b>  | <b>22.5 Points</b> |
| <i>To complete this course students must enrol in STATS 781 A and B, or STATS 781</i>   |                  | <b>Dissertation in Statistics Education</b>  |                    |
| <b>STATS 782</b>  | <b>15 Points</b> | <i>To complete this course students must enrol in STATS 792 A and B</i>  |                    |
| <b>Statistical Computing</b>  |                  | <b>STATS 793</b>   | <b>45 Points</b>   |
| Professional skills, advanced statistical programming, numerical computation and graphics.  |                  | <b>STATS 793A</b>  | <b>22.5 Points</b> |
| <i>Prerequisite: STATS 210 or 225 and STATS 201 or 207 or 208</i>   |                  | <b>STATS 793B</b>  | <b>22.5 Points</b> |
| <b>STATS 783</b>  | <b>15 Points</b> | <b>Dissertation</b>  |                    |
| <b>Simulation and Monte Carlo Methods</b>   |                  | <i>To complete this course students must enrol in STATS 793 A and B, or STATS 793</i>  |                    |
| 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.  |                  | <b>STATS 798A</b>  | <b>45 Points</b>   |
| <b>STATS 784</b>  | <b>15 Points</b> | <b>STATS 798B</b>  | <b>45 Points</b>   |
| <b>Statistical Data Mining</b>  |                  | <b>Masters Thesis in Statistics</b>  |                    |
| 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.  |                  | <i>Prerequisite: 15 points from STATS 310, 732 and 15 points from STATS 330, 762, or approval of Head of Department</i>  |                    |
| <i>Prerequisite: 15 points from STATS 210, 225, and 15 points from STATS 330, 762</i>   |                  | <i>Restriction: STATS 790, 796</i>   |                    |
| <b>STATS 785</b>  | <b>15 Points</b> | <i>To complete this course students must enrol in STATS 798 A and B</i>  |                    |
| <b>Foundations of Statistical Data Management</b>   |                  |  |                    |
| SAS statistical software with an emphasis on using SAS as a programming language for purposes of database manipulation, simulation, statistical modelling and other computer-intensive methods.   |                  | <b>Sustainability</b>  |                    |
| <b>STATS 786</b>  | <b>15 Points</b> | <b>Stage I</b>   |                    |
| <b>Special Topic in Statistical Computing</b>   |                  | <b>SUSTAIN 100</b>   | <b>15 Points</b>   |
| <b>STATS 787</b>  | <b>15 Points</b> | <b>SUSTAIN 100G</b>  | <b>15 Points</b>   |
| <b>Data Visualisation</b>   |                  | <b>Sustainability and Us</b>   |                    |
| Effective visual presentations of data. Topics may include: how to present different types of data; human perception; graphics formats; statistical graphics in R; interactive graphics; visualising high-dimensional data; visualising large data. A background in statistical computing (e.g., STATS 220, 380, 779) or programming will be assumed (e.g., COMPSCI programming courses or students in the data science programme). |                  | What is sustainability? Discussion of what 'sustainability' means, its underpinning values, and the role individuals and organisations play in creating solutions. Students work in groups to investigate a sustainability issue on campus and design a solution, which they present via a film, poster, presentation or model. Examines sustainability issues - water and overpopulation. |                    |
|   |                  | <b>Stage II</b>  |                    |
|   |                  | <b>SUSTAIN 200</b>   | <b>15 Points</b>   |
|   |                  | <b>The Sustainable Community</b>   |                    |
|   |                  | What is the sustainable community? The nature of complex social and ecological systems is unpacked, with a particular focus on the community. Students work in groups to design a game that shows a social or ecological system in play. The issues of food and inequality are considered in depth.  |                    |
|   |                  | <b>Stage III</b>   |                    |
|   |                  | <b>SUSTAIN 300</b>   | <b>15 Points</b>   |
|   |                  | <b>A Sustainable World</b>   |                    |
|   |                  | Is it possible to have a sustainable global system? The course focuses on large scale social institutions including politics, the media, national and international law and economics.   |                    |

Students work in groups to identify and present real world case-studies that show good sustainability practice within an institution of their choice. The issues of atmosphere and human rights are discussed in depth.

## Tertiary Foundation Certificate Biological Science

### Foundation Courses

#### TFCBIO 91F 15 Points Foundation Biology 1

An introduction to biological sciences with an emphasis on organism diversity, which includes bacteria, plants, fungi and animals. Fundamentals of classification, ecology and evolution 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-based and field based.

*Restriction: BIOSCI 91F, 91P*

#### TFCBIO 92F 15 Points Foundation Biology 2

Concepts introduced in TFCBIO 91F are further developed with an emphasis on the structures and processes of living things at cellular and molecular levels. Cell biology, genetic principles and biochemistry are explored and further developed in a human biological context. Laboratories focus on students developing key practical skills.

*Restriction: BIOSCI 91F, 92F, 91P, 92P*

## Tertiary Foundation Certificate Chemistry

### Foundation Courses

#### TFCHEM 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<sup>-1</sup>. Energy and thermo-chemistry. Laboratories include practical skills and qualitative analysis, and simple modelling.

*Restriction: CHEM 91F, 91P*

#### TFCHEM 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.

*Restriction: CHEM 92F*

## Tertiary Foundation Certificate Geography

### Foundation Courses

#### TFCGEO 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 91P*

#### TFCGEO 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 92P*

## Tertiary Foundation Certificate Mathematics

### Foundation Courses

#### TFCMATHS 89F 15 Points Mathematics for Arts

Aimed at linking mathematics to the world of students who are likely to be non-STEM majors. Includes several important mathematical ideas within historical, environmental, societal, political, financial, justice, entertainment and cultural contexts. The course will also be guided by the interests of its learners as citizens and consumers, who will be encouraged to draw on the mathematics they are already familiar with.

#### TFCMATHS 91F 15 Points Foundation Mathematics 1

This first mathematics course 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 91P, 92F*

#### TFCMATHS 92F 15 Points Foundation Mathematics 2

This second mathematics course aims to use the skills learnt in TFCMATHS 91F to develop an understanding of functions in their tabular, algebraic and graphical representations. This course prepares students for MATHS 102. Recommended preparation: TFCMATHS 91F or TFCMATHS 93F.

*Restriction: MATHS 92F*

#### TFCMATHS 93F 15 Points Foundation Mathematics 3

This mathematics course aims to promote an understanding of numerical and algebraic skills at a deeper level than TFCMATHS 91F. Students will learn how to use simple technology and develop their problem solving abilities.

*Restriction: MATHS 93P*

#### TFCMATHS 94F 15 Points Foundation Mathematics 4

This mathematics course aims to use the skills learnt in TFCMATHS 93F to develop an understanding of functions, including differential functions, in their tabular, algebraic and graphical representations. This course prepares students for MATHS 102.

*Restriction: MATHS 94F*

## Tertiary Foundation Certificate Physics

### Foundation Courses

#### TFCPHYS 91F 15 Points Foundation Physics

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 92F, 91P*

### **TFCPHYS 92F** **15 Points**

#### **Foundation Physics 2**

A second foundation course for students who understand the basic mechanics of motion in a straight line. Further mechanics, including equilibrium, projectile motion, rotational motion and gravitation. Electromagnetism, including electrostatics, elementary circuits and the effects of magnetic fields

*Restriction: PHYSICS 92F*

## **Tertiary Foundation Certificate Statistics**

### **Foundation Courses**

#### **TFCSTATS 92F** **15 Points**

##### **Data Analytics**

Provides an introduction to statistics for anyone who will ever have to collect, analyse or interpret data, either in their career or private life. Statistical skills will be developed through Exploratory Data Analysis of real data using appropriate technology and statistical techniques. An important aspect of the course will involve communicating results to others in verbal or written form.

*Prerequisite: 15 points from TFCMATHS 89F, 91F, 93F*

## **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.

#### **WINESCI 704** **15 Points**

##### **Sensory Evaluation and Statistical Methods**

The principles of sensory science, sensory analysis of wine, differences among wine types, regional styles and grape types will be covered. Emphasis will be placed on those components which influence sensory appeal. The application of statistical methods to wine sampling and to the design of sensory panels will be overviewed.

#### **WINESCI 705** **15 Points**

##### **WINESCI 705A** **7.5 Points**

##### **WINESCI 705B** **7.5 Points**

##### **Project in Wine Science**

Students will gain a thorough understanding of the current knowledge on a selected topic associated with wine science and have experience in writing a research proposal and in giving a presentation to the peer group.

*To complete this course students must enrol in WINESCI 705 A and B, or WINESCI 705*

#### **WINESCI 706** **15 Points**

##### **The Business of Wine Production**

Students will be introduced to the economics of grape growing, winemaking, winery design and management. Distribution and marketing will be introduced. Special topics including wine law, use and negotiation of contracts small business development, stock valuation, issues of appellations, labelling and brand development will be taught. Environmental and resource management issues and health and safety regulations will be covered.

#### **WINESCI 707** **15 Points**

##### **WINESCI 707A** **7.5 Points**

##### **WINESCI 707B** **7.5 Points**

##### **Topics in Wine Science**

A number of advanced or special topics in wine science. This course may not be offered every year; further information may be obtained from the School of Chemical Sciences.

*To complete this course students must enrol in WINESCI 707 A and B, or WINESCI 707*

#### **WINESCI 708** **15 Points**

##### **Post-fermentation Processes in Winemaking**

Covers the theory and practice of fining, filtration and other methods of wine clarification. Chemical and sensory effects of barrel and tank aging of red and white wine will be covered as well as blending decisions and stabilisation. Quality control methods used during processing, aging and packaging will also be addressed.

#### **WINESCI 796A** **60 Points**

##### **WINESCI 796B** **60 Points**

##### **MSc Thesis in Wine Science**

Advanced research on an aspect of wine science. This may be undertaken with the Wine Industry CRIs and University staff.

*To complete this course students must enrol in WINESCI 796 A and B*

## General Education

### Academic Integrity

**ACADINT A01** 0 Points

#### Academic Integrity Course

The Academic Integrity Course is an online course designed to increase student knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct. Students work through a series of modules, outlining scenarios that they may encounter while studying at university. Each scenario provides information on relevant rules, resources and expected behaviour.

### 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. Note: Does not meet the General Education requirement for BMus or BMus conjoints.

*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

#### Understanding Art: Leonardo to Warhol

Is seeing learned? Can an image be read in the same way as a text? Understanding images from different historic periods, from Leonardo da Vinci to Andy Warhol, 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, monuments, buildings, maps, landscape, digital and internet images.

*Restriction: ARTHIST 109*

**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

Explores 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.

### Astrosiences

#### Stage I

**ASTRO 100G** 15 Points

#### Planets, Stars and Galaxies

The story of our place in the Universe. Key topics are the exploration of the solar system, searches for planets around other stars, the structure and evolution of stars and galaxies, high-energy astrophysics, and the origin and overall properties of the Universe. No background in physics or mathematics is assumed.

*Restriction: PHYSICS 107, 107G*

**Stage II****ASTRO 200G****15 Points****Astrobiology**

Astrobiology examines the potential of the universe to harbour life and is interdisciplinary, combining Geology, Biology, Astronomy, Chemistry, Physics, Philosophy, Ethics. Course focus is on how these disciplines combine with technology, addressing questions of life in the universe. Key topics include origin and evolution of life, definitions and environmental limits of life, and how to search for life beyond Earth.

*Prerequisite:* 60 points passed

*Restriction:* EARTHSCI 206

**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.

**Business****Stage I****BUSINESS 151G****15 Points****Communication in a Multicultural Society**

Communication knowledge and skills are essential in business careers and for interpersonal and intercultural relationships. This course offers a theory-based approach combined with applied communication practices. Communication knowledge, competencies and skills are developed through exploring relationships, mediated communication, writing, team dynamics, oral presentation and technologies.

*Restriction:* BUSINESS 101, 291, MGMT 291

**Business Analytics****Stage I****BUSAN 100G****15 Points****Digital Information Literacy**

Introduces students to skills, technologies, and techniques for the effective use of digital information. Information in all spheres of personal and professional life is increasingly created, stored, analysed, exchanged and communicated in digital forms. Digital information literacy will help students be more productive in the digital age.

*Restriction:* Cannot be taken with or after INFOSYS 110-345

**Career****Stage I****CAREER 100G****15 Points****Crafting your Career**

What is employability? The world of work is changing rapidly. Crafting your Career uses project-based, collaborative, problem-solving exercises to assist students in readying themselves for life after the degree. The course aims to build students' work-readiness by enhancing their understanding of a variety of workplaces, while developing the skills employers regard as essential to career success.

*Prerequisite:* 60 points passed

*Restriction:* ARTSGEN 102, POPLHLTH 300, 302

**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. 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**

Introduces students to modern Standard Chinese (Mandarin, *Putonghua*) through exercises and activities to develop speaking, listening, reading and writing skills. Also introduces the social and cultural background of the language.

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

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## Classical Studies

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### Stage I

#### CLASSICS 110G 15 Points Classical Mythology

A study of ancient Greek and Roman mythology – its gods, heroes and monsters – through the works of major writers and artists from the Greco-Roman world.

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## Communication

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### Stage I

#### COMMS 104G 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.

*Restriction: FTVMS 110, 110G*

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## Computer Science

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### Stage I

#### COMPSCI 111G 15 Points 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.

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## Cook Islands Māori

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### Stage I

#### COOKIS 101G 15 Points Introduction to Cook Islands Māori

Gives students an introduction to the structure of Cook Islands Māori as well as allowing them to develop basic skills in listening, speaking, reading and writing. 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: COOKIS 102. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

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## Dance Studies

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### 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.

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### 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 passed*

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## Design

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### Stage I

#### DESIGN 102G 15 Points Design Futures

New opportunities are continually emerging in the field of design. This course demonstrates how contemporary design practices have evolved, responded to and influenced change. Students learn how a design approach complements current practice and expands career prospects.

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## Disability Studies

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### Stage I

#### DISABLT 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.

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## Drama

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### Stage I

#### DRAMA 100G 15 Points Presentation and Performance Skills: Taking the Stage

Focuses on enhancing oral communication and performance skills through interactive workshops with speakers and performers highlighting the transferable skills of acting in three main areas: public speaking, improvising and group-devised performance.

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## Earth Sciences

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### Stage I

#### EARTHSCI 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, landslides 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: GEOG 105, 105G, GEOLOGY 110*

### Stage II

#### EARTHSCI 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: 75 points passed*

*Restriction: GEOLOGY 205, 205G*

### 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: ECON 101, 111, 152, 191*

### Education

#### Stage I

#### EDUC 100G 15 Points

##### The Creative Process

Theories and practices of creativity will be examined and practically explored through a variety of disciplines, such as the arts, biology, psychology, sociology, philosophy and education. What is creativity? Can creativity be learnt? What happens in the brain when we are creative? These are some of the questions addressed in this course.

#### EDUC 104G 15 Points

##### Sport in Society

Critically examines the socio-cultural, political and economic significance of sport within Aotearoa New Zealand. Examines how sport is embedded in the lives of people, constitutes identities, and is connected to major spheres of social life and various social issues. Through focusing on select sporting issues it analyses how New Zealanders negotiate understandings of self, ethnicity, gender, sexualities, health, and lifestyle.

#### EDUC 105G 15 Points

##### Teaching: Tales and Traditions

Introduction to key ideas on teachers and teaching. Explores teaching traditions, their origins, stories of teaching in New Zealand; stories of teachers that generate change; and how teaching and teachers are understood in a variety of disciplines such as Science, Health, Arts, and Sport. Considers the following: How should we teach? What counts as knowledge? What contradictions do teachers encounter?

#### 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.

### Engineering General

#### Stage I

#### ENGGEN 100G 15 Points

##### Technological Choices for the Future

A consideration of technological choices to support informed decision making in the use of technology in modern society. The course focuses on important questions such as: What is the future direction of power generation in New Zealand? How can we create a sustainable future? Where will current developments in robotics and mobile communications lead us?

### English

#### Stage I

#### ENGLISH 102G 15 Points

##### Great Books: Seduction and Betrayal

Surveys a selection of literary masterpieces by major authors from different periods in the history of English literature. Selection of texts is organised around the theme of seduction and betrayal, understood more particularly as a story-arc exploring attitudes to love and sex, to politics and ambition, to ethical conduct, and to the activity of reading itself.

#### ENGLISH 121G 15 Points

##### Reading/Writing/Text

Develops 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.

### Environmental Science

#### Stage I

#### ENVSCI 101G 15 Points

##### Environment, Science and Management

Explores the science behind key environmental issues to recognise the role environmental science plays in understanding the interaction between humans and the environment. The complexity of environmental problems



and the difficult task of integrating science, knowledge and values are discussed.

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## European Studies

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### Stage I

#### EUROPEAN 100G 15 Points Europe and the World

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.

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## Exercise Sciences

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### Stage I

#### EXERSCI 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.

*Restriction: BIOSCI 107, EXERSCI 101, 105, SPORTSCI 100G, 101, 105, MEDSCI 142*

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## Fine Arts

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### 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 passed*

#### FINEARTS 211G 15 Points Understanding Contemporary Fashion Design

Investigates the relationship between fashion design and identity to build understanding of the increasing rapidity of clothing change as both the product of individual choice and the manifestation of a need for community. The emphasis will be on the consumption of fashion and its relationship to the human body with reference to fashion theory in the context of the broader literatures of gender, class and ethnicity.

*Prerequisite: 60 points passed*

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## French

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### Stage I

#### FRENCH 101G 15 Points Introductory French Language 1

Introduces students to spoken and written French. It is delivered through two 90-minute sessions per week on

campus, blended with an on-line component that uses up-to-date methodology and extensive multimedia materials. It is open to beginners or near beginners. Students who have achieved 24 recent credits in Level 1 NCEA French or 12-16 recent credits in Level 2 NCEA French (or equivalent previous study) should enrol in FRENCH 102. FRENCH 101 does not count towards a major in French. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

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## Geography

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### Stage I

#### GEOG 103G 15 Points Mapping Our World

An introduction to contemporary geospatial technologies such as web-mapping, GPS and tracking devices and GIS. Covers key concepts and principles behind these tools and their use, along with practical experiences through laboratories. Critical and theoretical perspectives on the tools, their use, and their social impacts will be discussed.

#### 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, environmental systems, population, social diversity, and planning policies and practices.

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## German

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### 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*

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## Global Studies

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### Stage I

#### GLOBAL 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.

*Restriction: GENED 101G*

## 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.

## Humanities

### Stage I

#### **HUMS 100G** 15 Points **Digital Humanities: From Text to txt**

An interdisciplinary course designed to introduce students to the Humanities using digital tools and resources. Students will study the approaches, texts and digital technologies of disciplines in the Humanities such as Art History, English, History, Philosophy, and Theological and Religious Studies. Students will expand their knowledge of the Humanities, extend their digital literacy and build critical and creative thinking skills.

*Restriction: ARTSGEN 100G*

## Innovation

### Stage I

#### **INNOVATE 100G** 15 Points **Innovation through Design**

Introduces design practice and tools to students in order to develop a user-centred approach to innovation. Students learn about design and, through cycles of empathy, creativity and prototyping, learn to design for innovation.

## Innovation and Entrepreneurship

### Stage II

#### **INNOVENT 203G** 15 Points **The Entrepreneurial Mindset**

Stimulates new ways of thinking about enterprising behaviour in a multi-disciplinary manner relevant to understanding and addressing real world challenges of today. Introduces skills needed to identify and assess opportunities, solve problems creatively, communicate persuasively, work effectively in teams, and understand individual and organisational impact.

*Prerequisite: BUSINESS 102 or MGMT 101 or 90 points passed or 60 points from Part I of the BE(Hons) Schedule*

## International Business

### Stage I

#### **INTBUS 151G** 15 Points **Business across Borders**

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, the course explores the influence of international

trade and multinational corporations on the contemporary global economy.

*Restriction: BUSINESS 101, INTBUS 201, 202*

## Italian

### Stage I

#### **ITALIAN 100G** 15 Points **Introductory Italian Language**

Learn basic Italian language structures and communication skills, including common words and basic phrases concerning everyday life. Acquire skills of interacting verbally by asking and answering straightforward questions on familiar topics. The course is delivered through a combination of class instruction and interactive online activities. For students with no previous knowledge of Italian.

*Restriction: ITALIAN 106. May not be taken if an equivalent or more advanced language acquisition course in this subject has previously been passed.*

#### **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: 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 **Japanese Language 1A**

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*

## Latin

### Stage I

#### **LATIN 100G** 15 Points **Introduction to Latin Language 1**

An introduction to the vocabulary and the grammar of simple sentences in Latin.

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## Law

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### 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. Note: Does not meet the General Education requirement for LLB, LLB(Hons), LLB conjoins or LLB(Hons) conjoins.

*Restriction: LAW 101*

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## Linguistics

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### Stage I

#### LINGUIST 101G

15 Points

##### Language, Mind and Society

A survey of three areas: the interaction between language structure and use on the one hand, and social structure and social norms on the other (sociolinguistics); the relationship between linguistic and cultural knowledge (anthropological linguistics); and the inter-relationship of language and other cognitive structures, especially as it is revealed through language acquisition (psycholinguistics).

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## Māori Studies

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### 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: 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.

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## Marine Science

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### Stage I

#### MARINE 100G

15 Points

##### The Oceans Around Us

An interdisciplinary approach to understanding the importance of our oceans as the driver of our climate, source of sustenance, and focus of domestic and international political, economic and legal negotiations. It is framed

around physical and biological processes in the ocean which raise questions for ocean management in NZ and internationally, allowing real-world debate about the future of the ocean realm.

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## Marketing

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### Stage I

#### MKTG 151G

15 Points

##### Essential Marketing

Introduces fundamental marketing ideas and skillsets. Explores the world of customer value creation and marketing communications through the eyes of marketing and creative experts. Covers current topics in marketing including digital and social media, social entrepreneurship, big data analytics, green marketing and sustainability.

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## Mathematics

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### Stage I

#### 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.

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## Medical Science

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### Stage I

#### MEDSCI 100G

15 Points

##### Human Mind and Body Relationships

Humans share with other living things the features of physical self-generation and adaptation to the environment. Humans also live in a mental (mind) world and maintain relationships with our perceived environments. Minds and bodies mutually affect one another. This mind/body dance, which is explored in this course, is what gives rise to all of human behaviour from simple daily activities to the highest forms of creativity.

#### MEDSCI 101G

15 Points

##### Environmental Threats to Human Health

Our environment sustains our lives but at times threatens our health. These threats may occur naturally, or arise from damage we have inflicted on the environment. This course considers health impacts of climate change, pollution, lifestyle choices, poverty and affluence, workplace hazards, emerging infectious diseases, and dangers affecting cancer risk.

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## Music

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### Stage I

#### MUS 144G

15 Points

##### 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.

**MUS 149G 15 Points****Rock to Reggae: Tracking Popular Music in New Zealand**

An introduction to New Zealand's home-grown popular music, from the 1950s to the present day. A broad range of musical styles will be considered and situated within various social contexts. The issue of cultural identity in music – at national and local levels – will also be explored.

**Optometry and Vision Science****Stage I****OPTOM 101G 15 Points****How We See**

Overview of the interdisciplinary study of human vision. The course introduces the biological/physiological organisation of the visual system, discusses the subjective nature of perception, and the implications of studies of biological visual systems for machine vision. Interdisciplinary understandings of vision will be enriched by the examination of historical paintings and artists' visual experiences.

**Pacific Studies****Stage I****PACIFIC 100G 15 Points****Introduction to Pacific Studies**

Introduces students to the discipline of Pacific Studies, framed by Pacific ways of knowing and doing and the expression and understanding of Pacific cultures. Topics covered include: health and wellbeing, ethnic and gender identities, spirituality, history, politics, sports and society, languages, performing arts, leadership and innovation and sustainability.

**Pharmacy****Stage I****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.

**Philosophy****Stage I****PHIL 105G 15 Points****Critical Thinking**

Dialogue, argument and discussion are analysed. Distinctions are drawn between persuasive, logically good and materially good arguments. The focus is on well reasoned persuasive dialogue, and mistakes in persuasive reasoning. Topics include the point of an argument, strength of arguments, fallacious reasoning, relevance of reasons, and burden of proof.

**Politics and International Relations****Stage I****POLITICS 107G 15 Points****New Zealand Politics**

An introduction to understanding who governs New Zealand and in whose interests. Topics include national identity, institutions of government, leadership, voting and elections, the place of Māori within the political system, parties and political participation. The course draws on current research in NZ politics and provides knowledge that can be applied to a variety of careers, including law, business and public service.

**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.

**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.

**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*

**Samoa****Stage I****SAMOAN 101G 15 Points****Samoan Language 1**

Gives students an introduction to the structure of Samoan as well as allowing them to develop basic language skills in listening, speaking, reading and writing. 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: 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 in 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.

### Stage II

#### SCIGEN 201G 15 Points

##### Innovating in a Knowledge Society

Interdisciplinary examination of science innovation at policy, organisational and project levels including context, impacts and roles of business and research organisations, and ways innovations are presented and received. Case study analysis of the business environment including how innovation is both enabled and constrained in science-based organisations and society, and innovation strategies in science-based organisations.

### Stage III

#### SCIGEN 301G 15 Points

##### Engaging in a Knowledge Society

Addressing complex issues requires knowledge experts to engage with a variety of people. Solutions will be gained from collaborations that co-produce knowledge in transdisciplinary partnerships that lead to new ways of thinking. This course explores meaningful ways to engage with communities, and reassesses current ways of knowing and doing.

## 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.

## Spanish

### Stage I

#### SPANISH 104G 15 Points

##### Beginners' Spanish 1

Provides a solid grounding in the basic grammar and vocabulary of Spanish for beginners or near beginners,

emphasising communicative competence in the present tense. Develops speaking, listening, reading and writing skills, and prepares students at the A1 Level of the Common European Framework of Reference for Languages.

*Restriction: SPANISH 107. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

## 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.

## Sustainability

### Stage I

#### SUSTAIN 100G 15 Points

##### Sustainability and Us

What is sustainability? Discussion of what 'sustainability' means, its underpinning values, and the role individuals and organisations play in creating solutions. Students work in groups to investigate a sustainability issue on campus and design a solution, which they present via a film, poster, presentation or model. Examines sustainability issues – water and overpopulation.

## Theological and Religious Studies

### Stage I

#### THEOREL 101G 15 Points

##### The Bible and 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.

*Restriction: THEOLOGY 101, 101G*

**THEOREL 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: THEOLOGY 106, 106G*

**Tongan****Stage I****TONGAN 101G****15 Points****Tongan Language 1**

Gives students an introduction to the structure of Tongan as well as allowing them to develop basic language skills in listening, speaking, reading and writing. 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: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**Translation Studies****Stage I****TRANSLAT 100G****15 Points****Translation for Global Citizens**

Covers the foundations of translation and interpreting as an academic discipline and as a critically important communication enabler which serves a multicultural and multilingual society. The course is designed to equip monolingual students, as well as students with language skills, with the literacy in translation and interpreting increasingly needed to navigate today's globalised world and to detect and overcome communication gaps in diverse business and private contexts.

**Urban Planning****Stage I****URBPLAN 101G****15 Points****Introduction to Urban Planning**

An introduction to the city, urban planning and sustainability; professional roles, practices and ethics.

*Restriction: PLANNING 100G*

**Youth Work****Stage I****YOUTHWRK 152G****15 Points****Understanding New Zealand Youth**

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.

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## University Personnel

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| 873 | Officers of the University                 |
| 873 | The Council of the University              |
| 873 | The Senate of the University               |
| 874 | Deans                                      |
| 876 | Faculty of Arts                            |
| 881 | Faculty of Business and Economics          |
| 885 | Faculty of Creative Arts and Industries    |
| 887 | Faculty of Education and Social Work       |
| 891 | Faculty of Engineering                     |
| 895 | Faculty of Law                             |
| 896 | Faculty of Medical and Health Sciences     |
| 927 | Faculty of Science                         |
| 938 | Auckland Bioengineering Institute          |
| 939 | Liggins Institute                          |
| 940 | Academic Services                          |
| 940 | Alumni Relations and Development           |
| 941 | Auckland UniServices Limited               |
| 941 | Campus Life                                |
| 941 | Communications and Marketing               |
| 941 | Digital Services                           |
| 942 | Equity Office                              |
| 942 | Financial Services                         |
| 942 | Foundation Studies Programmes              |
| 942 | Human Resources                            |
| 943 | International Office                       |
| 943 | Libraries and Learning Services            |
| 943 | Office of Research Strategy and Integrity  |
| 943 | Organisational Performance and Improvement |
| 943 | Property Services                          |
| 944 | School of Graduate Studies                 |
| 944 | Office of the Vice-Chancellor              |
| 944 | Honorary Graduates                         |
| 945 | Honorary Fellows                           |
| 945 | Professores Emeriti                        |
| 948 | Distinguished Alumni                       |

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## UNIVERSITY PERSONNEL

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### Officers of the University

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#### Chancellor

Scott St John, BCom DipBus (*Term ends 31.12.19*)

#### Pro-Chancellor

Cecilia Tarrant, LLB Berk., BA LLB(Hons) (*Term ends 31.12.19*)

#### Vice-Chancellor

Stuart N. McCutcheon, BAgSc(Hons) PhD Massey (*until 15 March 2020*)

Dawn Freshwater, BA(Hons) Manc., PhD Nott. (*from 16 March 2020*)

#### Deputy Vice-Chancellor (Academic)

John Morrow, MA Cant., PhD York(Can.)

#### Deputy Vice-Chancellor (Research)

James B. Metson, BSc PhD Well., FNZIC, MAIME MRSNZ

#### Deputy Vice-Chancellor (Strategic Engagement)

Jennifer E. Dixon, MSc Cant., DPhil Waik., FNZPI

#### Deputy Vice-Chancellor (Operations) and Registrar

Adrienne Cleland, MBA Massey, CPA(Aust.) FFIN

#### General Counsel

Rebecca Ewert, LLB Otago, LLM Well., MBA

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### The Council of the University

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#### Officers

Scott St John, Chancellor, BCom DipBus (*Term ends 31.12.19*)

Cecilia Tarrant, Pro-Chancellor, LLM Berk., BA LLB(Hons) (*Term ends 31.12.19*)

Stuart N. McCutcheon, Vice-Chancellor, BAgSc(Hons) PhD Massey (*Ex officio until 15 March 2020*)

Dawn Freshwater, Vice-Chancellor, BA(Hons) Manc., PhD Nott. (*Ex officio from 16 March 2020*)

#### Appointed by the Minister of Education

Michael Daniell, BE(Hons) (*Term ends 31.12.19*)

Andrew Ferrier, BBA New Br., MBA C'dia (*Term ends 31.12.19*)

Rachael Newsome, BCA LLB Well. (*Term ends 31.03.23*)

Sir Ralph Norris, KNZM, HonBusD NSW, FNZIM (*Term ends 31.12.19*)

#### Māori Member

Amokura Kawharu, LLM Camb., BA LLB(Hons) (*Term ends 31.12.19*)

#### Elected Academic Staff Member

Alexandra Sims, LLB Otago, MComLaw (*Term ends 31.12.19*)

#### Elected Professional Staff Member

Catherine Dunphy, BPhEd Otago, DipTchg CCE, BA PGDipEd (*Term ends 31.12.19*)

#### Elected Student Member

George Barton (*Term ends 31.10.19*)

#### Alumnus of the University of Auckland

Cecilia Tarrant, LLM Berk., BA LLB(Hons) (*Term ends 31.12.20*)

#### Skills-based Appointees

Jan Dawson, BCom, FFIn FCA (*Term ends 31.12.19*)

Scott St John, BCom DipBus (*Term ends 31.12.19*)

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### The Senate of the University

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Chair: The Vice-Chancellor

Deputy Vice-Chancellor (Academic)

Deputy Vice-Chancellor (Research)

Deputy Vice-Chancellor (Strategic Engagement)

Pro Vice-Chancellor (Equity)

Pro Vice-Chancellor (Pacific)

Pro Vice-Chancellor (Māori)

All Distinguished Professors, Professors and Emeritus

Professors employed on 0.1 FTE or more

Academic Heads

Directors of Large-scale Research Institutes

Deans (*not being members of the Professorial staff*)

Director of Centre for Learning and Research in Higher Education

Director of Learning and Teaching

Director of Libraries and Learning Services

The two elected permanent members of Academic and Professional staff on Council, if not already members

Elected Members of the Sub-professorial staff (two each from the Faculties of Arts, Business and Economics, Education and Social Work, 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)

One additional position elected by the Faculty of Law and three additional members elected by the Faculty of Arts

President, Auckland University Students' Association and five student members (*nominated by Auckland University Students' Association*).

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## Deans

### Faculty of Arts

#### Dean

Robert Greenberg, BA Sarah Lawrence, MA PhD Yale

#### Deputy Dean

Gregory D. Booth, BMusEd Temple, MMus PhD Kent State

#### Associate Dean (Research)

Linda Bryder, DPhil Oxf. MA

#### Associate Dean (Students)

Vivienne Elizabeth, BA PhD Cant.

#### Associate Dean (Postgraduate)

Lisa Bailey, PhD Prin., MA

#### Associate Dean (International)

Bernadette Luciano, MA Stan., PhD Col.

#### Associate Dean (PBRF)

Alan France, BSc PhD Sheff.

#### Associate Dean (Teaching and Learning)

Lindsay Diggelmann, MA PhD

#### Assistant Dean (Students and Equity)

Caroline Blyth, MA St And., MA MTh PhD Edin.

#### Assistant Dean (Academic)

Jason Brown, MA Calif. State (Fresno), PhD Br.Col.

### Faculty of Business and Economics

#### Dean

Jayne Godfrey, MEcon Syd., PhD Qld.

#### Deputy Dean

Susan M. Watson, LLB(Hons) MJur

#### Associate Dean (Academic Programmes and International)

Susan S. Laurenson, MCom MA

#### Associate Dean (Postgraduate)

Maureen Benson-Rea, BA(Hons) Lanc., MBA Brun., PhD

#### Associate Dean (Research)

Snejina Michailova, MSc Univ. National World Economy, Sofia, PhD Copenhagen Bus. Sch.

#### Kaiarahi

Anahera Morehu, BMIM Te Whare Wananga-o-Raukawa

### Faculty of Creative Arts and Industries

#### Dean

Diane J. Brand, MAUD Harv., BArch PhD, AIA

#### Deputy Deans

Julia Gately, MArch Well., PhD Melb. (Semester Two)

Nuala Gregory, BA Ulster, PhD (Semester One)

#### Associate Dean (Academic)

David Lines, BMus MED PhD DipTchg

#### Associate Dean (Equity and Diversity)

Jon Bywater, BA(Hons) Cant.

#### Associate Dean (International)

Ralph Buck, BEd Newcastle(NSW), MA Sur., PhD Otago

#### Associate Dean (Postgraduate Engagement)

Nancy R. November, BMus(Hons) BSc MMus Well., MA PhD Cornell, LTCL

#### Associate Dean (Research)

Marian Macken, BSc(Arch) Syd., BLArch NSW, MArch(Res) Technol.Syd., PhD Syd.(Semester Two)

Nicholas Rowe, PhD Kent (Semester One)

#### Associate Deans (Teaching and Learning)

Paola Boarin, MSc PhD Ferrara (Semester Two)

Nicholas Rowe, PhD Kent (Semester One)

### Faculty of Education and Social Work

#### Dean

Mark Barrow, DipTchg ACE, MSc EdD

#### Deputy Dean and Te Tumu

Te Kawehau Hoskins, MA PhD

#### Associate Dean (Academic Transition)

Camilla Highfield, MFA RMIT, DipTchg ACE, EdD

#### Associate Dean and Head of Initial Teacher Education

Fiona Ell, DipTchg ACE, MA PhD

#### Associate Dean (Academic)

Rena Heap, BSc Well., DipTchg WCE, PGCertDigital Unitec, MEd PhD

#### Associate Dean (Teaching and Learning)

Gail Ledger, DipEd ACE, BED MedL(Auck)(Hons)

#### Associate Dean International

...

#### Associate Dean (Pasifika)

Jacoba Matapo, BED MedL Auck.UT

#### Associate Dean (Postgraduate)

Gavin T. L. Brown, BEDTESL C'dia, MEd Massey, PhD

#### Associate Dean (Research)

Aaron Wilson, BA(Hons) Waik., DipTchg(Sec) ACE, MEd PhD

#### Associate Dean (Students)

...

### Faculty of Engineering

#### Dean

Nicolas Smith, MA Oxf., BE(Hons) PhD, FEngNZ FRSNZ

#### Deputy Deans

Bryony J. James, BEng(Hons) Bath, PhD, FEngNZ, MRSNZ

Gerard B. Rowe, ME PhD, FEngNZ, MIEEE MIET

#### Associate Dean Postgraduate (Research)

Richard Clarke, MMath PhD Nott.

#### Associate Dean Postgraduate (Taught)

Garry Miller, BSc(Hons) Durh., MBA Leeds, PhD, FICE, MEngNZ, MStructE, MAPM, PMP, CEng(UK)

#### Associate Dean (Research)

Mark Battley, BE PhD

**Associate Dean (Teaching and Learning)**

Peter Bier, BSc *Waik.*, ME PGCertAcadPrac

**Associate Dean (Undergraduate)**

Michael A. Hodgson, BE PhD

**Associate Dean (International)**

Partha S. Roop, BE *Anna*, MTech IIT *Kharagpur*, PhD *NSW*

**Faculty of Law****Dean**

Penelope Mathew, BA(Hons) LLB *Melb.*, LLM JSD *Col.*

**Deputy Dean**

Warren Swain, BA BCL DPhil *Oxf.*

**Associate Dean (Academic)**

Bronwyn Davies, MM *Macq.*, LLB

**Associate Dean (Equity)**

Carrie Leonetti, JD *Harv.*, AB *Michigan*

**Associate Dean (International and Postgraduate)**

Christopher Noonan, LLB PhD

**Associate Dean (Māori) and Tumuaki**

...

**Associate Dean (Pasifika)**

Treasa Dunworth, LLM *Harv.*, LLB(Hons)

**Associate Dean (Research)**

...

**Associate Dean (Teaching and Learning)**

Robert Batty, BA LLB

**Assistant Dean (Academic)**

Scott Optican, BA *Calif.*, MPhil *Camb.*, JD *Harv.*

**Assistant Dean (Research)**

Vincent Cogliati-Bantz, LLM *Miami*, LLM PhD *Geneva*

**Faculty of Medical and Health Sciences****Dean**

John Fraser, BSc(Hons) *Well.*, PhD, FRSNZ

**Deputy Dean**

Alan F. Merry, ONZM, MBChB *Z'bwe*, MRCS *Eng.*, LRCP *Lond.*, DipObst, FANZCA FFPMANZCA FRCA HonFFFLM FCHSM FRSNZ

**Tumuaki, Deputy Dean (Māori)**

M. J. Papaarangi Reid, DipComH *Otago*, BSc MBChB DipObst, FNZCPHM FRACS

**Associate Dean (Academic)**

Bridget Kool, BHSc *Auck.UT*, MPH PhD, FCNA(NZ), RN

**Associate Dean (Equity)**

Trecia Wouldes, MA PhD

**Associate Dean (Postgraduate)**

Trevor Sherwin, BSc(Hons) PhD *Kent*

**Associate Dean (Research)**

Andrew N. Shelling, BPhEd BSc(Hons) PhD *Otago*

**Assistant Dean, Waitemata**

Martin J. Connolly, MBBS(Hons) MD *Newcastle(UK)*, FRCP FRACP

**Assistant Dean, South Auckland**

Andrew G. Hill, MBChB MD EdD, FACS FRACS

**Assistant Dean, Waikato**

Michael Jameson, MBChB PhD, FRACP FRCPEd

**Faculty of Science****Dean**

John G. Hosking, BSc PhD, FRSNZ, Mem.IEEE

**Deputy Dean**

Douglas Elliffe, BSc PhD

**Associate Dean (Academic)**

Duncan J. McGillivray, BSc(Hons) *ANU*, DPhil *Oxf.*, BA BSc, MNZIC MRSC MRACI CChem

**Associate Dean (Diversity and Inclusivity)**

Frédérique Vanholsbeeck, Lic Phys PhD *Université Libre de Bruxelles*

**Associate Dean (Doctoral)**

Vivien Kirk, PhD *Camb.*, MSc, FNZMS

**Associate Dean (International)**

Sebastian Link, MSc *TU Clausthal*, PhD *Massey*, DSc

**Associate Dean (Masters and Postgraduate Taught)**

Jean-Christophe Gaillard, Maitrise *Joseph Fourier-Grenoble*, PhD *Savoie*

**Associate Dean (Pacific)**

Sina R. Greenwood, MSc PhD

**Associate Dean (Research)**

Jan Lindsay, Dr. rer. nat. *Giessen*, MSc

**Associate Dean (Strategic Projects)**

David J. Hayward, BA *Lanc.*, MSc PhD *Penn. State*

**Associate Dean (Sustainability)**

Gillian Lewis, BSc(Hons) PhD *Otago*

**Associate Dean (Teaching and Learning)**

Julia C. Novak, MMath *Salf.*, PhD *Lond.*

**School of Graduate Studies****Dean**

Caroline Daley, BA(Hons) PhD *Well.*

**Deputy Dean**

Jan Cronin, BA(Hons) *Trinity(Dub.)*, PhD *Leeds*

## Faculty of Arts

*Dates given are those of taking up employment. Where degrees and diplomas are shown without the name of the awarding university, the university is Auckland. ◇ Denotes a part-time, permanent appointment.*

### Faculty Management Team

#### Dean

Robert Greenberg, BA Sarah Lawrence, MA PhD Yale

#### Deputy Dean

Gregory D. Booth, BMusEd Temple, MMus PhD Kent State

#### Associate Dean (Research)

Linda Bryder, DPhil Oxf., MA

#### Associate Dean (Students)

Vivienne Elizabeth, BA PhD Cant.

#### Associate Dean (Postgraduate)

Lisa Bailey, PhD Prin., MA

#### Associate Dean (International)

Bernadette Luciano, MA Stan., PhD Col.

#### Associate Dean (PBRF)

Alan France, BSc PhD Sheff.

#### Associate Dean (Teaching and Learning)

Lindsay Diggelmann, MA PhD

#### Assistant Dean (Students and Equity)

Caroline Blyth, MA St And., MA MTh PhD Edin.

#### Assistant Dean (Academic)

Jason Brown, MA Calif. State (Fresno), PhD Br.Col.

#### Director of Faculty Operations

Martin Shepherd, BA(Hons) Sheff., MA Open(UK)

#### Director of Faculty Finance

Gary Patterson, BCom

#### Executive Assistant to Dean

Sheryl Hitchcock

### Centre of Research Excellence

#### Ngā Pae o te Māramatanga

##### Co-Directors

Linda Waimarie Nikora, MSocSci DPhil Waik.

Jacinta Ruru, BA Well., LL.M Otago, PhD Vic.(BC)

### Research Units, Centres and Institutes

#### Centre of Methods and Policy Application in the Social Sciences (COMPASS)

##### Director

Barry Milne, BA(Hons) MSc Otago, PhD Kings (Lond.)

#### The Europe Institute

##### Director

Maartje M. Abbenhuis, BA(Hons) PhD Cant.

### New Zealand Centre for Latin American Studies

#### Director

Walescka Pino-Ojeda, MA PhD Wash. (Seattle)

### Public Policy Unit

#### Director

Jennifer Curtin, MA Waik., PhD ANU

### Research Centre for Germanic Connections with New Zealand and the Pacific

#### Directors

James J. D. N. Bade, MA Well., DrPhil Zurich

Nicole Perry, MA McG., PhD Tor.

#### Honorary Research Fellow

James Braund, MA PhD

### Schools

#### School of Cultures, Languages and Linguistics

##### Heads of School

Bernadette Luciano, MA Stan., PhD Col.

##### Deputy Head of School (Academic)

Wayne P. Lawrence, MA Tokyo Foreign, PhD Tsukuba

##### Deputy Head of School (Postgraduate)

Tan Bee Tin, MA Lond., PhD Chichester

##### Deputy Head of School (Research)

Christine R. Arkinstall, MA Oviedo, BA PhD

##### Deputy Head of School (Teaching and Learning)

Deborah Walker-Morrison, DU Paris VIII, MA PhD

### Applied Language Studies and Linguistics

#### Professors of Applied Language Studies

2001 Gary Barkhuizen, BA(Hons) HDE Rhodes, MA Essex, EdD Col.

2008 Martin East, BA(Hons) MA Lond., PGCE W.Lond. IHE, PhD

#### Associate Professors in Applied Language Studies

◇2004 Michael Barlow, BSc Liv., MSc Salf., PhD Stan.

1998 Helen Basturkmen, BA Lond., MSc METU, Dip Tefla PhD Aston

2004 Tan Bee Tin, MA Lond., PhD Chichester

#### Senior Lecturers in Applied Language Studies

2014 Louisa Buckingham, MA Macq., MA Salamanca, PhD Granada, PGDipTranslation Valladolid

2000 Rosemary Wette, DipTchg DipSLT Massey, MA PhD

#### Senior Tutor in Applied Language Studies

2007 Neil Matheson, MAT SIT, BA

**Professor of Linguistics**

2008 Yan Huang, MA *Nanking*, PhD *Camb.*, DPhil *Oxf.*

**Associate Professor in Linguistics**

2010 Jason Brown, MA *Calif. State (Fresno)*, PhD *Br. Col.*

**Lecturer in Linguistics**

2018 Saurov Syed, MA *MPhil Hyd.*, MA PhD *Calif.*

**Professional Teaching Fellows**

2007 Keith Montgomery, MA PhD

2007 Lizzy Roe, MSc *Edin.*

2001 John Tomlins, BA *SW England*, MEd *Manc.*

1999 Martin White, MEdTESOL *Temple*, PGDipTESOL *Sheff.Hallam*

**Honorary Research Fellows**

Liliya Gorelova, MA *Novosibirsk*, PhD *Moscow Inst.*

Bronwen Innes, MA *Well.*, PhD

John Kupchik, MA PhD *Hawaii*

Marilyn Lewis, Lic.es Lettres *Besançon*, MA *Melb.*, DipTchg

**Asian Studies****Professor of Chinese**

1993 Paul Clark, AM PhD *Harv.*, MA

**Senior Lecturers in Chinese**

2013 Karen Huang, BSc *Nat. Taiwan*, MA PhD *Hawaii*

2014 Melissa Inouye, MA PhD *Harvard*

**Lecturer in Chinese**

2017 Danping Wang, MA *Renmin*, EdD *EdUHK*

**Professional Teaching Fellow in Chinese**

◇1988 Nora Yao Xu, BA *Shanghai*, MA

**Senior Tutor in Chinese**

◇2003 Margaret Lee, BCA *Well.*, MA

**Professor of Japanese**

◇2013 Mark R. Mullins, BA *Alabama*, MCS *Regent*, PhD *MCM.*

**Senior Lecturers in Japanese**

1987 Wayne P. Lawrence, MA *Tokyo Foreign*, PhD *Tsukuba*

2001 Harumi Minagawa, BA *Tsuda*, MA PhD *ANU*

◇2002 Ellen Nakamura, BA(Hons) *ANU*, MEd *Tokyo Gakugei*, PhD *ANU*

1998 Rumi Sakamoto, MA PhD *Essex*

**Professional Teaching Fellow in Japanese**

◇2011 Michiyo Mori, BA *Tsuda*, MA

**Senior Tutors in Japanese**

◇1992 Chako Amano, BA *Waseda*

◇1998 Reiko Kondo, BEd *Shinshu*, MA

**Senior Lecturers in Korean**

2002 Changzoo Song, BA *Kookmin*, MA *Hankuk UFS*, PhD *Hawaii*

1989 Inshil Choe Yoon, MA *Seoul National*, PhD

2014 Mi Yung Park, MA PhD *Hawaii*

**Honorary Research Fellow**

Irene Lee, BA(Hons) *PhD*

**Postdoctoral Fellow**

Xiaowen Yang, MA *Shandong*, PhD

**European Languages and Literatures****Professor in French**

2001 T. M. Adams, BA *Minn.*, MA *Texas*, PhD *Johns Hopkins*

**Associate Professor in French**

2002 Deborah Walker-Morrison, DU *Paris VIII*, MA PhD

**Senior Lecturer in French**

2005 Trudy Agar, MA *Waik.*, PhD/DNR *Auck./Paris*

**Professional Teaching Fellow in French**

2012 Viviane Lopes, MA *Denis Diderot Paris VII*

**Senior Lecturers in German**

2017 Diana Feick MA, PhD *Leipzig*

2016 Nicole Perry, MA *McG.*, PhD *Tor.*

2005 Stephan Resch, MA PhD

**Lecturer in German**

◇2018 Kai-Uwe Hoffmann, MEd PhD *Humboldt*

**Professor in Italian**

1994 Bernadette Luciano, MA *Stan.*, PhD *Col.*

**Senior Lecturer in Italian**

1997 Daniela Cavallaro, Laurea *Rome*, DipFilHis *Salamanca*, MA *Ohio*, PhD *Northwestern*

**Professional Teaching Fellow in Italian**

1993 Gabriella Brussino, MA

**Prince of Asturias Professor of Spanish and Latin American Studies**

◇2010 José Colmeiro, MA *SUNY*, PhD *UC Berk.*

**Professor of Spanish and Latin American Studies**

1987 Christine R. Arkinstall, MA *Oviedo*, BA PhD

**Associate Professors in Spanish and Latin American Studies**

2009 Carlos Eduardo Piñeros, MA PhD *Ohio State*

1996 Walescka Pino-Ojeda, MA PhD *Wash. (Seattle)*

**Senior Lecturers in Spanish and Latin American Studies**

1994 Kathryn Lehman, BA *Ill.*, PhD *Pitt.*

1994 Wendy-Llyn Zaza, MA PhD

**Associate Professor in Translation and Interpretation**

2016 Minako O'Hagan, MA PhD *Well.*

**Senior Lecturer in Translation and Interpretation**

2007 Vanessa Enríquez Raído, MA *Madrid*, PhD *Barcelona*

**Honorary Academics**

Mark Amsler, BA *Johns Hopkins*, PhD *Ohio State*

Jean Jacques Courtine, MA MSc *Grenoble III*, PhD *Paris X-Nanterre*

Franco C. A. Manai, Laurea *Pisa*, PhD *Brown*

Mark S. Swift, BA *Iowa*, MA PhD *Bryn Mawr*

**Honorary Research Fellows**

James Braund, MA PhD

Roberto J. Gonzalez-Casanovas, MA MTS PhD *Harv.*

Mike Hanne, BA *Oxf.*

Friedrich Voit, DrPhil *Saarbrücken*, DrPhil habil *Siegen*

## School of Humanities

### Head of School

Malcolm Campbell, BA(Hons) PhD NSW

### Deputy Head of School (Academic)

...

### Deputy Head of School (Postgraduate)

Nicholas J. Thompson, BA(Hons) MTh Otago, MA Br. Col., PhD Glas., DipLib Well., DipGrad Otago

### Deputy Head of School (Research)

...

### Deputy Head of School (Teaching and Learning)

Patrick Girard, BA McG., PhD Stan.

## Art History

### Associate Professors

- ◇1973 Leonard B. Bell, DipArtHist Edin., BA PhD
- 2002 Erin Griffey, MA PhD Courtauld Inst.
- 2010 Gregory Minissale, MSc City(UK), MA PhD Lond.

### Senior Lecturers

- 1997 Ngarino Ellis, LLB MA PhD
- 1997 Caroline Vercoe, MA PhD
- 1977 Robin L. Woodward, PhD Edin., DipTchg ATC, MA

### Marti Friedlander Lecturer in Photographic Practices and History

- 2019 Sophia Powers, BA Stan., MA Col., PhD UCLA

## Classics and Ancient History

### Associate Professors

- ◇2004 Lisa Bailey, PhD Prin., MA
- 1987 Marcus J. Wilson, BA LLB Tas., MA Tor., PhD Monash

### Senior Lecturers

- 2008 Jeremy Armstrong, BA New Mexico, MLitt PhD St And.
- 1990 Dougal J. Blyth, BA Otago, PhD Northwestern, MA
- 2003 Jennifer Hllum, MA PhD Tor.
- 2012 Maxine Lewis, BA(Hons) Newcastle(NSW), PhD Syd.

### Professional Teaching Fellow

- ◇2018 Alecia Bland, MA

### Research Fellow

- ◇2018 Justin Pigott, PhD Aust.Cath., MA

## English, Drama and Writing Studies

### University Distinguished Professor

- 1980 Brian D. Boyd, MA Cant., PhD Tor, FNZAH FRSNZ

### Professors

- 2006 Tom Bishop, BA(Hons) Melb., PhD Yale
- 2014 Erin G. Carlston AB Harv., DEA Sorbonne, MA PhD Stan.
- ◇1991 Michele Leggott, MNZM, MA Cant., PhD Br.Col.
- 2006 Lisa Samuels, BA N.Carolina, MA PhD Virginia
- ◇1987 Joanne C. Wilkes, BA(Hons) Syd., DPhil Oxf.

### Associate Professors

- 1988 Alex Calder, MA PhD
- ◇2015 Paula Morris, MNZM, MA Well., MFA Iowa, DPhil York
- 2005 Selina Tusitala Marsh, ONZM, MA PhD

### Senior Lecturers

- 2005 Jan Cronin, BA(Hons) Trinity(Dub.), PhD Leeds
- 2010 Rina Kim, MA UCD, PhD Warw.
- 1991 Claudia Marquis, BA C'dia., MA McM., PhD
- 1994 Eluned Summers-Bremner, BA Waik., MA Otago, PhD Cant.
- 1991 Sophie E. Tomlinson, BA(Hons) Well., PhD Camb.
- 2014 Emma Willis, MA PhD

### Lecturer

- 2012 Anna Boswell, BA(Hons) Cant., PhD

### Senior Tutor

- 2007 Nina Nola, MA PhD

### Professional Teaching Fellows

- ◇2018 Sparkle Gibbs, MA PhD
- 1993 Stephanie Wyatt, MA DipTchg
- 2015 Agnieszka Zabicka, MA Jagiellonian, PGDipArts PhD

## History

### Professors

- 1988 Linda Bryder, DPhil Oxf., MA
- 2009 Jonathan Scott, BA(Hons) Well., PhD Camb.

### Associate Professors

- 2003 Maartje M. Abbenhuis, BA(Hons) PhD Cant.
- ◇2004 Lisa Bailey, PhD Prin., MA
- 1992 Malcolm Campbell, BA(Hons) PhD NSW
- 1993 Caroline Daley, BA(Hons) PhD Well.
- 2003 Jennifer Frost, BA Calif., MA Davis, PhD Wisconsin-Madison
- 1997 Kim Phillips, BA(Hons) Melb., DPhil York(UK)

### Senior Lecturers

- 2008 Felicity Barnes, BA PhD DipMgt
- ◇2007 Lindsay Diggelmann, MA PhD
- 2006 Aroha Harris, MPhil Massey, PhD
- ◇2002 Ellen Nakamura, BA(Hons) ANU, MEd Tokyo Gakugei, PhD ANU
- 1999 Paul Taillon, BA Northwestern, PhD Wis.
- 1999 Joseph Zizek, BSc BA Alta., MA CPhil PhD Berk.

### Senior Tutor

- ◇2004 Sara Buttsworth, BA(Hons) PhD W.Aust.

## Museums and Cultural Heritage

### David and Corina Silich Associate Professor

- 2006 Linda Tyler, MA Cant.

## Philosophy

### University Distinguished Professor

- 1983 Stephen J. Davies, MA Monash, PhD Lond., FNZAH FRSNZ

### Professors

- 1981 John C. Bishop, BA ANU, PhD Camb.

- 1993 Gillian Brock, BSc BA(Hons) *Cape Town*, MA PhD *Duke*  
 1993 Tim Dare, PhD *Alta.*, BA LLB MJur  
 2012 Timothy P. Mulgan, BA(Hons) *Otago*, DPhil *Oxf.*

**Associate Professors**

- 1994 Christopher J. Martin, MA *Sus.*, PhD *Prin.*  
 1995 Robert L. Wicks, BA *Michigan State*, MA PhD *Wis.*

**Senior Lecturers**

- 2008 Patrick Girard, BA *McG.*, PhD *Stan.*  
 2015 Emily C. Parke, BA *Reed*, PhD *Penn.*  
 2008 Matheson Russell, BA *Syd.*, PhD *NSW*, DipTh *Oxf.*  
 1999 Jeremy M. Seligman, BA *Oxf.*, PhD *Edin.*

**Lecturer**

- 2018 Raamy Majeed, MA *Otago*, PhD *Syd.*

**Professional Teaching Fellow**

- 2018 Andrew Withy, MA PhD

**Senior Tutor**

- ◇2006 Vanya Kovach, MA PhD

**Theological and Religious Studies****Maclaurin Goodfellow Professor in Theological and Religious Studies**

- 2018 Joseph Bulbulia, BA *Holy Cross*, MTS *Harv.*, MA PhD *Prin.*

**Professor**

- ◇2013 Mark R. Mullins, BA *Alabama*, MCS *Regent*, PhD *MCM.*

**Senior Lecturers**

- 2011 Caroline Blyth, MA *St And.*, MA MTh, PhD *Edin.*  
 2009 Nicholas J. Thompson, BA(Hons) MTh *Otago*, MA *Br.Col.*, PhD *Glas.*, DipLib *Well.*, DipGrad *Otago*

**Mildred Weissman Professional Teaching Fellow**

- ◇2018 Orna Weinroth, BA *Sarah Lawrence*, PhD *George Wash.*

**School of Māori Studies and Pacific Studies (Te Wānanga o Waipapa)****Heads of School**

- Tracey McIntosh, MNZM, MA PhD  
 Jemaima Tiatia-Seath, MA DPH PhD

**Māori Studies****University Distinguished Professor of Māori Studies and Anthropology**

- 1973 Anne Salmond, DBE, CBE, PhD *Penn.*, MA, FRSNZ FNAH FBA

**Professors**

- 1999 Tracey McIntosh, MNZM, MA PhD  
 1988 Margaret S. Mutu, BSc MPhil PhD  
 2017 Linda Waimarie Nikora, MSocSci DPhil *Waik.*

**Senior Lecturers**

- 2017 Daniel Hikuroa, MA PhD  
 2007 Arapera Ngaha, MA PhD  
 2003 Hone Sadler, MMM *Te Wānanga-o-Raukawa*

**Lecturer**

- 2013 Tiopira McDowell, MA PhD

**Professional Teaching Fellows**

- 2015 Jennifer Martin, MA PhD  
 2012 Paora Sharples, BA

**Honorary Research Fellow**

- Dante G. Bonica

**Pacific Studies****Associate Professor in Pacific Studies**

- 2012 Damon Salesa, DPhil *Oxf.*, MA

**Senior Lecturers in Pacific Studies**

- 2000 Melani Anae, QSO, MA PhD  
 1996 Melenaita Taumoeofolau, BA GCED *S.Pac.*, MA *Wales*, PhD  
 2017 Jemaima Tiatia-Seath, MA DPH PhD  
 2016 Lisa Uperesa, BA *UC Berk.*, MA PhD *Columbia*

**Lecturer**

- 2018 Marcia Paula Leenen-Young, MA PhD

**Te Tomokanga Post-Doctoral Fellow**

- 2019 Patrick Saulmatino Thomsen, MA *Seoul NU*, PhD *Wash. (Seattle)*

**Honorary Research Professor in Pacific Studies**

- Richard M. Moyle, LTCL, MA PhD

**School of Social Sciences****Head of School**

- Simon Holdaway, MA *Otago*, PhD *Penn.*

**Deputy Head of School (Academic)**

- Stephen Winter, BA *Br.Col.*, MA *Dal.*, DPhil *Oxf.*

**Deputy Head of School (Postgraduate)**

- Luke Goode, BA(Hons) PhD *Nott. Trent*

**Deputy Head of School (Research)**

- Carisa R. Showden, AB *Syracuse*, MA PhD *N. Carolina*

**Deputy Head of School (Teaching and Learning)**

- Katherine Smits, BA(Hons) BJur *W.Aust.*, MPhil *Camb.*, PhD *Cornell*

**Anthropology****Professors**

- 1996 Melinda S. Allen, BA *Ariz.*, MA *Hawaii*, PhD *Wash. (Seattle)*  
 1993 Gregory D. Booth, BMusEd *Temple*, MMus PhD *Kent State*  
 1999 Simon Holdaway, MA *Otago*, PhD *Penn.*  
 1993 Thegn N. Ladefoged, BA *UCSB*, MA PhD *Hawaii*  
 1998 Judith H. Littleton, BA(Hons) *Syd.*, MA PhD *ANU*  
 1991 Peter J. Sheppard, BA *Wat.*, MA PhD *Tor.*

**Associate Professors**

- 2012 Ethan Cochrane, MA PhD *Hawaii*  
 2003 Susanna Trnka, BA *Berk.*, PhD *Prin.*

**Senior Lecturers**

- 2002 Mark Busse, MA *Chic.*, PhD *Calif.*  
 1995 Christine Dureau, MA *Monash*, PhD *Macq.*  
 2000 Bruce Floyd, MA *San Francisco State*, PhD *Oregon*

- 1998 Phyllis Herda, BA Ariz., PhD ANU, MA  
 2011 Sun Hee Koo, MA NYU, PhD Hawaii  
 2010 Nicholas Malone, BA Colorado, PhD Oregon  
 2016 Rebecca Phillips, MA PhD  
 2000 Kirsten Zemke, MA PhD

**Lecturer**

- 2014 Heather Battles, BA Well., MA PhD McM.

**Professional Teaching Fellow**

- 2018 Alex Pavlotski, BA(Hons), PhD La Trobe

**Senior Research Fellow Conservation**

- 1986 Dilys A. Johns, MA, ICCROM, CCI, NZCCM

**Honorary Research Fellows**

- Matthew Campbell, MA Otago, PhD Syd.  
 Louise Furey, MA DSc  
 Claudia Gross, MA FU Berlin, MPsychotherapy  
 GradDipPsychosocialSt Auck.UT, PhD Manc.  
 Jane Horan, MA PhD  
 Jennifer Huebert, MA PhD  
 Bon-Giu Koo, BBusAdmin Sungkyunkwan, MA Hanyang,  
 PhD  
 Sasha Maher, BA(Hons) MA Well., PhD  
 Alex Morrison, MA PhD Hawaii  
 Kathryn Scott, MA PhD

**Honorary Professorial Research Fellows**

- Harry R. Allen, BA Syd., PhD ANU  
 Judith W. Huntsman, MA Brown, PhD Bryn Mawr  
 Maureen A. Molloy, BEd MA Br.Col., PhD Tor.  
 Juliet K. Park, MA PhD Otago  
 Cris Shore, BA(Hons) Oxf. Brookes, PhD Sus.  
 Douglas Sutton, MA PhD Otago

**Development Studies****Professor**

- 2014 Andreas Neef, MSc PhD Hohenheim

**Associate Professor**

- 2004 Yvonne J. Underhill-Sem, MA Hawaii, PhD Waik.

**Senior Lecturer**

- 2015 Jesse Hession Grayman, MA MPH Michigan, PhD  
 Harv.

**Honorary Research Fellows**

- Evelyn Masters, MA PhD  
 Chanrith Ngim, BEd TEFL, MA PhD Nagoya  
 Chapika Sangkapitux, MSc NIDA, PhD Monash

**Media and Communication****Professors**

- 1993 Annie Goldson, ONZM, BSc Otago, MA NYU, DipJ  
 Cant., PhD  
 1992 Laurence Simmons, PhD Well., MA

**Associate Professors**

- 2012 Neal Curtis, BA(Hons) E.Lond., MA Nott., PhD  
 Nott. Trent  
 2001 Luke Goode, BA(Hons) PhD Nott. Trent  
 1998 Shuchi Kothari, MA Pune, MA PhD Texas-Austin  
 2013 Jake Mahaffy, BFA RISD, MFA SAIC  
 2001 Sarina Pearson, BA Calif., MAVA S.Calif., PhD  
 1997 Nabeel Zuberi, BA(Hons) Nott., MA Michigan-  
 Ann Arbor, PhD Texas-Austin

**Senior Lecturers**

- 2010 Allan Cameron, BA(Hons) MA Otago, PhD Melb.  
 ◇2012 Brendan Donovan, BA BCom Otago, MA  
 2003 Xuelin Zhou, MA Guangzhou, MA Warwick, PhD

**Lecturer**

- 2017 Ethan Plaut, BA MSJ Northwestern, MA PhD  
 Stan.

**Senior Tutor**

- 1995 Margaret Henley, MA Well., PhD DipBrC DipTchg

**Professional Teaching Fellows**

- 2007 Peter Simpson, MA  
 2018 Jenny Stuemer, MA PhD

**Politics and International Relations****Professors**

- 2009 Gerald Chan, MA Kent, PhD Griff.  
 2006 Jennifer Curtin, MA Waik., PhD ANU  
 2002 John Morrow, MA Cant., PhD York(Can.)  
 1992 Martin Wilkinson, MA DPhil Oxf.

**Associate Professors**

- 1972 J. Stephen Hoadley, BSc Purdue, MA Calif.  
 State, PhD Calif.  
 2006 Jennifer Lees-Marshment, MA Manc., PhD Keele  
 2004 Katherine Smits, BA(Hons) BJur W.Aust., MPhil  
 Camb., PhD Cornell

**Senior Lecturers**

- 2014 Maria Armoudian, BA SW Oklahoma State, PhD  
 S.Calif.  
 2013 Thomas Gregory, BA(Hons) Sheff., MSc Aber.,  
 PhD Manc.  
 2002 Geoffrey Kemp, MA MPhil PhD Camb.  
 2013 Julie MacArthur, BA Wat., MA Br.Col., PhD  
 S.Fraser  
 2013 Stephen Noakes, BA(Hons) Qu., MA Br.Col., PhD  
 Qu.  
 2012 Christopher Wilson, MA PhD ANU  
 2007 Stephen Winter, BA Br.Col., MA Dal., DPhil Oxf.

**Lecturers**

- 2019 Lara Greaves, BA(Hons) MSc PhD  
 2019 Fabio Scarpello, MA PhD Murd.

**Professional Teaching Fellow**

- 2018 Timothy Fadgen, BA Mass., MA Syracuse, JD  
 Maine, PhD

**Honorary Research Fellows**

- Joseph B. Atkinson, MA Cant., PhD Yale  
 Rt. Hon. Jonathan Hunt, ONZ, MA

**Quantitative Social Sciences****Senior Research Fellows**

- 2008 Barry Milne, BA(Hons) MSc Otago, PhD Kings  
 (Lond.)  
 2015 Nichola Shackleton, BSc(Hons) Bangor, MRes  
 PhD UC Lond.

**Senior Research Fellow**

- 1986 Roy Lay-Yee, MA

**Research Fellow**

- 2015 Stephanie D'Souza, BSc(Hons) PhD

## Social Science for Public Health

### Professional Teaching Fellow

2012 Tara Michelle Coleman, MA PhD

## Sociology and Criminology

### Professor of Sociology

2010 Alan France, BSc PhD *Sheff.*

### Associate Professors of Criminology

2010 James Oleson, MPhil PhD *Camb.*, JD *Berk.*

2016 Tamasailau Suaalii-Sauni, BA LLB MA PhD

### Associate Professors in Sociology

2012 Avril Bell, PhD *Massey*, BA

2000 Vivienne Elizabeth, BA PhD *Cant.*

2005 Louise Humpage, MA *Cant.*, PhD *Massey*

2011 Campbell Jones, BA MCom *Otago*, PhD *Keele*

2000 Steve Matthewman, MA PhD

### Senior Lecturers in Sociology

2008 Bruce M. Z. Cohen, BSc(Hons) *Tees.*, MSc *Hudd.*, PhD *Brad.*

2009 Ciara Cremin, MA PhD *Leeds*

2011 David Mayeda, MA PhD *Hawaii (Manoa)*

2011 Manuel Vallee, MA PhD *UC Berk.*

### Senior Lecturers in Criminology

2013 Ronald Kramer, BA *La Trobe*, MA MPhil PhD *Yale*

2012 Alice Mills, BA(Hons) MSc PhD *Cardiff*

2013 Robert Webb, MA PhD

### Senior Lecturer in Sociology and Gender Studies

2015 Carisa R. Showden, AB *Syracuse*, MA PhD *N. Carolina*

### Lecturer in Criminology

2015 Claire Meehan, BSc(Hons) *Ulster*, MSSc *Belf.*, PhD *Ulster*, PGCE *Belf.*

### Te Tomokanga Postdoctoral Fellow

2019 Simon Barber, MA PhD *Lond.*, PGDip *Raukawa*, BA(Hons)

### Honorary Research Fellow in Criminology

Nicholas Gilmour, MA *W'gong.*, DCrimJ *Portsmouth*

### Honorary Research Fellows in Sociology

Claudia Bell, BA *Massey*, MA PhD

Sue Bradford, MA PhD

Ritu Parna Roy, MA *Rajsh.*, MA PhD

Catherine West-Newman, MA *Lond.*, MA PhD

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## Faculty of Business and Economics

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*Dates given are those of taking up employment. Where degrees and diplomas are shown without the name of the awarding university, the university is Auckland. ◇ Denotes a part-time, permanent appointment.*

## Faculty Management Team

### Dean

Jayne Godfrey, MEcon *Syd.*, PhD *Qld.*

### Deputy Dean

Susan M. Watson, LLB(Hons) MJur

### Associate Dean (Academic Programmes and International)

Susan S. Laurenson, MCom MA

### Associate Dean (Postgraduate)

Maureen Benson-Rea, BA(Hons) *Lanc.*, MBA *Brun.*, PhD

### Associate Dean (Research)

Snejina Michailova, MSc *Univ. National World Economy, Sofia*, PhD *Copenhagen Bus. Sch.*

### Kaiarahi

Anahera Morehu, BMIM *Te Whare Wananga-o-Raukawa*

### Director of First Year Studies

Douglas G. Carrie, BCom *Br.Col.*, MBA *Thunderbird*, PhD *Lond.*

### Director of Teaching and Learning

Douglas G. Carrie, BCom *Br.Col.*, MBA *Thunderbird*, PhD *Lond.*

### Director of Faculty Operations

Steven McLean, MBA *Henley*, CA

## Research Units, Centres and Institutes

### Mira Szászy Research Centre for Māori and Pacific Economic Development

#### Director

Carla Houkamau, BA(Hons) BCom PhD

#### Senior Research Fellow

2018 Billie Jane Lythberg, MA PhD GradDipArts

## New Zealand Asia Institute

#### Director

Natasha Hamilton-Hart, BA(Hons) *Otago*, MA PhD *Cornell*

#### Associate Director

Christina Stringer, MSc *Brigham Young*, PhD

#### Research Fellow and Programme Officer

Xin Chen, MA *Peking*, MA PhD *Hawaii*

#### Director, China Studies Centre

Antje Fiedler, Dipl.-Kffr. *Giessen*, PhD

#### Director, Japan Studies Centre

Mark R. Mullins, BA *Alabama*, MCS *Regent*, PhD *McM.*

#### Director, Korea Studies Centre

Yuri Seo, MCom PhD

#### Director, Southeast Asian Studies Centre

Natasha Hamilton-Hart, BA(Hons) *Otago*, MA PhD *Cornell*



## Schools and Departments

### Accounting and Finance

#### Head of Department

Norman Wong, MCom PhD, FCA

#### Group Services Team Leader

Herena Newall, GradDipBus

#### Professors of Accounting

2004 Steven Cahan, BA *Vanderbilt*, MBA *Kansas*, PhD *Colorado*, FCA

1992 Jilnaught Wong, MCom PhD, FCA FCPA

1992 Norman Wong, MCom PhD, FCA

#### Professor of Auditing

2000 David Hay, BCom *Otago*, MCM *Lincoln(NZ)*, PhD, FCA

#### Research Professor of Accounting

2006 W. Robert Knechel, BS *Delaware*, PhD *N.Carolina*

#### Professor of Accounting Information Systems

2019 Kevin Dow, BS *N.Carolina State*, MBA *St. Thomas*, PhD *S.Carolina*

#### Professors of Finance

2008 Henk Berkman, MEcon PhD *Rotterdam*

2010 Dimitri Margaritis, MA PhD *SUNY (Buffalo)*

#### Professors of Management Accounting

2016 Charl de Villiers, MBA DCom *Pret.*, CA

1987 A. P. B. Rouse, MCom PhD, CA

#### Associate Professor

1991 Alastair D. E. Marsden, MCom PhD, CA

#### Senior Lecturers

2005 Davood Askarany, MA PhD *S.Aust.*, CPA

2012 Lily Chen, BCom(Hons) PhD

2008 Julie Harrison, MCom MTaxS PhD, CA

2009 John Lee, MCom PhD *Wash.*

2011 Winnie O'Grady, BCom BEd *Nfld.*, MBS *DipBusAdmin Massey*, PhD

#### Lecturers

2012 Sharlene Biswas, BCom(Hons) GradDipCom PhD

2019 Jerry Chen, BBA *CUIT*, PhD *HKPU*

2014 Paul Geertsema, BAcc BSc MBA MMgt PhD, CA

2017 Dulani Jayasuriya, BSc(Hons) *Lond.*, MPhil *Camb.*, PhD *NU Singapore*

2016 Stephen Kean, LLB(Hons) PhD *Technol.Syd.*

2018 Lina Li, BCom(Hons) PhD

2014 Michelle Li, BCom(Hons) *Lincoln(NZ)*, PhD *Cant.*

2001 Angela Liew, BSc MCom PGDipCom, CPA, CA

2014 Helen Lu, BEng MEcon MBA PhD

2013 Fred Ng, BCom(Hons) PhD

#### Professional Teaching Fellows

2002 Christine Clarke, BCom, CA

2010 Terry Li, MCom

2008 Willow Li, BCom(Hons)

2018 Martin Ma, BCom GradDipCom, CA

2001 Glenn Rechtschaffen, BBA *Texas*, MA *Virginia Tech.*, JD *UCLA*, CPA

2016 Patricia Scott, MCom, CA

2008 Yen Hung Shih, BCom(Hons), CA, CPA

2014 Sione Taufa, MCom

2012 Graeme Treasure, MCom

#### Senior Tutors

2002 Deborah Alexander, BCom(Hons) GradDipCom *Natal*, MCom

2002 Caroline Bridges, BSc *Leic.*, MCom PhD *PGDipCom*, CA

#### Tutors

2019 Bill (Yijun) Shen, BMgmt *Shanghai*, MProfAcctg

2008 Brianna Wang, BCom(Hons)

2010 Karis Wang, BCom(Hons) MCom

## Commercial Law

#### Head of Department

Norman Wong, MCom PhD, FCA

#### Group Services Coordinator

Myriam Benito, BSC *St Louis*, MM *Philippines*, MCom

#### Professors of Commercial Law

2016 Julie Cassidy, LLB(Hons) *Adel.*, PhD *Bond*

2019 Tana Pistorius, LLB *S.Af.*, BA LLM *LLD Pret.*

#### Associate Professors

1991 Gehan Gunasekara, BA LLB *Well.*, LLM

1990 Christopher Nicoll, LLB(Hons)

2000 Alexandra Sims, LLB *Otago*, MComLaw

#### Senior Lecturers

2003 Michael Josling, BCom LLB MComLaw

2005 John Ren, LLB(Hons) PhD *Syd.*

2016 Alan Toy, LLM PhD

#### Lecturers

2014 Benjamin Liu, LLB(Hons) PhD

2019 Jagdeep Singh-Ladhar, BA(Hons) LLM *Waik.*

#### Professional Teaching Fellows

2013 Nadia Dabee, BEng(Hons) *NU Singapore*, LLB(Hons) *Lond.*, LLM

2017 Mark McConnell, BSc *G.Caledonian*, LLB *Med Aberd.*, MDiv *Regent*, PhD *Brun.*

2019 Belinda Zohrab-McConnell, BA LLM *Melb.*

#### Senior Tutor

1995 Philip Cook, BA LLB MPhil

## Economics

#### Head of Department

Ananish Chaudhuri, BSc(Hons) *Calc.*, MA *J. Nehru U.*, MA PhD *Rutgers (until 31 January 2020)*

Steven Poelhekke, MSc *Utrecht*, MRes PhD *EUI (from 1 February 2020)*

#### Group Services Coordinator

Janet D'Souza, BA *Bom.*, PGDipBusAdmin

#### Distinguished Professor

1992 Peter C. B. Phillips, HonMA *Yale*, HonD *York(UK)*, PhD *Lond.*, MA, FRSNZ *FBA*

### 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, BEcon(Hons) ANU, MPhil DPhil Oxf.

### Professors

1992 Tim Hazledine, MA Cant., Otago, PhD Warw.  
2019 Steven Poelhekke, MSc Utrecht, MRes PhD EUI

### Associate Professors

1997 John Hillas, BA BEcon(Hons) Qld., PhD Stan.  
1979 Robert Scollay, MA Camb., Well., BCom PhD

### Senior Lecturers

1993 Debasis Bandyopadhyay, BSc(Hons) Calc., MA Flor., PhD Minn.  
2016 Alexandre Dmitriev, MA PhD Universidad Autonoma de Barcelona  
2016 Simona Frabrizi, MSc MPhil PhD Toulouse, PhD Bologna  
2014 Ryan Greenaway-McGrevy, BA BCom(Hons) PhD  
2014 Steffen Lippert, Dipl.-Volkswirt Mannheim, PhD Toulouse, Mannheim  
2005 Stephen J. Poletti, MSc ANU, PhD Newcastle(UK), BSc(Hons) MCom PhD  
1986 Alan J. Rogers, AM PhD Prin., MA  
2004 Erwann Sbail, BSc(Hons) Marne-la-Vallée, MEcon PhD Toulouse  
2016 Asha Sundaram, BA Mumbai, MPhil Oxf., MA PhD Syracuse  
2018 James Tremewan, BA Cant., BCA Well., MSc PhD Toulouse  
2016 Haiping Zhang, MA UIBE, PhD Bonn

### Senior Tutors

1991 Michael D. G. Anstis, BA  
2009 Gamini Jayasuriya, BA Ceyl., MSocSc Birm.  
2009 Annette J. Lazonby, BHSc MCom

### Research Fellows

2016 Addison Pan, BA Shanghai, MA PhD Massey  
2016 Selena Sheng, BA BCom(Hons) PhD  
2013 Kiti Suomalainen, MSc Chalmers, PhD TU Lisbon  
2017 Ying Wang, BS Shandong, PhD Peking  
2016 Le Wen, BCom(Hons) PhD

### Honorary Professors

Reiko Aoki, BS Tokyo, MA Tsukuba, MS PhD Stan.  
Glenn W. Harrison, MEcon Monash, PhD UCLA  
Michael Littlewood, BA LLB  
Susan M. St John, CNZM, BSc MA PhD

## Graduate School of Management

### Director

...

### Deputy Director of Graduate School of Management

David Robb, MBA PhD Calg., BE(Hons)

### Director of MBA

Richard Starr Jr, BA Rochester, MA Col., PhD

### Director Executive Education

Cindy Bradley, BA Northwestern

### Manager, MBA and PGDipBus

Alana Pellow, BED DipTeach Massey

### Group Services Team Leader

Lia'i Burns

### Director of GSM Masters

Andrew Eberhard, BCom DipCom PGDipCom, SFHEA

### Manager, Business Masters

Nino Murjikneli, MBA PGDipBus

### Matthew Abel Professor of Macroeconomics

2012 Robert MacCulloch, MPhil DPhil Oxf., BSc MCom

### Professor of Connectivity

1992 Darl G. Kolb, BSc Illinois, MA Colorado, PhD Cornell

### Professor of Economics

1984 Sholeh A. Maani, MSc PhD Illinois (Urbana-Champaign)

### Professor of Globalisation and Technology

2018 Ilan Oshri, BA Israel, MSc PhD Warw.

### Professor of Lifelong Learning

2002 Susan Geertshuis, BA(Hons) Wales, PhD Nott., CPsych, AFBPS

### Professor of Markets and Strategy

2011 Kaj Storbacka, MSc Helsinki, MSc Aalto, PhD Helsinki

### Professor of Operations and Supply Chain Management

1994 David Robb, MBA PhD Calg., BE

### Professor of Management

2016 Elizabeth George, MA Tata Inst.Soc.Scis., PhD Texas-Austin

### Adjunct Professors of Management

2016 Chye Heng, MCom MComLaw  
2014 Chris Johnson, BA(Hons) Liv.  
2014 Jonathan Mason, BA Beloit, MA MBA Yale  
2019 Mark Powell, BAppTheol Carey, BSc(Hons) MBA Cardiff, MSc Cranfield, MA Biola

### Associate Professor

2019 Lina El-Jahel, MA AU Beirut, MSc PhD Lond.

### Adjunct Associate Professor

1995 Daniel Vidal, PGDipArts Massey, PGDipBus MBA PhD, CMC, FStratPS

### Senior Lecturers

2014 Benjamin P. Fath, Dipl.-Kfm. Giessen, PhD  
2014 Antje Fiedler, Dipl.-Kfm. Giessen, PhD  
2017 Subhamoy Ganguly, MBA Mich., PhD Colorado  
2016 Karin Olesen, MCom PhD GradDipTertTchg Auck. UT  
2010 Sandra Smith, MA Massey, MA PhD  
2012 Richard Starr Jr, BA Rochester, MA Col., PhD  
2014 Bridgette Sullivan-Taylor, BCom Otago, PhD Warw., MCom

- 2019 Hui Zhou, BA *Shanghai*, MSc *Missouri*, PhD *Urbana-Champaign*

#### Lecturers

- 2018 Carlos Diaz Ruiz, MA *Jyvaskyla*, PhD *Hanken*  
 2012 Julia Fehrer, BA *Stuttgart*, MAdvSt *Zurich*, PhD *Bayreuth*  
 2018 Grigorij Ljubownikow, MCom PhD  
 2013 Diandian Ma, BA *Xiamen*, MSc *Lough.*, PhD *Well.*  
 2019 Jon MacKay, MA PhD *Wat.*  
 2018 Ramona Zharfpeykan, MSc *Alzahra*, PhD

#### Professional Teaching Fellows

- 2019 Antony Adams, BA *S'ton.*  
 2019 Hanoku Bathula, MA *Madras*, MBS *Massey*, PhD *Auck.UT*, PGCertAcadPrac  
 2016 Ailsa Deverick, DipEd *Aberd.*, MA *Waik.*, DELTA *Syd.*  
 2016 Ruth Dimes, BA(Hons) *Durh.*, FCA  
 2019 Patricia Hubbard, BSc *MBA Montana*, BCom  
 2016 Kevin Kempkin, MA PGDip *Portsmouth*  
 2016 Tae Hee Lee, NCALNE *Manukau IT*, CertTESOL *Trinity (Lond.)*, MadLitNumEd *Auck.UT*, BA  
 2018 Una Lightfoot, DipTchg *ACE*, BA MProfStuds  
 2018 Milind Mandlik, BPharm *SPP*, MCom *W.Syd.*, MPhil *Auck.UT*, PhD *Waik.*  
 2018 Nick Shackelford, BA(Hons) *CNNA*, PGCertEd *Warw.*, MAppLing *Macq.*, MEd  
 2018 Dedre van Zyl, BCompt(Hons) *BCom S.Af.*  
 2014 Xingang Wang, MBS *Waik.*, MCom PhD  
 2016 Audrea Warner, MCom  
 2014 Kirsty L. Williamson, BA(Hons) *Exe.*, MA  
 2019 Jo Wright, BCom *MBA*

## Information Systems and Operations Management

#### Head of Department

- Tava M. L. Olsen, MS PhD *Stan.*, BSc(Hons)

#### Group Services Coordinator

- Brogan Work, BMS *Waik.*

#### Ports of Auckland Professor of Logistics and Supply Chain Management

- 2010 Tava M. L. Olsen, MS PhD *Stan.*, BSc(Hons)

#### Professors

- 2018 Julia Kotlarsky, MSc *Technion*, PhD *Erasmus*  
 1989 Michael D. Myers, MA PhD  
 1996 David M. Sundaram, BE PGDipE *Madr.*, PhD

#### Associate Professors

- 2001 Tiru Arthanari, MStat PhD DipOR *I.Stat.I.*, FORSI  
 2004 Fernando Beltrán, BE *Universidad de los Andes (Colombia)*, MS PhD *SUNY, Stony Brook*  
 1996 Lesley A. Gardner, MSc PhD *LSE*, CITPNZ, SFHEA, FRGS  
 ◇1986 Lech J. Janczewski, MAsc *Tor.*, MEng DEng *Warsaw*, CITPNZ FIIT  
 2010 Arvind K. Tripathi, BE *Alld.*, MTech *IIT Kanpur*, PhD *Conn.*

#### Senior Lecturers

- 2010 Valery Pavlov, MS *Moscow Inst. Physics Technol.*, PhD *Penn. State*

- 1999 K. Dharini Amitha Peiris, BSc(Hons) *Kingston(UK)*, MPhil PhD  
 1998 Gabrielle Peko, MCom PhD

#### Lecturers

- 2001 Johnny Chan, BCom(Hons) BSc PhD  
 2017 Jaeseok Lee, MS *Seoul National*, MS *Georgia Tech.*  
 2015 Timofey Shalpegin, SpM(Hons) *St Petersburg*, PhD *HEC Paris*  
 2015 Xinwei Wang, BEng MSc PhD *NU Singapore*  
 1989 David White, BE(Hons) *Cant.*

#### Professional Teaching Fellows

- 2002 Andrew Eberhard, BCom DipCom PGDipCom, SFHEA  
 2001 Josephine Lee, BSc *NSW*, MCom PGDipCom  
 2002 Anson Kin Tat Li, MCom PhD  
 2001 Koro Tawa, MCom  
 2013 Khushbu Tilwawala, BSc MCom *US Internat (Kenya)*

#### Senior Tutor

- 2004 Ursula Dantin, BCom(Hons)

## Management and International Business

#### Head of Department

- Kenneth Husted, MSc PhD *Copenhagen Bus. Sch.*

#### Group Services Coordinator

- Brogan Work, BMS *Waik.*

#### Professors

- 1987 Peter F. Boxall, PhD *Monash*, MCom, CFHRINZ  
 2016 Prithviraj Chattopadhyay, PhD *Texas-Austin*, PGDM *Xavier*  
 2016 Gordon Cheung, BBA(Hons) *CUHK*, PhD *Virginia Tech.*  
 2011 Natasha Hamilton-Hart, BA(Hons) *Otago*, MA PhD *Cornell*  
 ◇1988 Nigel A. F. Haworth BA BPhil PhD *Liv.*  
 2005 Snezhina Michailova, MSc *Univ. National World Economy, Sofia*, PhD *Copenhagen Bus. Sch.*  
 2013 Rod McNaughton, BA(Hons) *W.Laur.*, MA PhD *W.Ont.*, PhD *Lanc.*  
 2016 Jian Min (James) Sun, BE *Shandong*, PhD *Beijing Normal*

#### Associate Professors

- 1994 Maureen Benson-Rea, BA(Hons) *Lanc.*, MBA *Brun*, PhD  
 2000 Brigid J. Carroll, MBA *Fordham*, MA PhD  
 1999 Ljiljana Erakovic, MSc *Zagreb*, PhD  
 1996 Manuka A. Henare, BA(Hons) PhD *Well.*  
 2007 Carla Houkaumau, BA(Hons) BCom PhD  
 1998 Christina Stringer, MSc *Brigham Young*, PhD  
 2000 Christine R. Woods, MA PhD

#### Senior Lecturers

- 2002 Lisa Callagher, MCom PhD  
 2012 Helen Delaney, BA MCom PhD  
 2007 Barbara Plester, MBS PhD *Massey*, DipTchg *Cant.*  
 ◇1999 Deborah M. Shepherd, BA *Otago*, MA PhD  
 2012 Frank Siedlok, MA *CUE*; *Durh.*, PhD *Strath.*

- 2000 Peter Smith, MBA PhD PGDipCom GradDipCom  
PGCertAcadPrac  
2016 Janine Swail, BA(Hons) PhD *Ulster*  
2000 Rachel M. Wolfram, MCom PhD  
2008 Peter Zamborsky, MA *Comenius*, MSc *LSE*, PhD  
*Brandeis*

**Lecturers**

- 2016 Cristiano Bellavitis, BA MRes MSc PhD *City(UK)*  
2019 Jose Brache, MA *Georgetown*, PhD *Adolfo  
Ibanez*  
1992 Brent Burmester, MCom LLB PhD  
2016 Jamie Newth, MCom PhD  
2007 Daniel Tisch, BSc *Br.Col.*, MBA *S.Aust.*, PhD  
2019 Joseph Yan, BCom(Hons) PhD GradDipBus  
*Monash*

**Professional Teaching Fellows**

- 2012 Michelle Kilkolly-Proffit, BSc MBA MMgt *Massey*,  
PhD  
2017 Rhiannon Lloyd, MSc PhD *Cardiff*  
◇2019 Kim Love, BBS MMgt PGDipBusAdmin *Massey*,  
CAT *AIT*  
◇1996 Ross A. McDonald, BSc *Stir.*, MA PhD *Nebraska*  
2013 Parizad Mulla, BCom(Hons) BA(Hons) LLB MCom  
PhD  
◇1999 Leith Oliver, MBA MPhil PhD  
2014 Andrew Patterson, MCom PGDipCom *Otago*  
2019 Peter Rachor, MS *NEU*, BA *Mich. State*  
2017 Sisikula Sisifa, BBus MMgt PGDipCom *Massey*,  
PhD

**Marketing****Head of Department**

Leo Paas, MSc *Amsterdam*, PhD *Tilburg*

**Group Services Team Leader**

Chrissy Bretherton, DipAppBus *EIT*

**Professors**

- 1988 Roderick J. Brodie, BSc PhD *Cant.*, MA *Otago*  
2013 Suvi Nenonen, MSc *Aalto*, PhD *Hanken*

**Associate Professors**

- 2001 Karen V. Fernandez, BCom *Melb.*, MBA *Pittsburg  
State*, PhD *Kansas*  
2006 Michael S. W. Lee, MSc PhD  
2006 Laszlo Sajtos, MSc *Econ. Sci. Budapest*, PhD  
*Corvinus*

**Senior Lecturers**

- 2010 Catherine Frethey-Bentham, MCom PhD  
2001 Biljana Juric, MS *Northwestern*, MS PhD  
*Sarajevo*

- 2011 Bodo Lang, PhD *Otago*, CTT *Manukau.IT*, MCom  
2016 Yuri Seo, BCom(Hons) MCom PhD  
2010 Charlotta Windahl, MSc *KTH Stockholm*, PhD  
*Linköping*

**Lecturers**

- 2018 Jinyoung (Jane) Choi, BSc BCom(Hons) PhD  
2018 Joya Kemper, BCom PhD *Cant.*, BCom(Hons)  
*Otago*  
2018 Loic (Pengtao) Li, BA MSc PhD  
2016 Gavin Northey, BBus MCom PhD  
2018 Felix Septianto, BE *Parahyangan*, MA *Kyung  
Hee*, PhD *NSW*  
2017 Jenny Young, BA *Massey*, MPhil PhD

**Professional Teaching Fellows**

- 2012 Margot Bowker, BA MCom  
1995 Douglas G. Carrie, BCom *Br.Col.*, MBA  
*Thunderbird*, PhD *Lond.*  
2018 'Ilaisaane Fifta, BBIM MCom PhD  
2011 Herbert Sima, BCom(Hons) MCom *Massey*

**Honorary Senior Lecturer**

Denise Conroy, MSc PhD

**Property****Head of Department**

Deborah S. Levy, BLE *Aberd.*, MPA PhD, FRICS *FPINZ*

**Group Services Coordinator**

Myriam Benito, BSc *St Louis*, MM *Philippines*, MCom

**Professor**

- 1986 Deborah S. Levy, BLE *Aberd.*, MPA PhD, FRICS  
*FPINZ*

**Adjunct and Emeritus Professor**

- 2015 Harvey C. Perkins, MA *Otago*, PhD *N. Carolina*

**Senior Lecturers**

- 2016 Abdul-Rasheed Amidu, BSc *Kwame Nkrumah  
UST*, MPhil *O.Awolowo*, PhD *Birm.*, MRICS  
2008 Zhi Dong, BE *Tongji*, MSc PhD *NU Singapore*,  
PGCertAcadPrac  
2005 Olga Filippova, BArch *Kazakh State Acad. Arch.  
Construction*, MS PhD *Texas A&M*  
2005 Michael J. Rehm, BArch *Houston*, MS PhD *Texas  
A&M*

**Lecturers**

- 2017 William K. S. Cheung, BSSc MPhil *CUHK*, MSc  
PhD *HK*, MRICS *MPINZ*  
2017 Kiri Dell, BA *Massey*, MMgt PhD  
2019 Raewyn Hills, BProp(Hons)

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**Faculty of Creative Arts and Industries**

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*Dates given are those of taking up employment. Where degrees and diplomas are shown without the name of the awarding university, the university is Auckland. ◇ Denotes a part-time, permanent appointment.*

**Faculty Management Team****Dean**

Diane J. Brand, MAUD *Harv.*, BArch PhD, AIA

**Deputy Dean**

Julia Gatley, MArch *Well.*, PhD *Melb.* (Semester Two)  
Nuala Gregory, BA *Ulster*, PhD (Semester One)

**Associate Dean (Academic)**

David Lines, BMus MED PhD DipTchg

**Associate Dean (Equity and Diversity)**Jon Bywater, BA(Hons) *Cant.***Associate Dean (International)**Ralph Buck, BEd *Newcastle(NSW)*, MA *Sur.*, PhD *Otago***Associate Dean (Postgraduate Engagement)**Nancy R. November, BMus(Hons) BSc MMus *Well.*, MA  
PhD *Cornell*, LTCL**Associate Deans (Research)**Marian Macken, BSc(Arch) *Syd.*, BLArch *NSW*,  
MArch(Res) *Technol.Syd.*, PhD *Syd.* (*Semester Two*)Nicholas Rowe, PhD *Kent* (*Semester One*)**Associate Deans (Teaching and Learning)**Paola Boarin, MSc PhD *Ferrara* (*Semester Two*)Nicholas Rowe, PhD *Kent* (*Semester One*)**Director of Faculty Operations**

Sharon Peace, BA

**Schools and Departments****Architecture and Planning****Head of School**

Deidre Brown, MArch PhD, MRSNZ

**Group Services Coordinator**

Robyn Chin, BSc

**Professors**2009 Andrew Barrie, MArch, DEng *Tokyo*, NZIA

2004 Deidre Brown, MArch PhD, MRSNZ

**Associate Professors**2006 Julia Gatley, MArch *Well.*, PhD *Melb.*2006 Kai Gu, BArch *Zhengzhou*, MArch *South China Univ. Technol.*, PhD *Wat.*2006 Uwe Rieger, Dipl.-Ing Arch *TU-Berlin*, NZIA**Senior Lecturers**1997 Elizabeth Aitken Rose, BA *Well.*, MTP PhD,  
MNZPI1987 Patricia M. Austin, BSc *Sus.*, BPhil  
*Newcastle(UK)*2008 Lee Beattie, MSc *Lond.*, BPlan BSc PhD  
DipEnvMgt, GradCertUrbDes *Syd.*, MNZPI  
MRSNZ2015 Paola Boarin, MSc PhD *Ferrara*2006 Michael J. Davis, MArch *AA Lond.*, PhD *RMIT*,  
BArch(Hons), ANZIA2019 Andrew Douglas, PhD *Lond.*, BArch MA2009 Asif Khan, BSc *B'desh.Engin.*, MURP PhD *Syd.*

2010 Stephen Knight-Lenihan, MSc PhD

2016 Marian Macken, BSc(Arch) *Syd.*, BLArch *NSW*,  
MArch(Res) *Technol.Syd.*, PhD *Syd.*2009 Manfredo Manfredini, MSc PhD *Milan Tech.*

2007 Bill McKay, BArch(Hons)

2019 Ferdinand Oswald, Dipl.-Ing Arch *TU Dresden*,  
PhD *TU Graz*2018 Alessandro Premier, MArch *IUAV*, PhD *Ferrara*1995 Prudence Taylor, LLM *Well.*, LLM *Tulane*2010 Jeremy Treadwell, BA BArch(Hons) *MARCH*1995 Marjorie van Roon, MSc PhD, MRSNZ *MEIANZ*2008 Kathy Waghorn, BFA BArch(Hons) PhD *RMIT***Lecturers**2016 Elham Bahmanteymouri, BSc MURPD *Azad*, PhD2019 Anthony Brand, BArch(Hons) DipArch *Nott.*, PhD2013 Emilio Garcia, BArchUrb *Tucuman*, MArch  
*UNAM*, PhD *Well.*2016 Farzaneh Haghighi, BArch *Yazd*, MArch *Shahid Beheshti*, PhD *Syd.*2010 Lena Henry, BPlan(Hons) *MPlan*2009 Dermott McMeel, BSc BArch PhD *Edin.*2014 Mohsen Mohammadzadeh, BSc *Shahid Chamran*, MURPD *Azad*, PhD

2015 Sarosh Mulla, BAS BArch(Hons) PhD

2018 Karamia Muller, MArch PhD

2016 Aaron Paterson, BA BAS BArch, ANZIA

2017 Cristian Silva, BArch *Los Lagos*, MArch *Catholic U. Chile*, PhD *UC Lond.***Professional Teaching Fellows**2012 Chris Barton, DipTchg *ACE*, MArch2002 Emilia Kabzamalova, DipArch *Sofia*, MPlanPrac1992 P. Michael Milojevic, BArch *Tor.*, MArch *Ill.*

2016 Lynda Simmons, MArch, FNZIA

**Dance Studies****Head of Programme**Ralph Buck, BEd *Newcastle(NSW)*, MA *Sur.*, PhD *Otago***Group Services Coordinator**

Kim Ellis, MA

**Associate Professors**2005 Ralph Buck, BEd *Newcastle(NSW)*, MA *Sur.*, PhD  
*Otago*2008 Nicholas Rowe, PhD *Kent***Senior Lecturers**2005 Mark Harvey, GradDipTchg PhD *Auck.UT*, BA  
MCPA2008 Alys Longley, BA MPhEd *Otago*, PhD *Vic.(Aust.)***Lecturer**2013 Sarah Knox, DipDancePerf *NZSD*, MCPA**Fine Arts****Head of School**Peter Shand, LLM *Lond.*, LLB PhD**Group Services Coordinator**

Lizzie Luamanu, BFA

**Professor**

1998 Michael Parekowhai, DipTchg MFA

**Associate Professors**2007 Joyce Campbell, BFA *Cant.*, MFA1997 Nuala Gregory, BA *Ulster*, PhD2008 Gavin Hipkins, MFA *Br.Col.*, BFA2018 Deb Polson, BVA *S.Aust.*, PhD *Qld.UT*2003 Peter Robinson, BFA DipTchg *Cant.*1994 Peter Shand, LLM *Lond.*, LLB PhD

2002 Jim Speers, BFA *Cant.*, DipTchg

#### Senior Lecturers

2004 Jon Bywater, BA(Hons) *Cant.*  
 2008 James Cousins, BFA DipTech *Cant.*, MFA  
 2002 Lisa Crowley, MFA  
 2000 Lucille Holmes, MA PGDipArts *Otago*, PhD  
 2008 Simon Ingram, MA *W.Syd.*, PGDip *Syd.*, DocFA  
 2008 Fiona Jack, BGD *Auck.UT*, MFA *Cal.Arts*  
 2003 Sean Kerr, DocFA  
 2008 Alexandra Monteith, DocFA  
 2002 Allan Smith, BFA MA DipTchg  
 2006 Ruth Watson, BFA *Cant.*, MVA *Syd.*, PhD *ANU*, PCAS *Cant.*  
 2002 Tara Winters, MFA

## Music

#### Head of School

Martin Rummel, Konzertexamen Diplom *Cologne U.*  
*Music*, DipMus *Bruckner Konserv.*, MRSNZ

#### Group Services Coordinator

Maria Rillo, BA *Colorado*

#### Professor

2007 W. Dean Sutcliffe, MPhil PhD *Camb.*, BMus MA

#### Associate Professors

2009 Allan Badley, MMus PhD  
 ◇1995 Eve K. de Castro-Robinson, DMus, ATCL  
 2005 Rae de Lisle, ONZM, BA PhD, LRSM, LTCL, FIRMT  
 1991 Karen Grylls, ONZM, BA BMus *Otago*, MM PhD  
*Wash.*, MMus, LRSM, LTCL, DipTchg  
 1999 David Lines, BMus MED PhD DipTchg  
 2006 Nancy R. November, BMus(Hons) BSc MMus  
*Well.*, MA PhD *Cornell*, LTCL  
 2016 Martin Rummel, Konzertexamen Diplom *Cologne U.*  
*Music*, DipMus *Bruckner Konserv.*, MRSNZ  
 2000 James Tibbles, BMus(Perf) MMus

#### Senior Lecturers

2013 Gregory Camp, BA *George Wash.*, MSt DPhil *Oxf.*  
 2019 David Chisholm, BMus(Hons) *Monash*, BCA  
*W'gong.*, PhD *Melb.*  
 2006 John W. Coulter, BMus(Hons) *Cant.*, PhD *Qld.*  
 2010 Stephen De Pledge, CRDip *Guildhall*, LTCL, BMus  
 2009 Kevin D. Field, LTCL *Trinity (Lond.)*, DMA  
 PGDipMus  
 2006 Olivier Holland, Diplom-Musiker *FH Essen*, DMA  
 2007 Leonie Holmes, MMus DMus, LTCL  
 2009 Roger W. Manins, BMus(Hons) *Massey, Well.*  
 2006 Te Oti Rakena, MMus *N.England Conserv.*, DMA  
*Texas-Austin*, BMus  
 2003 Ron Samsom, BMus *St FX*, MMus *McG.*

#### Lecturers

2016 Morag Atchison, DipRAM PGDipPerf LRAM *RAM*,  
 BMus(Hons) DMA  
 2019 Millie Locke, MMus PhD *Waik.*  
 2003 Stephen Matthews, BMus(Hons) *Waik.*, MMus  
 2019 Fabio Morreale, MCompSc *Verona*, PhD *Trento*  
 2019 Keith Price, MMus *Bran.*  
 ◇2016 Marie Ross, BMus *Eastman*, MMus *SFCM*, MMus  
*RC The Hague*, DMA *North Texas*

#### Professional Teaching Fellows

◇2016 Huw Dann, BMus(Perf) *Syd.*  
 2012 Godfrey de Grut, BMus  
 ◇2018 Rachel Fuller, BMus(Hons) *Cant.*, MMus *RAM*  
 2017 David Guerin, Konzertexamen *Cologne U. Music*,  
 LTCL, MMus  
 2012 Jason Holecliffe, BSc MCPA  
 2018 David Samuel, AD MMus *Juilliard*, AC *SFCM*  
 ◇2006 Robert Wiremu, BMus *Well.*, DipMus  
 ◇2018 James Yoo, MMus *Waik.*

#### Honorary Associate Professor

John A. Elmsly, BMus BSc *Well.*, 1er Prix (Comp)  
*Brussels*, LTCL

#### Honorary Senior Lecturer

Bryan Sayer, ARCM(Hons), LRSM, BA ExecDipMus, FIRMT

## Faculty of Education and Social Work

*Dates given are those of taking up employment. Where degrees and diplomas are shown without the name of the awarding university, the university is Auckland. ◇ Denotes a part-time, permanent appointment.*

### Faculty Management Team

#### Dean

Mark Barrow, DipTchg *ACE*, MSc EdD

#### Executive Manager to the Dean

Maree Ferens, LTCL *Lond.*, DipTchg *ACE*, BMus

#### Deputy Dean and Te Tumu

Te Kawehau Hoskins, MA PhD

#### Associate Dean (Academic Transition)

Camilla Highfield, MFA *RMIT*, DipTchg *ACE*, EdD

#### Associate Dean and Head of Initial Teacher Education

Fiona Ell, DipTchg *ACE*, MA PhD

#### Associate Dean (Academic)

Rena Heap, BSc *Well.*, DipTchg *WCE*, PGCertDigital  
*Unitec*, MED PhD

#### Associate Dean (Teaching and Learning)

Gail Ledger, DipEd *ACE*, BEd(Tchg)(Hons)

#### Associate Dean International

...

#### Associate Dean (Pasifika)

Jacoba Matapo, BEd MedL *Auck. UT*

#### Associate Dean (Postgraduate)

Gavin T. L. Brown, BEdTESL *C'dia*, MED *Massey*, PhD

**Associate Dean (Research)**

Aaron Wilson, BA(Hons) *Waik.*, DipTchg(Sec) *ACE*, MEd PhD

**Associate Dean (Students)**

...

**Director of Tai Tokerau**

Stephen May, BA(Hons) *Well.*, MEd *Massey*, PhD *Brist.*,  
DipTchg *CCE*, BA, FRSNZ

**Director of Faculty Operations**

Claire Philipson, BA

**Director of Faculty Finance**

Bevan Iles, BMS *Waik.*, CA

**Research Units, Centres and Institutes****Digital Learning Team****Manager**

Lawrence May, BA(Hons) PhD

**Woolf Fisher Research Centre****Director**

...

**Schools and Departments****Centre for Learning and Research in Higher Education****Director and Professor**

Helen Sword, MA *Ind.*, PhD *Prin.*

**Centre Manager**

Lynette Herrero-Torres, BA *Puerto Rico*, PGDipBus MMgt

**Head of eLearning**

Steve Leichtweis, BSc *George Mason*, MSc PhD *Illinois (Urbana-Champaign)*

**Associate Professors**

2004 Susan Carter, PhD *Tor.*, MA PGCertAcadPrac

◇1995 Cathy Gunn, MSc PhD *H-W*, DipIndAdmin *NCST (Edin.)*

**Senior Lecturers**

2009 Marion Blumenstein, MSc *Bremen*, Dr. rer. nat. *Hamburg*, PGCertAcadPrac

◇2007 Claire Donald, BSc *Cape Town*, BSc(Hons) *Pret.*, PhD *Witw.*, HDE *Pret.*

2008 Barbara Kensington-Miller, BSc DipSc, DipTchg MEd PhD

2009 Sean Sturm, MA PhD PGCertAcadPrac

**Lecturers**

2009 Hinekura Lisa Smith, BA *Waik.*, MEd PGDipEd GradDipTchg PhD

2019 Julia Hallas, MEd *Massey*, PhD *Auck.UT*, DipAdTchgEd *AIT*, DipTchg(Sec) *ASTC*, SFHEA

1992 'Ema Wolfram-Foliaki, MA PhD PGCertAcadPrac

**Senior Tutor**

2007 Ashwini Datt, BSc *S.Pac.*, MEdTech *S.Qld.*, PGCertAcadPrac

**Counselling, Human Services and Social Work****Head of School**

Allen Bartley, BA(Hons) PhD *Massey*

**Group Services Coordinator**

Amanda Moller

**Professors**

1995 Liz Beddoe, MA (Applied) Social Work *Well.*, PhD *Deakin*, BA, RSW

2008 Christa Fouche, MA(SocSc), DLitt et Phil *S.Af.*, RSW

◇2017 Susan Kemp, BA *Massey*, MPhil PhD *Col.*, MA

**Associate Professor**

2010 Jay Marlowe, BA(Hons) *N.Carolina*, MSW PhD *Flin.*, RSW

**Principal and Senior Lecturers**

◇2009 Carole Adamson, BA *Well.*, MA *Nott.*, PhD *Massey*, RSW

2003 Allen Bartley, BA(Hons) PhD *Massey*

2015 Peter Bray, BEd *S'ton*, MEd PhD, MNZAC

◇2015 Allyson Davys, BSocStud *Syd.*, MSW *Massey*, RSW

2012 Kelsey Deane, BA(Hons) *New Br.*, PhD

2011 Irene de Haan, MSW(App) PhD *Massey*, MA *Edin.*, RSW

2015 John Fenaughty, MA PhD

2013 Ian Hyslop, MPP DipSocSci *Massey*, LLB PhD, RSW

2011 Barbara Staniforth, BSW *Ryerson*, MSW *W.Laur.*, PhD *Massey*, RSW

◇2005 Michael Webster, MBS *Massey*, DipSocWk *ACE*, BA GradCertProfSup PhD, RSW

**Lecturer**

◇2010 Matt Rankine, MSW(Applied) *Massey*, BA PGDipProfSup PhD, RSW

**Professional Teaching Fellows**

◇2011 Jenny Hare, MSW *Massey*, RSW

◇2019 Shirley Ikkala, MSW *Otago*, DipComSW *Unitec*

2013 Jinling Lin, BA *Xi'an Internat.*, MSW PGDipProfSup, RSW

2018 Jerry Lo, MSW *Massey*

◇2017 Analosa Veukiso-Ulugia, BSW(Hons) MPP PhD *Massey*, PGCertHSc, RSW

◇2011 Jan Wilson, BA *Syd.*, PhD *Auck.UT*, PGDipEd *Monash*, MA PGDipGuid&Couns, MNZAC

◇2008 Sabrina Zoutenbier, PGDipTheol *Otago*, DipTchg *CTC*, MEd, MNZAC

**Senior Tutor**

◇2010 Cherie Appleton, MSW DipBusStudies *Massey*, DipSocWk DipT&D *ACE*, RSW

**Honorary Associate Professor**

Michael O'Brien, ONZM, BA *Cant.*, MA *York*, PhD *Massey*, DipSocWk *Well.*, MANZASW

## Critical Studies in Education

### Head of School

John Morgan, BSc(Hons) PGCE Wales, MA PhD Lond.

### Group Services Coordinator

Amanda Moller

### Professors

- 2001 Louisa Allen, MA PhD Camb.  
 2012 John Morgan, BSc(Hons) PGCE Wales, MA PhD Lond.  
 2017 Missy Morton, BA(Hons) MED Otago, PhD Syracuse  
 2010 Peter O'Connor, DipTchg ACE, DipRSADrama RSA, PhD Griff., BA  
 1996 Elizabeth Rata, DipEd Massey, DipTchg ASTC, BA MED PhD

### Associate Professors

- 2011 Barbara M. Grant, TTC Loreto Hall, MA PhD  
 2011 Carol Mutch, BA Cant., MA N.Lond., PhD Griff., DipTchg CTC

### Principal and Senior Lecturers

- 2015 Frances Kelly, MA PhD  
 2013 Kirsten Locke, BMus Cant., DipTchg CTC, MED PhD  
 ◇2019 Judith Macarthur, BA(Hons) Otago, DipTchg DCE, NZDipTchg PhD  
 2014 Molly Mullen, MA Lond., PhD  
 2004 Tanya Wendt Samu, PhD Cant., DipTchg ACE, BA MED  
 2013 Ritesh Shah, BSc Stanford, MA PhD  
 2001 Alexis Siteine, BA Brigham Young (Hawaii), DipTchg ACE, MED PhD  
 2016 Jennifer Tatebe, BA Med Br.Col., PhD

### Lecturers

- 2016 Jacoba Matapo, BEd MedL Auck.UT  
 ◇2019 Anne-Marie McIlroy, BEd MA Otago, PhD Cant., PGDipArts Otago, DipTchg DCE

### Professional Teaching Fellow

- ◇2014 Fetaui Iosefo, BEd(Tchg) MProfStuds PGDipEd

### Senior Tutor

- ◇2006 Claudia Rozas Gomez, MA DipArts DipTchg

### Tutor

- 2009 Tim Poasa Baice, MA PGDipArts

### Honorary Academic

Annie Weir, BEd Massey, MED PhD Well.

### Honorary Associate Professor

Eve Coxon, DipTchg Massey, MA PhD

## Curriculum and Pedagogy

### Head of School

Katie Fitzpatrick, BEd Cant., BSpLS(Hons) PhD Waik., DipTchg CCE

### Group Services Coordinator

Deborah Allen

### Professors

- 2011 Toni Bruce, BPhEd Otago, MSc PhD Illinois

- 2012 Janet Gaffney, BA St Louis, MED Missouri, PhD Arizona State  
 2003 Helen Hedges, BA(Hons) Well., MED PhD Massey, DipTchg Well.  
 1976 Stuart McNaughton, ONZM, MA PhD  
 1990 Judith M. Parr, BSc(Hons) PhD ANU, DipTchg ASTC, MA  
 2018 Ian Wilkinson, BEcon James Cook, MA MAppPsych DipPsych Qld., PhD Illinois  
 2011 Lawrence Zhang, BA Shanghai Int. Stud., MA Northwestern Normal, MA Henan, PhD PGDipELT Nan. Tech.

### Associate Professors

- 2006 Fiona Ell, DipTchg ACE, MA PhD  
 2010 Katie Fitzpatrick, BEd Cant., BSpLS(Hons) PhD Waik., DipTchg CCE  
 ◇1989 Bev France, MSc Sur., PhD Waik., BSc DipTchg Cant.  
 2001 Dawn Garbett, MSc Curtin, PhD Monash, BSc DipTchg PGCertAcadPrac  
 ◇2003 Mei Kuin Lai, MA PhD  
 2011 Kumar Laxman, BEng(Hons) NU Singapore, PhD Macq., MA PGDipEd NIE Singapore  
 1992 Alan Ovens, MED Deakin, PhD Qld., DipTchg ASTC, DipPE Otago  
 1980 Jill Smith, MED S.Aust., DipTchg ACE, Edd DipFA  
 1990 Wayne Smith, MED Deakin, PhD Qld., DipPE Otago, DipTchg ACE

### Principal and Senior Lecturers

- 1996 Elizabeth Anderson, BA Cant., MED DipEd(ECE) DipEd Massey, Edd  
 2017 Christine Biebricher, MA Newcastle(UK), StateExamTchg PhD Ludwigsburg  
 2002 Sally Birdsall, GradDipITEd Waik. Polytech., DipTchg ACE, BA MED PhD  
 2015 Angel Chan, MED PhD Massey, TCert Northcote CE (HK)  
 2004 Rosemary Erlam, MA PhD DipTchg  
 2004 Rena Heap, BSc Well., DipTchg WCE, PGCertDigital Unitec, MED PhD  
 2010 Rebecca Jesson, DipTchg ACE, BA MED PhD  
 ◇2004 Margaret Kitchen, DipTchg ACE, DipKorean Unitec, MA PhD DipELT  
 1998 Kerry Lee, BSc PhD Massey, DipTchg ACE, MED  
 2013 Graham McPhail, MusB(Hons) Otago, MMus Well., DipTchg ACE, MED Edd  
 2010 Rod Philpot, BA BEd Leth., MED PhD PGDipEdMgt  
 2015 Darren Powell, BPhEd Otago, DipTchg WCE, MED PhD C.Sturt, PGDipEd  
 ◇1991 Adrienne Sansom, MA PhD N. Carolina, Greensboro, DipDanceDramaEd HDipTchg ACE, DipKTchg AKC  
 2008 Constanza Tolosa, BA Universidad de los Andes, Colombia, MA SUNY, Stony Brook, Edd  
 1998 Gillian Ward, ScEdD Curtin, BSc MEDAdmin DipTchg

### Lecturers

- 2018 Blake Bennett, BSpC Cant., MSpSc OUHS (Japan), PhD Cant.  
 2018 Lisa Darragh, DipTchg ACE, MED PhD



- ◇2015 Nina Hood, BA(Hons) *Lond.*, MA NYU, MSc DPhil Oxf., GradDipTchg(Sec)
- 2018 Naashia Mohamed, BA *Stirling*, MA PhD
- 2005 Rae Si'ílata, BEd(Tchg) DipTESSOL HDipTchg HCertBilEd ACE, MA PhD
- 2003 Aaron Wilson, BA(Hons) *Waik.*, DipTchg ACE, MEd PhD

#### Research Fellow

- 2017 Meg Jacobs, MA PhD *Iowa*

#### Professional Teaching Fellows

- 2017 Megan Clune, BEd(Tchg) MProfStuds PGDipEd
- ◇2016 Toni Driller, BCom GradDipTchg
- 2005 Gillian Frankcom, BA(Hons) *Open(UK)*, PGCE *Lond.*, MEd PhD
- ◇1992 Marineke Goodwin, AdvDipTchg DipTESSOL ACE, MEd
- 2012 Gail Ledger, DipEd ACE, BEd(Tchg)(Hons)
- ◇2015 Hayley McGlashan, BPE ACE, MProfStuds
- 2012 Karen Major, BEd *Sus.*, AdvCertMathEd *W.Sus. Inst.*, BEdTchg(Hons) MEd
- 2003 Paul Neveldsen, DipEd DCE
- ◇2001 Patrice O'Brien, BA *Waik.*, DipTchg ATC, MEd PGDipEd
- ◇2000 Barbara Ormond, DipTchg ACE, BTP MA
- ◇1993 Robyn Trinick, BA *Massey*, AdvDipTchg *PNTC*, LTCL, MEd

#### Honorary Academics

- Nola Harvey, MEd PGDipLangLit *Waik.*, DipTchg *NSTT*, DipTchg(ECE) ACE, TEFL, LTCL, BA
- Kevin Moran, ONZM, BA(Hons) *Birm.*, MEd PhD *Massey*, PGCE *Lough*.

## Learning, Development and Professional Practice

#### Head of School

- ◇Richard Hamilton, MA PhD *Illinois-Chic.*

#### Group Services Coordinator

- Donna Johnson

#### Professors

- 2005 Gavin T. L. Brown, BEdTESL *C'dia*, MEd *Massey*, PhD
- 1998 Christine Rubie-Davies, DipTchg *NSTC*, BA MEd PhD

#### Associate Professors

- 1991 Helen Dixon, BEd *Waik.*, MEdAdmin *Massey*, DipEHC ACE, EdD
- ◇1986 Lexie Grudnoff, PhD *Waik.*, DipMan *Henley*, MA HDipTchg DipEd DipEHC
- ◇1996 Richard Hamilton, MA PhD *Illinois-Chic.*
- 1987 Eleanor Hawe, MEd DipTchg *Waik.*, PhD
- ◇2005 Mary Hill, BA *Well.*, MEd PhD *Waik.*, DipTchg *WTC*
- 2009 Claire Sinnema, LTCL, DipTchg ACE, BEd MEdMgt EdD
- 2012 Jason M. Stephens, BA *Vermont*, MEd *Vanderbilt*, PhD *Stanford*
- 2013 Marek Tesar, TTC MA *Comenius*, PhD

#### Principal and Senior Lecturers

- 2011 Pat Bullen, BSc *Loyola (Chicago)*, BA(Hons) PhD
- 2009 Maria Cooper, DipTchg(ECE) PGDipEd ACE, BCom MEd PhD
- ◇2002 Maree Davies, PhD *Melb.*, DipTchg DipMathEd PGDipEd ACE, BA MEd
- 2004 Sandy Farquhar, DipTchg(ECE) *NSTC*, MA PhD
- 2003 Esther Fitzpatrick, BEd DipTchg *Waik.*, MEd PhD PGDipEd
- 2002 Louise J. Keown, MA PhD
- 2005 Deidre Le Fevre, BEd *Massey*, PhD *Mich.*, DipTchg *PNTC*, MEd
- 1999 Lyn McDonald, DipTchg ACE, BEd MEdAdmin *Massey*, EdD
- 2015 Kane Meissel, MSc PhD
- ◇1994 Catherine Rawlinson, DipTchg ACE, MA PhD
- 2011 Penelope Watson, DipTchg ACE, LTCL, LRSM, BA PhD PGDipEd

#### Lecturers

- 2004 Annaline Flint, BA *S.Af.*, HDE *Cape Town*, MEd PGDipEd
- 2015 Frauke Meyer, MEd *Oldenburg*, MEd PhD PGDipEd
- ◇2017 Kaye Twyford, BA *Massey*, DipTchg *PNTC*, MA PhD PGDipEdLd
- ◇2011 Janna Wardman, MEd *Melb.*, PhD
- ◇2013 Deborah Widdowson, PhD *UC Berk.*, MA

#### Professional Teaching Fellows

- 2002 Sandra Chandler, DipTchg ACE, BA MEd PGDipEd
- 2002 Paul Heyward, DipTchg PGDipEd ACE, BA MEd
- ◇2015 Kiri Jaquiere, BEd *Auck.UT*, PGDipEd
- 2010 Vivienne Mackisack, PGDipSM *Unitec*, DipSTN ACE, DipTchg *WCE*, MEd
- 2002 Brian Marsh, PGDipEd *Massey*, DipTchg ACE, MA
- 1993 Jill Murray, BEd MEdAdmin *Massey*, DipTchg *PNTC*
- ◇2015 Justine O'Hara-Gregan, BA DipTchg ECE *Waik.*, DipEd ACE, MEd PGDipEd
- ◇1997 Heather O'Neill, DipTchg *HTC*, BA MEd *Waik.*
- ◇2015 Shareen Sapsworth, BEd ACE, PGDipEdMgt PGDipBus
- ◇2011 Tessa Tupai, BEd(Tchg)(Hons) MEd

#### Senior Tutor

- 2002 Sheryll McIntosh, MEd DipTchg

#### Research Fellow

- 2017 Mohamed Alansari, MA PhD

#### Honorary Professor

- Matthew Sanders, PhD *Qld.*, MA DipEdPsych

#### Honorary Senior Lecturer

- Lucila Telles Rudge, BA *Sao Paulo*, MA *C.Eng.*, PhD *Ohio State*

#### Honorary Senior Research Fellows

- Frances Langdon, BA *Massey*, MEdStud MEd *S.Aust.*, PhD *Waik.*
- Nane Rio, MEd PhD PGDipTchg

## Te Puna Wānanga

### Head of School

...

### Group Services Coordinator

Maryrose Houston, BEd(Tchg) ACE,  
DipAncientMāoriWeaponry NorthTec, PGDipEd

### Professors

◇1987 Alison Jones, MNZM, BSc Massey, MPhil PhD  
2009 Stephen May, BA(Hons) Well., MEd Massey, PhD  
Brist., DipTchg CCE, BA, FRSNZ

### Associate Professors

1996 Tony Trinick, EdD Waik., HDipTchg PNTC, MA  
DipMathsEd  
2002 Melinda Webber, DipTchg ACE, MEd PhD  
PGDipEd

### Principal and Senior Lecturers

2016 Helene Connor, DipTchg(Sec) PGDipWomSt  
Massey, MEd PhD  
1996 Hēmi Dale, DipTchg ACE, BA MEd PGDipArts  
2003 Te Kawehau Hoskins, MA PhD  
2004 Peter J. Keegan, BA(Hons) PhD Well., MPhil  
Waik.  
1998 Sophie Tauwehe Tamati, BEd ACE,  
PGDipInt&Trans DipTchg Waik., MEd PhD

### Lecturers

2016 Piata Allen, BMD Auck.UT, GradDipTchg MEd

2000 Kimai Tocker, DipEdTchg ACE, MEd EdD

### Professional Teaching Fellows

◇2012 Lincoln Dam, BA(Hons), MRSNZ  
◇2005 Tamsin Hanly, DipTchg ACE, MA  
◇2015 Ruth Lemon, BCS Auck.UT, MEd  
GradDipTchg(Primary)  
2019 Ella Newbold, MSc Waik., DipTchg ACE  
◇2015 Rochai Taiaroa, BLS Waik., BSpSci Wintec,  
GradDipTchg(Sec) Waik., MProfStuds

## Tai Tokerau Campus

### Director of Tai Tokerau

Stephen May, BA(Hons) Well., MEd Massey, PhD Brist.,  
DipTchg CCE, BA, FRSNZ

### Group Services Coordinator

Marama Temu

### Lecturer

2012 Māia Hetaraka, BEd(Tchg)(Hons)

### Professional Teaching Fellows

2019 Tania Cliffe-Tautari, BA GradDipT PGDipEd  
Waik., MEd  
2011 Veronica Peri, DipTchg ACE, MEd PGDipEd  
2012 Judy Taingahue, DipTchg Ardmore TC, BEd(Tchg)  
MEd PGDipEd  
2018 Mirko Wojnowski, MA Kansas, MA Tor.,  
PGCertAcadPrac

## Faculty of Engineering

*Dates given are those of taking up employment. Where degrees and diplomas are shown without the name of the awarding university, the university is Auckland. ◇ Denotes a part-time, permanent appointment.*

## Faculty Management Team

### Dean

Nicolas Smith, MA Oxf., BE(Hons) PhD, FEngNZ FRSNZ

### Deputy Deans

Bryony J. James, BEng(Hons) Bath, PhD, FEngNZ,  
MRSNZ

Gerard B. Rowe, ME PhD, FEngNZ, MIEEE MIET

### Associate Dean Postgraduate (Research)

Richard Clarke, MMath PhD Nott.

### Associate Dean Postgraduate (Taught)

Garry Miller, BSc(Hons) Durh., MBA Leeds, PhD, FICE,  
MEngNZ MStructE MAPM, PMP, CEng(UK)

### Associate Dean (Research)

Mark Battley, BE PhD

### Associate Dean (Teaching and Learning)

Peter Bier, BSc Waik., ME PGCertAcadPrac

### Associate Dean (Undergraduate)

Michael A. Hodgson, BE PhD

### Associate Dean (International)

Partha S. Roop, BE Anna, MTech IIT Kharagpur, PhD  
NSW

### Director of Faculty Operations

Pedro Silva, BIR MMilSc MHRM PhD PGDipHedMgmt  
Lisbon, PGCertEd Auck.UT, SFHEA

### Director of Faculty Finance

Suzanne Pohlen, BCom, CA

## Departments

## Chemical and Materials Engineering

### Head of Department

Ashvin Thambyah, BSMBE Marquette, MSc DIC Imperial,  
PhD NU Singapore, PGCertAcadPrac

### Deputy Head of Department (Academic)

Peng Cao, BEng Xi'an Jiao Tong, ME Shanghai Jiao  
Tong, PhD Qld., MEngNZ

### Deputy Head of Department (Postgraduate and Research)

Mark I. Jones, BE PhD, CEng CPEng, FIMMM, MEngNZ  
MRSNZ

### Professors

1997 Mohammed M. Farid, BSc Baghdad, MSc PhD  
Wales, CEng, FICHEME

- 1992 Wei Gao, ONZM, BE *Northeastern (China)*, ME *BCRI (China)*, DPhil *Oxf.*, FRSNZ FEngNZ, MTMS MMRS MACA
- 1998 Bryony J. James, BEng(Hons) *Bath*, PhD, FEngNZ, MRSNZ
- 2004 Robert Kirkpatrick, BE(Hons) PhD *UMIST*, FEngNZ FICHEM, MAICHE
- 2013 Mark P. Taylor, BE PhD, FICHEM, CEng

#### Professor and Chair in Food Process Engineering

- 2006 Brent Young, BE(Hons) PhD *Cant.*, CEng, FICHEM, FEngNZ

#### Associate Professors

- 2009 Peng Cao, BEng *Xi'an Jiao Tong*, ME *Shanghai Jiao Tong*, PhD *Qld.*, MRSNZ MEngNZ
- 2005 Mark I. Jones, BE PhD, CEng CPEng, FIMMM, MEngNZ MRSNZ
- 2010 Ashton Partridge, PhD *La Trobe*, BSc, MNZIC
- 2007 Ashvin Thambyah, BSMBE *Marquette*, MSc DIC *Imperial*, PhD *NU Singapore*, PGCert AcadPrac
- 2019 Meng Wai Woo, BE *James Cook*, PhD *Kebangsaan*

#### Senior Lecturers

- 2015 Saeid Baroutian, MSc PhD *Malaya*
- 2016 Kelly S. Burrowes, BE(Hons) PhD
- 2019 Laura J. Domigan, BSc(Hons) PhD *Cant. (jointly with School of Biological Sciences)*
- 1993 Michael A. Hodgson, BE PhD
- 2010 Jenny Malmstrom, MSc *Chalmers*, PhD *Aarhus*
- 2015 Steve Matthews, BE PhD
- 2013 Filicia Wicaksana, BSc *Widya Mandala*, MSc DIC *Imperial College*, PhD *NSW*
- 2008 Wei Yu, BE *Liaoning*, MS PhD *Qu.*

#### Lecturers

- 2019 Shan Li, MEng PhD *Sing.*
- 2018 Thomas Loho, BE(Hons) PhD
- 2015 Sophia Rodrigues, BE PhD
- 2015 Kaveh Shahbaz, MSc PhD *Malaya*

#### Professional Teaching Fellows

- 2016 Emma Brown, BE(Hons)
- 2019 Amanda Dilenno, BS *Carnegie-Mellon*
- 2009 Jim Hefkey, ME DipBus
- 2019 Andrea Kolb, Dipl.-Ing (FH) *Nuremberg Tech.*, PhD *Well.*
- 2017 Tarek Kollmetz, MSc *Hamburg*
- 2014 Marija R. Tutilić, Dipl.-Ing *Belgrade*, PhD, MEngNZ
- 2005 Ian W. Wright, BSc *Manc.*, ME, FIET, CEng(UK)

#### Research Fellows

- 2015 Muhammad Hayat, BE MSc *Chalmers*, PhD
- 2015 Saifang Huang, BE *CUGB*, PhD
- 2016 Shanghai Wei, BE *Hubei*, ME *Sichuan*, PhD
- 2018 Josh Workman, BE(Hons) PhD

#### Honorary Professors

- John J. J. Chen, BE PhD, CEng, FRSNZ FICHEM FEngNZ
- Margaret M. Hyland, BSc(Hons) *Guelph*, PhD *W.Ont.*, CEng, FICHEM, MTMS MRSNZ

#### Honorary Senior Lecturer

- Filipa Silva, BEng(Hons) PhD *Catholic U. Portugal*, MEng *Florida*

#### Honorary Research Fellows

- John Kennedy, BSc *Madurai-K*, MSc *Madr.*, PhD
- Xiaowen Yuan, BE Tongji, PhD

#### Honorary Professional Teaching Fellow

- M. Tajammal Munir, BE(Hons) ME *Lahore UET*, PhD PGCertAcadPrac

## Civil and Environmental Engineering

#### Head of Department

- Jason M. Ingham, ME PhD *Calif.*, MBA, FEngNZ MASCE

#### Deputy Head of Department (Academic)

- Seosamh B. Costello, BE *NUI*, MSc PhD *Birm.*, CEng MIEI CMEngNZ

#### Deputy Head of Department (Service)

- Richard S. Henry, BE(Hons) PhD, MEngNZ

#### Deputy Head of Department (Research)

- Heide Friedrich, Dipl.-Ing *Berlin*, PhD, MRSNZ MASCE MIAHR, MEngNZ

#### Professor of Civil Engineering

- 1980 Bruce W. Melville, BE PhD, FRSNZ Dist.FEngNZ, MASCE MIAHR

#### Professor of Geotechnical Engineering

- 1977 Michael J. Pender, BE PhD *Cant.*, FEngNZ, MASCE

#### Professor of Timber Engineering

- 2007 Pierre Quenneville, BE *RMC*, MEng *Montr.*, PhD *Qu.*, FEngNZ, MASCE, PEng

#### Professor and MBIE Chair of Earthquake Engineering

- 2014 Kenneth J. Elwood, BASC *Br.Col.*, MS *Illinois*, PhD *Berkeley*, PEng, FACI, MEERI

#### Professor

- 1995 Jason M. Ingham, ME PhD *Calif.*, MBA, FEngNZ MASCE

#### Watercare Professor of Infrastructure

- 2019 Jakobus E. van Zyl, PhD *Exe.*, PrEng, MASCE MSAICE

#### Associate Professors

- 2007 Nawawi Chouw, Dipl.-Ing., Dr.-Ing. *Ruhr*, DGEB, EERI, NZSEE, MEngNZ
- 2008 G. Charles Clifton, BE(Hons) ME *Cant.*, PhD, FEngNZ FNZSEE
- 2010 Seosamh B. Costello, BE *NUI*, MSc PhD *Birm.*, CEng MIEI CMEngNZ
- 2013 James Lim, BEng *Sheff.*, PhD *Nott.*, CEng, MICE
- 2007 Rolando P. Orense, MSc *Philippines*, DEng *Tokyo*, PE, MASCE CMEngNZ
- 2011 Ajit K. Sarmah, BScAgEng(Hons) *SHUATS*, MEng *Asian IT*, MS *Qld.*, PhD *Adel.*, MRSNZ MEngNZ
- 2005 Asaad Y. Shamseldin, BSc *Khartoum*, MSc PhD *NUI Galway*, MEngNZ
- 1996 Naresh Singhal, BTech *IIT Bombay*, MS *Louisiana St.*, MA PhD *Prin.*, MEngNZ
- 2009 Liam Wotherspoon, BE(Hons) PhD, FNZSEE, MEERI MEngNZ

#### Senior Lecturers

- 2013 Alice Yan Chang-Richards, BE(Hons) MSc *CSUT China*, PhD

- 2014 Subeh Chowdhury, BE(Hons) PhD, MEngNZ  
 2006 Heide Friedrich, Dipl.-Ing Berlin, PhD, MRSNZ  
 MASCE MIAHR MEngNZ  
 2010 Vicente Gonzalez, BE(Hons) Valparaiso, ME PhD  
 Catholic U. Chile, MEngNZ  
 2007 Theuns Henning, ME Pret., PhD, CMEngNZ  
 2010 Richard S. Henry, BE(Hons) PhD, MEngNZ  
 1980 Thomas J. Larkin, BE PhD DipCounsTh, MEngNZ  
 2006 Quincy T. M. Ma, BE(Hons) PhD, FNZSEE,  
 MEngNZ  
 1989 Hugh W. Morris, ME, CMEngNZ  
 2014 Lokesh P. Padhye, BE(Hons) SPCE, MS PhD  
 Georgia Tech., PE Texas, CMEngNZ  
 2011 Gary Raftery, BE(Hons) PhD PGCert NUI Galway,  
 MIEI MEngNZ  
 2007 Prakash Ranjitkar, BE Tribhuvan, ME Asian IT,  
 PhD Hokkaido, CMEngNZ  
 2018 Tom Shand, BE(Hons) Cant., PhD NSW  
 2000 Douglas J. Wilson, BE PhD, NZCE, CMEngNZ  
 2015 Wei-Qin Zhuang, BE Tianjin, MEng PhD Nan.  
 Tech., MEngNZ

#### Lecturers

- 2014 Enrique del Rey Castillo, ME TU Madrid, MSc  
 Minho, PhD, MEngNZ MASCE  
 2018 Tūmanako Fa'au, BE(Hons) PhD  
 2017 Connor Hayden, BS Vermont, MS PhD Berk., PE  
 California, CMEngNZ  
 2019 Pablo Higuera, BE(Hons) MS PhD Cantabria  
 2018 Lucas Hogan, BS Cal Poly., PhD  
 2019 Mihn Kieu, BSc Hanoi USTC, MSc Linkoping, PhD  
 Qld.UT, MASCE MAITPM MIEEE MEASTS MATIUP  
 MPIA  
 2019 Sandeeka Mannakkara, BE(Hons), PhD  
 2019 Arezoo Rahimi, BSc Isfahan TU, MSc PhD  
 Nanyang Technol.  
 2018 Charlotte Toma, BE(Hons) PhD, MEngNZ  
 2016 Colin N. Whittaker, BE(Hons) PhD Cant., MIAHR  
 MEngNZ  
 2019 Conrad Zorn, BE(Hons) Cant., ME PhD  
 2018 Yang Zou, BE CQJUTU, MSc Cardiff, PhD Liv.,  
 MEngNZ

#### Professional Teaching Fellows

- 2018 Andrew Brown, BSCE(Hons) Texas-Austin,  
 MSCEE UC Berk., PhD Texas-Austin, PE Texas,  
 CPESC MASCE  
 ◇2009 Bevan A. Clement, BCA Well., MBA Waik., MILT  
 ◇1972 Roger C. M. Dunn, BE NZ, BSc Well., MEngSc  
 NSW, DipTP, FITE FEngNZ  
 2019 Con Lu, BE MEES Imperial, MISTructE CMEngNZ  
 2016 Cody Mankelow, BE(Hons) PhD  
 2018 Bruce Marks, BE  
 2019 Aimee Matiu, BA  
 2008 Garry Miller, BSc(Hons) Durh., MBA Leeds, PhD,  
 FICE, MEngNZ MISTructE, MAPM, PMP, CEng(UK)  
 2017 Febelyn Reguyal, MS Philippines, PhD MEngNZ  
 2018 Erik van den Top, BE(Hons) Utrecht, CAPP  
 ACCN

## Electrical, Computer, and Software Engineering

### Head of Department

Kevin W. Sowerby, BE PhD, SMIEEE

### Deputy Head of Department (Academic)

Bernard J. Guillemain, NZCS, BE PhD, MIEEE

### Deputy Head of Department (Research)

...

### Professor of Computer Systems

1994 Zoran Salcic, Dipl.-Ing ME PhD Sarajevo, FRSNZ,  
 SMIEEE

### Professors

- 1992 Grant A. Covic, BE PhD, FRSNZ FENZ, SMIEEE  
 2000 Aiguo (Patrick) Hu, BE PhD, SMIEEE  
 1995 Bruce MacDonald, BE PhD Cant., SMIEEE  
 1996 Udaya Madawala, BE(Hons) S.Lanka, PhD,  
 SFIEEE  
 1995 Sing Kiong Nguang, BE PhD Newcastle(NSW),  
 FIET, SMIEEE  
 2001 Partha S. Roop, BE Anna, MTech IIT Kharagpur,  
 PhD NSW  
 1984 Gerard B. Rowe, ME PhD, FEngNZ, MIEEE MIET  
 CMEngNZ  
 1990 Kevin W. Sowerby, BE PhD, SMIEEE

### Distinguished Emeritus Professor

John T. Boys, CNZM, ME PhD, FRSNZ FENZ

### Associate Professors

- 2002 Waleed Abdulla, MSc Baghdad, PhD Otago,  
 SMIEEE MIET, APSIPA (Life Member)  
 1994 Stevan Berber, BE Zagreb, ME Belgrade, PhD,  
 SMIEEE, JP  
 2004 Nirmal Nair, BE Baroda, ME IISc, PhD Texas  
 A&M, SMIEEE, CIGRE  
 2004 Oliver Sinnen, Dipl.-Ing Aachen, ME PhD IST  
 Lisbon  
 2002 Akshya Swain, MSc Samb., PhD Sheff., FIETE  
 (India), SMIEEE MIE (India)  
 2003 Catherine Watson, BE(Hons) PhD Cant.

### Senior Lecturers

- 1990 Mark Andrews, BE PhD  
 2001 Morteza Biglari-Abhari, MSc Sharif UT, PhD  
 Adel., SMIEEE  
 2016 Kelly Blincoe, BE Villanova, MS PhD Drexel  
 2011 Nasser Giacaman, BE PhD  
 1985 Bernard J. Guillemain, NZCS, BE PhD, MIEEE  
 2011 Rashina Hoda, BSc(Hons) Louisiana St., PhD  
 Well., MIEEE  
 2001 Dariusz Kacprzak, MEng Tech. U. Lublin, PhD  
 Kanazawa  
 2013 Avinash Malik, BE(Hons) PhD  
 1995 Michael Neve, BE PhD, MIEEE MIET  
 1990 Nitish Patel, BE M'lore., PhD  
 2012 Duleepa J. Thrimawithana, BE(Hons) PhD, MIEEE  
 2017 Abhisek Ukil, BE(Hons) Jad., MS Bolton,  
 FH-SWF, PhD Tshwane UT, SMIEEE, CEng(UK),  
 MIET  
 2013 Kevin I-Kai Wang, BE(Hons) PhD, MIEEE

**Lecturers**

- 2016 Andrew C. M. Austin, BE(Hons) PhD, MIEEE  
 ◇2016 Xuyun Zhang, BS ME Nanjing, PhD Technol.Syd.

**Professional Teaching Fellows**

- 2017 Bill Collis, GradDipTeach ACE, NZCE CIT, BSc ME PhD PGDipEd  
 2018 Dulsha Kularatna-Abeywardana, ME, MIEEE  
 2017 Matthew M. Y. Kuo, BE(Hons) PhD  
 2017 William (Yen-Lei) Lee, BE(Hons) PhD  
 2018 Travis Scott, BE(Hons)  
 2016 Craig Sutherland, BSc(Hons) PhD, MRSNZ  
 2018 Elliot John Varoy, ME

**Senior Tutor**

- 2001 Su Tang, ME UESTC

**Senior Research Fellow**

- 2013 Ho Seok Ahn, BE(Hons) PhD Korea, MIEEE

**Postdoctoral Research Fellows**

- 2016 Rocio Gomez Bardon, MSc PhD Birm.  
 2017 Seho Kim, BE(Hons) PhD  
 2017 Jackman Lin, BE(Hons) PhD  
 2017 Qinglin Tian, BE PhD

**Honorary Professor**

- Delwyn Moller, ME PhD Mass. (Amherst)

**Honorary Academics**

- Zeeshan Bhatti, BS Islamabad, MS Lahore, ME PhD  
 Mohan Sridharan, BE Madr., MS PhD Texas

**Engineering Science****Head of Department**

- Rosalind Archer, MS PhD Stan., BE, FEngNZ

**Deputy Head of Department (Academic)**

- John Cater, BE PhD Monash, SMAIAA

**Deputy Head of Department (Research)**

- Piarras Kelly, BSc UCD, DPhil Oxf.

**Professors**

- 2002 Rosalind Archer, MS PhD Stan., BE, FEngNZ  
 2002 Martyn Nash, BE PhD, SMIEEE (jointly with Auckland Bioengineering Institute)  
 1993 Poul Nielsen, BSc BE PhD (jointly with Auckland Bioengineering Institute)  
 1969 Michael O'Sullivan, BE NZ, PhD Cal.Tech., BSc ME, FEngNZ INFORMS Fellow  
 1986 Andrew Philpott BA BSc Well., MPhil PhD Camb.

**Emeritus Professor**

- David Ryan, MSc Otago, PhD ANU, FRSNZ FEngNZ INFORMS Fellow

**Associate Professors**

- 2000 Iain A. Anderson, ME PhD (jointly with Auckland Bioengineering Institute)  
 2006 Mark Battley, BE PhD  
 2013 Thor Besier, BPhEd(Hons) PhD W.Aust. (jointly with Auckland Bioengineering Institute)  
 2013 Justin Fernandez, BE PhD (jointly with Auckland Bioengineering Institute)  
 1999 Piarras Kelly, BSc UCD, DPhil Oxf.  
 1992 Andrew J. Mason, PhD Camb., BE

- 2007 Andrew Taberner, MSc(Tech) PhD Waik., SMIEEE (jointly with Auckland Bioengineering Institute)  
 2002 Charles Unsworth, BSc(Hons) MSc PhD St And., MIEEE  
 1998 Cameron Walker, BSc MA MSc MOR PhD  
 2000 Golbon Zakeri, BSc Iowa, PhD Wisconsin-Madison

**Senior Lecturers**

- 2008 John Cater, BE PhD Monash, SMAIAA  
 2008 Richard Clarke, MMath PhD Nott.  
 2015 David Dempsey, MSc Otago, PhD  
 2018 Peng Du, BE PhD (jointly with Auckland Bioengineering Institute)  
 2016 Andreas W. Kempa-Liehr, Dipl.-Phys Dr. rer. nat. Münster  
 2001 Michael O'Sullivan, MS PhD Stan., BSc MPhil  
 2009 Andrea Raith, BSc Dipl.-Math Darmstadt, PhD  
 2007 Vinod Suresh, BTech IIT Chennai, MS PhD Stan. (jointly with Auckland Bioengineering Institute)  
 2007 Sadiq Zarrouk, BSc Baghdad, ME PhD PGDipGeothermTech

**Lecturers**

- 2012 Anthony Downward, BE PhD  
 2011 John O'Sullivan, BE PhD MSc Stan.  
 2013 Bryan Ruddy, MSc PhD MIT (jointly with Auckland Bioengineering Institute)

**Professional Teaching Fellows**

- 2008 Peter Bier, BSc Waik., ME PGCertAcadPrac  
 2015 Kevin Jia, BA BE(Hons) MSc  
 2016 Colin Simpson, MPhys St And., PhD Cant.

**Mechanical Engineering****Head of Department**

- Krishnan Jayaraman, BE Madr., ME Howard, PhD Virginia Tech.

**Deputy Head of Department (Academic)**

- Karl Stol, BE Cant., MSc PhD Colorado, SMAIAA MIEEE

**Deputy Head of Department (Research)**

- Kean C. Aw, CEI(UK), MSc Brun., PhD Sci.U.Malaysia, GradDipArts, MIEEE

**University Distinguished Professor**

- 1980 Debes Bhattacharyya, ME Calc., PhD Jad., FRSNZ, Dist.FEngNZ, MASME

**Professors**

- 1999 Simon Bickerton, PhD Delaware, BE  
 2019 Olaf Diegel, MPM Technol.Syd., PhD Massey  
 1984 Richard G. J. Flay, BE(Hons) PhD Cant., CEng, FIMechE FRINA FEngNZ, MASME  
 1995 Krishnan Jayaraman, BE Madr., ME Howard, PhD Virginia Tech.  
 1996 Xun Xu, BE Shenyang Jianzhu, ME Dalian UT, PhD UMIST, FASME FEngNZ

**Professors and Chair in Mechatronics**

- 2011 Brian Mace, MA DPhil Oxf., MIAV  
 2011 Peter Xu, ME Southeast (China), PhD Beihang, FEngNZ, SMIEEE

**Emeritus Professor**

Gordon D. Mallinson, BSc(Hons) *Well.*, PhD NSW, FEngNZ, Mem.IEEE

**Associate Professors**

- 2004 Kean C. Aw, CEI(UK), MSc *Brun.*, PhD *Sci.U.Malaysia*, GradDipArts, MIEEE  
 2013 Andrew McDaid, BE(Hons) PhD, MIEEE MASME  
 2019 Johan Verbeek, MEng PhD *Pret.*, MEngNZ

**Senior Lecturers**

- 2015 Jaspreet Singh Dhupia, BE *IIT Delhi*, MSc PhD *Mich.*  
 2018 George Dodd, BSc *Reading*, MSc PhD DipAud *S'ton.*, FNZAcs  
 2018 Luke Hallum, BE(Hons) PhD NSW  
 2014 Yusuke Hioka, ME PhD *Keio*, PGCertTertTchg *Cant.*, SMIEEE  
 2015 Michael J. Kingan, BE(Hons) PhD *Cant.*  
 1999 Richard J. T. Lin, ME *NSYSU*, PhD  
 2004 Stuart Norris, PhD *Syd.*, ME  
 2001 Rajnish N. Sharma, BE(Hons) PhD, MAIAA MASME MAWES  
 2004 Karl Stol, BE *Cant.*, MSc PhD *Colorado*, SMAIAA MIEEE  
 2014 Lihua Tang, ME *Shanghai Jiao Tong*, PhD *Nan. Tech. (Singapore)*, MASME MSPIE  
 2015 David C. Wynn, MEng *Oxf.*, PhD *Camb.*, MIET MEngNZ

**Lecturers**

- 2017 Tim Giffney, BE(Hons) PhD  
 2018 Eva Hakansson, MSc PhD *Denver*

- 2017 Minas Liarokapis, ME *Patras*, MSc *Athens*, PhD *NTUA*, MIEEE MASME  
 2013 Yuqian Lu, BE(Hons) *Dalian UT*, PhD  
 2017 Vladislav Sorokin, MSc *SPbPU*, PhD DSc *IPME*  
 2015 Jonathan Stringer, ME PhD *Manc.*  
 2017 Alison Subiantoro, MEng PhD *Nanyang Technol.*

**Professional Teaching Fellows**

- 2013 Hazim Namik, BE(Hons) PhD  
 2019 Jan Polzer, Dipl-Math Dipl-Ing *Duisburg-Essen*  
 2010 Arcot A. Somashekar, BE *B'lore.*, ME PhD MASME

**Research Fellows**

- 2018 Maedeh Amirpour, BE *Sharif UT*, ME *Iran UST*, PhD  
 2015 Daeseung Jung, BE PhD *CBNU (Korea)*  
 2016 Nam Kyeun Kim, BE *Hankuk UFS*, ME PhD GradDipEng  
 2017 Velram Mohan, BTech *Anna*, ME *Waik.*, PhD, MEngNZ

**Honorary Associate Professors**

Robert R. Raine, BSc PhD *S'ton.*, MSAE  
 Peter J. Richards, BSc *Reading*, PhD *CNA*, AMRAEs

**Honorary Senior Lecturer**

Rainer H. A. Seidel, Dipl.-Wirtsch.-Ing *Karlsruhe*, PhD

**Honorary Lecturers**

Jonathon Kerkhofs, BE(Hons) *Cant.*  
 Mehdi Shahbazzpour, BE(Hons) PhD

**Honorary Research Fellow**

Shamil Galiyev, MSc *Kazan*, PhD *Leningrad*, DSc *Kiev*

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## Faculty of Law

*Dates given are those of taking up employment. Where degrees and diplomas are shown without the name of the awarding university, the university is Auckland. ♦ Denotes a part-time, permanent appointment.*

**Faculty Management Team****Dean**

Penelope Mathew, BA(Hons) LLB *Melb.*, LLM JSD *Col.*

**Deputy Dean**

Warren Swain, BA BCL DPhil *Oxf.*

**Associate Dean (Academic)**

Bronwyn Davies, MM *Macq.*, LLB

**Associate Dean (Equity)**

Carrie Leonetti, JD *Harv.*, AB *Michigan*

**Associate Dean (International and Postgraduate)**

Christopher Noonan, LLB PhD

**Associate Dean (Māori) and Tumuaki**

...

**Associate Dean (Pasifika)**

Treasa Dunworth, LLM *Harv.*, LLB(Hons)

**Associate Dean (Research)**

...

**Associate Dean (Teaching and Learning)**

Robert Batty, BA LLM

**Director of Faculty Operations**

Ada Marama, BA MBS PGDipBusAdmin *Massey*

**Director of Faculty Finance (Arts and Law)**

Gary Patterson, BCom

**Law****Professors**

- 1988 Klaus Bosselmann, Drlur *FU Berlin*  
 2013 Francis Dawson, BA BCL *Oxf.*  
 1992 Peter Devonshire, LLB(Hons) *Birm.*, LLM *Alta.*, PhD  
 2008 Craig Elliffe, BCom LLB(Hons) *Otago*, LLM PhD *Camb.*  
 1991 David P. Grinlinton, BA *Massey*, LLM *W.Aust.*, MDS *RMC*, LLB(Hons)  
 2018 Mark Henaghan, BA LLB(Hons) *Otago*  
 1979 Jane Kelsey, LLB(Hons) *Well.*, BCL *Oxf.*, MPhil *Camb.*, PhD  
 2003 Michael Littlewood, PhD *HK*, BA LLB(Hons)  
 1986 Joanna M. Manning, MCompL *George Wash.*, BA LLB(Hons)

- 2019 Penelope Mathew, BA(Hons) LLB *Melb.*, LLM JSD *Col.*  
 2011 Janet M. McLean, LLB(Hons) *Well.*, LLM *Michigan*  
 2010 Ron Paterson, ONZM, BCL *Oxf.*, LLB(Hons)  
 ◇1987 Paul T. Rishworth, QC, LLB(Hons) MJur  
 2015 Warren Swain, BA BCL DPhil *Oxf.*  
 1999 Julia R. Tolmie, LLM *Harv.*, LLB(Hons)  
 1991 Susan M. Watson, LLB(Hons) MJur  
 1985 Peter G. Watts, QC, LLB(Hons) *Cant.*, LLM *Camb.*

**Emeritus Professor**

David V. Williams, BA LLB *Well.*, BCL DipTheol *Oxf.*, PhD *Dar.*

**Adjunct Professors**

- 2015 Mai Chen, LLB(Hons) *Otago*, LLM *Harv.*  
 2016 Peter Hinton, BCom LLB(Hons) LLM *Harv.*  
 2016 Nick Wells, BCom LLB *Cant.* BCA(Hons) *Well.*, MBA *IMD*

**Associate Professors**

- 2013 Claire Charters, BA LLB(Hons) *Otago*, LLM *NYU*, PhD *Camb.*  
 2017 Vincent Cogliati-Bantz, LLM *Miami*, LLM PhD *Geneva*  
 1999 Treasa Dunworth, LLM *Harv.*, LLB(Hons)  
 2015 Andrew Erueti, LLM *Cant.*, LLM *Well.*, PhD *Tor.*  
 2003 Caroline Foster, BA LLB(Hons) *Cant.*, LLM PhD *Camb.*  
 2005 Amokura Kawharu, LLM *Camb.*, BA LLB(Hons)  
 2018 Timothy Kuhner, BA *Bowdoin*, LLM JD *Duke*  
 2018 Carrie Leonetti, AB *Michigan*, JD *Harv.*  
 1999 Christopher Noonan, LLM PhD  
 1992 Scott L. Optican, BA *Calif.*, MPhil *Camb.*, JD *Harv.*  
 2018 Nicole Roughan, LLM *Well.*, LLM SJD *Yale*, BA LLB  
 2004 Hanna Wilberg, BA LLB(Hons) *Otago*, BCL MPhil *Oxf.*

**Senior Lecturers**

- 2010 Robert Batty, BA LLB  
 2018 Katherine Doolin, BA LLB(Hons) *Waik.*, PhD *Kent*

- 2019 Karen Fairweather, LLB(Hons) *Birm.*, PhD *Exe.*  
 2012 Rohan Havelock, LLM *Camb.*, BA LLB(Hons)  
 2015 An Hertogen, LLM *Col.*, PhD  
 2015 Anna Hood, BA LLB(Hons) PhD *Melb.*, LLM *Col.*  
 2005 John Ip, LLM *Col.*, BA LLB(Hons)  
 2016 Jane Norton, LLM *Col.*, DPhil *Oxf.*, BA LLB(Hons)  
 2012 Marcus Roberts, BA LLB(Hons) LLM  
 2014 Arie Rosen, BA LLB *Tel Aviv*, LLM JSD *NYU*  
 2009 Katherine Sanders, LLM *Yale*, BA LLB(Hons)  
 2002 Paul Sumpter, LLM *Lond.*, LLB MA  
 2019 Jesse Wall, BA LLB(Hons) *Otago.*, MA BCL(Dist) MPhil(Dist) DPhil *Oxf.*

**Lecturers**

- 2019 Nikki Chamberlain, LLM *Vanderbilt*, BA LLB(Hons)  
 2019 Jayden Houghton, BA LLB(Hons)  
 2017 Fleur Te Aho, BA LLB(Hons) *Cant.*, LLM *Well.*, PhD *ANU*  
 2019 Tracey Whare, LLB *Well.*, LLM  
 2018 Edward Willis, BA LLB *Well.*, PhD

**Professional Teaching Fellows**

- 2018 Bronwyn Davies, MM *Macq.*, LLB  
 2018 Barnard Hutchinson, LLB(Hons) BCom MTaxS  
 2019 Maureen Malcolm, BA LLB *Waik.*  
 1977 Stephen F. Penk, MA PGDA *Otago*, BA LLB(Hons) LLM  
 2019 Litia Tuiburelevu, BA LLB(Hons)

**Research Fellows**

- 1972 Bill Hodge, BA *Harv.*, JD *Stan.*  
 2013 Nina Khouri, LLM *NYU*, BA LLB(Hons)  
 1969 Ken A. Palmer, LLM *Harv.*, *Auck.*, SJD *Virginia*

**Honorary Professors**

Jeff Berryman, LLM *Dal.*, LLB(Hons) MJur  
 John Farrar, LLB(Hons) LLM LLD *Lond.*, PhD *Brist.*  
 Richard Scragg, LLM *Cant.*  
 Andrew Stockley, BA LLB *Well.*, BA(Hons) *Cant.*, PhD *Camb.*, MA DPhil *Oxf.*  
 David A. R. Williams, QC, LLM *Harv.*, LLB

**Distinguished Fellow**

Hon. Tony Randerson QC, LLB(Hons)

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## Faculty of Medical and Health Sciences

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*Dates given are those of taking up employment. Where degrees and diplomas are shown without the name of the awarding university, the university is Auckland. ◇ Denotes a part-time, permanent appointment.*

**Faculty Management Team****Dean**

John Fraser, BSc(Hons) *Well.*, PhD, FRSNZ

**Executive Assistant to the Dean**

Salomé Schlebusch

**Deputy Dean**

Alan F. Merry, ONZM, MBChB Z'bwe, MRCS *Eng.*, LRCP *Lond.*, DipObst, FANZCA FFPANZCA FRCA  
 HonFFFLM FCHSM FRSNZ

**Tumuaki, Deputy Dean (Māori)**

M. J. Papaarangi Reid, DipComH *Otago*, BSc MBChB, DipObst, FNZCPHM FRACS

**Associate Dean (Academic)**

Bridget Kool, BHSc *Auck.UT*, MPH PhD, FCNA(NZ), RN

**Associate Dean (Equity)**

Trecia Woules, MA PhD

**Associate Dean (Postgraduate)**

Trevor Sherwin, BSc(Hons) PhD *Kent*

**Associate Dean (Research)**

Andrew N. Shelling, BPhEd BSc(Hons) PhD *Otago*

**Assistant Dean, Waitemata**

Martin J. Connolly, MBBS(Hons) MD *Newcastle(UK)*,  
FRCP FRACP

**Assistant Dean, South Auckland**

Andrew G. Hill, MBChB MD EdD, FACS FRACS

**Assistant Dean, Waikato**

Michael Jameson, MBChB PhD, FRACP FRCPEd

**Head of Medical Programme**

Andrew Wearn, MBChB MMedSc *Birm.*, FRNZCGP,  
MRCGP(UK)

**Director of Faculty Operations**

Stuart Glasson

**Director of Faculty Finance**

Terrence Dickson, CA

**Research Units, Centres and Institutes****Auckland Cancer Society Research Centre****Director**

Michael P. Hay, BSc(Hons) PhD *Cant.*

**Centre for Addiction Research****Director**

Natalie Walker, MSc *Well.*, DPH *Otago*, PhD

**Associate Directors**

Peter Adams, MA PhD PGDipClinPsych

Susanna Galea-Singer, MD *Malta*, MSc DipForensicMH  
*Lond.*, MRCPsych

David Newcombe, BA(Hons) *Flin.*, PhD *Adel.*

Janie L. Sheridan, BPharm *Bath*, BA *Middx.*, PhD *Lond.*,  
FRPharmS, RegPharmNZ

**Centre for Advanced Magnetic Resonance Imaging****Director**

David Dubowitz, MA *Camb.*, BMBCh *Oxf.*, PhD *CalTech*,  
FRCR, MRCP

**Centre for Brain Research****Director**

Richard L. M. Faull, KNZM, BMedSc MBChB *Otago*, PhD  
DSc, FRSNZ

**Deputy Director**

P. Alan Barber, MBChB *Otago*, PhD *Melb.*, FRACP

**Associate Directors**

Lynette J. Tippet, MSc PhD DipClinPsych

Deborah Young, MSc *Otago*, PhD

**Research Operations Manager**

Dean Robinson, MSc PhD

**Centre for Longitudinal Research – He Ara ki Mua****Director**

Susan Morton, MNZM, BSc(Hons) *Well.*, PhD *Lond.*,  
MBChB, FAFPHM FNZCPHM

**Eisdell Moore Centre****Director**

Peter Thorne, CNZM, BSc DipSc *Otago*, PhD

**Deputy Directors**

Suzanne C. Purdy, PhD *Iowa*, DipAud *Melb.*, MSc

Grant Searchfield, BSc MAud PhD

**Research Operations Manager**

Meagan Barclay, BSc(Hons), PhD

**Pacific Hearing Research Coordinator**

Elizabeth Holt, BHSc MPH

**Māori Hearing Research Coordinator**

Alehandrea Manuel, BHSc MAudSt *Qld.*, PGDipPH

**National Institute for Health Innovation****Director**

Christopher Bullen, MBChB DObst DCH *Otago*, MPH  
PhD, FAFPHM FNZCPHM

**New Zealand National Eye Centre****Director**

Charles N. J. McGhee, ONZM, MBChB BSc(Hons) *Glas.*,  
PhD *Dund.*, DSc, FRCSGlas FRCOphth(UK)  
FRANZCO FRSNZ

**Deputy Directors**

Steven Dakin, BSc(Hons) *Exe.*, PhD *Stir.*

Paul Donaldson, BSc(Hons) PhD *Otago*

**Manager**

Suzanne Raynel, MA *Well.*, BHSc *Auck.UT*, ADN *Waik.*  
*Polytech.*, OND(UK)

**Schools and Departments****School of Medical Sciences****Head of School**

Paul Donaldson, BSc(Hons) PhD *Otago*

**Academic Director**

Clare Wall, BSc *Wales*, MAppSc PhD *Qld.UT*

**Postgraduate Director**

Susan McGlashan, BSc *Leeds*, PhD *Lond.*

**Group Services Manager**

Bruce Rattray, BA

**Professional Teaching Fellows**

2015 Sebastien Barfoot, MA *Camb.*, MSc *Dund.*

2006 Deanna Bell, MSc PhD

2016 Andrew Dubovyi, MD *Crimea State Med.*

**Anatomy and Medical Imaging****Head of Department**

Maurice A. Curtis, BHSc *Unitec*, MSc PhD

**Group Services Coordinator**

Megan Spiers

**Director Human Anatomy**

Maurice A. Curtis, BHSc *Unitec*, MSc PhD



**Head of Discipline, Radiology**Miriam Scadeng, MBBS *Lond.*, FRCR**Programme Director Medical Imaging**

...

**University Distinguished Professor**1978 Richard L. M. Faull, KNZM, BMedSc MBChB  
*Otago*, PhD DSc, FRSNZ**Professors**2007 Maurice A. Curtis, BHSc *Unitec*, MSc PhD

1996 Alistair A. Young, ME PhD

**Emeritus Professors**Stuart W. Heap, MBBS *Lond.*, FRACR FRCR

Louise F. B. Nicholson, MSc PhD DipTchg

**Associate Professors**

1999 Colleen J. Bergin, BSc MBChB, FRACPS

2007 Anthony Doyle, MBChB *Otago*, AmBdCertRad,  
BSc, FRANZCR2017 David Dubowitz, MA *Camb.*, BMBCh *Oxf.*, PhD  
*CalTech*, FRCR, MRCP2017 Miriam Scadeng, MBBS *Camb.*, FRCR

1986 Henry J. Waldvogel, MSc PhD

**Senior Lecturers in Anatomy**2002 M. Fabiana Kubke, Lic *Buenos Aires*, MSc PhD  
*Conn.*2014 Seyed Ali Mirjalili, MD *Tehran*, PhD *Otago*2006 Simon O'Carroll, MSc *Cant.*, PhD**Senior Lecturer in Cell and Molecular Imaging**2002 Susan McGlashan, BSc *Leeds*, PhD *Lond.***Senior Lecturer in Medical Imaging**2013 Beau P. Pontré, BSc(Hons) PhD *W.Aust.***Senior Lecturer**2017 Samantha Holdsworth, BSc(Hons) *Cant.*, MSc  
*Qld.UT.*, PhD *Qld.***Professional Teaching Fellows**2015 Sebastien Barfoot, MA *Camb.*, MSc *Dund.*

2014 Heather Gunn, MHSc

2014 Catherine Lyman, PGCert *Brad.*, BSc(Hons)2017 Adriana Mitjatovic, BMRS *McM.*

2014 Shelley Park, MHSc

2017 Tracey Pieterse, MTech *Jo'burg.*

2019 Cathy Sorenson

2014 Rhonda-Joy I. Sweeney, MHSc PGDipHSc

2010 Angela Tsai, BSc(Hons) PGCertAcadPrac

2014 Karen Wallis NDMDI *Unitec*, PGDipPH

2011 Adrienne Young, BAppSc MHSc PGDipHSc

**Senior Tutor**1996 Peter Riordan, MSc *Waik.***Research Fellows**

2018 Zaid Aqrawe, BPharm(Hons) PhD

2015 Ashika Chhana, BSc(Hons) PhD

2011 Victor Dieriks, MSc *Leuven*, MSc PhD *Ghent*2018 Erika Freemantle, MSc *Sher.*, PhD *McG.*

2017 Kat Gilbert, BE(Hons) PhD

2015 Christine Ilse, BA PhD

2015 Andrea Kwakowsky, MSc PhD *Eötvös Loránd*

2017 Victoria Low, BSc(Hons) PhD

2017 Helen Murray, BSc(Hons) PhD

2015 Brigid Ryan, BSc(Hons) PhD

2014 Malvinder Singh-Bains BSc(Hons) PhD

2011 Avan Suinesiaputra, BE *Bandung*, MSc  
*Amsterdam*, PhD *Leiden*2018 Susan Yates, BSocSc(Hons) PhD PGDipPsych  
*Waik.*, MNZCCP**Clinical Senior Lecturer in Radiology**Barbara S. Hochstein, MBChB *Otago*, DRANZCR,  
FRANZCR**Honorary Professors**Cliff Abraham, BA *Virginia*, PhD *Flor.*, FRSNZMark Stringer, MBBS *Lond.*, FRCS FRACS**Honorary Professor in Radiology**Rita Ann Littlewood Teele, BA MD *Boston*,  
AmBdCertRad, FRANZCR**Honorary Associate Professors**Brenda V. Dawson, BA *Keele*, MD *Arizona*, FASCP FCAP

Andrew Holden, MBChB, FRANZCR

Cynthia G. Jensen, AB(Hons) *Brown*, PhD *Minn.*Mervyn Merlilees, BSc DSc *Otago*, PhD *Tor.*

Jenny Sim, MSc PhD

John Villiger, PhD *Otago***Honorary Research Fellows**Susann Beier, BSME(Hons) *Baden-Wuerttemberg*, ME  
PhD

Melanie Cheung, MSc PhD

Pau Medrano-Gracia, MSc *Catalonia*, ME PhDMaran Muthiah, ME *Camb.*, PhD *Anna*, MCE**Honorary Clinical Lecturers**

Sonja Bastin, MBChB, FRANZCR

Sunderarajan Jayaraman, MBChB *Brist.*Peter Johnston, MBChB *Otago*, FRACS

Kim McAnulty, MBChB, FRANZCR

Russel Metcalfe, MBChB, DRACR, FRANZCR

Giuseppe Sasso, MBChB MD *SUN*, FRANZCR**Auckland Cancer Society Research Centre****Director**Michael P. Hay, BSc(Hons) PhD *Cant.***Co-Directors**Mark J. McKeage, MBChB *Otago*, PhD *Lond.*, MMedSc,  
FRACPWilliam R. Wilson, BSc *Well.*, PhD, FRSNZ**Administrator**Yuli Lynch, BMus *NZSM***University Distinguished Professor**1972 William A. Denny, ONZM, MSc PhD DSc, FRSNZ  
FNZIC**Professors**

1987 Lai-Ming Ching, MSc PhD

1996 Mark J. McKeage, MBChB *Otago*, PhD *Lond.*,  
MMedSc, FRACP (*jointly with Pharmacology and  
Clinical Pharmacology*)1980 William R. Wilson, BSc *Well.*, PhD, FRSNZ**Emeritus Professor**

Bruce C. Baguley, ONZM, MSc PhD, FRSNZ

**Associate Professors**

- 1993 Robert F. Anderson, MSc PhD, CChem, FRSC  
FNZIC
- 1991 Michael P. Hay, BSc(Hons) PhD *Cant.*
- 1984 Brian D. Palmer, MSc DIC *Imperial*, PhD
- 2001 Adam V. Patterson, BA(Hons) *Oxf.*, PhD *Oxf.*  
*Brookes*
- 1980 Gordon W. Rewcastle, MSc PhD, FNZIC
- 1994 Jeffrey B. Smail, BSc(Hons) PhD *Otago*

**Senior Research Fellows**

- 2005 Amir Ashoorzadeh, MSc PhD
- 2002 Adrian Blaser, MSc PhD *Bern.*
- 2008 Jack Flanagan, BSc(Hons) *Well.*, PhD ANU
- 1992 Swarna A. Gamage, BSc(Hons) *Kelaniya*, PhD  
*Otago*
- 2011 Yongchuan Gu, MSc *Nanjing*, PGCertCE PhD
- 1999 Kevin O. Hicks, BSc BVSc *Massey*, PhD
- 2008 Stephen M. Jamieson, MSc PhD
- 1987 Ho H. Lee, BSc *Sing.*, MSc *Waik.*, PhD
- 1995 Euphemia Leung, MSc *Western Kentucky*, PhD  
(jointly with *Molecular Medicine and Pathology*)
- 2004 Guo-Liang Lu, MSc *Hebei Normal*, PhD *Nankai*
- 1992 Frederik Pruijn, MSc PhD *VU Amsterdam*
- 1995 Julie A. Spicer, BSc(Hons) PhD *Massey*
- 2000 Ralph J. Stevenson, MSc PhD
- 2001 Hamish S. Sutherland, MSc PhD
- 1991 Moana Tercel, PhD *Camb.*, MSc
- 1991 Andrew M. Thompson, BSc(Hons) PhD *Cant.*

**Research Fellows**

- 2007 Maria Rosaria Abbattista, PhD *Bari*
- 2010 Karen Bishop, MSc PhD *Kwazulu-Natal*
- 2014 Matthew Bull, MSc PhD
- 2011 Peter Choi, BSc(Hons) PhD
- 2013 Benjamin Dickson, BSc(Hons) PhD
- 2008 Anna Giddens, MSc PhD
- 2014 Kimiora Henare, BSc MSc PhD
- 2005 Jagdish K. Jaiswal, MPharm *Jad.*, PhD *All India*  
*IMS*
- 2012 Jiney Jose, MSc PhD *Texas A&M*
- 2001 Nishi Karunasinghe, BSc *Colombo*, MPhil  
*Kelaniya*, PhD *Macq.*
- 2011 Lydia Liew, BSc(Hons) PhD
- 2006 Christian K. Miller, BSc(Hons) *Herts.*, PhD *Bath*
- 2009 Dean Singleton, BSc (Hons) PhD
- 2016 Petr Tomek, MSc RNDr *South Bohemia*, PhD

**Honorary Professors**

- Michael P. Findlay, MBChB MD *Otago*, FRACP
- Peter Shepherd, BSc PhD *Massey*

**Honorary Associate Professors**

- Nuala Helsby, BSc(Hons) *Staff.*, PhD *Liv.*
- Michael Jameson, MBChB PhD, FRACP FRCPEd
- Andrew N. Shelling, BPhEd BSc(Hons) PhD *Otago*  
(jointly with *Obstetrics and Gynaecology and*  
*Molecular Medicine and Pathology*)

**Honorary Senior Research Fellow**

- Graeme J. Finlay, BTh S.Af., MSc PhD

**Molecular Medicine and Pathology****Head of Department**

- Alan J. Davidson, BSc(Hons) PhD

**Group Services Coordinator**

- Kavita Hussein

**Marijana Kumerich Chair in Leukaemia and Lymphoma Research**

- 2013 Stefan K. Bohlander, Dr.med *Freiburg*

**Professors**

- 1989 Peter J. Browett, BMedSci MBChB *Otago*, FRACP  
FRCPA
- 1989 John Fraser, BSc(Hons) *Well.*, PhD, FRSNZ
- 2005 Cristin Print, MBChB PhD
- 1995 Andrew N. Shelling, BPhEd BSc(Hons) PhD  
*Otago* (jointly with *Obstetrics and Gynaecology*  
*and Auckland Cancer Society Research Centre*)
- 2004 Peter Shepherd, BSc PhD *Massey*

**Emeritus Professors of Molecular Medicine**

- Kathryn E. Crosier, ONZM, MBChB *Otago*, PhD, FRACP  
FRCPA
- Philip S. Crosier, MSc PhD *Otago*

**Associate Professors**

- 1984 Roger J. Booth, MSc PhD (jointly with  
*Psychological Medicine*)
- 2010 Alan J. Davidson, BSc(Hons) PhD
- 1998 Nuala Helsby, BSc(Hons) PhD *Liv.*
- 1993 Kathleen G. Mountjoy, BSc *Massey*, PhD (jointly  
with *Physiology*)
- 1995 Thomas K. Proft, MSc PhD *Heidelberg*
- 2001 Simon Swift, BSc(Hons) PhD *Nott.*
- 1988 Mark G. Thomas, MBChB MD DipObst, FRACP
- 2009 Siouxsie Wiles, MNZM, BSc(Hons) *Edin.*, PhD  
*Napier*
- 1997 Deborah Young, MSc *Otago*, PhD (jointly with  
*Pharmacology and Clinical Pharmacology*)

**Senior Lecturers**

- 2011 Jonathan Astin, BSc(Hons) *Massey*, PhD *Brist.*
- 2001 Graeme J. Finlay, BTh S.Af., MSc PhD
- 2004 Scott Graham, BSc(Hons) *Strath.*, PhD *Aberd.*
- 2005 Christopher Hall, BTech(Hons) PhD
- 2009 Maggie Kalev, MBChB *Szczecin (Poland)*, PhD,  
FRCPA
- 2012 Nikki Moreland, BSc *Waik.*, PhD
- 2008 Stephen Ritchie, MBChB PhD, FRACP

**Professional Teaching Fellows**

- 2017 Ho Joon Lee, MSc PhD *Syd.*
- 2015 Rachelle Singleton, BSc(Hons) PhD

**Senior Research Fellows**

- 2011 Marjan Askarian-Amiri, MSc PhD *Otago*
- 2009 Cherie Blenkiron, BSc *Nott.*, PhD *Edin.*
- 1994 Christina M. Buchanan, MSc(Tech) *Waik.*, MGC  
*Syd.*, PhD
- 2009 Annette Lasham, BSc *Lond.*, PhD *Camb.*
- 1995 Euphemia Leung, MSc *Western Kentucky*, PhD  
(jointly with *Auckland Cancer Society Research*  
*Centre*)
- 2017 Paula Lewis, MSc PhD
- 2017 Brya Matthews, BSc(Hons) *Cant.*, PhD
- 2009 Jacelyn Mei San Loh, BTech(Hons) PhD
- 2006 Fiona J. Radcliff, BSc(Hons) *Tas.*, PhD *NSW*
- 2019 Shiva Reddy, MSc DipSc *Otago*, DipTchg *ACE*,  
PhD

2014 Andrew Wood, MBChB, FRACP

#### Research Fellows

2015 Kathryn Burns, MSc PhD  
 2016 Melissa Cadelis, BSc(Hons) PhD  
 2013 George (Hao-Han) Chang, BTech PhD  
 2015 Ofa Dewes, MBA S.Cross, PhD  
 2014 Jennifer Hollywood, BSc(Hons) PhD *NUI Cork*  
 2011 Teresa Holm, PhD *MIT*, MSc  
 2013 Anower Javed, MSc *Dong-eui*, PhD *Waik.*  
 2017 Soo Hee Jeong, MSc PhD  
 2014 Purvi Kakadiya, MSc *Gujar.*, PhD *LMU Munich*  
 2006 Ries Langley, MSc PhD  
 2015 Kate Lee, BSc(Hons) *Bangor*, PhD *Lond.*  
 2013 Natalie Lorenz, DipMolMed *Nuremberg*, PhD  
 2017 Reuben McGregor, MSc *LSHTM*, PhD *KCL*  
 2017 Hannah Read, MSc PhD  
 2013 Veronika Sander, PhD *DiplMolBiol Salzburg*  
 2017 Catherine (Jia-Yun) Tsai, MSc Nat. *Taiwan*, PhD

#### Honorary Professors of Molecular Medicine

Peter Bergquist, MSc PhD *NZ*, DSc  
 Fiona M. McQueen, MBChB *Otago*, MD, FRACP

#### Honorary Associate Professors of Molecular Medicine

Götz Laible, DipBioChem PhD *FU Berlin*  
 Bjorn Oback, MSc *Giessen*, PhD *Heidelberg*

#### Honorary Senior Lecturers in Molecular Medicine and Pathology

Leanne C. Berkahn, MBChB *Otago*, FRACP *FRCPA*  
 Troy Merry, BPhEd(Hons) *Otago*, PhD *Melb.*  
 Laura Young, MBChB, FRACP *FRCPA*

#### Honorary Senior Research Fellows in Molecular Medicine and Pathology

William G. H. Abbott, MBChB PhD, FRACP  
 Marija Gizdavic Nikolaidis, BSc(Hons) *Belgrade*, PhD  
 Kevin (Xueying) Sun, MD PhD *Shandong*  
 Neil S. Van de Water, BSc *Massey*, PhD *Lond.*, DipSc *Massey*  
 See-Tarn Woon, PhD *Alaska-Fairbanks*, FFSc

#### Honorary Clinical Associate Professors

Rohan Ameratunga, MBChB PhD, DipABMLI, FRACP *FRCPA*  
 Hilary A. Blacklock, MBChB *Otago*, FRACP *FRCPA*  
 Patrick Emanuel, MBChB *Otago*, DipArts *Massey*, FCAP *FASDP*  
 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) Croxson, MBChB *Otago*, *FRCPA*  
 Richard Doocey, MBChB *Otago*, *FRACP FRCPA*  
 Rick A. Franklin, MBChB *Otago*, DipVenereology *Lond.*, BSc *DipObst*, *FACSHF*  
 Ross Henderson, MBChB PhD, FRACP *FRCPA*  
 Samar Issa, MBChB *Baghdad*, FRACP *FRCPA*  
 Campbell V. Kyle, PhD *Utah*, MBChB MMedSci *DipObst*, *FRACP*  
 Claire McLintock, ONZM, MBChB *Edin.*, FRACP *FRCPA*

Reenadevi Ramsaroop, BChB PhD *S.Af.*, FFPATH *FRCPA*  
 Sally Roberts, BSc MBChB, FRACP *FRCPA*  
 Sanjay Sinha, MBBS MD *Delhi*, *FRCPath*  
 Simon R. Stables, MBChB *Otago*, *FRCPA*  
 Edward P. Theakston, MBChB, *FRCPA*  
 Leon Jonathan Zwi, BSc *MBBCh Wits.*, PhD, *FRCPA*

#### Nutrition

##### Head of Discipline

Clare Wall, BSc *Wales*, MAppSc PhD *Qld.UT*

##### Group Services Coordinator

Lulu Zuo, BSc *Otago*, MSc *MCE*

##### Associate Professor

2006 Clare Wall, BSc *Wales*, MAppSc PhD *Qld.UT*

##### Senior Lecturers

2012 Andrea Braakhuis, BSc *Melb.*, MND *Deakin*, PhD  
 2016 Troy Merry, BPhEd(Hons) *Otago*, PhD *Melb.*

##### Lecturer

2016 Rajshri Roy, BSc(Hons) PhD *Syd.*

##### Professional Teaching Fellows

2019 Amy Lovell, BSc *MNutrDiet Syd.*  
 2015 Rebecca McLean, BSc PGDipDiet *Otago*, *MHSc*  
 2013 Julia Sekula, BSc PGDipDiet *Otago*, *MHSc*  
 2018 Clare Wallis, BSc PGDipDiet *Otago*

##### Senior Research Fellow

2019 Teresa De Castro, BSc *Viçosa*, MSc PhD *Sao Paulo*

##### Research Fellows

2018 Christopher Hedges, PhD *Vic. (Aust.)*, BSc(Hons)  
 2018 Randall D'Souza, MSc PhD

##### Honorary Lecturer

Laurence Eyres, BSc PGDipDiet *Otago*, *MHSc*

##### Honorary Clinical Senior Tutors

Jenny Buxton, MSc *Massey*, PGDipDiet *Otago*  
 Laura Mash, BSc(Hons) *Lough.*, PGDipDiet MSc *Chester*  
 Eruera M. Maxted, BSc PGDipDiet *Otago*, *MHSc*  
 TszShan Moss, BSc(Hons) *QM Edin.*  
 Amber Steward, PGDipDiet *Otago*

#### Oncology

##### Head of Discipline

Michael P. Findlay, MBChB MD *Otago*, FRACP

##### Group Services Coordinator

Emma Robjohns

##### Research Operations Manager: Cancer Trials New Zealand

Sarah Bengel, BSc PhD *S'ton*

##### Professor

2002 Michael P. Findlay, MBChB MD *Otago*, FRACP

##### Clinical Senior Research Fellow

Benjamin Lawrence, MBChB MSc, FRACP

##### Honorary Clinical Associate Professor

Vernon Harvey, LRCP, MRCS MBBS MD *Lond.*, *FRCPEd*, *MRCP(UK)*

**Honorary Clinical Senior Lecturers**

Gillian Campbell, MBChB *Dund.*, FRANZCR  
 Sanjeev Deva, MBChB, FRACP  
 Fritha Hanning, MBChB, FRACP  
 Hedley Krawitz, MBChB MMed *Witw.*, FRANZCR  
 George Laking, BMedSc *Manc.*, MBChB *Otago*, PhD *Lond.*  
 Louis Meng-Yun Lao, MBChB *Otago*, FRANZCR  
 Andrew Macann, MBChB, FRANZCR  
 David J. Porter, MBChB *Otago*, MD *Newcastle(UK)*,  
 DipObst, FRACP  
 Richard Sullivan, MBChB *Otago*, FRACP  
 Michelle Wilson, MBChB, FRACP

**Pharmacology and Clinical Pharmacology****Head of Department**

Malcolm Tingle, BSc(Hons) PhD *Liv.*

**Group Services Coordinator**

Kavita Hussein

**Professors**

2000 Bronwen Connor, MNZM, BSc PhD  
 1988 Michael Dragnow, MSc PhD *Otago*  
 1983 Nicholas H. G. Holford, MSc MBChB *Manc.*,  
 FRACP, MRCP(UK)  
 1996 Mark J. McKeage, MBChB *Otago*, PhD *Lond.*,  
 MMedSc, FRACP (*jointly with Auckland Cancer  
 Society Research Centre*)

**Emeritus Professor**

David M. Paton MD DSc, FRCPC, FRACP, FBPhS

**Associate Professors**

1990 Jian Guan, MBChB *Wuhan*, PhD  
 1997 Malcolm Tingle, BSc(Hons) PhD *Liv.*  
 1997 Deborah Young, MSc *Otago*, PhD

**Senior Lecturers**

2008 Jack Flanagan, BSc(Hons) *Well.*, PhD *ANU*  
 2015 Catherine Han, MBChB *Otago*, PhD  
 2008 Stephen Jamieson, MSc PhD  
 2015 Raewyn Poulsen, BSc *Cant.*, MSc PhD *Massey*

**Lecturer**

2017 Jacqueline A. Hannam, BSc(Hons) PhD

**Professional Teaching Fellow**

2006 Deanna Bell, MSc PhD

**Senior Tutors**

2001 Liam Anderson, BTech PGDipForensic  
 2005 Rachel Cameron, BSc(Hons) PhD  
 2008 Leslie Schwarcz, BA *UC Santa Cruz*, PhD *Oregon*

**Senior Research Fellow**

2009 Emma Scotter, BSc(Hons) PhD

**Research Fellows**

2008 Erin Cawston, MMLSc PhD *Otago*  
 2018 Amy McCaughey-Chapman, BSc(Hons) PhD  
 2010 Natasha Grimsey, BCom BSc(Hons) PhD  
 2015 Deidre Jansson, BSc *Laur.*, MSc *Ott.*, PhD  
 1997 Alexandre I. Muravlev, BSc PhD *Novosibirsk*  
 2011 Thomas In-Hyeup Park, BSc(Hons) PhD  
 2016 Marta Tarczyk-Luk-Wells, BSc(Hons) PhD  
 2018 Angela Wu, BSc(Hons) PhD

**Honorary Professor**

Michelle Glass, BSc PhD

**Honorary Senior Lecturers**

Peter Fong, MBBS *Qld.*, FRACP  
 Susannah O'Sullivan, MBChB PhD, FRACP  
 Titaina Palacz, MSc MBChB  
 Trevor Speight, DipPharm *NZ*

**Physiology****Head of Department**

Laura Bennet, MA PhD

**Group Services Coordinator**

Megan Spiers

**Professor of Neurophysiology**

1986 Janusz Lipski, MD PhD DSc *Warsaw*

**Professors**

1996 Laura Bennet, MA PhD  
 1990 Paul Donaldson, BSc(Hons) PhD *Otago*  
 1994 Alistair J. Gunn, MBChB *Otago*, PhD, FRACP  
 FRSNZ  
 1996 Simon Malpas, BSc *Well.*, PhD *Otago*  
 2017 Julian F. Paton, BSc(Hons) PhD *Brist.*  
 1990 Peter Thorne, CNZM, BSc DipSc *Otago*, PhD  
 (*jointly with Audiology*)

**Associate Professors**

2012 Justin Dean, BSc MSc(Tech) *Waik.*, PhD  
 2019 James Fisher, BSc(Hons) PhD *Birm.*  
 2000 Mhoyra Fraser, BSc MPhil PhD DipSci  
 1995 Ian J. LeGrice, BE MBChB PhD DipTP  
 2004 Johanna Montgomery, BSc(Hons) PhD *Otago*  
 1993 Kathleen Mountjoy, BSc(Hons) *Massey*, PhD  
 (*jointly with Molecular Medicine and Pathology*)  
 1994 Srdjan Vljakovic, MD MSc PhD *Belgrade*

**Senior Lecturers**

1999 Carolyn J. Barrett, BSc(Hons) PhD *Otago*  
 2004 Julie Lim, MSc PhD  
 2013 Fiona McBryde, BSc(Hons) PhD  
 2013 Kimberley Mellor, BBioMedSc *Otago*, BSc(Hons)  
 PhD *Melb.*  
 2014 Rohit Ramchandra, MSc PhD  
 1994 Marie Ward, MSc, PhD

**Professional Teaching Fellows**

2005 Anuj Bhargava, MBChB *Bom.*, PGDipSci *Otago*  
 2016 Nishani Dayaratne, BSc(Hons) PhD

**Senior Tutor**

2005 Raj Selvaratnam, MSc PhD

**Senior Research Fellows**

2006 David Crossman, BSc(Hons) *Otago*, PhD  
 2011 Joanne Davidson, BSc(Hons) PhD  
 2009 Angus Grey, BTech(Hons) PhD  
 2002 Sarah-Jane Guild, ME PhD  
 2016 Anna Ponnampalam, BTech(Hons) PhD

**Postdoctoral Research Fellows**

2017 Yonis Abukar, BSc(Hons) PhD *Melb.*  
 2019 Liam Argent, BSc(Hons) *Brist.*, PhD *Oxf.*  
 2016 Jesse Ashton, ME PhD  
 2016 Juliette Cheyne, BSc(Hons) PhD  
 2018 Lorna Daniels, MSc *Lond.*, PhD *Otago*

- 2018 Debra Fong, BMS(Hons) PhD *Monash*  
 2011 Peter Freestone, BSc(Hons) PhD  
 2018 George Guo, BS *Lanzhou*, PhD *HKUST*  
 2018 Yewon Jung, MSc PhD  
 2016 Rashika Karunasinghe, MSc PhD  
 2018 Christopher Lear, BSc(Hons) PhD  
 2015 Kevin Lee, BSc(Hons) PhD  
 2017 Yoshinori Maeda, MD *Mie*  
 2016 Rosica Petrova, MSc PhD  
 2017 Sumudu Ranasinghe, BTech(Hons) PhD  
 2019 Julia Shanks, BSc *Warw.*, MSc DPhil *Oxf.*  
 2019 Haruna Suzuki-Kerr, BSc(Hons) PhD  
 2018 Rachael Taylor, MAud PhD *Syd.*  
 2006 Ravindra Telang, BVSc&AH *Bom.*, MVSc PhD *IVRI*  
 2017 Guido Wassink, MSc PhD  
 2016 Annika Winbo, MD PhD *Umea*

#### Honorary Professor

Lea Delbridge, BSc *Monash*, PhD *Melb.*

#### Honorary Associate Professor

Denis Loiselle, MSc *Alta.*, PhD *Dal.*, DipPhEd *Otago*

#### Honorary Research Fellows

- Paul Drury, BSc(Hons) MBChB PhD  
 Antoniya Georgieva, BSc(Hons) *TU Sofia*, PhD  
*Portsmouth*  
 Michi Kasai, MBChB *Miyazaki*, PhD *Yokohama*, MD  
 Shoichi Magawa, MD *Mie*  
 Lisa Wong, BKin *Br.Col.*, MSc *Calg.*

## School of Medicine

#### Head of School

Phillippa Poole, BSc MBChB MD, FRACP FANZAHPE

#### Group Services Manager

Natasha Tinkler

### Anaesthesiology – Auckland

#### Head of Department

Simon Mitchell, MBChB PhD DipOccupMed, FUHM  
 FANZCA

#### Group Services Coordinator

Debbie Beaumont

#### Professors

- 2001 Brian Anderson, MBChB *Otago*, PhD DipObst,  
 FANZCA FCICM  
 2002 Alan F. Merry, ONZM, MBChB *Z'bw.*, MRCS *Eng.*,  
 LRCP *Lond.*, DipObst, FANZCA FFPMANZCA  
 FRCA HonFFFLM FCHSM FRSNZ  
 2005 Simon Mitchell, MBChB PhD DipOccupMed,  
 FUHM FANZCA

#### Associate Professor

1999 Guy Warman, MSc PhD

#### Senior Lecturers

- 2009 Paul Baker, MBChB MD, FANZCA  
 2007 James Cheeseman, MSc PhD  
 2013 David Cumin, BE(Hons) PhD

#### Adjunct Senior Lecturer

2017 Jane Torrie, MBChB, FANZCA

#### Professional Teaching Fellow

2006 Magdi Moharib, MBBS MANaesth *Khartoum*,  
 PGDipClinEd

#### Research Fellows

- 2005 Derryn Gargiulo, MPharm *Otago*, PhD,  
 RegPharmNZ  
 2017 Matthew Moore, BE(Hons) PGDipBusAdmin  
*Massey*, PhD *Otago*

#### Honorary Professor

Timothy Short, MBChB MD *Otago*, FANZCA

#### Honorary Associate Professors

- Robert A. Boas, ONZM, MBChB *Otago*, FANZCA FRCA  
 FFPMANZCA  
 David Doolette, BSc(Hons) PhD *Adel.*  
 Michael J. Harrison, MBBS *Newcastle(UK)*, MD, FRCA  
 FANZCA  
 Colin McArthur, MBChB, FFARCS FANZCA FJFICM  
 FCICM  
 Craig Millar, MSc PhD

#### Honorary Senior Lecturers

- Vanessa Beavis, MBBCh *Witw.*, FFA(SA) FANZCA  
 Kerry Benson-Cooper, MBChB, FANZCA FCICM  
 Robyn Billing, BSc(Hons) MBBS PhD *Syd.*  
 Gillian Bishop, MBChB *Otago*, FANZCA FCICM  
 Charles Bradfield, MBBCh *Witw.*, DipAnaes *SA Coll.*  
*Medicine*, FANZCA  
 Doug Campbell, BM *S'ton*, FRCA FANZCA  
 Chris Chambers, MBChB *Otago*, FANZCA  
 Jeremy Cooper, MNZM, MBChB, DipABA, FANZCA  
 Michael Davis MB BChir *MA Camb.*, MD *Otago*, FRCA  
 FANZCA  
 Rebecca de Souza, MBChB *Otago*, FANZCA  
 Joseph Donnelly, BMedSc(Hons) MBChB *Otago*, PhD  
*Camb.*, DipGrad *Otago*  
 Thomas Fernandez, BSc MBChB, FANZCA  
 Ross Freebairn, MBChB, FANZCA FRCPE FCICM  
 Kirk Freeman, MBBCh *Wales*, LL.M, EDIC, FRCP FFICM  
 Robert Gibbs, MDS *Otago*, FRACDS FICD  
 Philip Guise, MBChB, FRCA FANZCA  
 Kerry Gunn, MBChB *Otago*, DA *Lond.*, FANZCA  
 Kathryn Hagen, MBChB, FANZCA  
 Cedric Hoskins, MBChB *NZ*, DA, FANZCA  
 Basil R. Hutchinson, MBChB *NZ*, FANZCA  
 Graham Knottenbelt, MBChB *Witw.*, FRCA FANZCA FHEA  
 Cornelis Kruger, MBChB *Pret.*, FANZCA  
 James Lai, MBChB, FRCA FANZCA  
 Anthony Newson, MBChB *Otago*, DA, FANZCA  
 Christopher Nixon, MBChB *Sheff.*, PGCertClinUS *Melb.*,  
 FRCA FANZCA  
 Neil Pollock, MBChB *Otago*, DipAnaes *Lond.*, MD,  
 DipObst, FRCA FANZCA  
 David Powell, MBChB, DAvMed *RCP*, PGDipAvMed  
*Otago*, DipOccupMed, FRNZCGP FAFOEM  
 Marta Seretny, MD MPH PhD *Edin.*, FRCA  
 David Sidebotham, MBChB *Otago*, FANZCA  
 Tim Skinner, MBChB *Wales*, DipIMC *RCSE*, FRCA FANZCA  
 Jane Thomas, MBChB *Otago*, MMed(PainMgt) *Syd.*,  
 FANZCA FFPMANZCA  
 Johan van Schalkwyk, MB BCh *Witw.*, DipData *S.Af.*,  
 FCP(SA) FRACP

Tim Willcox, NZCS DipPerf FANZCP

#### Honorary Lecturers

Benjamin Griffiths, MBChB *Wales*, MRCP(UK), FRCA

Matthew Pawley, MSc PhD

Amanda Potts, MSc PhD

Michael Tan, BSc(Hons) MBChB, FANZCA

Jonathon Webber, BHSc *Auck.UT*

#### Honorary Senior Research Fellow

Craig Webster, MSc *Cant.*, PhD

#### Honorary Research Fellows

Jacqueline A. Hannam, BBioMedSc *Otago*, BSc(Hons) PhD

Nicola Ludin, MSc PhD

### Anaesthesiology – Northland

#### Honorary Senior Lecturer

Randall Cork, MD PhD *Arizona*, DipABA

### Anaesthesiology – South Auckland

#### Honorary Senior Lecturers

Dean Bunbury, MSc *Lond.*, MBBS *Qld.*, BSc, FANZCA

Robert Burrell, MBChB, FANZCA

Andrew Cameron, MBChB, FANZCA

Nicholas Lightfoot, MBChB *Otago*, FANZCA

Alan McLintic, MBChB *Glas.*, MRCP(UK), FANZCA FRCA

Graham Morton, BSc MBChB, FANZCA FRCA, CCST

Wai Leap Ng, MBChB, FANZCA

Francois Stapelberg, MBChB *Free State*, FANZCA

Matthew Taylor, MBChB, FANZCA

Anthony Williams, BMedSc MBChB *Otago*, FANZCA  
FFICANZCA FCICM

### Anaesthesiology – Taranaki

#### Honorary Senior Lecturers

Jonathan Albrett, MBChB, FANZCA, FCICM

Ralph Fuchs, MD PhD *LMU Munich*, MBA MHS *John Hopkins*, FANZCA

Don Theobald, MBChB *Otago*, MBA *Massey*, FANZCA

### Anaesthesiology – Tauranga

#### Honorary Senior Lecturer

Caroline Zhou, BMLSc MBChB *Otago*, PGCertClinEd, FANZCA

### Anaesthesiology – Waikato/Rotorua

#### Professor

2001 James Sleight, MBChB *Cape Town*, DipAppStat  
*Massey*, MD, FANZCA FCICM FRCA

#### Honorary Senior Lecturers

John Barnard, MBChB, FANZCA

Kelly Byrne, MBChB PGDipEcho *Melb.*, FANZCA

Alan Crowther, MBChB, FANZCA

Hugh Douglas, MBChB, FANZCA

Duane English, BSc(Hons) MBChB, FANZCA

#### Honorary Research Fellow

Logan Voss, BSc(Hons) *Well.*, PhD

### Anaesthesiology – Waitemata

#### Adjunct Associate Professor

Michal Kluger, MBChB *Edin.*, DA *Royal Coll.*,

*Anaesthetists*, MD, FRCA FANZCA FFPANZCA

#### Adjunct Senior Lecturer

2009 Glenn Mulholland, MBChB, FANZCA

#### Honorary Senior Lecturers

Olivia Albert, MBChB, FANZCA

Daniel Chiang, MSc MBBS *Syd.*, FANZCA

Charles McFarlan, BSc MBBS, DA, FANZCA

Navdeep Sidhu, MBChB PGCertHealSc *Otago*, MCLinEd, FANZCA

### Centre for Medical and Health Sciences Education

#### Director

Jennifer Weller, MCLinEd *NSW*, MBBS *Adel.*, MD, FRCA  
FANZCA

#### Group Services Coordinator

Doreen Presnall

#### Professor

2004 Jennifer Weller, MCLinEd *NSW*, MBBS *Adel.*, MD,  
FRCA FANZCA

#### Associate Professors

2009 Marcus Henning, MBus PhD *Auck.UT*, DipTchg  
*ACE*, MA

2010 Craig Webster, MSc *Cant.*, PhD

#### Senior Lecturers

2015 Tanisha Jowsey, MA *Cant.*, PhD *ANU*

◇2018 Mataroria Lyndon, MPH *Harv.*, MBChB PhD

#### Lecturers

2017 Yan Chen, BA(Hons) PhD *Otago*,  
PGCertAcadPrac

◇2009 Rain Lamdin, BSc MBChB PhD GradDipEd

#### Professional Teaching Fellows

◇2018 Keerthi Kumar, BMedSc(Hons) MBChB  
PGDipClinEd

◇2011 Andrea Thompson, MHSc *Auck.UT*, PhD, ACBD

#### Research Fellows

2018 Jennifer Long, BSc(Hons) *Otago*, PhD

◇2017 Antonia Verstappen, BHSc(Hons) MPH

#### Honorary Associate Professor

Boaz Shulruf, DipTchg *Zinman*, BSc *Open (Tel Aviv)*, MPH  
*Hebrew Univ.*, PhD

#### Honorary Senior Lecturers

Peter Huggard, MPH MEd EdD

Kim Yates, MBChB MMedSc PGDipClinEd, FACEM

#### Honorary Lecturer

Tzu-Chieh Wendy Yu, MBChB PhD

### Medicine – Auckland

#### Head of Department

John Kolbe, MBBS *Qld*, FRACP

#### Deputy Head of Department

Cathy Stinear, BSc PhD

**Group Services Coordinator**

Virginia Hand, BA

**University Distinguished Professor**

1987 Ian R. Reid, BSc MBChB MD, FRACP FRCP FRSNZ

**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**

1996 Warwick Bagg, MBChB Witw., MD, FRACP

◇1993 Garth J. S. Cooper, DSc DPhil Oxf., BSc MBChB DipObst, FRCPA FRSNZ FMedSci Lond. (*jointly with School of Biological Sciences*)

1984 Jillian Cornish, MSc PhD Calg.

2005 Nicola Dalbeth, MBChB MD Otago, FRACP

1995 Des F. Gorman, PhD Syd., BSc MBChB MD, FACOM FAFOM

1987 John Kolbe, MBBS Qld, FRACP

1994 Phillippa Poole, BSc MBChB MD, FRACP FANZAHPE

1997 Sally D. Poppitt, BSc Newcastle(UK), PhD Aberd. (*jointly with School of Biological Sciences*)

2008 Cathy Stinear, BSc PhD

**Emeritus Professors**

Timothy F. Cundy, MA MBChB MD Camb., FRCP(UK) FRACP FRSNZ

D. Norman Sharpe, ONZM, MBChB MD Otago, DipABIM, DipABCDis, FRSNZ FRACP FACC

Ian J. Simpson, MBChB Otago, MD, FRACP

**Adjunct Professors**

2014 Edward J. Gane, MNZM, MBChB MD Otago, FRACP FRSNZ

2014 Ralph A. H. Stewart, MBChB MD Otago, FRACP FCSANZ

**Associate Professors**

2003 Mark J. Bolland, MBChB PhD, FRACP

1994 Geoffrey D. Braatvedt, MBChB Cape Town, MD Brist., FRACP, MRCP(UK)

2001 Andrew B. Grey, MBChB MD, FRACP

2014 Malcolm E. Legget, MBChB MD Otago, FRACP FACC FCSANZ

2007 Rinki Murphy, MBChB PhD Exe., FRACP

2012 Richard Roxburgh, BSc Cant., MBChB Otago, PhD Camb., FRACP

**Adjunct Associate Professors**

2009 Helen L. Pilmore, MBChB MD Otago, FRACP

2016 Robert P. Young, BMedSci MBChB Otago, DPhil Oxf., FHKCP FRACP FRCP(UK)

**Senior Lecturers**

2006 Matthew Dawes, BSc MBBS PhD Lond., MRCP(UK)

2017 Will Dransfield, MBChB Otago, FRACP

2014 Tracey McMillan, MBChB, FRACP

2014 Maggie Ow, MBChB MD, FRACP

2013 Shamsul Shah, MBBS Newcastle(UK), MSc Brist., FRCP, MRCP(UK)

**Adjunct Senior Lecturer**

2006 Nigel Lever, BSc Well., MBChB Otago, FRACP

**Lecturer**

2018 Michael J. Stubbs, MBChB

**Senior Research Fellow**

1999 Dorit Naot, MSc Hebrew Univ. Jerusalem, PhD Weizmann Inst., Israel

**Research Fellows**

2015 Nikki Earle, BSc(Hons) Otago, PhD

1995 Gregory D. Gamble, MSc

2007 Anne Horne, MBChB

2018 Jian-ming Lin, MSc Shanghai, PhD

2011 David Musson, BSc(Hons) PhD

2015 Raewyn Poulsen, BSc Cant., MSc PhD Massey

2017 Marie-Claire Smith, BHSc Auck.UT

**Honorary Professors**

Ian M. Holdaway, BMedSci MBChB MD Otago, FRACP

John A. Ormiston, ONZM, MBChB Otago, FRACP FRCP FRANZCR FCSANZ

Peter N. Ruygrok, BSc MBChB MD, FRACP FESC

Harvey D. White, MBChB DSc Otago, FRACP FACC FESC FAHA, MRSNZ

Margaret L. Wilsher, MBChB MD Otago, FRACP

**Honorary Associate Professors**

Ross Boswell, BSc MBChB PhD Otago, FRACP FRCPA FNZMA FNZSP

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.Af., FRCPATH

Paul L. Drury, MA MB BChir FRCP Lond., FRACP

Alan G. Fraser, MBChB MD Otago, FRACP

Richard W. Frith, BSc MBChB, FRACP

Mark R. Lane, BSc MBChB, FRACP

Susan Parry, MBChB, FRACP

Warren M. Smith, MBChB Otago, FRACP

Barry J. Snow, MBChB, FRACP FRCPCan

James T. Stewart, MBChB MD Otago, FESC FRC, MRCP(UK)

Mark Webster, MBChB Otago, FRACP

Ernest W. Willoughby, MBChB Otago, FRACP

Kenneth F. Whyte, MBChB MD, FRCPGlas FRACP, MRCP(UK)

Robert P. Young, BMedSci MBChB Otago, DPhil Oxf., FHKCP FRACP FRCP

**Honorary Senior Lecturers**

Karen Agnew, MBChB, FRACP

Kira Bacal, MD MPH PhD Texas, FACEP

Sarah Bell, MBChB, FRACP

Peter S. Bergin, MBChB MD Otago, FRACP

Aravind Chandran, MBChB Leeds, FRACP FNZDS

Alison Charleston, MBChB, FRACP

Harriet Cheng, MBChB MPhil Syd., FRACP

Stephen Child, MD, FRACP FRCPCan

Timothy I. Christmas, MBChB MD Otago, FRACP

Michael Collins, MBChB PhD Adel., FRACP

H. Arthur Coverdale, MBChB Otago, FRACP

Sally de Boer, MBChB MD Camb., FRACP, MRCP(UK)

Patricia Ding, MBChB Otago, FRACP

Ian Dittmer, MBChB, FRACP

Kevin Ellyett, BSc PhD DipSci *Otago*  
 Sarah Fitzsimons, MBChB *Otago*, FRACP  
 Bruce Foggo, MBChB DipObst, FRNZCGP FACHPM  
 Tze Goh, MBChB *Otago*, FRACP  
 Sally C. Greaves, MBChB MMedSci, FRACP  
 Deborah E. Greig, BSc MBChB MMedSci MBA  
     DipOccupMed, FRACP  
 Todd Gunson, MBChB, FRACP FACD FACMS FNZDS  
 Dagmar Hendel, BSc MBBS *Lond.*, MRCP(UK), FRACP  
 Mark Hobbs, MBChB, FRACP  
 Cheri Hotu, MBChB MD, FRACP  
 Syed Hussain, MBBS *Dhaka*, FRACP  
 David O. Hutchinson, MBChB *Otago*, FRACP  
 Joan Ingram, MBChB DTM&H *Lond.*, FRACP  
 Anthony Jordan, MBChB, FRACP  
 Courtenay T. Kenny, BSc MBChB DipDHM *Adel.*,  
     MRNZCGP, AFOM (UK), FAFOM  
 Manish Khanolkar, MBBS *Goa*, MD *Cardiff*, MRCP(UK)  
 Dean H. Kilfoyle, MBChB, FRACP  
 Timothy King, MB BChir MD *Camb.*, MRCP(UK)  
 Julie Kumar, MBChB, FRACP  
 Steven Lamb, MBChB, FRACP FNZDS  
 Christopher Lewis, MBChB, FRACP, MRCP(UK)  
 Paul R. Manley, MBChB *Otago*, FRACP  
 David L. McAuley, MBChB *Otago*, FRACP  
 Tanya McWilliams, MBChB PhD, FRACP  
 Oliver H. Menzies, MBChB *Otago*, FRACP  
 Terry Mitchell, MBChB *Otago*, FRACP  
 Art J. Nahill, BA *Yale*, MD *Mass.*, FRACP  
 S. Mitzi Nisbet, MBChB DTM&H *Lond.*, FRACP  
 Mark O'Carroll, MBChB, FRACP  
 David Orr, MBChB *Otago*, FRACP  
 Paul H. Owen, MBChB *Otago*, FRACP  
 Tom Pasley, MBChB, FRACP  
 Denesh C. Patel, MBChB *Otago*, FRACP  
 Jennifer Pereira, MBChB MD, FRACP  
 David Rowbotham, MBBS *Newcastle(UK)*, MD *Leeds*,  
     FRACP  
 Marilyn A. Scott, MBChB, FRACP  
 David J. Semple, MBChB *Oxf.*, PhD *Camb.*, MRCP(UK)  
 Paul Sexton, MBChB MMedSci PhD, FRACP  
 Nassar Sheikh, MBBS *Karachi*, FRCP FRACP  
 Mark Simpson, BSc DipPhys *Massey*, MBChB, FRACP  
 David A. Spriggs, BSc *St And.*, MBChB *Manc.*, MD  
     *Newcastle(UK)*, FRACP, MRCP(UK)  
 Maree Todd, MBChB DipProfEthics, FRACP  
 Robyn Toomath, BSc MBChB *Otago*, FRACP  
 Nicola Tugnet, BMedSci MBChB *Birm.*, PGDipMedEd  
     *Staff.*, MRCP  
 Elizabeth Walker, BMedSci MBBS *Tas.*, FRACP  
 Cara Wasywich, MBChB MD, FRACP  
 Jill Waters, MBChB, FRACP  
 Timothy J. Watson, MBBS *Lond.*, MD *Birm.*, MRCP(UK),  
     FACC FESC  
 Michelle Wilson, MBChB, FRACP  
 Diane Winstanley MBBS *Lond.*, FRANZCR  
 Edward H. Wong, MBChB, FRACP  
 Philip Y. N. Wong, MBChB, FRACP

#### Honorary Lecturers

William R. Good, BHSc MBChB  
 Oscar Lyons, MBChB  
 Karina McKearney, BSc MBChB *Liv.*

Frances Moon, MBChB, PGDipTravMed *Otago*, FRNZCGP  
 Eoin Mulroy, MB BCh BAO *UC Dublin*  
 Florence O'Connell, MB BCh BAO *UC Dublin*  
 Kareem Osman, BSc MBChB *Otago*  
 Debi Prasad, MBBS *Samb.*, FRACP  
 Peter Storey, MBChB, FRACP

#### Honorary Senior Research Fellows

Thomas E. Miller, CNZM, MSc PhD DSc  
 Tao Wang, BSc MD *Heibi*, PhD *Peking*

#### Honorary Research Fellow

Anna Rolleston, MSc PhD PGDipHSc

### Medicine – Northland

#### Academic Coordinator

Winfield Bennett, BMedSci MBChB *Otago*, MPP *Well.*,  
     FRNZCGP

#### Honorary Senior Lecturers

Christine Bradley, BSc *Massey*, MSc MD *Manit.*, FRCPCan  
 Alan John Davis, MBChB *Well.*, MRCP(UK), FRACP  
 Erin Doherty, BSc MD *New Mexico*  
 Thomas Evans, MBChB *Manc.*, FRACP  
 Matthew Farrant, MBChB, DipObs DipPaed DipClinEd,  
     FRACP  
 Fiona Horwood, BMedSci(Hons) *Nott.*, FRACP, MRCP(UK)  
 Kelvin Kong, MBBS *Lond.*, MA *Camb.*, DTM&H *Liv.*,  
     MRCP(UK)  
 Adam Mullan, BSc MBChB MD *Glas.*, MRCP  
 Walaa W. M. Saweirs, BSc MBChB PhD *Edin.*, MRCP  
 Sharen Supershad, BPharm MBChB *Witw.*, FRACP  
 Jennifer Walker, MBChB, FRACP  
 Lucille M. Wilkinson, MBChB *Otago*, FRACP  
 Brandon Wong, MBChB, FRACP  
 Abbey Wrigley, MBChB *Otago*, MMedSci, FRACP

### Medicine – South Auckland

#### Professor of Medicine and Integrated Care

1996 Harold H. Rea, MBChB *Edin.*, MD, FRACP FRCPE

#### Associate Professor of Integrated Care

1999 Tim Kenealy, MBChB DipObst *Otago*, PhD,  
     FRNZCGP

#### Adjunct Associate Professors

2018 Andrew J. Kerr, MA MBChB, FRACP  
 2014 Mark Marshall, MBChB, FRACP  
 2018 Conroy Wong, MBChB DipObs *Otago*, FRACP  
     CCST(UK)

#### Senior Lecturers

1995 E. Briar Peat, MBChB MSc *Lond.*, DTM&H, RCP  
     (UK), PGDipClinEd *NSW*, FRACP  
 2018 Ashok Raj, MBChB PhD *Qld.*, FRACP

#### Honorary Associate Professors

John R. Baker, BSc MBChB *Otago*, FRCPA FRACP  
 Jeffrey Garrett, MBChB *Otago*, FRACP  
 David J. Holland, PhD *Syd.*, MBChB, FRACP FRCPA  
 Paul Jarrett, BSc MBBS DGM *Lond.*, DCCH *Edin.*, FRCPEd  
     FRACP, MRCP(UK)

#### Honorary Senior Lecturers

Melisa R. Birdling, MBChB, FRACP  
 Weng Chyn Chan, MBChB, FRACP FNZDS



Paul Dawkins, BSc MBChB MD *Brist.*, MMedEd *Warw.*,  
FRCP, MRCP(UK)  
Maneka Deo, MBChB, FRACP  
Geoff Green, MBChB, FRACP  
A. John Griffiths, MBChB, FRACP  
Wil Harrison, MMedSc MBChB, FRACP  
David Heaven, MBChB, FRACP FCSANZ  
Linda Huggins, MBChB *Aberd.*, FRCA FFPANZCA  
FACHPM

Stuart L. Jones, MBChB PhD *Otago*, FRACP  
Arindam Kar, BMBCh *Oxf.*, MA *Camb.*, FRCP  
Sunil Kumar, MBBS *S.Pac.*, FRACP  
Mayanna Lund, MBChB, FRACP  
Derek J-Y. Luo, MBChB *Otago*, FRACP  
Stephen J. McBride, MBChB, FRACP  
Susan Morpeth, PhD *Open(UK)*, DTM&H *Liv.*, MBChB,  
FRACP FRCPA  
Conor O'Dochartaigh, BMBCh MD *N.U.I.*, MRCP(UK)  
Jeff C. Okpala, MBBS *PNG*, FRCP FRACP  
Roger M. Reynolds, BSc MBChB *Otago*, FRACP  
Farid Shaba, MBChB *Mustanisiya*, MTravMed *Otago*,  
FRACP  
Timothy Sutton, BSc MBChB, FRACP, MRCP(UK)  
Hari Talreja, MBBS *Somaiya*, MD *Lokmanya*, MPH *Harv.*,  
FRACP  
Niels van Pelt, MBChB, FRACP  
Selwyn Wong, MBChB, FRACP  
Joey Yeoh, MBChB *Liv.*, AdvDipMedSci *IMU Malaysia*,  
FRACP  
Lit Son Yoong, AdvDipMedSci *IMU Malaysia*, MBChB,  
FRACP

#### Honorary Lecturers

Daniel Chan, MBChB  
Tanya Crompton, MBChB  
Ashley Fraser, MBChB

#### Medicine – Taranaki

##### Senior Lecturers

2015 Ashik Hayat, MBBS *Jammu*, MD *Srinagar*, DM  
*Chandigarh*, FRACP FASN FACP  
2019 Ricardo Jurawan, MBBS *WI*, FRACP, MRCP(UK)  
2018 Allister Williams, MBChB *Stell.*, FRACP, MRCP

##### Lecturer

Samantha Ellis, MBChB *Edin.*, MRCP(UK)

##### Honorary Senior Lecturers

Henriette L. Badenhorst, MBChB *Cape Town*, MMed *Free State*, FRACP, MRCP  
Jonathan Jarman, MBChB *Otago*, FRNZCM  
Ricardo Jurawan, MBBS *WI*, FRACP, MRCP  
Bhaves D. Lallu, MBChB, FRACP  
Ian Ternouth, MBChB *Z'bw.*, FRCP FRACP FCSANZ

#### Medicine – Tauranga

##### Senior Lecturers

2015 Kate Grimwade, MBChB DTM&H PhD *Liv.*,  
MRCP(UK)  
2015 Prue McCallum, MBChB GradDipPallMed *Cardiff*,  
FRNZCGP FACHPM  
2015 Richard T. North, MBChB, FRACP  
2014 Graeme Porter, MBChB, FRACP FCSANZ

##### Honorary Senior Lecturers

Kylie Gilmore, BSc *Otago*, MBChB, FRACP  
Michelle A. Head, MBChB, FRACP  
Murray Hunt, MBChB, DipMentH *DCH Otago*, DipPallMed  
*Cardiff.*, FACHP FACHAM  
Esra Venecourt-Jackson, ClinDipPallMed *RACP*, BSc  
MBChB FRACP  
Calum M. Young, MBChB, FRACP

#### Medicine – Waikato/Rotorua

##### Academic Coordinator

Nicholas Crook, MBChB *Aberd.*, MRCP(UK)

##### Associate Professors

1990 John V. Conaglen, MBChB MD *Otago*, FRACP  
2016 Michael Jameson, MBChB PhD, FRACP FRCPEd

##### Adjunct Associate Professor

2017 Amanda Oakley, CNZM, MBChB, FRACP

##### Senior Lecturers

2012 Marianne Elston, MBChB PhD, FRACP  
2012 Margaret Fisher, MBChB *Otago*, PhD *Lond.*,  
FRACP  
2018 Hugh McGann, BMBCh BAO *NUI Cork*, FRCP  
2016 Jade Tamatea, MBChB PhD, FRACP (*jointly with Te Kupenga Hauora Māori*)  
2013 Douglas White, MBChB *Glas.*, DipMSM *Otago*,  
FRACP, MRCP  
2013 Louise Wolmarans, MBChB OFS, PGDipHealthInf  
*Otago*, FCP(SA) FRCP

##### Adjunct Senior Lecturers

2013 Helen Conaglen, BA *Massey*, BSocSci *MA PGDipPsych(Clin)* PhD *Waik.*  
2014 Nicholas J. K. Crook, MBChB *Aberd.*, MRCP(UK)

##### Professional Teaching Fellow

2015 Simone Macindoe, MBChB PGDipGeriatricMed,  
FRACP

##### Honorary Associate Professors

Peter Jones, BMedSci MBChB PhD *Sheff.*, FRACP, MRCP  
Marius Rademaker, BM *DM*, FRCPEd FRACP, MRCP

##### Honorary Senior Lecturers

Denise Aitken, MBChB, FRACP  
Carolyn Allen, MBChB *Birm.*, PGCertClinEd *Plym.*,  
DipMedEd *Keele*, FRACP, MRCP  
Anita Bell, BM *BS Nott.*, FNZCPHM, MFPHM  
Michelle Bloor, MBChB *Otago*, FRACP  
Susan De Caigney, MBChB, FRACP  
G. H. Sarath Fonseka, MBBS *Ceyl.*, FRCPUK FRACP  
FCCP  
Gordon Giddings, BSc MD *Alabama*, CCFP  
Paul Huggan, MBChB *Edin.*, FRACP  
Noel Karalus, MBChB, FRACP  
Ian C. S. Kennedy, MBChB MD *Otago*, FRACP  
Asad Khan, MBBS *J.Nehru U.*, MD *Alig.*, MRCP  
Marion Kuper-Hommel, MD *Maastricht*, PhD *Nijmegen*,  
FRACP  
Christopher Lynch, MBChB MD *Otago*, FRACP  
Graham Mills, MBChB *Otago*, MTropHlth *Qld.*, MD,  
FRACP  
Jane Morgan, MBChB *Manc.*, MD DipVenerology *Lond.*,  
FACSHP FRACP

Richard G.C. Newbury, MBChB *Birm.*, DTM&H *Liv.*, MRCP(UK)  
 John P. Petrie, BSc MBChB, FRACP  
 Elizabeth M. G. Phillips, MBBS MD *Newcastle(UK)*, MSc *Tees.*, FRCP(UK)  
 Matthew C. Phillips, MSc *Qu.*, MBBS *Flin.*, FRACP  
 Vicki Quincey, MBChB *Sheff.*, MRCP  
 Kannaiyan Rabindranath, MBBS *TN Med.*, PhD *Aberd.*, MRCP  
 David A. Silverman, MD *Illinois*, MA PhD *SUNY*  
 Peter Sizeland, MBBS *Melb.*, FRACP, MRCP  
 Anthony C. Smith, MBChB *Otago*, FRACP MRCP  
 Kamal Solanki, MBBS *Bhopal*, FRACP  
 Martin Stiles, MBChB *Otago*, PhD *Adel.*, FRACP FCSANZ FHRS  
 Janice Swampillai, MBBS *Lond.*, MD *Cardiff*, FRACP FCSANZ, MRCP  
 Eddie Kuok Chuin Tan, MBBS *Nott.*, MRCP, FRACP  
 Paul Timmings, MBChB *Otago*, MD, FRACP  
 Gerald Waters, MBChB BSc *Otago*, FRACP  
 Janice Wong, MBBS *Melb.*, DipObst, FRACP  
 Peter Wright, MBChB *Otago*, FRACP

#### Honorary Lecturers

Edward Lea, MBBS *Newcastle(UK)*, MRCP(UK)  
 Mazen Shasha, MBChB MSc *Basrah*

#### Medicine – Waitemata

##### Professor of Geriatric Medicine

2006 Martin J. Connolly, MBBS(Hons) MD *Newcastle(UK)*, FRCP FRACP

##### Senior Lecturer in Geriatric Medicine

2009 Katherine Bloomfield, BSc(Hons) *Well.*, MBChB, FRACP

##### Senior Lecturers

2018 Hasan S. Bhally MBBS *Aga Khan*, MD *Mt Sinai*, FRACP  
 2018 Alex Chapman, MBBS *Newcastle(UK)*, MRCP, FRACP  
 2015 Laura Chapman, MBBS MClined *Newcastle(UK)*, FRACP, MRCP  
 2018 Nicholas Child, BSc MBChB *Otago*, FRACP  
 2014 Jonathan Christiansen, MBChB PhD, FRACP  
 2016 Gerardus de Jong, MD PhD *Rotterdam*, FRACP  
 2016 Vivienne Kim, MBChB *Otago*, FRACP  
 2018 Ratna Pandey, BSc(Hons) MBChB *Edin.*, FRACP, MRCP(UK)  
 2016 Carl Peters, MBChB, FRACP  
 2015 Vinod Singh, DSM *Fiji*, FRACP  
 2018 Jaideep Sood, MBBS MD *Nag.*, FRACP FRNZCGP  
 2018 Simon C. J. Young, MBChB, FRACP  
 2014 Janak de Zoysa, MBChB, FRACP, MRCP(UK)

##### Senior Research Fellow

2009 Joanna B. Broad, BA MPH PhD

##### Professional Teaching Fellow

2013 Annabelle Claridge, MBChB *Otago*, DipObst

##### Honorary Senior Lecturers

Naveed Ahmed, MBBS *B'lore.*, FRACP  
 Guy Armstrong, BSc MBChB, FRACP FESC FACC FCSANZ  
 Anna Elinder Camburn, MBChB, FRACP

Ya-Shu Chang, MBChB, FRACP  
 Michael Corkill, MBChB *Otago*, MBA *Well.*, FRACP  
 Megan Cornere, MBChB PhD *Lond.*, FRACP  
 Richard G. Cutfield, MBChB, FRACP  
 Hugh de Latour, BSc MBChB *Otago*, FRACP  
 Colin C. Edwards, MBChB *Witw.*, FCP(SA) FRACP  
 Paul D. Frankish, BSc MBChB, FRACP  
 Patrick Gladding, MBChB PhD, FRACP  
 Hamish H. Hart, BSc MBChB *Witw.*, FCP(SA), FRACP, MRCP(UK), ECFMG  
 Marlise Heynike, MBChB *Pret.*, FRACP  
 Alan E. Jenner, MBChB, FRACP  
 Cheryl Johnson, MBChB, FRACP  
 Ishy Maharaj, MBChB *Natal*, FCP(SA), MRCP(UK)  
 Emad Maher, MBChB *Cairo*, FRACP  
 Raisa Mahmoud, MBChB *Kuwait*, FRACP, MRCP(UK)  
 Eileen Merriman, MBChB *Otago*, FRACP  
 Steven C. M. Miller, BSc MBChB PhD *Glas.*, MRCP  
 Geetha Mylvaganam, MD *Bergen*, DipHSc, FRACP, MRCP(UK)  
 Kristine P. L. Ng, BSc(Med) MBBS *NSW*, FRACP  
 Hitesh Patel, MBChB, FRACP  
 Martin Phillips, MA MD *Cant.*, MSc *Lond.*, FRCP FRACP, MRCP(UK)  
 Yogini R. Ratnasabapathy, MBBS *Madras*, DPH FRACP  
 Kerry Read, BSc MBChB, FRACP  
 Anthony Scott, BPharm *Otago*, MBChB, FRACP FACC  
 John D. R. Scott, MBChB, FRACP  
 John Shepherd, MBChB, FRACP  
 David R. Simpson, MBChB, FRACP FRCPA  
 G. P. Singh, MBChB *Natal*, FRACP  
 Nick Turnbull, MBChB, FRACP  
 Ian Wallace, MBChB, FCP(SA) FACP AGAF  
 Russell S. Walmsley, MBChB MD *Brist.*, MRCP  
 Donny Wong, MBChB *Otago*, FRACP  
 Phil Wood, BMedSci MBChB *Otago*, FRACP

#### Honorary Lecturers

Michael Chieng, MBChB  
 Tom Gillespie, BMedSci MBBS *S'ton.*, MRCP(UK)  
 Avril P. Lee, BSc *Leic.*, MSc *Cardiff*, PGDipMgt  
 Ellen Miller, BA MBChB *Oxf.*  
 Christopher Mysko, MBBS MClined *Newcastle(UK)*  
 Tony Zhang, MBChB

#### Obstetrics and Gynaecology – Auckland

##### Head of Department

Lesley M. E. McCowan, CNZM, BSc MBChB MD DipObst, FRANZCOG, CMFM

##### Group Services Coordinator

Hazel Pannell

##### Professors

1995 Larry Chamley, MSc PhD  
 1989 Cindy M. Farquhar, CNZM, MBChB MD DipObst, FRANZCOG, MRCOG, CREI, MPH  
 1987 Lesley M. E. McCowan, CNZM, BSc MBChB MD DipObst, FRANZCOG, CMFM  
 1995 Andrew N. Shelling, BPhEd BSc(Hons) PhD *Otago (jointly with Molecular Medicine and Pathology and Auckland Cancer Society Research Centre)*

1998 Peter R. Stone, MD *Brist.*, BSc MBChB DipObst, DDU, FRANZCOG, FRCOG, CMFM

#### Associate Professor

2008 Qi Chen, MB *Shanghai Second Med. U.*, PhD TDMU

#### Senior Lecturers

2014 Ngaire Anderson, BSc PGDipOMG *Otago*, MBChB PhD, FRANZCOG

2011 Lynsey Cree, BSc *Glas.*, MSc *Strath.*, PhD *Newcastle(UK)*

2019 Meghan Hill, MBBS *Adel.*

2011 Joanna James, BTech PhD

2018 Joy Marriott, MBChB *Sheff.*, MPhil DFFP, DipEd PGDipObst, FRANZCOG, MRCOG

2010 Michelle Wise, BSc *McG.*, MSc MD *Tor.*, FRCSCan

#### Senior Research Fellow

2003 Vanessa Jordan, BSc(Hons) PhD

#### Research Fellows

2013 Anita Muthukaruppan, BSc(Hons) PhD

2007 Marian Showell, BA MLIS MPH *Syd.*, RGON

#### Honorary Associate Professor

Jason Waugh, MBBS *Lond.*, MRCOG

#### Honorary Senior Lecturers

Khaldoun Aweidah, MD *Albert Szent-Györgyi Med. U.*, FRANZCOG

Carolyn Bilbrough, MBChB, FRANZCOG

Mary H. Birdsall, MBChB MSc, FRANZCOG

Karen Buckingham, MBChB, MRCOG, FRANZCOG

Marian E. Carter, MBChB, MRCOG, FRANZCOG

Tin Lok Chiu, MBChB *Otago*, FRANZCOG

Tim Dawson, MBChB DipObst, FRANZCOG, MRCOG

Lois Eva, MBBS MD *Lond.*, CCT RCOG, FRANZCOG, MRCOG

Gillian Gibson, MBChB, FRANZCOG, MRCOG

Mahesh Harilall, MBChB, FRANZCOG

Erika Hunter, BSc MD, RANZCOG

Audrey Long, PGDipHSc, FRANZCOG

Paul M. Macpherson, MBChB *Otago*, MRNZCOG

Catherine Marnoch, MBChB, FRACP

Jenny McDougall, MBChB DipObst, FRANZCOG

Orna McGinn, MBBS *Lond.*, DRCOG, FRNZCGP

Katherine McKenzie, MBChB, FRANZCOG

Stella R. Milsom, MBChB *Otago*, FRACP

Saman Moeed, MBChB DipObstMedGyn, FRANZCOG

Cindy Ooi, MBChB PGDipObstMedGyn, FRANZCOG

Darion Rowan, MBChB *Otago*, DipObst, FACD

Janet Rowan, MBChB *Liv.*, DipObst, FRACP

Rob Sherwin, MA PhD *Camb.*, FRCOG

Monique Stein-de Laat, MD PhD *Utrecht*

Ai Ling Tan, MBBS *Adel.*, DipObst, FRANZCOG, MRCOG

Nicholas Walker, MBChB DipObstMedGyn, MRANZCOG

Dianne Webster, PhD *Lond.*, DipHSM *Massey*, MSc, FHGSA

Tze Wong, MBChB *Glas.*, DipObstMedGyn *Otago*, FRANZCOG

#### Honorary Lecturers

Loges Kumarasamy, MBBS *S.Lanka*, DipObstMedGyn, DFM

Sarah Lensen, BSc *Cant.*, PhD

Shan McCann, MBBS *Rangoon*, DipObstMedGyn

Laura Miller, MBChB *S'ton.*, DipObstMedGyn *Otago*, MRANZCOG

James R. Pole, BMedSc BA MBChB MBA DipObstMedGyn

#### Obstetrics and Gynaecology – Bay of Plenty

##### Honorary Senior Lecturers

Michael John, MBBS *Colombo*, FRANZCOG

Mattias Seidel, State Exam Med *Munich*, FRANZCOG

Thabani Sibanda, MBChB *Z'bwe.*, MSc *Leic.*, PGDipQS

*Massey*, FRANZCOG, MRCOG

Christopher Thurnell, MBChB *Manc.*, FRANZCOG FRCOG

##### Honorary Lecturer

Katy Culliney, MBChB PGDipObstMedGyn

#### Obstetrics and Gynaecology – Lakes/Rotorua

##### Honorary Senior Lecturers

Emma Deverall, MBChB *Otago*, FRANZCOG

Alice Pan, MBChB PGDipOMG *Otago*, FRANZCOG

Deryck Pilkington, MBChB *Cape Town*, DipObst, FRCOG FRANZCOG

Ruth Swarbrick, MBBS *Lond.*, FRANZCOG, MRCOG

#### Obstetrics and Gynaecology – Northland

##### Honorary Senior Lecturers

David Bailey, MBBS *Lond.*, FRANZCOG, MRCOG

Jennifer Blasingame, ABOG, MD *Col.*, FACOG

Donna Hardie, MBChB DipObst, FRANZCOG, MRCOG

Kristy Wolff, BSc *North Dakota*, PhD *Johns Hopkins*, MD *Chicago*

#### Obstetrics and Gynaecology – South Auckland

##### Senior Lecturers

2013 Kara Okesene-Gafa, MBChB *Otago*, DipObst, FRANZCOG

2018 Charlotte Oyston, BMSc MBChB PGDipOMG *Otago*, PhD

##### Honorary Senior Lecturers

Douglas Barclay, MBBS *Newcastle(UK)* MA, FRANZCOG

Renuka Bhat, MBBS *Kashmir*, MD, DDU, FRANZCOG

Sarah Corbett, MBChB, FRANZCOG

Albert De Decker, MD *Leuven*

Kieran Dempster-Rivett, MSc *Waik.*, MBChB PGDipOMG *Otago*, FRANZCOG

Lynsey Hayward, BSc MBChB, FRANZCOG

Jyoti Kathuria, MBBS *Punjab*, FRANZCOG, MRCOG

Christina Tieu, MBChB *Otago*, DDU, FRANZCOG

Sarah Tout, MBChB *Brist.*, FRANCCOG

Sarah Wadsworth, MBChB, FRANZCOG

##### Honorary Lecturers

Nicola Boyd, MBChB PGDipOMG *Otago*

Anna Brownson, MBChB PGDipOMG *Otago*

Julia Coffey, MBChB

Angela Cross, MBChB *Otago*, DipObstMedGyn

Sam Holford, BSc(Hons) MBChB PGDipObstMedGyn

Esther Tutty, MBChB PGDipObstMedGyn

Jordon Wimslett, MBChB DipObst *Otago*

Georgina Wooding, BSc MBChB PGDipObstMedGyn

## Obstetrics and Gynaecology – Taranaki

### Honorary Senior Lecturers

Edward Williams, BNutr MBChB *Stell.*, Dip.Obst.,  
PGCertClinEd *Edin.*

### Honorary Lecturers

Lindy Fookes, MBChB PGDipOMG *Otago*  
Gian Luca Ventresca, StateDMS *Pavia*, SpecO&G *Trieste*

## Obstetrics and Gynaecology – Waikato

### Honorary Senior Lecturers

Isabel Camano, MBChB, FRANZCOG  
Narena Dudley, MBChB DipObstGyn, FRANZCOG  
Richard Foon, BSc *WI*, MPhil *Birm.*, FRCOG FRANZCOG  
Sylvia Lin, MBChB MMedSc, FRANZCOG  
Cornelis van der Wal, MD *Utrecht*, CCT(UK), MRCOG  
Sarah Waymouth, MBChB, FRANZCOG  
Helen Wemyss, MBChB DipObst, FRANZCOG

### Honorary Lecturer

Deborah Cox, BSc(Hons) *Tees.*, CAT *Waik.* *Polytech.*,  
PGCert *Otago Polytech.*

## Obstetrics and Gynaecology – Waitemata

### Senior Lecturer

2014 Ngairé Anderson, BSc PGDipOMG *Otago*, MBChB  
PhD, FRANZCOG

### Honorary Senior Lecturers

Abir Abed Ali, MBChB *Baghdad*, FRANZCOG  
Sue L. Belgrave, MBChB *Otago*, DDU, FRANZCOG  
Vijay Bhoola, MBBS *M'Lore.*, FCOGASA FRANZCOG  
Wendy Burgess, MBChB DipObst, MRANZCOG  
Aleksandra Ivancevic, BMed MMedSc *Belgrade*, DDU,  
FRANZCOG  
Thomas Wimbrow, MD *Maryland*, FACOG FRANZCOG

### Honorary Lecturer

Deepika Aurora, MBChB PGDipOMG *Delhi*, PGDipO&G  
*Otago*

## Ophthalmology – Auckland

### Head of Department

Charles N. J. McGhee, ONZM, MBChB BSc(Hons) *Glas.*,  
PhD *Dund.*, DSc, FRCSGlas FRCOphth(UK)  
FRANZCO FRSNZ

### Secretary to Head of Department

Hutokshi Chinoy, BCom *Mumbai*

### Deputy Head

Colin R. Green, MSc PhD DSc

### The Maurice Paykel Foundation Professor of Ophthalmology

1999 Charles N. J. McGhee, ONZM, MBChB BSc(Hons)  
*Glas.*, PhD *Dund.*, DSc, FRCSGlas FRCOphth(UK)  
FRANZCO FRSNZ

### Wendy and Bruce 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 PhD,  
FRANZCO

### Professors

2007 Dipika Patel, MA *Camb.*, BMBCh *Oxf.*,  
MRCOphth(UK), PhD  
1998 Trevor Sherwin, BSc PhD *Kent*

### Associate Professors

2009 Jennifer P. Craig, BSc(Hons) PhD *G.Caledonian*,  
MSc *Ulster*, MCOptom MSc, FFAO FBLCA  
2013 Ilva Rupenthal, BPharm *Marburg*, PhD  
2003 Andrea Vincent, MBChB, FRANZCO

### Senior Lecturers

2011 Rasha Al-Taie, MBChB *Saddam*, MSc, FRCSI  
2017 Jay Meyer, MD MPH *Utah*  
2018 Stuti Misra, BOptom *Bharati V.*, MSc PhD, FFAO  
2003 Susan E. Ormonde, MBChB *Brist.*, MD,  
FRCOphth(UK), FRANZCO  
2012 Hussain Patel, MBChB *Otago*, MD, FRANZCO

### Postdoctoral Research Fellows

2017 Akilesh Gokul, BOptom PhD  
2018 Alex Müntz, MSc *UAS Jena*, PhD *Wat.*  
2017 Samantha Simkin, BOptom(Hons) PhD  
2013 Jie Zhang, BSc(Hons) PhD

### Clinical Fellows

Alyaqdhan Al-Ghafri, MBCh BAO *NUI Dublin*  
David Brunner, MMed *Bern.*, FRCOphth  
Alex Crawford, BA MBChB *Otago*  
Rahul Dwivedi, BSc(Hons) MBChB, FRCOphth(UK)  
Sophie Hill, MBBS *Lond.*, FRCOphth  
Sarah Hull, MBBS PhD, FRCOphth(UK)  
Tafadzwa Young, MBChB *Dund.*, MSc *Cardiff*,  
FRCOphth(UK)  
Mohammed Ziaei, MBChB *Leeds*, FRCOphth

### Honorary Associate Professors of Ophthalmology

Osmond B. Hadden, CNZM, MBChB *Otago*, LLD MD,  
FRACS FRANZCO  
Philip Polkinghorne, BSc MB *Otago*, MD, FRACS  
FRANZCO FRCOphth(UK)

### Honorary Senior Lecturers

Nadeem Ahmad, MBBS *Quaid-i-Azam*, FRCOphth  
Rachel Barnes, MBChB, FRANZCO  
Sonya Bennett, MBChB DipObst *Otago*, FRANZCO  
Stephen Best, MBChB *Otago*, FRANZCO  
Stuart Carroll, MBChB, FRANZCO  
Shenton Chew, MBChB MD, FRANZCO  
Chi-Ying Chou, MBChB, FRANZCO  
William Cunningham, MBChB, FRANZCO  
Shuan Dai, MBBS *Xian*, MSc *Beijing*, FRANZCO  
Narme Deva, MBChB MD, FRANZCO  
Mark Donaldson, MBChB, FRANZCO  
Trevor Gray, MBChB *Cape Town*, FRANZCO  
Christina N. Grupcheva, MD DSc *Varna*, DO *Sofia*, PhD  
Peter Hadden, MBChB *Otago*, FRANZCO  
Richard Hart, MBChB, FRANZCO  
Joanne Koppens, MBChB, FRANZCO  
Tahira Malik, MBChB *UMIST*, FRCOphth(UK)  
Catherine McMurray, MBChB *Otago*, FRANZCO

Justin Mora, MBChB, FRANZCO  
 Yvonne Ng, MBChB, FRANZCO  
 Rachael Niederer, MBChB PhD, FRANZCO  
 Taras Papchenko, MBChB PhD, FRANZCO  
 David Pendergrast, MBChB, FRACS FRANZCO  
 Monika Pradhan, MBBS *Mumbai*, FRANZCO,  
 MRCOphth(UK)  
 Andrew Riley, MBChB, FRANZCO  
 Peter Ring, MBChB *Otago*, FRCS FRCOphth(UK)  
 FRANZCO  
 Paul Rosser, MBChB, FRANZCO  
 Subbaih Shanu, MBChB *Aberd.*, FRCOphth(UK)  
 Dianne Sharp, ONZM, MBChB *Otago*, FRANZCO  
 Leo Sheck, MBChB MD, FRANZCO  
 Joanne Sims, MBChB, FRANZCO  
 Brian Sloan, MBChB, FRANZCO  
 David M. Squirrell, MBChB *Sheff.*, FRCOphth(UK)  
 Kathleeya Stang-Veldhouse, BA MD *Chicago*  
 Sarah Welch, MBChB *Otago*, FRANZCO

### Ophthalmology – Northland

#### Honorary Senior Lecturers

David Dalziel, MBChB *Otago*, FRANZCO  
 Andrew R. Watts, BMedSc(Hons) MBChB, FRCOphth  
 FRANZCO

### Ophthalmology – South Auckland

#### Honorary Senior Lecturers

Simon Dean, MBChB MSc, FRANZCO FBCLA  
 Penny McCallum, MBChB, FRANZCO

### Ophthalmology – Tauranga

#### Honorary Senior Lecturers

Sam Kain, MBChB, FRANZCO  
 Andrew Thompson, BPharm(Hons) *Otago*, MBChB,  
 FRANZCO

### Ophthalmology – Waikato/Rotorua

#### Senior Lecturer

James McKelvie, BSc(Hons) MBChB PhD, FRANZCO

#### Honorary Senior Lecturers

John Dickson, MBChB, FRANZCO  
 Stephen Guest, MBChB *Lond.*, FRANZCO  
 Michael Merriman, MBChB, FRANZCO  
 Derrell G. Meyer, MBChB, FRANZCO  
 Neil L. Murray, MBChB, FRANZCO  
 Stephen Ng, MBChB *Otago*, FRANZCO  
 David Worsley, MBChB, FRANZCO

### Paediatrics: Child and Youth Health – Auckland

#### Head of Department

Cameron C. Grant, MBChB *Otago*, PhD, FRACP FAAP

#### Group Services Team Leader

Sabine Hillebrandt, GradDip *Auck.UT*

#### Professors of Paediatrics

1981 M. Innes Asher, ONZM, BSc MBChB, FRACP  
 1993 Cameron C. Grant, MBChB *Otago*, PhD, FRACP  
 FAAP

#### Emeritus Professors

Robert B. Elliott, MBBS MD *Adel.*, FRACP  
 Edwin A. Mitchell, ONZM, BSc MBBS DCH *Lond.*, DSc,  
 FRACP FRCPC FRSNZ

#### Associate Professors

1997 Catherine A. Byrnes, GCCE *NSW*, MBChB MD,  
 FRACP  
 1995 John M. D. Thompson, MSc PhD (*jointly with*  
*Obstetrics and Gynaecology*)

#### Senior Lecturers

2009 Jane Alsweiler, MBChB PhD DipPaeds, FRACP  
 2011 Emma Best, MMed *NSW*, MBChB DipPaeds  
 DTM&H *Lond.*, FRACP  
 ◇2006 Bridget Farrant, MBChB MPH *Melb.*, Dip Paeds,  
 FRACP  
 ◇2016 Christine McIntosh, BSc *Well.*, MBChB,  
 DipObstGyn DipPaeds, FRNZCGP

#### Lecturer

2017 Catherine A. Gilchrist, BSc(Hons) PhD *ANU*

#### Professional Teaching Fellows

◇2019 Christine Cammell, BHSc *Auck.UT*, PGDipHSc  
 2004 Mirjana Jaksic, MD *Zagreb*, FRACP  
 ◇2018 Simone Watkins, MBChB DipPaed PGCertClinEd  
 ◇2014 Heidi Watson, BHSc MPH

#### Professional Teaching Fellow in Paediatric Surgery

◇2011 Neil R. Price, BMedSc MBChB DCH *Otago*,  
 PGDipClinEd, FRACS

#### Senior Research Fellow

2009 Philippa Ellwood, MPH

#### Research Fellow

◇2016 Carol Chelimo, MPH *Yale*, PhD

#### Honorary Professor

Jonathan R. Skinner, MBChB MD *Leic.*, DCHRC *Lond.*,  
 FRACP FCSANZ FHRS, MRCP(UK)

#### Honorary Associate Professors

Malcolm Battin, MBChB *Liv.*, MD MPH, FRCPC FRACP,  
 MRCP(UK)  
 Nigel J. Wilson, MBChB *Otago*, DipObst DCH *Lond.*,  
 FRACP FCSANZ, MRCP(UK)

#### Honorary Senior Lecturers

Richard P. Aickin, BMedSc MBChB DCH *Otago*, FRACP  
 FACEM  
 Kitty Bach, MBChB MD *FU Amsterdam*, PhD  
 Colin S. Barber, MBChB *Otago*, FRACS  
 Abby Baskett, MBChB *Otago*, DipPaeds, FRACP  
 John Beca, MBChB, FCICM FRACP  
 Sarah Bellhouse, BSc MBChB DCH *Otago*, MCLinEpi *NSW*,  
 FRACP  
 Jonathan Bishop, MBChB *Edin.*, FRACP  
 Annaliese Blincoe, MBChB, FRACP  
 Shannon Brothers, MBBCh *Witw.*, FRACP  
 Mariam Buksh, MBChB *S.Pac.*, MHSc DipPaeds  
 PGDipClinEd, FRACP  
 Silvana Campanella, MBChB, FCPaed(SA)  
 Phillipa M. Clark, BM DM DCH *S'ton.*, FRACP, MRCP(UK),  
 MRCPCH  
 H. Elza Cloete, MBChB *Pret.*, DCH(SA), FRACP  
 Ruellyn Cockroft, MBChB MMed *Pret.*  
 Susie Cunningham, MBChB DCH *Otago*, FRACP

Mandy de Silva, MBChB DipCH PGDipClinEd, FRACP  
 Diane Emery, MBChB PhD, FRACP  
 Helen M. Evans, BSc MBChB *Birm.*, FRACP, MRCP(UK)  
 MRCPCH  
 Raewyn M. Gavin, MBChB, FRACP  
 Thomas L. Gentles, DCH *Otago*, MBChB FRACP FCSANZ  
 Emma E. Glamuzina, MBChB DipPaeds, FRACP  
 Pankaj Gupta, MBBS MD *Delhi*, MPhil *Syd.*, FRACP  
 James K. Hamill, MBChB PhD, FRACS  
 Ian Hayes, MBChB *Otago*, FRACP  
 Joanne Hegarty, MB BCh BAO *Belf.*, PhD PGDipAeroRT  
*Otago*, FRACP, MRCPCH  
 Timothy S. Hornung, BA, MB BChir *Camb.*, MRCP  
 David Jamison, MBChB *Otago*, FRACP  
 Sarah Jamison, MBChB DipPaeds, FRACP  
 Patrick Kelly, BHB BD *Melb.*, MBChB DCH *Otago*,  
 DipObst, FRACP  
 Alison Leversha, MBChB MPH *Wash.*, PhD, DipObst,  
 FRACP  
 Caroline Mahon, MBChB, FRACP  
 Rosemary E. Marks, BSc MBChB *Brist.*, DRCOG, FRACP  
 Karen McCarthy, MBChB BAO DCH DipObst *NUI*, FRACP  
 David McNamara, MBChB PhD, FRACP  
 Fiona Miles, MBChB DipProfEthics DipObst PGDA, FRACP  
 FCICM  
 John Milledge, MBChB, FRACP  
 Anna Mistry, MBChB, FRACP  
 David Montgomery, MBChB *Cape Town*, FRACP  
 Philip Morreau, MBChB DipObst *Otago*, FRACS  
 Maxwell C. Morris, MBChB *Otago*, FRACP FRCPCan  
 Colette Muir, MBChB, FRACP  
 Melinda Nolan, MBBS(Hons) *Qld.*, DipPaeds MSc *NSW*,  
 FRACP  
 Jeanine Nunn, MBChB *Otago*, BSc DipPaeds PGDipPH,  
 FRACP  
 Gabrielle Nuthall, MBChB DipPaeds *Otago*, DipObst  
 FRACP FCICM  
 Clare P. O'Donnell, MBChB DipObst *Otago*, DipPaeds SM  
*Harv.*, FRACP  
 Jeannie Oliphant, MBChB *Otago*, MMSci, FRNZCGP  
 FACHSHM  
 Genevieve Östring, MBChB DipPaeds *Otago*, FRACP  
 Rakesh Patel, MBChB DipPaeds, FRACP  
 Naveen Pillarisetti, MBBS MD *Osm.*, MRPCH  
 Kahn Preece, BSc(Hons) MBBS *Syd.*, FRACP  
 Diana Purvis, MBChB *Otago*, DipPaeds, MRCPCH, FRACP  
 Amin J. Roberts, MBChB, FRACP  
 R. Simon H. Rowley, MBChB *Otago*, FRACP  
 Susan R. Rudge, MBBS *Lond.*, DipObst *RCOG*, MRCP(UK),  
 DM *Nott.*, FRCP  
 Cynthia Sharpe, BMedSc BA *Otago*, MBChB, FRACP  
 Amin Sheikh, MBChB, FRACP  
 Michael Shepherd, MBChB MPH DipPaeds, FRACP  
 Jan P. Sinclair, MBChB, FRACP  
 John W. Stirling, MBChB *Cape Town*, FCPaed(SA) FRACP  
 Lochie Teague, MBChB DCH *Otago*, FRACP FRCPA  
 Anna Tottman, MBBS *Lond.*  
 Karen Tsui, MBChB DipPaeds, FRACP  
 Vipul Upadhyav, MBBS MS *Ahmedabad*, FRCSed FRACS  
 Lesley M. Voss, MBChB *Otago*, FRACP  
 Julian Vyas, MBBS *Lond.*, MD *Leic.*, FRACP, MRCP(UK)  
 Gregory Williams, BSc *Cant.*, MBChB DCH *Otago*, FRACP

Callum J. Wilson, MBChB *Otago*, DipPaeds DipObst,  
 FRACP  
 Elizabeth Wilson, MBBS *Lond.*, BSc(Hons), FRACP,  
 MRCP(UK)  
 Mark Winstanley, MBChB DCH *Otago*, FRACP  
 William Wong, MBChB *Otago*, FRACP

#### **Honorary Lecturer**

Lela Yap, MBChB

#### **Honorary Fellow**

Jordan P. R. McIntyre, MHSc *Auck.UT*, PhD

#### **Honorary Research Fellow**

Rebecca E. Walker, MSc *Unitec*, PhD

### **Paediatrics: Child and Youth Health – Northland**

#### **Honorary Senior Lecturers**

Rosemary Ayers, MBChB *Otago*, DipPaeds, FRAC

Catherine Bremner, MBChB, FRACP

Ailsa Tuck, MBChB DCH *Otago*, PGDipPH, FRACP

### **Paediatrics: Child and Youth Health – South Auckland**

#### **Senior Lecturer**

2016 Rachel Webb, MBChB *Otago*, FRACP

#### **Honorary Associate Professors**

Simon Denny, MBChB, PhD, FRACP

Michael P. Meyer, MBChB *Rhodesia*, DCH MD *Cape Town*, MRCP(UK), FRACP

#### **Honorary Senior Lecturers**

Louise Albertella, BM *S'ton*, FRACP

Guy Bloomfield, MBChB MBA, FRACP

Timothy M. Hill, MBChB DCH *Otago*, FRACP

David Hou, MBChB DCH *Otago*, FRACP

Richard Matsas, BSc MBChB *Otago*, DCH DRCOG, FRACP,  
 MRCPCH

Lindsay Mildenhall, BSc(Hons) *Well.*, DCH *Otago*,  
 MBChB DipObst, FRACP

Jocelyn Neutze, MBChB, FRACP FACEM

Catherine O'Connor, MBChB, FRACP

Nicola Patterson, MBBS *Lond.*, DCH *Otago*, FRACP

Teuila Percival, QSO, MBChB, FRACP

Adrian Trenholme, MA MB BChir *Camb.*, FRACP

Maisie M. Wong, MBChB, FRACP, MRCP(UK)

#### **Honorary Lecturers**

Florina Chan Mow, MBChB DCH MPH

Ruchith Goonerathne, MBChB *Otago*, FRACP

#### **Honorary Research Fellow**

Sarah Fortune, MPsychSc *UC Dublin*, PhD

### **Paediatrics: Child and Youth Health – Taranaki**

#### **Academic Coordinator**

John Doran, MBChB *Otago*, FRACP

#### **Honorary Senior Lecturers**

Stephen Butler, MBChB DipPaed, FRACP

John Sanders, MBChB *Cape Town*, DCH, MRCP(UK),  
 FRACP

Richard Smiley, MBChB *Otago*, DipPaed, FRACP

## Paediatrics: Child and Youth Health – Tauranga/Whakatane/Rotorua/Gisborne

### Academic Coordinator (Rotorua)

Stephen Bradley, MBChB DipObst DCH *Otago*, MClined, FRACP

### Adjunct Senior Lecturer (Rotorua)

◇2017 Stephen Bradley, MBChB DipObst DCH *Otago*, MClined, FRACP

### Professional Teaching Fellow

◇2013 Justin Wilde, MBChB *Otago*, PGDipClinEd, FRACP, MRCPCH(UK)

### Honorary Senior Lecturers

Karina Craine, BS *Cornell*, MD *NYU*, FAAP FRACP  
 Kendall Crossen, MBChB *Otago*, FRACP  
 Sarka Davidkova, MD *Charles*, FRACP  
 Danny de Lore, MBChB DCH *Otago*, FRACP  
 Richard Forster, MBChB *Otago*, DCHRCPUK, DipObst, FRACP, MRCP(UK)  
 Shaun Grant, MBChB DCH *Otago*, FRACP  
 David Jones, MBChB *Edin.*, MPH *Qld.*, DipObst DipPaeds, FRACP  
 Anita Lala, MBChB MMedSc DCH *Otago*, FRACP  
 John B. Malcolm, MBChB *Otago*, DipObst, DCH RCH *Glas.*, GCCLined *NSW*, PGCertPH, FRACP, MRCP(UK)  
 Tracy Momen, MBChB *Cape Town*, DipPaeds, FRACP  
 Johan Morreau, MNZM, MBChB, FRACP  
 Christopher D. Moyes, BA BChir MA MB *Cant.*, MD *Camb.*, FRCPCH(UK) FRACP, MRCP  
 Jaco Nel, MBChB *OFS*, FCPaed(SA) FRACP  
 Stephen Robinson, MBBS PGCertClinEd *Newcastle(UK)*, FRACP, MRCPCH(UK)

## Paediatrics: Child and Youth Health – Waikato

### Honorary Senior Lecturers

David Bouchier, MBChB, MRCP(UK), FRACP  
 Penny Brandt, DO *Midwestern*, FRACP FAAP  
 Askar Kukkady, MBBS MS *M'lore*, MCh *Calicut*, FRCSEd FRACS  
 Fraser Maxwell, DCH *Otago*, MBChB, FRACP  
 Hamish McCay, MBChB PGCertPH DipPaeds FRACP  
 Arun K. Nair, MBBS MD DCH *Osm.*, PGDipClinRes *Well.*, FRACP FRCPCH FRCP, MRCP(UK)  
 Sneha Sadani, MBBS MMedSc DCH, FRCPCH FRACP  
 Jutta van den Boom, MBChB MD *Heinrich Heine*, DipPaeds, FRACP  
 Alexandra Wallace, MBChB DCH *Otago*, PhD, FRACP  
 Claire West, MBChB DCH *Otago*, DFM *Monash*, PhD, FRACP  
 Phillip J. Weston, MBChB *Otago*, MMedStats *Newcastle(NSW)*, FRACP

### Honorary Lecturer

Aaron Ooi, MBChB DipPaed PGDipClinEd

## Paediatrics: Child and Youth Health – Waitemata

### Associate Professor

2015 Stephen R. C. Howie, PhD *Lond.*, MBChB DipObst DipPaeds, FRACP FRCP

### Honorary Senior Lecturers

Satvinder Singh Bhatia, BM *S'oton*, FRACP  
 Maneesh Deva, MBChB DipPaeds, FRACP  
 Arun Gangakhedkar, MBBS *Osm.*, FRACP  
 Simon Hoare, MBChB *Liv.*, FRCPCH, MRCP  
 Timothy Jelleyman, MBChB DCH *Otago*, MSc *Warw.*, DipObst, FRNZCP FRACP  
 Renee Liang, MNZM, MBChB, FRACP  
 Halima Maulidi, MD *Dar.*, MSc *Liv.*, FRACP  
 Anna Murphy, BSc MBChB *Otago*, DipObst, FRACP  
 Hannah Noel, MBChB *Otago*, DipPaeds, FRACP  
 Tammy O'Brien, MBChB, FRACP  
 Christopher Peterson, MBChB, FRACP  
 Meiapo Schmidt-Uili, MBChB DipObst DCH *Otago*, FRACP  
 Bobby Tsang, PGDipHealInf *Otago*, MBChB, FRACP  
 Todd Warner, BSc *N. Carolina*, MD *Flor.*, FRACP  
 Kay Lyn Wong, MBChB DipPaeds, FRACP  
 Sharon Wong, MBChB PhD DipPaeds PGCertClinEd, FRACP  
 Joan Yeung, DCH *Otago*, MBChB, FRACP

## Psychological Medicine – Auckland

### Head of Department

Sally N. Merry, MBChB *Rhodesia*, MD, FRANZCP

### Group Services Coordinator

Ranjeeni Ram

### Professors

2005 Elizabeth Broadbent, BE *Cant.*, MSc PhD  
 2009 Nathan S. Consedine, BA(Hons) PhD *Cant.*  
 1987 Sally N. Merry, MBChB *Rhodesia*, MD, FRANZCP  
 1990 Keith J. Petrie, MA *Calif.*, PhD *Massey*, DipClinPsych, FRSNZ

### Emeritus Professor

John Scott Werry, CNZM, BMedSc MBChB *NZ*, MD *Otago*, DipPsych *McG.*, FRCPCan FRANZCP

### Associate Professors

1984 Roger J. Booth, MSc PhD (*jointly with Molecular Medicine and Pathology*)  
 2017 Sarah Hetrick, MA DCLinPsych PGCertHealSc *Monash*  
 2007 Phillipa J. Malpas, BA *Well.*, MA PhD DipProfEthics  
 1990 Trecia Wouldes, MA PhD

### Senior Lecturers

2001 Tania Cargo, PGDipClinPsych, MED  
 2012 Gary Cheung, BSc MBChB PhD, FRANZCP  
 2015 Grant Christie, MBChB *Otago*, MD, RANZCP, FACHAM  
 2017 Sarah Cullum, MBChB *Leeds.*, MSc *Lond.*, MPhil PhD *Camb.*, MRCPsych  
 2001 Antonio (Tony) T. Fernando III, BS MD *Philippines*, ABPN  
 2017 Anne O'Callaghan MBBS *Lond.*, EdD, FACHPM, MRCP(UK)  
 2017 Lillian L. Ng, MBChB MSc DipPaed PGCertHSc, FRNZCP FRANZCP  
 2011 Karolina Stasiak, MA PhD  
 2013 Frederick Sundram, MBCh BAO BMedSc *NUI Cork*, PhD *NUI Dublin*, MA MSc, FRCPsych, IFAPA

- 2012 Hiran Thabrew, BSc BM *S'ton*, FRACP FRANZCP  
 2013 Jill Yelder, MEd PhD, ANZSJA IAAP PBANZ

#### Lecturers

- 2015 Lisa Reynolds, MSc MBA *Cant.*, PGDipHlthPsych  
 2016 Anna Serlachius, MSc PhD  
 2012 Suzanne Stevens, BA BSc *Well.*, PhD *S'ton*

#### Professional Teaching Fellows

- 2012 Vas Ajello, MSc *Z'bw.*, PGCertAcadPrac, MNZCCP  
 2019 Nicholas Hoeh, BA MD *UMDNJ*, ABPN  
 2019 Ingalise Jennsen, BA(Hons) MCLinPsych *Qld.*  
 2012 Geraldine Tennant, PhD PGDipHealthPsych, MNZPsS

#### Research Fellows

- 2018 Marthinus Bekker, MSc PGDipClinPsych *Otago*, MNZCCP  
 2017 Liesje Donkin, PhD *Syd.*, PGDipArts  
 PGDipClinPsych *Massey*, MSc PGDipHealthPsych, MNZPsS  
 2015 Sarah Hopkins, MSc PGDipSci PhD  
 2018 Lisa Underwood, BSc *Staffs.*, PhD *Lond.*  
 2018 Susan Yates, BSocSc(Hons) PhD PGDipPsych *Waik.*, MNZCCP

#### Honorary Professors

- Robert R. Kydd, MBChB *Otago*, PhD, FRANZCP  
 James J. Wright, MBChB MD DSc *Otago*, FRACP  
 FRANZCP, MRCPsych

#### Honorary Associate Professors

- Simon Hatcher, BSc MBBS *Lond.*, MMedSc MD *Leeds*,  
 FRANZCP FRCPC, MRCPsych  
 Susan Hatters-Friedman, BA MD *Case Western*, FAPA  
 S. Wayne Miles, MBChB MD *Otago*, DipPsych, FRANZCP

#### Honorary Senior Lecturers

- William Ackers, MBBS *E. Anglia*  
 Leah Andrews, MBChB, FRANZCP  
 Deborah Antcliffe, MBChB *Otago*, MRCPsych, FRANZCP  
 Simon Bainbridge, MBBS BMedSci *Newcastle(UK)*,  
 MRCPsych  
 Christopher Bampton, BMBS *S.Aust.*, FRANZCP  
 Mirsad Begic, MBChB *Witw.*, FRANZCP  
 Clive Bensemam, MBChB *Otago*, FRANZCP, MRCPG  
 John Berks, PGDipCBT *Massey*, BSc MBChB, FRANZCP  
 FACHAM  
 David Bettany, MBChB *Otago*, MMed, FRANZCP  
 Cheryl Buhay, MBChB *Otago*, FRANZCP  
 Eva Cadario, StateExamMed *Mainz*, MRCPsych  
 Jane Casey, MBChB, FRANZCP  
 Emme Chacko, MBChB, FRANZCP  
 David A. Codyre, MBChB, FRANZCP  
 Andrew Cox, MBChB DipObst, FRANZCP, MRNZCGP  
 Tibor Cizmadi, MBChB *Witw.*, PGDipCogBehTher  
*Massey*, FRCPsych  
 Campbell Emmerton, MBChB, FRANZCP  
 Mark Fisher, MBChB, FRANZCP  
 Theresa Fleming, BA, DSW MHSc PGDipHSc PhD  
 Yvonne Fullerton, MBChB DipObst, FRANZCP  
 Jacqui Gore, MBChB *Otago*, FRANZCP  
 Dmitri Griner, CertOldAgePsych *RANZCP*, MBChB,  
 FRANZCP  
 Prabha Gunawardena, MD *Lviv*, MD *Colombo*

- Karl Jansen, MBChB *Otago*, DPhil *Oxf.*, MMedSci,  
 MRCPsych, RANZCP  
 Joanna Jastrzebska, MD *Poznan*, PGCertClinEd  
*Newcastle(UK)*, PGCertFamTherSysPract  
*Northumbria*, MBA  
 Malcolm Johnson, MA DipClinPsych, MNZCCP  
 Igor Kacer, MD *Comenius*, DGPPN *Berlin*, AFRANZCP  
 Chris Kenedi, BA *Wesleyan*, MPH *Mass.*, MD *Ohio*,  
 DipInternMedPsych *Duke*  
 Philippa Loan, MBChB *Otago*, MRCPsych  
 Rebecca Mairs, MBChB *Sheff.*, PhD  
 Yasminka Milosevic, MD *Zagreb*, CertAdultPsych,  
 FRANZCP  
 Eleni Nikolau, MBChB *Otago*, FRANZCP  
 Liz Painter, MA *Keele*, MSc *Sur.*  
 Celia Palmer, BM *S'ton.*, FAFPHM FRNZCGP FACHPM  
 Felicity Plunkett, MBChB *Otago*, FRANZCP  
 Chandni Prakash, MBBS MD *Delhi*, RANZCP  
 Sarah Preece, MBChB *Dund.*, MRCPsych, FRANZCP  
 Darryl-Lee Prince, BSc MBChB *Witw.*, FMGP  
 Martin Putt, BA *Cant.*, PGCertHSc *Auck.UT*, PGDipArts,  
 MNZAP, AANZPA  
 Julian Reeves, BSc PGDipSci *Otago*  
 Leena St Martin, MA PGDipClinPsych  
 Cuauhtemoc Sandoval de Alba, MBC  
 Manuela Sapochnik, BSc *Durh.*, MSc PhD PGCert *Lond.*  
 John J. Sollers III, BSc *Towson State*, MA PhD *Missouri*  
 Rhona Sommerville, MBChB *Wales*, FRANZCP  
 Jamie Speeden, MBChB DCH *Otago*, FRACP  
 Josephine Stanton, MA MBChB, FRANZCP  
 David Stoner, MBChB *Sheff.*, FRANZCP  
 Suzanne T. P. V. Sundheim, MD *Philadelphia*, ARANZCP  
 Joanne Szelenbaum, MBChB MD *Warsaw*, FFPsych *S.Af.*  
 David Tan, MBChB  
 Trish van Kralingen, MBChB *Otago*, FRANZCP  
 Paul Vroegop, MBChB, FRANZCP FFPMANZCA  
 Elizabeth L. Watts, MBChB MMedSc, MRCPsych  
 M. Louise Webster, MBChB, FRACP FRANZCP  
 Inga Williams, MSc *KSMU*, MD *KSMA*  
 Zoe Williams, MBChB BSc(Hons) *Leeds*, FRANZCP  
 Tanya Wright, BSc(Hons) *Otago*, MBChB, FRNZCP  
 King Y. Yong, MBChB *Otago*, FRANZCP

#### Honorary Lecturers

- Jenny Allison, BA MSc PGDipHlthPsych  
 Lynda-Maree Bavin, MSc PhD PGDipHlthPsych  
 Amanda Cain, BA(Hons) DCLinPsych  
 Clare Calvert, BA(Hons) *Liv.*, MA *Sheff.*, DCLinPsy *Lanc.*,  
 PGDipCBT *Durh.*  
 Nicholas Cao., BA MSc PGDipHealthPsych  
 Linda Chard, BA MSc *Calg.*  
 Lynnette Dalglish, MSc PGDipHlthPsych  
 Dennisa Davidson, MBBS *CMC Vellore*  
 Leona Didsbury, BA MSc PGDipHlthPsych  
 Iris S. Fontanilla, MSc PGDipHlthPsych, MNZPsS MIHP  
 Richard Fox, MBChB *Camb.*, DCH *RCP(UK)*, DipObst,  
 FRNZCGP  
 Anna Griffiths, BA MSc PGDipSci PGDipHealthPsych  
 Eve Hermanson-Webb, PhD PGDipSci PGDipClinPsych  
*Otago*  
 Juliette Horne, BD MSc GradDipArts PGDipSci  
 PGDipHlthPsych  
 Lisa Hoyle, BA MSc PGDipSci PGDipHlthPsych



Juliet Ireland, MSc PGDipHlthPsych, MNZPsS  
 Mythili Jayasundaram, MBBS *S.Lanka*, MRCPsych  
 Paul Jones, LLB MBChB *Otago*, PGDipCBT *Massey*,  
 CertOldAgePsych, FRANZCP  
 Pamela Law, BA MSc PGDipHlthPsych  
 Sarah McCambridge, BA MSc PGDipSci PGDipHlthPsych  
 Matthew McKinnon, MBChB *Aberd.*, RANZCP  
 Patrick Mendes, BSocSci *Waik.*  
 Odette Miller, BSc(Hons) PhD, MNZPsS  
 Eva Morunga, BA MSc PGDipSci PGDipHlthPsych  
 Ingrid O'Connor, BA MBChB *Otago*  
 Claire O'Donovan, MSc PGDipSci PGDipHlthPsych  
 Sidhesh Phaldessai, MBBS MD Goa  
 Susan Reid, MA *Auckl.UT*, LLB  
 Rutger de Ridder, MD *Utrecht*, FRANZCP  
 Sam Ritz, MBChB *Pret.*, FRANZCP  
 Ralf Schnabel, PhD DipClinPsych, MNZPsS, MI, MNZCCP  
 Christmas Seu, MBChB  
 Cynthia Sharon, BA MSc PGDipHlthPsych  
 Katherine Skinner, BA MHealthPsych PGDipHealthPsych  
 Janine Thomas, BA MSc PGDipHealthPsych  
 Natalie Tuck, BA PhD PGDipSci PGDipHlthPsych  
 Marta Vavrova, MUDr *Masaryk*, MSc *Lond.*, CCT,  
 MRCPsych  
 Miriam Wood, MSc PGDipHlthPsych  
 Marie Young, BCom BA MSc PGDipHlthPsych

#### Honorary Research Fellows

Annie Jones, BA MHealthPsych PhD  
 Sonia Lewycka, MA MPhil *Camb.*, PhD *Lond.*  
 Mathijs F. G. Lucassen, BOccTher *Otago Polytech.*,  
 MHSc PhD

### Werry Centre for Child and Adolescent Mental Health – Auckland

#### Director

Sally N. Merry, MBChB *Rhodesia*, MD, FRANZCP

#### Deputy Director

Hiran Thabrew, BSc BM *S'ton*, FRACP FRANZCP

### Psychological Medicine – Northland

#### Honorary Senior Lecturers

Shakeb Ansari, MBBS *Dhaka*, MRCPsych  
 Verity Humberstone, MBChB, FRANZCP  
 Joseph Kelly, MBChB, FRANZCP  
 Katrina Ross, MBChB

#### Honorary Lecturer

Cameron Cole, MBChB PGDip *Otago*, RANZCP

### Psychological Medicine – Rotorua

#### Honorary Senior Lecturers

Cathal Cassidy, MBChB BAO MMedSci *QUB.*, FRCPsych  
 Donna Clarke, MBChB, FRANZCP  
 Darren Malone, MBChB *Otago*, MRCPsych

### Psychological Medicine – South Auckland

#### Honorary Senior Lecturers

April Clugston, BSc(Hons) MBChB *Edin.*, FRANZCP,  
 MRCPsych  
 Zubeida Mahomed, MBChB *Natal*, MMed *Pret.*  
 Rajendra Pavagada, MBBS *Mys.*, DPM MD *B'lore*.

Eric Pushparajah, MBBS *S.Lanka*, FRANZCP  
 Shishir Regmi, MBBS *Tribhuvan*, FCPS FRCPsych  
 Esra Soyuncu, MD, ABPN  
 Andrew S. N. Sumaru, DSM *Fiji*, DPM *Otago*, BSc,  
 FRANZCP  
 Katie Tuck, MBChB *Otago*, FRACP  
 Andrew J. Turbott, MBChB *Otago*, DipPaed, FRANZCP

### Psychological Medicine – Taranaki

#### Honorary Senior Lecturers

Ryan C. Bell, JD MD *Rochester*  
 Yariv Doron, MD *Ben Gurion*  
 Candida Fox, MBChB *Sheff.*, MRCP MRCPsych  
 Buddhi Gunawardene, MBBS *Colombo*, MRCS LRCP  
*Lond.*, MMedSci *Nott.*  
 Alice Law, MBChB *Otago*, FRANZCP  
 Gail Riccitelli, MBChB *Cape Town*, RANZCP  
 Dan Schlosberg, MD PhD *Ben Gurion*  
 Vicki Winkel, MD *Utah*

#### Honorary Lecturers

Salman Ahmad, MBBS *Punjab*, FCPS  
 Mauricio Olivera Villanueva, MD *Catholic U. Chile*

### Psychological Medicine – Tauranga

#### Honorary Senior Lecturers

Bronwyn Copeland, MBChB *Cape Town*, FRANZCP  
 Marcel Hediger, MBChB *Free State*, MMed *Stell.*  
 Fiona Miller, MBChB *Aberd.*, FRANZCP  
 Mark Lawrence, MBChB *Otago*, FRANZCP

#### Honorary Lecturer

Niall Govan, BSc(Hons) *St And.*, MBChB *Warw.*

### Psychological Medicine – Waikato

#### Associate Professor

2006 David Menkes, BA *UCSD*, MD PhD *Yale*, FRANZCP

#### Honorary Associate Professors

Shailesh Kumar, MBBS *Calc.*, MPhil *Lond.*, DPM *Ranchi*,  
 DipCBT *Lond.*, MD, FRANZCP, FRCPsych  
 Reginald Marsh, MA PhD *Well.*, FSS, AFBPsS

#### Honorary Senior Lecturers

Wayne de Beer, MBChB *Witw.*, MEd, FRANZCP  
 David Brunskill, MBChB, MRCPsych, FRANZCP  
 Peter Dean, MBBS *Lond.*, DRCOG MRCPsych  
 Jean Erasmus, MBChB MMed *OFS*, MMgtHSM PGDipPH  
*Massey*, AFRACMA  
 Jik Loy, MBBS *Melb.*, FRANZCP  
 Etuini Ma'u, PGDipCBT *Massey*, MBChB, FRANZCP  
 Shanmugam Mohan, MBBS DPM *Dr MGR*, FRANZCP,  
 MRCPsych  
 Colin Patrick, MBChB *Cape Town*, FRANZCP  
 Mohammad Shuaib, MBBS *Khyber*, MMed *S.Af.Med*,  
 MMgt PGDipHSM PGDipPH *Massey*, AFRACMA  
 Tejpal Singh, MBBS *Kanpur*, MS *Alld.*, PGDipPsych *Edin.*,  
 MBA *Keele*, MRCPsych  
 Suman Sinha, MBBS *Mag.*, MD *Patna*, FRANZCP  
 David Street, MD  
 Rees Tapsell, MBChB *Otago*, FRANZCP  
 Inoka Wimalaratne, MBBS *Colombo*, FRANZCP, MRCP  
 MRCPsych

**Honorary Lecturers**

Rachel Goldspink, BSc(Hons) MBChB PGDipPsychiatry  
*Manc.*, MRCPsych  
Matthew Jenkins, BSc(Hons) *Nott.*, MBChB *Warw.*  
Tony Muller, MBChB  
James Pope, MSocSc PGDipPsych(Clin) *Waik.*,  
PGDipHealSc *Otago*  
Adam Stevens, BSc MBChB *Leic.*  
Mangala Wettasinghe, MBChB  
Jess Wybrant, MBChB

**Psychological Medicine – Waitemata****Honorary Senior Lecturers**

Dileepa Abeysinghe, MBBS MD *Colombo*  
Simon Baxter, MBChB *Otago*  
Ranko Bolevich., MD *Zagreb*, GradDipPsychotherapySt  
*Auck.UT*, FRANZCP  
Joanne Chua, MBChB *Aberd.*  
Agnes Dawidowska, MD *Jagiellonian*, RANZCP  
C. Dilrukshi De Silva, MBBS *Ruhuna*, MD *Colombo*  
Olivera Djokovic, MD *Belgrade*, PGCertHSc, FRANZCP  
Letitia Dobranici, MD PhD, RANZCP  
Mhairi Duff, MBChB *Brist.*, MCLinPsych, MRCPsych  
Rishi Duggal, MBChB CertChildAdolPsych  
CertForensicPsych, FRANZCP  
David Goldsmith, MBChB CertForensicPsych, FRANZCP  
Staffan Heed, MEd *Göteborg*, RANZCP  
Livi Ichim, MD *IMF Iasi*, FCPsych  
Joel Jackson, BCom MBChB, RANZCP  
Sachin Jauhari, MBBS DMH *Belf.*, FRANZCP, MRCPsych  
Mythili Jayasundaram, MBBS *S.Lanka*, MRCPsych  
Yvette Kelly, BSc MBBS PGDipHSc *Qld.*,  
CertForensicPsych, FRANZCP  
Aram Kim, PGDipCBT *Massey*, MBChB, MRCPsych,  
FRANZCP  
Satindra Kumar, MBBS MD *Delhi*  
Shanmukh Lokesh, MSc, FRANZCP, MRCPsych  
Vicki MacFarlane, MBChB, FRNZCPG FACHAM  
Kanchana Manickam, MBChB, FRANZCP  
Matthew McKinnon, MBChB *Aberd.*, RANZCP  
Venkat K. Naga, MBBS *Madras*, CertAdultPsych, FRANZCP  
Lisi Petaia., BSc *Waik.*, MBBS *S.Pac.*, FRANZCP  
Sidhesh Phaldessai, MBBS MD *Goa*  
Gavin Pilkington, BSc, MBChB *Cape Town*, FRANZCP  
Meagan Ramages, MBChB *Cape Town*,  
CertOldAgePsych, FRANZCP  
Oliver Rooke, BM *Ston.*, MSc, MRCPsych MRCGP  
Elizabeth Sertsou, MBChB, RANZCP, FRANZCP  
Himandri Seth, MBChB *Aberd.*, FRANZCP, MRCPsych  
Jeremy Skipworth, PhD *Otago*, MMedSc MBChB,  
FRANZCP  
Jamie Speeden, MBChB DCH *Otago*, FRACP  
Adam Stevens, MBChB *Leic.*, RANZCP  
Sasho Todorovski, MD *UKiM*, PhD, FRANZCP  
Shirley Walton, MBChB MMedPsych *Witw.*, FCPsych(SA)  
FRANZCP  
Shane White, MBChB, FRANZCP  
Penny Woods, MBChB *Sheff.*, DipPaeds DipObst,  
FRANZCP, MRCGP

**Honorary Lecturers**

Boris Arora, MD *Odessa State Med.*

Derek Buchanan, MBChB, MRCUCP  
Natasha Burgess, BEd MA *Free State*  
Tessa Van Der Kleij, MBChB *Sus.*

**Surgery – Auckland****Head of Department**

Richard Douglas, MBChB MD, FRACP FRACS, MRCP(UK)

**Group Services Coordinator**

Lois Blackwell

**Professors**

1998 Ian Bissett, MBChB MD, FRACS  
1987 Ian D. S. Civil, MBE, ED BSc MBChB, FRACS  
2017 Stuart Dalziel, MBChB *Otago*, PhD, FRACP  
2008 Richard Douglas, MBChB MD, FRACP FRACS,  
MRCP(UK)  
2002 Andrew G. Hill, MBChB MD EdD, FACS FRACS  
2015 John L. McCall, MBChB MD *Otago*, FRACS  
1997 Susan Stott, MBChB PhD *Calif.*, FRACS  
1985 John A. Windsor, BSc *Otago*, MBChB MD  
DipObst, FRACS FACS FRSNZ

**Emeritus Professor**

Bryan R. Parry, ONZM, MBChB MD *Otago*, DipObst,  
FRCSEd FRACS

**Adjunct Professor**

2015 Bruce Haughey, MBChB MD, FACS

**Associate Professors**

2009 Adam Bartlett, MBChB PhD, FRACS  
2017 Peter Jones, MSc *Oxf.*, MBChB *Otago*, FACEM  
FCEM  
2016 Greg O'Grady, MBChB PhD, FRACP  
2008 Maxium Petrov, MD MPH *Nizhny Novgorod State*  
*Med. Acad (Russia)*, PhD  
1989 Lindsay Plank, DPhil *Waik.*, MSc

**Senior Lecturers**

2017 Andrew Brainard, MD MPH *New Mexico*, FACEM  
FACEP  
2012 Jacob Munro, MBChB, FRCS  
2012 Nichola Wilson, MBChB, FRACS

**Adjunct Senior Lecturer**

2015 Arend E. H. Merrie, MBChB *Leeds*, PhD *Otago*,  
FRACS

**Senior Research Fellow**

1997 Anthony Phillips, MBChB

**Fellows in Surgery**

2011 Jacqueline Allen, MBChB, FRACS  
2018 Sakina Barmal, MBioMedSc  
2018 Jaelim Cho, MHSc *Yonsei*  
2015 Melissa Edwards, MBChB *Otago*  
2014 Alistair Escott, MBChB *Otago*  
2014 Ryan Gao, MBChB PGDipSurgAnat *Otago*  
2016 James Johnston, MBChB  
2014 Rebekah Jung, MBChB  
2016 Celia Kean, MBChB *Otago*  
2018 Juyeon Ko, MS *Yonsei*  
2016 Anthony Lin, MBChB  
2015 Tony Milne, MBChB *Otago*  
2011 Ramesh Premkumar, MBBS *Newcastle(UK)*  
2015 Ruma Singh, MRes *Glas.*

- 2013 Soe Min Tun, MBBS *Yangon*, MBA S. P. Jain, MSc *Nan.Tech.*  
 2015 Hsiang-Wei Wang, MBChB  
 2016 Mark Zhu, MBChB

#### Honorary Professors

Erik Heineman, MD *Groningen*, PhD *Rotterdam*  
 Stephen Munn, MBChB *Otago*, FRACS FACS

#### Honorary Associate Professors

Murali Mahadevan, MBChB, FRACS  
 Stephen Streat, MBChB, FRACP

#### Honorary Senior Lecturers

Naghah Al-Mozany, MBChB *Otago*, FRACS  
 Ari Bok, MBChB MMed, FCS FRACS  
 Mathew Boyle, MBChB, FRACS  
 Nicholas Evenett, MD MBChB, FRACS  
 Nicholas Kang, MBBS *Syd.*, FRACS  
 Raymond Kim, MBChB PhD, FRACS  
 Ben Loveday, MBChB PhD  
 Anna Mackey, BHSc MSc PhD  
 Therese McBride, MD *North Texas*, FACEP FACEM  
 Anna McDonald, MBChB  
 David Merrilees, MBChB, FRACS  
 Anil Nair, MBBS *M.Gandhi*, FACEM  
 Alex Ng, MBChB, FRACS  
 Mike Nicholls, MBChB, FACEM  
 Sanjay Pandanaboyana, MBBS *Dr.NTR Health Scis.*,  
 MPhil, FRCS  
 Sharad Paul, MBBS *Madras*, FRNZCGP  
 William Peters, MBChB MD  
 Peter A. Robertson, MBChB, FRACS  
 Kiarash Taghavi, MBChB *Otago*, FRACS  
 Stewart Walsh, MBChB, FRACS  
 Cameron Wells, MBChB  
 Jason Wong, MBChB *Otago*, FRACS  
 Matt Wright, MBChB

#### Surgery – Northland

##### Honorary Senior Lecturers

Christopher Harmston, MBChB *Birm.*, FRCS  
 Alexander J. Lengyel, MBBS *Lond.*, BSc MMedSci, FRCS,  
 MRCOG  
 Ronald Maxine, MBChB, FRACS  
 Gary Payinda, MD *Chicago*, MA *Johns Hopkins*, FACEP  
 FACEM  
 Subhaschandra Shetty, MBBS *GMCH (India)*  
 David Waterhouse, MBChB *Otago*, FRACS

#### Surgery – South Auckland

##### Professor

2002 Andrew G. Hill, MBChB MD EdD, FACS FRACS

##### Associate Professor

2001 Rocco Paolo Pitto, MD *Catholic U., Rome*, PhD  
*Erlangen-Nuremberg*, FRACS

##### Senior Lecturers

2017 Christopher Lash, MBChB, FACEM  
 2013 Michelle Locke, MBChB MD, FRACS  
 2011 Andrew D. MacCormick, MBChB PhD, FRACS  
 2017 Eunicia Tan, MBChB, FACEM

#### Fellows in Surgery

2017 Ahmed Barazanchi, MBChB *Otago*  
 2017 Wiremu MacFater, MBChB  
 2013 Bruce Su'a, MBChB *Otago*  
 2017 Weisi Xia, MBChB

#### Honorary Professor

Randall Morton, MBBS *Adel.*, MSc *Cape Town*, FRACS

#### Honorary Associate Professors

James B. Bartley, MBChB, FRACS  
 Andrew Connolly, MNZM, MBChB, FRACS  
 Salil Nair, MBChB *Dund.*, FRCS  
 Garth Poole, MBChB, FRACS

#### Honorary Senior Lecturers

Parminder Chandhok, MBBS *Punjabi*, FRACS  
 Shanel Deo, MBChB, FRACS  
 Chip Gresham, MD *Tennessee*, FACEM  
 Jonathan Mathy, MD *Stanford*, FRACS

#### Honorary Reader

Garnet Tregonning, ONZM, MBChB, FRACS FRCS

#### Surgery – Taranaki

##### Senior Lecturers

Murray Cox, MBChB *Otago*, FRACS  
 Falah El-Haddawi, MBChB *Baghdad*, FRACS  
 Wayne Elliott, MBChB *Otago*, FRACS  
 Glenn Farrant, MBChB *Otago*  
 Susie Flink, MD *Wayne State*, FACEM  
 James Johnston, MBChB *Otago*, FRACP

#### Surgery – Tauranga

##### Academic Coordinator

Peter Gilling, MBChB MD *Otago*, FRACS

##### Professor

2009 Peter Gilling, MBChB MD *Otago*, FRACS

##### Senior Lecturer

2016 Jeremy Rossaak, MBBCh *Witw.*, FRACS

##### Honorary Senior Lecturers

Peter Chin, MBBS *Melb.*, FRACS  
 Derek Sage, MBBCh *Wales*, FACEM  
 Emma Stanford, MBChB *Sheff.*  
 Andrew Stokes, MBChB *Otago*, FRACS  
 Gregory Walter, MD *NYMC*, FACEP

#### Surgery – Waikato/Rotorua/Whakatane

##### Adjunct Associate Professor

2009 Ian Campbell, MBChB, FRACS

##### Senior Lecturers

2018 Joseph Baker, MBChB *Otago*, MCh *UC Dublin*,  
 FRCS  
 2010 Win Meyer-Rochow, MBChB *Otago*, PhD *Syd.*,  
 FRACS  
 2019 Mazen Shasha, MBChB MSc *Basrah*, FAMP  
 2017 Andrew Wood, BA *BMBCh Oxf.*, PhD, FRACS

##### Honorary Associate Professor

Jitoko Cama, MBBS *Fiji*, FRACS

##### Honorary Senior Lecturers

Tamsin Davies, MBChB *Liv.*

Manar Khashram, MBChB *Otago*, PhD  
 Jesen Ly, MBChB *Otago*, FRACS  
 Mathew Morreau, MBChB  
 Ruwan Paranawidana, MBBS *Sri Lanka*, FRACS  
 Kate Rae, MBChB, FRACS  
 Thasvir Singh, MBChB, FRACDS(OMS) FRACS  
 Thodur Vasudevan, MBBS *Madr.*, FRACS FRCSGlas

## Surgery – Waitemata

### Senior Lecturer

2014 Simon Young, MBChB, FRACS

### Honorary Senior Lecturers

Fathel Al Herz, MBChB *Otago*, FRACS  
 Gina de Cleene, MBChB *Otago*, FACEM  
 Richard Martin, MBChB *Otago*, FRACS  
 Michael Rodgers, MBChB, FRACS  
 Ian Stewart, MBChB *Otago*, FRACS

## Advanced Clinical Skills Centre

### Director

...

### Manager

Marie Drury, QMLT, MLPAT NZIMLS

### Professional Teaching Fellow

2019 Anitha Vivekanandan, MBBS MS *Baroda*

## Clinical Skills Centre

### Director

Harsh Bhoopalkar, GradCertClinEd *NSW*, MBChB  
 MMedSc

### Group Services Coordinator

Navjinder Kaur, MCA *Lyceum (Philippines)*

### Associate Professor

◇2001 Andrew Wearn, MBChB MMedSc *Birm.*,  
 FRNZCGP, MRCGP(*UK*)

### Senior Lecturer

◇2013 Karen Falloon, MBChB PhD DipPaed  
 PGDipMedSc, FRNZCGP

### Professional Teaching Fellow

◇2010 Miriam Nakatsuji, PGCertWHlth *Otago*, MBChB  
 DipPaed, FRNZCGP

## Learning and Teaching Unit

### Director

John P. Egan, BA *SUNY Oswego*, MA PhD *Br.Col.*

### Professional Teaching Fellows

2017 Hamish Cowan, BA(Hons) *Massey*, PhD *ANU*,  
 PGCertAcadPrac  
 2019 Sally Eberhard, MET *Br.Col.*, BA BCom  
 2015 Emma Sadara, BA(Hons) *Lond.*, MA *Open(UK)*

### Senior Tutor

2008 Pauline Cooper-Ioelu, MA PGCertAcadPrac

## School of Nursing

### Head of School

Julia Stark, MSc DipHE *Lond.S.Bank*, PhD *Imperial*, RN

### Associate Head (Undergraduate)

Lisa Stewart, BA MNurs PhD PGDipHSc, RN

### Associate Head (Postgraduate Taught)

Lesley Doughty, BHSc *Auck.UT*, MEd, RN

### Associate Head (Postgraduate Research)

John Parsons, BSc(Hons) *Brun.*, PGDipHSc *Auck.UT*,  
 MHSc PhD

### Associate Head (Mental Health and Addictions)

Kate Prebble, BA MHSc PhD, RN

### Associate Heads (Research)

Merryn Gott, MA *Oxf.*, PhD *Sheff.*  
 Melody Oliver, BSR DipFT PGDipHSc PhD *Auck.UT*

### Group Services Manager

Johanna Beattie, BA(Hons) *Cardiff Met.*

### Professors

2009 Merryn Gott, MA *Oxf.*, PhD *Sheff.*  
 2002 Andrew Jull, DipBusStudies *Massey*, MA *Well.*,  
 PhD, RCpN (*jointly with National Institute of  
 Health Innovation*)  
 2017 Alexandra McCarthy, MNurs *Flin.*, PhD *Qld.UT*,  
 RN  
 2000 Matthew Parsons, BSc(Hons) MSc PhD *Lond.*, RN

### Associate Professors

◇2009 Michal Boyd, MSc *Arizona*, MS ND *Colorado*, RN,  
 NP  
 ◇2008 Terryann Clark, MPH PhD *Minn. State*, RN  
 ◇1993 Robyn Dixon, MA PhD, RN  
 2016 Melody Oliver, BSR DipFT PGDipHSc PhD *Auck.*  
*UT*  
 ◇2018 Rachael Parke, BHSc PhD, RN  
 1999 John Parsons, BSc(Hons) *Brun.*, PGDipHSc *Auck.*  
*UT*, MHSc PhD

### Senior Lecturers

2016 Aileen Collier, BSc(Hons) *Dund.IT*, PhD *Technol.*  
*Syd.*, PGDip *Dund.*, RN  
 2001 Barbara Daly, BSc MHSc PhD, RN  
 2001 Michelle Honey, BASocSci MPhil *Massey*, PhD,  
 RN  
 2009 Stephen Jacobs, BA PhD DipTchg  
 2002 Anecita Gigi Lim, BScN *Bohol (Philippines)*,  
 PGDipSocSci *Massey*, MHSc GradDipSc PhD,  
 FCNA(NZ), RN  
 2002 Dianne Marshall, BASocSci MA *Massey*, PhD, RN  
 ◇2002 Ann McKillop, MA *Massey*, DN *Technol.Syd.*,  
 FCNA(NZ), RN  
 ◇1997 Anthony O'Brien, BA MPhil *Massey*, PhD, RN  
 ◇2011 Kathy Peri, MHSc *Otago*, PhD, RN  
 ◇2008 Kate Prebble, BA MHSc PhD, RN  
 ◇2012 Jacqueline Robinson, PhD, NP, RN  
 ◇2013 Julia Stark, MSc DipHE *Lond.S.Bank*, PhD  
*Imperial*, RN  
 2002 Susan Waterworth, MPhil *Liv.*, MSc *DANS Manc.*,  
 RN

### Lecturers

◇2018 Catherine Bacon, BPhEd BSc *Otago*, MSc *Br.Col.*,  
 PhD  
 ◇2018 Tai Kake, BA BSc *Well.*, PhD *Otago*  
 ◇2007 Anna King, BNurs(Hons) PhD, RN  
 2017 Willoughby Moloney, BNurs(Hons) PhD, RN

- 2011 Kim Ward, PGDipHSc, RN  
 ◇2018 Cynthia Wensley, BA PGDipHSM Massey, MHSc PhD

### Professional Teaching Fellows

- ◇2006 Michelle Adams, BHSc E.Cowan, MA Portsmouth, RN  
 2016 Colette Adrian, PGCertDCL Unitec, PGDipHSc, RN  
 2009 Joanne Agnew, PGDipHSc MNurs, RN  
 ◇2013 Natalie Anderson, BA BHSc MSc, RN  
 2008 Cathleen Aspinall, MSc C.Lancs., RN  
 2007 Jane Barrington, MHSc Auck.UT, RN  
 2018 Helen Butler, BHSc Auck.UT, MNurs PGDipHSc  
 2017 Michelle Cameron, BNurs(Hons), RN  
 2005 Mia Carroll, BA Massey, DPH, MHSc FCNA(NZ), RN  
 2011 Louise Carrucan-Wood, BNurs MHSc, RN  
 2007 Michael Crossan, BNS(Hons) MSc UC Dublin, RN  
 ◇2017 Julie Daltrey, MNurs, NP, RN  
 ◇2019 Susie Davies-Colley, MNurs, RN  
 2005 Lesley Doughty, BHSc Auck.UT, MEd, RN  
 ◇2018 Willem Fourie, B.Cur PGDipNEd P.Elizabeth, MN Fort Hare, PhD Free State, RN  
 ◇2019 Sarah Haldane, MN Massey, RN  
 ◇2017 Maureen (Mo) Harte, MN Massey, NP, RN  
 2015 Kylie Hodgson, MNurs PGDipHSc, RN  
 2016 Linda Jackson, BSc(Hons) MCLinEd, RN  
 ◇2017 Natalie James, MA(Applied) Well., RN  
 ◇2018 Debra Lampshire  
 2016 Janet Massey, MHSc, RN  
 ◇2009 Sandra Oster, BN Winona State, MSN Minn. State, RN  
 ◇2003 Reena Patel, BHSc Auck.UT, MN MHSc Otago, RN  
 ◇2018 Victoria Shaw, BNurs(Hons), RN  
 2005 Lisa Stewart, BA MNurs PhD PGDipHSc, RN  
 2018 Marea Topp, PGDip Massey, PhD C.Darwin, RN  
 ◇2019 Bridget Venning, MNurs, RN

### Research Fellows

- ◇2019 Deborah Balmer, BA Otago, MA Azusa, PhD Waik.  
 ◇2017 Charmaine Barber, BA Cant., BA(Hons) Well., MPH PhD  
 ◇2015 Ofa Dewes, MBA S.Cross, PhD  
 2018 Niamh Donnellan, MA NUI, MSc Edin., PhD Cant.  
 ◇2017 Victoria Egli, MIntPubHlth Syd., PhD Auck.UT  
 2010 Rosemary Frey, MSc PhD WI  
 2018 Bobbi Laing, MSc PGDipHealMgt Otago, MHSc PhD  
 2013 Tess Moeke-Maxwell, BSocSc(Hons) PhD Waik.  
 2014 Lisa Williams, PhD

### Honorary Associate Professors

- Margaret P. Horsburgh, CNZM, EdD C.Sturt., MA DipEd, FCNA(NZ), RN, RM  
 Judy Kilpatrick, CNZM, BA, FCNA(NZ), RN

### Honorary Senior Lecturers

- Heather Baker, BA PGDipSocSci Massey, MA, RN, RM  
 Jagpal Benipal, BHSc MBS Massey, PhD, A/FACHSE, RN  
 Margaret Brodkorn, MNurs, RN  
 Margaret Dotchin, RN

- Veronique Gibbons, BSc(Hons) MSc Lond, PhD  
 Helen Hamer, MN Massey, PhD  
 Gary Lees, BSc Manc., MA Middx., RN  
 Jenny Parr, BSc(Hons) Open(UK), MScHlthMgmt City(UK), PhD Auck.UT, RN  
 Hugh Senior, MHSc PhD

### Honorary Professional Teaching Fellows

- Tony Abbey, PGCertBus Waik., MNurs, NP, RPN  
 Chris Aldridge, BNurs Otago, MNurs, RN  
 Nicky Anderson, MNurs PGDipHSc  
 Cheryl Atherford, MHSc, RN  
 Dianne Barnhill, MNurs PGDipHSc, RN  
 Rebecca Bennett, BHSc Auck.UT, RN  
 Elizabeth Buckley, BA MNurs, RN  
 Leanne Cameron, BSc Well., MBChB Otago  
 Jacquelin Church, BN BhSc PGDipNurs Massey, RN  
 Margaret Colligan, MNurs, RN  
 Jessie Crawford, MN Massey, RGON, NP, RN  
 Lucien Cronin, BA Massey, MN PGDipHSci Well.  
 Tina Darkins, BN Northtec, MHLthSc Massey, PhD Auck.UT, RN  
 Odette Dempster, RN  
 Nina Dobson, BSc(Hons) PGDip Leeds, MSc Hudd., RN  
 Anna Elders, BN Otago Polytech., PGDipCBT Manc., MNurs, RN  
 Annie Fogarty, BHSc Auck.UT, MA DipBusMgt Massey, RN  
 Tracey Forward, MNurs, RN  
 Michael Geraghty, BA MHSc, NP RMN(UK), RN  
 Nicola Gini, BHSc Auck.UT, MNurs, RN  
 Maureen Goodman, BHSc Auck.UT, MNurs, RN  
 Diana Hart, BA MNurs, NP, RN  
 David Hoskins, PGCertHSc Auck.UT, BNurs BSc, RN  
 Amelia Howard-Hill, BN UCOL, MNurs, RN  
 Philippa Jones, MA DMS Thames V., MCGI, RN  
 Robyn Kemp, MN Massey, NP, RN  
 Ana Kennedy, MSc Calif., NP, RN  
 Stacey Limmer, BN WITT, MNurs, RN  
 Ronel Marais, BA Cur(Hons) S.Af., PGCertHSc Whitireia, MN Massey  
 Marie Mata, BHSc PGCertAdvNursPrac Auck.UT, RN  
 Brigid Aimee Mathias, BCN Otago Polytech., PGCertHSc, RN  
 Bev McClelland, MHSc, RN RMN(SA)  
 Shirley McKewen, BN Otago Polytech., MA Well., RPN  
 Jean Mary McQueen, MN Massey, RM(UK), RN  
 Yvonne Morgan, DipHENursing E.Anglia, MHSc, RN  
 Emily O'Connor, BNurs PGCertHSc, RN  
 Elise Page, PGCertHSc, RN  
 Bernadette Paus, BNurs Otago Polytech., MHSc Otago, NP, RN  
 Bhavani Peddinti, MBBS Indore, FACEM  
 Suzette Poole, MN Unitec, RN  
 Charlene Pretorius, MBus MSc Massey  
 Cecilia Rademeyer, MBChB Stell.  
 Isabel Raiman, MSc, NP, RN  
 Michele Richardson, BHSc Manukau IT, PGDipHSc  
 Adrienne Roke, BHSc Auck.UT, MN Massey, RN  
 Nicky Sayers, BNurs PGDipHSc, RN  
 Julie Scott BHSc MNurs Auck.UT, RN  
 Karyn Scott, BHSc, Auck.UT, MHSc, RN  
 Kate Smallman, MSc Sur., RN

Barbara Smith, DipEd Massey, BA MHSc, RN, RM  
 Bernadette Solomon, MSc Herts., RN  
 Fran Storr, MNurs PGCertHSc, RN  
 Wendy Sundgren, PGDipHSc, RN  
 Raiquel Te Puni, PGCertHSc, RN  
 Denise Watene, BN Northtec, MNurs, RN  
 Jacky Watkins, MN, RN  
 Jo Wickham, PGDipHSc MN Massey, NP  
 Jane Wilkinson, MNurs PGDipHSc, RN  
 Diane Williams, NP, RN  
 Anne Williamson, MHSc Manukau.IT, RN  
 Anna Wright, MHSc Auck.UT, RN  
 Michele Yeoman, MNurs PGDipHSc, RN

#### Honorary Research Fellows

Melissa Carey, BN W.Syd., MN S.Qld., PhD Qld.UT  
 Cailin Pilbeam, BA(Hons) Durh., MSc PhD Oxf.

## School of Optometry and Vision Science

#### Head of School

Steven C. Dakin, BSc(Hons) Exe., PhD Stir.

#### Group Services Manager

Johanna Beattie, BA(Hons) Cardiff Met.

#### Academic Director

Andrew Collins, BOptom MSc PhD CertOcPharm

#### Clinic Director

Geraint Phillips, BSc(Hons) City(UK), OD Waterloo,  
 DipCLP City(UK), CertOcPharm

#### Professor

2014 Steven C. Dakin, BSc(Hons) Exe., PhD Stir.

#### Associate Professors

◇1984 Robert J. Jacobs, MNZM, MSc PhD Melb.,  
 PGDipBus, CertOcPharm, LOsc, FFAO FACO  
 2017 Dieter (Sam) Schwarzkopf, BSc(Hons) PhD  
 Cardiff

#### Senior Lecturers

2002 Monica L. Acosta, MSci Univ. Republic, Uruguay,  
 PhD Hokkaido  
 2011 Joanna M. Black, BSc BOptom(Hons) PhD  
 CertOcPharm  
 ◇2016 Clairton de Souza, MD Brazil, PhD, CBO  
 1999 Geraint Phillips, BSc(Hons) City(UK), OD  
 Waterloo, DipCLP City(UK), CertOcPharm  
 1998 John R. Phillips, BSc Sur., BSc Cardiff, MSc PhD  
 Melb., MCOptom, FFAO  
 2009 Ehsan Vaghefi, BSc Tehran, MSc NSW, PhD  
 2008 Misha Vorobyev, DipPhys Leningrad, PhD USSR  
 Acad. Sci.

#### Lecturer

2014 Philip Turnbull, BOptom(Hons) PhD

#### Senior Tutor

1998 Andrew Collins, BOptom MSc PhD CertOcPharm

#### Senior Research Fellow

◇2019 Jacqueline Ramke, BAppSci Qld.UT, MPH MHSM  
 PhD NSW

#### Research Fellows

2018 Yitian Tina Gao, BOptom(Hons) PhD  
 2016 Lucy Goodman, BSc(Hons) PhD

2015 Lisa Hamm, BSc(Hons) Brock, MSc Br.Col., PhD  
 2016 Catherine Morgan, BSc(Hons) Leeds, MSc PhD  
 Lond.

◇2008 Jason Turuwhenua, MSc PhD Waik. (jointly with  
 Auckland Bioengineering Institute)

#### Clinical Professional Teaching Fellows

◇Kerry Atkinson, BSc(Hons) DipCLP City(UK),  
 CertOcPharm, FCOptom  
 Zaria Bradley, BAS BOptom(Hons)  
 ◇Melinda Calderwood, BOptom GDipSci CertOcPharm  
 ◇Jason Dhana, BSc BOptom(Hons)  
 Ashley Gray, BOptom(Hons) BSc  
 Kristine Hammond, RDONZ FBDO(o/s)  
 Wanda Lam, BSc OD Wat. PGCertClinEd  
 John McLennan, BSc DipOpt CertOcPharm  
 ◇Robert Ng, BOptom(Hons)  
 Michelle O'Hanlon, BOptom(Hons) PGCertAcadPrac  
 Bhavna Patel, BOptom(Hons)  
 ◇Jaymie Rogers, BSc BOptom(Hons)  
 ◇Kathryn Sands, BOptom CertOcPharm  
 ◇Lisa Silva, BMedSci(Hons) Sheff., BSc(Hons) Aston  
 Bhavini Solanki, BSc(Hons) MSc UMIST, PGCertAcadPrac,  
 MCOptom  
 ◇Marcy Tong, BSc Sask., OD Waterloo

#### Honorary Professor

Paul Donaldson, BSc(Hons) PhD Otago

#### Honorary Associate Professors

Nicola S. Anstice, BOptom(Hons) PhD  
 Jennifer P. Craig, BSc(Hons) PhD G.Caledonian, FFAO,  
 MCOptom

#### Honorary Senior Lecturer

Grant Watters, MSc CertOcPharm

#### Honorary Professional Teaching Fellows

Stuart Aamodt, PGCOt ACO, BOptom(Hons)  
 Sally Adams, BOptom PGDipSci CertOcPharm  
 Anas Al-Ibousi, BOptom(Hons)  
 David Aldridge, BOptom  
 Shireen Ali, BSocSc ACE, MBA Henley, PGDip Massey  
 Roger Apperley, DipOpt, CertOcPharm  
 Ben Ashby, BOptom(Hons) PhD GradCertOcTher NSW  
 Lisa Bakker, BAppSc CertOcTher Qld.UT  
 Elaine Bentley, BSc(Hons) UMIST, MCOptom  
 Prashant Bhupendra, BOptom(Hons)  
 Kate Blackett, BOptom(Hons) MSc  
 Mark Bonham, BSckin BSc New Br., BAppSc Qld.UT,  
 CertOcTher ACO  
 David Bridgman, BOptom CertOcPharm  
 Evan Brown, BOptom UMIST  
 Michael Brown, DipOpt, CertOcPharm  
 Ben Bull, BOptom(Hons) NSW  
 Jillian Campbell, BAppSc MCOptom Qld.UT, CertCLS  
 CertPaeds Melb.  
 Yan Tung (Deborah) Chan, BOptom  
 Erin Chang, BOptom(Hons)  
 Brenton Clark, GradCertOptom NSW, BSc BOptom  
 Jason Clark, BOptom, MCOptom  
 Barry Clennar, BOptom PGDipOrthoptics&BV Witw.,  
 CertOcTher ACO  
 Richard Coakley, BSc Cant., BOptom(Hons)

Michael Curtis, BSc DipBusAdmin *Cant.CC*, DipOpt  
CertOcPharm

Keaton Daya, BOptom

Sarah Denny, BSc *Otago*, BOptom(Hons)

Peter Dick, BOptom PGCertOcTher *Qld.UT*

Roshni Dodhia, BScOptom(Hons) *Aston*, MCOptom

Philip Donaldson, BOptom

Robert Dong, BOptom, CertOcPharm

Brian Donovan, BSc(Hons) *UMIST*, MBCO

Timothy Eagle, BOptom

Renee Edgar, BOptom(Hons), CertOcPharm

David Essery, BOptom(Hons)

Ian Finch, BSc(Hons) *Aston*, CertOcPharm, MBCO

Susanne Finch, BAppSci(Hons) *Qld.UT*, BSc Syd.,

PGDipEduc *Qld.*, CertOcTher *ACO*

Claire Fitzgerald, BA *Open(UK)*, DipBritOrth *Moorfields*

Miriam Foate, BOptom, CBSM *Te Wananga-o-Aotearoa*

Judy Fok, BAppSciOpt *Qld.UT*

Karlee Foley, BOptom(Hons) GradCertOcTher

Angela Garner, BOptom

Megan Glover, BOptom(Hons)

Keith Gordon, BSc *Witw.*, MSc *Tor.*, MBA *York(Can.)*, BSc  
PhD *Lond.*

Ross Gordon, DipOptom CertOcPharm

Alan Greenhill, BScOptom *Melb.*

Peter Grimmer, BSc *Otago*, DipOpt CertOcPharm

John Grylls, BSc *Otago*, DipOptom, CertOcPharm

Willy Gunawan, BOptom *Melb.*

Ayah Hadi, BOptom(Hons)

Alistair Hand, BSc *Cant.*, BOptom

Helen Haslett, BScOptom(Hons) *Brad.*, MCOptom  
CertOcPharm

Francis Hassan, BSc PGDipSci *Otago*, BOptom(Hons)

Melissa Hay, BOptom CertOcPharm

Isla Hills, BOptom

Craig Holmes, BOptom

David Hooker, BOptom(Hons) CertOcPharm

Andrew Huhtanen, BSc *Qu.*, OD *Wat.*

Cafa Huynh, BOptom *NSW*

Mihiri Jayasundera, CertOcTher *ACO*, BOptom

John Jennings, BScOptom *Melb.*

Hannah Kang, BOptom

Jenny Kim, BOptom(Hons)

Damian Koppens, BOptom, CertOcPharm

Heather Laird, MSc DipOpt CertOcPharm

Sima Lal, BOptom(Hons)

Jagrut Lallu, MOptom

Margaret Lam, BOptom GradCertOcTher *NSW*

Jeff Lee, BOptom

Joon Lee, BOptom

Yee Wing Lee, BOptom BSc *NSW*

Stephen Leslie, BOptom GradCertOcTher *NSW*, FACBO  
FCOVD

Amy Lester, BOptom(Hons)

Richard Lindsay, BScOptom MBA *Melb.*, FAAO FACO  
FCCLSA

Richard Lobb, DipOpt CertOcPharm

Chee Loh, BOptom(Hons) MBA *Birm.*

Jason Loh, BOptom *Melb.*

Clare Luoni, BOptom(Hons)

Anna Maitland, BOptom PGDipSci

Craig Martens, BOptom *KwaZulu-Natal*, GradCertOcTher  
*NSW*

Nick Mathew, BOptom CertOcPharm

Laura Matthews, DipEnvMgmt *Toi Ohomai IT*,  
BOptom(Hons)

Philip Matthews, BSc *Massey*, DipOpt

Nigel Maycock, BSc(Hons) *City(UK)*, MCOptom

Niall McCormack, BScOphthOptics(Hons) *UMIST*, BA  
CertOcPharm, FCOVD, MBCO

Claire McDonald, BMS *Waik.*, BOptom PGDipSci

Roberta McIlraith, BOptom(Hons), CertOcPharm

Malcolm McKellar, BOptom, MBChB, FRANZCO

Liddean McKernan, BScOptom *Ulster*, MCOptom

Vincent Meehan, BScOphthDisp *G.Caledonian*,

BScOptom(Hons) *City(UK)*

John Mellsop, BTheol *ACT*, DipOpt CertOcPharm

Naomi Meltzer, PGDipRehab *Massey*, DipOpt BSc

Callum Milburn, BOptom(Hons) CertOcPharm

Keith Miller, DipOpt

Christine Musson, DipBus DipMgt *Auck.UT*, MOptom  
*NSW*, BOptom

Shubhneet Nanda, BOptom(Hons)

Ashreet Nath, BOptom

Anthony Nevett, BScOptom *UMIST*, PGCertOpt *Brad.*,  
CertOcPharm

Rachel Ng-Waishing, BOptom(Hons)

Tri Nguyen, BAppSciOptom GradCertOcTher *Qld.UT*

Bruce Nicholls, BSc BOptom

Jennifer Ogier, BOptom CertOcPharm

Dennis Oliver, DipOpt CertOcPharm

Pauraic O'Sullivan, BScOptom(Hons) *G.Caledonian*,  
MBCO

Cielo Pablo, BOptom(Hons)

Amit Patel, BOptom(Hons) BSc(Hons) *Trent*

Alex Petty, BOptom(Hons), FIAO

Bradley Pillay, BOptom CertOcPharm

Colleen Powell, BOptom CertOcPharm

Celeste Raisbeck, BOptom CertOcPharm

Neil Robertson, MCOptom DipOptom

Danielle Ross, BAppSciOptom PGDipCertOcPharm *Qld.*  
*UT*

Ian Russell, BOptom(Hons) CertOcPharm

Kamal Sagoo, BSc(Hons) *Manc.*, MCOptom CertOcTher

Lauren Sears, BBiomed OD PhD *Melb.*

Barbara Shaw, DipOpt CertOcPharm

Richard Shaw, BSc BOptom *NSW*

David Southgate, BScOptom PGCertOcTher *Melb.*

Jun Suk, BOptom

Raj Sundarjee, BOptom *Durban-W.*, BOptom *Qld.UT*

Gavin Swartz, BVisSci *W.Aust.*, BOptom,

PGradDipAdvClinOpt PGCertOcTher *Melb.*

Yee Xuan (Shawn) Tai, BOptom(Hons)

Ada Tang, BSc MOptom *NSW*

John Tarbutt, BSc *Otago*, DipOpt CertOcPharm

Linda Tarbutt, DipOpt CertOcPharm

Melissa Thomson, BOptom(Hons)

Nigel Thrush, BSc *Well.*, MCOptom PGCertOcTher *ACO*,  
BOptom(Hons)

Hadyn Treanor, BOptom CertOcPharm

Shannon Tubman, BOptom(Hons) BSc CertOcPharm

Rochelle van Eysden, BSc BA(Hons) *Cant.*,  
BOptom(Hons)

Daniel Venter, BOptom *Jo'burg*, MCOptom  
 Peter Walker, BOptom CertOcPharm  
 Stephanie Wallen, BOptom(Hons)  
 Karen Walsh, BScOptom(Hons) *Dublin IT*  
 Ming Wang, BOptom(Hons)  
 Renata Watene, BMedSc BOptom CertHSc  
 Grant Watters, MSc DipOpt CertOcPharm  
 Michael White, BScOptom *Ulster*, MCOptom  
 CertOcPharm  
 Bevan Young, BOptom

## School of Pharmacy

### Head of School

Jeff Harrison, BSc(Hons) *Aston*, PhD *Brist.*,  
 DipClinPharm *Bath*, MRPharmS, BCPS,  
 RegPharmNZ

### Group Services Manager

Bruce Rattray, BA

### Professor

2002 Janie L. Sheridan, BPharm *Bath*, BA *Middx.*, PhD  
*Lond.*, FRPharmS, RegPharmNZ

### Emeritus Professor

John P. Shaw, ONZM, BSc PhD *Brighton*, DipClinPharm  
*Aston*, FNZCP FRPharmS FPS, RegPharmNZ

### Associate Professors

2005 Joanne Barnes, BPharm PhD *Lond.*, MRPharmS,  
 FLS, RegPharmNZ  
 2004 Jeff Harrison, BSc(Hons) *Aston*, PhD *Brist.*,  
 DipClinPharm *Bath*, MRPharmS, BCPS,  
 RegPharmNZ  
 2014 Suresh Muthukumaraswamy, BSc(Hons) PhD  
 2018 Shane Scahill, BPharm *Otago*, MMgt PhD,  
 RegPharmNZ  
 2011 Darren Svirskis, BPharm(Hons) BHB PhD,  
 RegPharmNZ  
 2005 Jingyuan Wen, BPharm MSc *China*, PhD *Otago*  
 2009 Zimei Wu, MSc *Nanjing*, PhD *Otago*

### Senior Lecturers

2009 Trudi Aspden, BPharm PhD *Nott.*, RegPharmNZ  
 2013 Louise Curley, BPharm(Hons) PhD, RegPharmNZ  
 RegPharmAus  
 2017 Ahmed Nadir Mohamed Kheir, BSc PhD *Otago*,  
 FNZCP, MPS  
 2005 Nataly Martini, MSc PhD *Pret.*  
 2018 Manisha Sharma, MPharm *Dr HGV*, PhD *IIT Delhi*

### Lecturers

2017 Sara Hanning, BPharm PGDipPE PhD *Otago*,  
 RegPharmNZ  
 2018 Mohammed A. Mohammed, MSc *Jimma*, PhD  
*Syd.*  
 2019 Sachin Thakur, BPharm(Hons) PhD *Qld.*,  
 RegPharmNZ

### Senior Research Fellow

2019 Amy Chan, BPharm(Hons) PhD, MPS,  
 RegPharmNZ

### Research Fellows

2019 Kebede Beyene, BPharm MSc *Addis Ababa*, PhD  
 2019 Bruce Harland, BSc PGDipPsy PhD *Cant.*

2019 Joanne Lin, BPharm(Hons) PhD, RegPharmNZ  
 2019 Brad Raos, BSc BE(Hons) PhD

### Professional Teaching Fellows

2018 Emma Batey, BPharm *Otago*, MPSNZ,  
 RegPharmNZ  
 2005 Lynne Bye, DipPharm *CIT(NZ)*, DipBusMMgt,  
 RegPharmNZ  
 2017 Keryl Cunningham, DipPharm *CIT(NZ)*,  
 PGCertClinEd, RegPharmNZ  
 2017 Philippa Keast, DipPharm *CIT(NZ)*,  
 PGCertClinEd, RegPharmNZ  
 2012 Maureen McDonald, DipPharm *CIT(NZ)*,  
 PGDipClinEd, RegPharmNZ  
 2017 Lynne Petersen, BA(Hons) BEd *York(Can.)*,  
 PGDipBusAdmin  
 2016 Rhys Ponton, BPharm PhD PGDipPharm *Lond.*,  
 MRPharmS, RegPharmNZ  
 2012 Adele Print, BSc BPharm MCLinPharm *Otago*,  
 RegPharmNZ  
 2019 Angelene F. van der Westhuizen, BPharm *Otago*,  
 MSc *Pret.*, MRPharmS, RegPharmNZ  
 2019 David Woods, BSc *Manc.*, MPharm *Otago*,  
 FNZHPA FRPharmS FPS, RegPharmNZ  
 2017 Stephanie Yee, BPharm *Otago*, PGDipCommPR  
 PGCertBus *Auck.UT*, MPSNZ, RegPharmNZ

### Senior Tutors

2005 Derryn Gargiulo, MPharm *Otago*, PhD,  
 RegPharmNZ  
 2005 Sanyogita Ram, BPharm *Otago*, LLB,  
 RegPharmNZ

### Honorary Professors

Raid Alany, BPharm MSc *Baghdad*, PhD *Otago*, FNZCP,  
 RegPharmNZ  
 David S. Jones, BSc(Hons) PhD DSc *Qu.*, FRSS FIMMM,  
 MIEI MPSNI MPSNZ MRSC  
 Amanda Wheeler, BPharm BSc PhD *Otago*,  
 PGDipPsychPharm *Aston*, PGCertPH,  
 MCMHP(*UK*), RegPharmNZ

### Honorary Associate Professors

Craig R. Bunt, BPharm(Hons) PhD *Otago*  
 Richard Milne, MSc *Cant.*, PhD *Otago*, MRSNZ  
 Andrea Shirtcliffe, BPharm PGDipClinPharm *Otago*,  
 RegPharmNZ

### Honorary Senior Lecturers

Natalie J Gauld, MPharm DipPharm *Otago*, PhD, FPS,  
 MRPharmS, RegPharmNZ  
 Chenxiao (Michelle) Guo, BPharm(Hons)  
 PGDipClinPharm, RegPharmNZ  
 Jerome Ng, BPharm MPharmPrac PhD, MNZCP MPS,  
 RegPharmNZ  
 Adam Wright St Clair, PGDipClinPharm  
 PGCertPharmPres *Otago*, BPharm RegPharmNZ

### Honorary Professional Teaching Fellows

Debbie Bassett-Clark, MCLinPharm *Otago*, MRPharmS,  
 RegPharmNZ RegPharmAus  
 Arthur Bauld, DipPharm *CIT(NZ)*, MRPharmS,  
 RegPharmNZ  
 Anne Blumgart, DipPharm *Witw.*, PGDipPH,  
 RegPharmNZ



Emma Griffiths, BPharm(Hons) *Otago*,  
PGCertPharmPractice *Lond.*, MPS, RegPharmNZ  
Elizabeth A. Oliphant, BPharm(Hons) PGDipPharmPrac,  
MPS, RegPharmNZ  
Phil Rasmussen, MPharm *Otago*, MPS MNIMH *Exe.*,  
FNZAMH  
Sarah Wilkinson, BPharm(Hons) PGDipClinPharm,  
RegPharmNZ

#### Honorary Research Fellows

Judy Chan, BPharm PhD, MRPharmS, RegPharmNZ  
Yaqub Jonmohamadi, BSc PhD *Otago*

#### Honorary Clinical Associate Professor

Ian Costello, BPharm *Nott.*, MSc *Kings Coll.*, MRPharmS

#### Honorary Clinical Senior Lecturers

Kim Brackley, DipPharm *CIT(NZ)*, MSc *Lond.*  
Lejla Brkic, BPharm, RegPharmNZ  
Laura Clunie, BPharm(Hons) PGCertHealSc  
PGDipClinPharm *Otago*, RegPharmNZ  
Carla Corbet, BPharm DipPsychPharm CertClinPharm  
*Aston*, MPS, RegPharmNZ  
Marilyn Crawley, MCLinPharm *Otago*, RegPharmNZ  
Keith Crump, DipPharm *CIT(NZ)*, PGDipPharm *Otago*,  
RegPharmNZ  
Sian Dawson, BPharm(Hons) *Cardiff*, DipHospPharm  
*Leic.*, MEd *Leeds*, RegPharmNZ  
Kristin Marie Gray, BPharm DipClinPharm *Belf.*,  
RegPharmNZ  
Anna Hill, BPharm *Otago*, RegPharmNZ  
Linda K. Y. Lam, BPharm PGCLinPharm RegPharmNZ  
Sanjoy Nand, DipPharm *CIT(NZ)*, MCLinPharm  
PGDipHealMgt *Otago*, RegPharmNZ  
Maya Patel, MPharm *Portsmouth*, PGDipClinPharm *Belf.*,  
RegPharmNZ  
Nikki Seto, BPharm DipClinPharm *Otago*, RegPharmNZ  
Leanne Te Karu, DipPharm *CIT(NZ)*, PGDipClinPharm  
PGCertPharm *Otago*, MHSc PGCertClinPharm,  
FPS, RegPharmNZ

#### Honorary Clinical Lecturers

Eamon Duffy, PGCertIndPresc *Kent*, BPharm(Hons),  
MPS, RegPharmNZ  
Paul Gelber, MSc *Jerusalem*, MPS, RegPharmNZ  
Jiayi Gong, BPharm *Otago*, GradCertClinPharm *Monash*,  
MPSNZ, RegPharmNZ

## School of Population Health

#### Head of School

Robert K. R. Scragg, MBBS *Adel.*, PhD *Flin.*, FNZCPHM

#### Deputy Head of School

Christopher Bullen, MBChB DObst DCH *Otago*, MPH  
PhD, FAFPHM FNZCPHM

#### Group Services Manager

Peggy McQuinn

#### Audiology

#### Head of Department

David Welch, MA PhD

#### Group Services Coordinator

Audrey D'Souza, BCom

#### Professor

1990 Peter Thorne, CNZM, BSc DipSc *Otago*, PhD  
(jointly with *Physiology*)

#### Associate Professors

2000 Grant Searchfield, BSc MAud PhD  
2018 Holly Teagle, AuD *Florida*, MA *Iowa*  
2009 David Welch, MA PhD

#### Lecturers

2009 Mary O'Keeffe, BSc MAud PhD  
2014 Ravi Reddy, MPH *S.Pac.*, PhD

#### Professional Teaching Fellows

2018 Gavin Coad, BSc MAud PhD  
2014 Tania Linford, BSc *Cant.*, MAud, MNZAS  
2015 Alice Smith, BA *Auburn*, MA AuD *Cincinnati*  
1994 Sharon Mein Smith, BSc(Hons) *Massey*, DipAud  
*Melb.*

## Epidemiology and Biostatistics

#### Head of Department

Kim Dirks, BSc *McG.*, MSc Ph

#### Group Services Coordinator

...

#### Professors

1999 Shanthi Ameratunga, MBChB *Otago*, DipObst,  
MPH *Johns Hopkins*, PhD, FRACP FAFPHM  
◇2011 Mark Elwood, MBBCh MD DSc *Belf.*, SM *Harv.*,  
MBA *Massey*, DCH *Lond.*, FRCPCan FRSS FFPHM  
FAFPHM  
1990 Rodney T. Jackson, BSc MBChB MMedSc PhD  
DipObst DipComH *Otago*, FNZCPHM  
1983 Robert K. R. Scragg, MBBS *Adel.*, PhD *Flin.*,  
FNZCPHM  
◇2012 Boyd A. Swinburn, MBChB MD *Otago*, DipObst,  
FRACP FNZCPHM  
2004 Alistair Woodward, MMedSci *Nott.*, MBBS PhD  
*Adel.*, FNZCPHM

#### Associate Professors

1999 Kim Dirks, BSc *McG.*, MSc PhD  
2005 Daniel J. Exeter, MA PhD *St And.*  
2003 Bridget Kool, BHSc *Auck.UT*, MPH PhD,  
FCNA(NZ), RN  
1986 Roger J. Marshall, MSc *S'ton.*, PhD *Brist.*  
2008 Judith McCool, BA *Cant.*, MPH PGDipPH *Otago*,  
PhD

#### Senior Lecturers

2006 Helen Eyles, MSc *Otago*, PhD (jointly with  
*National Institute for Health Innovation*)  
◇2012 James E. Hosking, MBChB MPH DipPaeds,  
FNZCPHM  
2017 Roshini Peiris-John, MBBS *Kelaniya*, PhD *Sri Jay.*  
2015 Vanessa Selak, MBChB *Otago*, MPH PhD,  
FAFPHM FNZCPHM  
◇2017 Simon Thornley, MBChB MPH PhD, FAFPHM  
FMZCPHM

#### Professional Teaching Fellow

2007 Dennis Hsu, BCom BHSc MPH

#### Senior Research Fellows

2012 Arier C. Lee, BA BTech(Hons) PhD

- 2009 Katrina Poppe, MSc PhD  
 2008 Sandar Tin Tin, MBBS *Inst. Med. (Myanmar)*, MPH PhD

#### Research Fellows

- 2018 Sarah Gerritsen, MA DipArts *Well.*, PhD  
 2011 Corina Grey, MBChB DipPaeds MPH, FNZCPHM  
 2018 Sally Mackay, BCAPSci MSc DPH *Otago*, PhD  
 2014 Suneela Mehta, MBChB MPH, FNZCPHM  
 2011 Romana Pylypchuk, MA *Kyiv-Mohyla*, MPH MSc *Maastricht*  
 2013 John Sluyter, BHB MHS PhD  
 2017 Bert van der Werf, MSc *FU Amsterdam*  
 2018 Kirsty Wild, BA(Hons) PhD *Massey*  
 2011 Jinfeng Zhao, MSc PhD

#### Honorary Professor

- Carlos A. Camargo Jr, BA *Stanford*, MPH *Berk.*, MD *UCSF*, PhD *Harv.*

#### Honorary Associate Professor

- John Buchanan, BMedSc MBChB MA *Michigan State*, FRACP FRCPEd, FRCPA FRCPath

#### Honorary Senior Research Fellow

- Judith Murphy, DipNED DipN *Lond.*

#### Honorary Research Fellows

- Wing Cheuk Chan, MBChB MPH  
 Nicki Jackson, MSc *Otago*, PhD  
 Andrew Kerr, MA MBChB, FRACP  
 Carlene Lawes, MBChB MPH PhD, FAFPHM  
 Ai Wei (Mildred) Lee, BTech MSc  
 Jennifer Utter, MPH *Minn.*, PhD

### General Practice and Primary Health Care – Auckland

#### Head of Department

- Bruce Arroll, MHSc *Br.Col.*, BSc MBChB PhD DipObst, FRNZCGP

#### Group Services Coordinator

- Angela Robinson

#### Elaine Gurr Professor of General Practice

- 1991 Bruce Arroll, MHSc *Br.Col.*, BSc MBChB PhD DipObst, FRNZCGP

#### Professors

- 2000 Felicity Goodyear-Smith, MBChB DipObst MGP *Otago*, MD, FRNZCGP FFFLM (RCP)  
 1999 Ngaire Kerse, MBChB *Otago*, PhD *Melb.*, FRACGP FRNZCGP

#### Associate Professors of General Practice

- 1999 Stephen Buetow, MA PhD *ANU*  
 1999 Tim Kenealy, MBChB DipObst *Otago*, PhD, FRNZCGP

#### Senior Lecturers

- 2013 Kyle Eggleton, MBChB DipPaed DipObstMedGyn *DIH Otago*, MMedSc PGDipPH, FRNZCGP  
 2013 Karen Falloon, MBChB PhD DipPaeds, PGDipMedSci, FRNZCGP  
 2005 Fiona Moir, MBChB PhD, MRCGP  
 2012 Helen Petoussis-Harris, BSc PhD PGDipSci, MRSNZ

- 2019 Rachel Roskvist, PGCertWHlth *Otago*, BHSc MBChB, FRNZCGP  
 2012 Ruth Teh, BSc(Hons) MMedSc *Malaysia*, PhD  
 2014 Katharine Wallis, MBChB, MBHL PhD DipObst *Otago*, FRNZCGP

#### Lecturers

- 2000 Yvonne Bray, BHSc MA, RGN(UK)  
 2017 Elaine Rogers, BSc *Liv.*, PGDipOnc *Nott.*, PGDipNurs *C.England*, PhD, RGN

#### Professional Teaching Fellows

- 2017 Oleg Kiriaev, MBChB *Otago*, FRACP FACHPM  
 2010 Miriam Nakasutji, MBChB DipPaed PGCertWHlth *Otago*, FRNZCGP

#### Research Fellows

- 2017 Margot Darragh, BBus *Auck.UT*, MSc PhD  
 2015 Anna Howe, BSc BA BCAPSc PGDipSc PhD *Otago*  
 2016 Marama Muru Lanning, MA PhD DipEd  
 2017 Janine Paynter, BSc(Hons) PhD *Adel.*

#### Senior Research Fellow

- 2018 Lynne M. Taylor, DipPhysio *ATI*, MSc MBA PhD

#### Clinical Training Fellow

- Leanne Te Karu, DipPharm *CIT(NZ)*, PGDipClinPharm  
 PGCertPharm *Otago*, MHSc PGCertClinPharm, FPS, RegPharmNZ

#### Honorary Professor

- Rod MacLeod, MNZM, MBChB, MMedEd *Dund.*, PhD *Glam.*, DRCOG, FRCGP FACHPM

#### Honorary Associate Professors

- C. Raina Elley, BA(Hons) MBChB PhD, FRNZCGP  
 Ron Janes, MD *Dal.*, FRNZCGP FDRHMNZ  
 Nicola Turner, MBChB DipObst *DCH Lond.*, MPH, FRNZCGP

#### Honorary Senior Lecturers

- Ross Davidson, MBChB *Otago*, FRCSCan, DABOS  
 Derek Dow, MA DipEd PhD *Edin.*  
 Christopher Hanna, MBChB DipSportsMed, FACSP  
 Warrick Jones, MBChB DipPaed, FRNZCGP FACHPM  
 Johan Jurgens, MBChB, PGDipCBT *Dund.*, PGDipPalMed *Cardiff*, MRCPsych  
 Douglas Kingsford, PhD *Cant.*, FRNZCGP  
 Barbara Monroe, DBE, BA *Oxf.*, BPhil *Exe.*  
 Shane Reti, ALM *Harv.*, MBChB MMedSc, FRNZCGP

#### Honorary Lecturers

- Carol McAllum, MBBS *Syd.*, MGP *Otago*, MPC *Flin.*, FRNZCGP, FACHPM FACHSHM FACHP  
 David J. Sorrell, MBChB, FAMPA  
 Andrew Thompson, GradDipChildMH *Auck.UT*, MANZASW

#### Honorary Professional Teaching Fellows

- Margarita Bartlett, RN  
 Katherine Chittock, RN  
 Rosalind Gallagher, RN  
 Lianne Howell, RN  
 Paula Mauvan, RN  
 Deena Royal, RN  
 Johanna Whyte, RN

#### Honorary Research Fellows

- Astrid Atlas, MBChB, MMedSci

Arden Corter, MSc PhD

Arie Geursen, ONZM, MSc PhD *Otago*

Rose Lamont, BA Med GradDip(Prim)

Hilary Lapsley, MA PhD

Mpatisi Moyo, MMedSc PhD PGDipSci

Gary Reynolds, BSc MBChB PhD *Otago*, FRNZCGP

Sarah Radke, PhD MSPH *N.Carolina*

Anna Stowe Alrutz, BA *Wash.*, MA *Flor.*

#### Honorary Clinical Associate Professor

Thomas Marshall, OBE, MBChB DipObst, FRNZCGP

#### Honorary Clinical Senior Lecturers

John Aiken, MBChB DipObst, FRNZCGP

Jacqueline Allan, MBChB *Otago*, DipObst, FRNZCGP

Neil Anderson, MBChB *Manc.*, FRNZCGP

Cecil Antony, BSc MBBS *Karnataka*, PGDipOMG *Otago*, FRNZCGP

John Armstrong, MBChB *Otago*, DipObst, FRNZCGP

Kate Armstrong, MBChB, FRNZCGP FACNEM

David Atkinson, MBChB, MRNZCGP

Kate Baddock, MBChB *Otago*, FRNZCGP

Kathleen Bakke, MD *Oregon Hlth Sci.*, FRNZCGP

Stephen Barker, MBChB *Sheff.*, DipObst, FRNZCGP

Margarita Bartlett, MSc

Thomas Becker, MD *Mainz*, FDRHMNZ FRNZCGP

Abhijith Vashishta Bhat, PGDipPaed, PGCertAvMed *Otago*, MBChB EMC, MRNZCGP

Paddy Bhula, MBChB *Otago*, FRNZCGP

Katharina Blattner, MBChB MHealSc PGDipMSM  
PGDipRPHP *Otago*, FRNZCGP FDRHMNZ

John Burton, MBChB *Otago*, DipObst, FRNZCGP

Sarah Bushby, BPharm MHealSc PGCertPharm *Otago*

Keith Buswell, MBChB DipObst, FRNZCGP

Malcolm Carmichael, MBChB *Otago*, FRNZCGP

David Chou, MBChB *Otago*, FRNZCGP

Richard Coleman, MBChB *Otago*, DipObst, FRNZCGP

Bernard Conlon, MBChB BAO *Belfast*, DCM DCH *Lond.*, FRNZCGP

Randall Cork, MD *Arizona*

Mary Daly, MBChB, DipObst, FRNZCGP

Scott Davidson, PGCertCPU *Otago*, MBChB DipPaed  
DipObstGyn, FDRHMNZ FRNZCGP

Louise De Candole, MBChB, FRNZCGP

Kawshaliya De Silva, MBBS *Chitt.*, MPH *Otago*,  
MRNZCGP

Kalawati Deva, MBChB *Otago*, DipObst, FRNZCGP

Glenn Doherty, MBChB *Otago*, FRNZCGP

Miriam Duffy, MBChB BAO *NUI Galway*, PGDipRPHP  
*Otago*

Stuart Ekdahl, MBChB, FRNZCUC

Sarah Felt, BA *Colorado*, DO *A.T. Still*, FRNZCGP

William Ferguson, MBChB DipObst, FRNZCGP

Peter Fleischl, MBChB *Otago*, DipObst DipGeriatricMed,  
FRNZCGP

Krystyna Foulkes, MD *Mainz*, FRNZCGP

Dickson Fung, MusB *Can.*, MSc *Lond.*, AMuS *AMEB*,  
MBChB MRNZCGP

Kevin Gabriel, MBChB, FRNZCGP

Sanjay Govind, MBChB *Witw.*

Jennifer Hall, MBChB *Sheff.*, DRCOG, MRCGP

Ben Hallier, MBChB *Witw.*, DA *CMSA*, DipComEmMed,  
FRNZCUC

Candida Hatherley, MBBS *Lond.*, PGCertCAVMed *Otago*,  
DFFP *RCOG*, FRNZCGP, MRCGP MCNZ

Lawrence Herd, MBChB *Liv.*, DCH *Lond.*, FRNZCGP  
MRCGP

Emily Hermanson, MBChB, FRNZCGP

Harry Hillebrand, MBChB DipObst, FRNZCGP

Fraser Hodgson, MBChB DipObst, FRNZCGP

Ian Hoffer, MD *Manit.*, FRNZCGP

Marshall Hollister-Jones, MBChB, FRNZCGP

Melanie Johns, MBChB *Otago*, FRNZCGP

Faidhi Kadhem, MBChB *Baghdad*, FRNZCGP

David Karthak, MBBS *All India IMS*, FRNZCGP

Georgina Kaye, MBChB *Brist.*, FRNZCGP

William Kim, MBChB DipMSM *Otago*, FRNZCUC

Katrina Kirikino-Cox, MBChB PGDipPaed PGDipWHlth  
*Otago*, FRNZCGP

Taco Kistemaker, MD *Groningen*, FRNZCGP

Azra Kreho-Staka, MBChB *Sarajevo*, PGDipOnco *Zagreb*,  
DipPaed, FRNZCGP

Aniva Lawrence, MBChB, FRNZCGP

Michael Loten, MBChB DipOMG DCH *Otago*, FRNZCGP

Malcolm Lowe, MBChB DipObst, FRNZCGP

Tony Lowe, MBChB DipObst, FRNZCGP

Nina Lupton, MBChB *Manc.*, DRCOG DCH DFSRH,  
FRNZCGP

Ezra Mabidikama, MBChB *Witw.*, FRNZCGP

Alistair Dean Mackay, MBChB, DipObst, FRNZCGP

Iain MacLean, MBChB, DipObst, FRNZCGP

Bryan MacLeod, MBChB *Otago*

Steve Main, BSc *Reading*, MA MBChChir *Camb.*, PhD  
*Reading*, DA *UK*, DRCOG, FRNZCGP, MRCGP

Mandy Masters, BA(Hons) MBChCh *Oxf.*, DRCOG,  
PGDipComEmMed DipComEmergMed, FCUCP

Anthony Mayne, MBChB, FRNZCGP

Guy Melrose, MBChB *Liv.*

Seema Menon, MBBS *Annam.*, FRNZCGP

Michael Miller, MBChB *Middx.*, FRNZCGP

Deborah Mitchell, MBChB *Otago*, FRNZCGP

Stuart Monk, MBChB DipObst *Otago*, FRNZCGP, MRCGP

Helen McDougall, MBChB *Sheff.*, DCH *Otago*

Siva Nachiappan, MBBS *B'thidasan*, FRCSGlas FRNZCGP

Elvira Nario-Anderson, MD *Philippines*, FRACGP  
FRNZCGP

Gopi Nayar, MBChB *Otago*, FRNZCGP

Norma Nehren, MD *Meharry*, FRNZCGP

Jarrod Newell, MBChB DipPaed

Ali Numan, MBChB *Kufa*, FRNZCGP FRACGP FRNZCUC

Michael Oehley, PGDipTravMed *Otago*, MBChB, FRNZCGP

Wessel Oosthuizen, MBChB *Stell.*

Warwick Palmer, MBChB DipObst, FRNZCGP

Nishkala Pasupati, MBChB DipPaed DipObsMedGyn,  
FRNZCGP

Kiran Patel, MBChB *DIH Otago*, DipObst, FDRHMNZ  
FRNZCGP

Bruce Pitchford, MBChB *Witw.*, DipObst, FRNZCGP

Richard Powell, MBChB, DipObst, FRNZCGP

Jyotika Raj, MBBS *Adel.*, FRNZCGP

Creasan Reddy, MBChB *Witw.*, FRNZCGP

Christopher Reid, MBBS *Ncle*, FRNZCGP, MRCGP

Leo Revell, MBChB, FRNZCGP

Jessica Robinson, MBChB *Otago*, DipPaed DipObstGyn,  
FRNZCGP

John Robinson, MBChB *Sheff.*, FRNZCGP  
 Claire Russell, MBBS *Lond.*, DipIMC *RCSE.*, FRNZCUC  
 FRNZCGP

John Russell, MBChB *Otago*, DipSportMed, FRNZCGP  
 Lakhminder Sandhu, MBBS *Delhi*, DGO *Kasturba  
 Gandhi*, FAEG FRNZCGP

Rohit Santram, MBChB *Otago*, FRNZCGP  
 Rajneesh Sharma, MD *Zaporozhye State Med.*  
 Tarun Sharma, MBBS *Fiji*, FRACGP FRNZCGP  
 Davitt Sheahan, MBChB BAO *UC Dublin*, PGDip *Belf.*,  
 DRCOG, FRNZCGP, MRCGP

Vikas Sethi, MBChB *Sheff.*, FRNZCGP  
 Michael Slatter, MBChB *Cape Town*, DipComEmMed  
 DipObst, FRNZCGP

Carolyn Smale, BSc MBChB *Otago*, MRNZCGP  
 Susan Smith, MBChB DipObst, FRNZCGP  
 Alistair Somerville, MBChB, PGDipClinEd DCH  
 PGCertHSc *Otago*, FRNZCGP

David Srinivasagam, MBBS *Madras*, FRNZCGP  
 Andrea Steinberg, MBChB *Cape Town*, FRNZCGP  
 Allan Tee, MBChB *Otago*, PGDipObstGyn PGDipPaed,  
 FRNZCUC FRNZCGP

Graeme Tingey, MBChB *Otago*, FRNZCGP  
 Siobhan Trevallyn, MBChB, FRNZCGP  
 Hilary Trouw, MBChB *Witw.*, FRACGP FRNZCGP  
 Jason Tuho, MBChB PGDipSportsMed, FRNZCGP  
 Gillian Twinem, MBChB BAO *Belf.*, PGDipRPH *Otago*  
 Joshua Van Leeuwen, MSc *Erasmus*, DMCC *WSAL*,  
 KNMG, FRNZCGP

Preetha Varma, MBBS *Calicut*, FRNZCGP  
 Raj Varma, MBBS *Lond.*, DRCOG, FRNZCGP, MRCGP  
 Rama Velalagan, MBBS *Jaffna*, FRNZCGP  
 Peter Vincent, MBChB, DipObst, FRNZCGP  
 Pieter Vosloo, MBChB *Pret.*, FRNZCGP  
 Clare Ward, DCH *Otago*, MBChB DipObstGyn,  
 FRNZCGP(Dist.)

Trudy Warin, MBChB, DipObst, FRNZCGP  
 Phil Weeks, MBBS *Lond.*, MRCGP  
 Anton Westraad, MBChB DipOccHlth *Stell.*, FRNZCUCP  
 FRNZCGP

Jo Whyte, BNurs *WITT*, PGCertHSc  
 Jan Widdowson, MBChB DCH *Otago*, DipObst, MRCGP  
 Ralph Wiles, MBChB PGDipGP *Otago*, DipObst  
 DipGeriatricMed, FRNZCGP

Simon Wilkinson, PGDipSM PGDipGP *Otago*, MBChB  
 DipObstGyn FRNZCGP

David Wilson, MBBS *Lond.*, FRNZCGP, MRCGP  
 Christopher Wong, MBChB *Otago*, DipObst DipMSM,  
 FRNZCGP

Garsing Wong, MBChB DipComEmMed CertRadiochem,  
 FRNZCUC FRNZCGP, MNZSCM

Richard Wong, MBChB, FRNZCGP  
 Justine Woodcock, MBBS *Lond.*, DRCOG, FRNZCGP  
 Lesley Yan, MBChB DipPaed, FRNZCGP

## General Practice and Primary Health Care – Bay of Plenty

### Professional Teaching Fellow

2019 Emily Gill, BMedSc(Hons) MBChB DCH  
 PGDipWHlth *Otago*

## General Practice and Primary Health Care – Northland

### Senior Lecturer

2013 Kyle Eggleton, MBChB DipPaed DipObstMedGyn  
 DIH *Otago*, PGDipPH MMedSc, FRNZCGP

## General Practice and Primary Health Care – Taranaki

### Professional Teaching Fellows

Emma Davey, MBChB *Leeds*, FDRHMNZ  
 Tom Dawson, MBChB *Otago*, FRNZCGP FDRHMNZ  
 Nadja Gottfert, MBChB *Witw.*, FCUCP  
 Hannah Lawn, MBChB *Otago*

## General Practice and Primary Health Care – Waikato

### Professional Teaching Fellow

2011 Stewart Wells, MBChB *Otago*, MPH, FRNZCGP

## Goodfellow Unit

### Director

Bruce Arroll, MHS *Br.Col.*, BSc MBChB PhD DipObst,  
 FRNZCGP

### Deputy Director

Grace Lee, MBChB PGDipTravMed *Otago*, BSc, FRNZCGP

### Project Manager

Sathna Kanji, DipPharm *CIT(NZ)*, GradDipBusStud  
*Massey*, MPS

### Goodfellow Postgraduate Chair in General Practice

2000 Felicity Goodyear-Smith, MBChB DipObst MGP  
*Otago*, MD, FRNZCGP FFFLM (RCP)

## Health Systems

### Head of Department

Richard Edlin, BSc MCom MA *Cant.*, PhD *Sheff.*

### Group Services Coordinator

Cecile Pilkington

### Associate Professor

1997 Tim Tenbensel, BA(Hons) PhD *ANU*

### Senior Lecturers

2019 Karen Bissell, DPH *Lond.*  
 2006 Peter Carswell, MCom PhD  
 2004 Karen Day, MA *UNISA*, PhD, FACHI, RN RM  
 2012 Richard Edlin, BSc MCom MA *Cant.*, PhD *Sheff.*  
 2010 Monique Jonas, MA PhD *Lond.*  
 2005 Rob McNeill, MA *Cant.*, PhD  
 2012 Laura Wilkinson-Meyers, MSc *LSE*, PhD

### Lecturers

2016 Annette Dunham, PhD *Cant.*  
 2017 Braden Te Ao, BHSc MPH PhD *Auck.UT*

### Professional Teaching Fellows

◇2018 Linda Haultain, PhD PGDipSSS *Massey*  
 ◇2017 Andrew Lynch, MSW *Massey*  
 ◇2014 Monique Palaone-Smith, BHSc(Hons)

### Honorary Professors

Toni Ashton, MA PhD  
 Nicolette Sheridan, DipOHP *Otago*, MPH PhD, DipTchg,  
 RN

**Honorary Associate Professor**

Nicola North, MA PhD *Massey*, FCNA(NZ), A/FACHSE, RM, RN

**Honorary Senior Lecturer**

Pat Neuwelt, MD *McM.*, PhD *Otago*, PGDipPH, FNZCPHM FRNZCGP

**Honorary Lecturers**

Sue Adams, MSc *Lond.*, PhD *Massey*  
 Nelson Aguirre, BSc *FU Colombia*, MD MS *Rosario (Colombia)*, PhD  
 Abbas Al-Murrani, BHSc MCom  
 Elizabeth Berryman, MBChB *Otago*  
 Adrian Field, MA PhD *Massey*  
 Janet Liang, MBChB PhD, FJFICM FCICM  
 David Rees, MA PhD *Well.*  
 Peter Sandford, MSc *Lond.*, PhD *Liv.*, BSc MBChB MMedSc, FFPH FRSM FNZCPHM  
 Katharine Stevens, MSc *York(UK)*, PhD *Sheff.*  
 Carmel Williams, MA PhD

**National Institute for Health Innovation****Director**

Christopher Bullen, MBChB DObst DCH *Otago*, MPH, PhD, FAFPHM FNZCPHM

**Professors**

2000 Christopher Bullen, MBChB DObst DCH *Otago*, MPH, PhD, FAFPHM FNZCPHM  
 1998 Cliona Ni Mhurchu, BSc(Hons) *Trinity(Dub.)*, PhD *S'ton.*

**Associate Professors**

2002 Andrew Jull, DipBusStudies *Massey*, MA *Well.*, PhD, RCPN (*jointly with Nursing*)  
 2005 Ralph Maddison, MSc PhD

**Senior Research Fellow**

2006 Helen Eyles, MSc *Otago*, PhD (*jointly with Epidemiology and Biostatistics*)

**Research Fellows**

2015 Samantha Marsh, BCom BSc MPH PhD PGDipPH  
 2016 Joanna Ting Wai Chu, MSc PhD  
 2016 Marjolein Verbiest, BSc *Utrecht*, MSc PhD *Leiden*

**Co-leader HIT Programme**

2011 Gayl Humphrey, BSc BHSc *Sus.*, MSocSci *Waik.*

**Honorary Associate Professors**

Natalie Walker, MSc *Well.*, DPH *Otago*, PhD  
 Robyn Whittaker, MBChB MPH PhD, FNZCPHM

**Honorary Senior Research Fellow**

Karen Bissell, MA DPhil *Lond.*

**Pacific Health****Head of Department**

Vili H. Nosa, MA PhD

**Group Services Coordinator**

Michelle Scott

**Associate Professor**

2002 Vili H. Nosa, MA PhD

**Lecturers**

2017 Fuafiva Faalau, MA PhD  
 1999 Malakai Ofanoa, BSChEd *Canberra*, ADHE *Ibadan*, DLSHTM *Lond.*, MSCHPS *Lond.*, PhD  
 2019 Gerhard Sundborn, MPH PhD

**Honorary Senior Lecturer**

Teuila Percival, QSO, MBChB, FRACP

**Social and Community Health****Head of Department**

David Newcombe, BA(Hons) *Flin.*, PhD *Adel.*

**Group Services Coordinator**

Telusila Moala-Vea, DipBus

**Director, Gay Men's Sexual Health Research Group**

Peter Saxton, BSocSci(Hons) *Waik.*, MPhil *Massey*, PhD *Otago*

**Director, Health Promotion**

Rachel Simon-Kumar, MPhil *J. Nehru U.*, MA *Kerala*, PGDip PhD *Waik.*

**Professor**

1991 Peter Adams, MA PhD DipClinPsych

**Associate Professors**

1990 Janet Fanslow, BS *Iowa State*, MSc *Otago*, PhD  
 2009 Elsie Ho, MNZM, MSocSc *HK*, PhD *Waik.*  
 2014 Rachel Simon-Kumar, MPhil *J. Nehru U.*, MA *Kerala*, PGDip PhD *Waik.*  
 2006 Janine Wiles, MA *Otago*, PhD *Queens(Can.)*

**Senior Lecturers**

2007 David Newcombe, BA(Hons) *Flin.*, PhD *Adel.*  
 2016 Simone Rodda, BBSc BSc(Hons) PhD *Monash*

**Professional Teaching Fellow**

2017 Rodrigo Ramalho, MD *Asuncion*, PhD

**Senior Tutor**

2007 Deborah Hager, MPH PhD

**Senior Research Fellow**

2013 Peter Saxton, BSocSci(Hons) *Waik.*, MPhil *Massey*, PhD *Otago*

**Honorary Senior Lecturers**

Susanna Galea, MD MSc, DipForensicMH *Lond.*, MRCPsych  
 Peter Huggard, JP, MPH MED EdD, ACIS  
 Luis Villa, MBChB *Oviedo*, MPH DPH *Otago*

**Honorary Research Associates**

Tess Chow Wah Liew, BA PhD  
 Jennifer Hand, BA *Well.*, PhD *New Sch. Soc. Res.*  
 Samson Tse, MSc PhD *Otago*  
 Lifeng Zhou, MHealSc *Otago*, MB *Shanxi*, PhD *Fudan*

**Te Kupenga Hauora Māori****Head of Department, Tumuaki**

M. J. Papaarangi Reid, DipComH *Otago*, BSc MBChB DipObst, FNZCPHM FRACS

**Group Services Manager**

Sue Kistanna, MBA, CA

**Professor Te Kupenga Hauora Māori**

2005 M. J. Papaarangi Reid, DipComH Otago, BSc  
MBChB DipObst, FNZCPHM FRACS

**Associate Professor Te Kupenga Hauora Māori**

2005 Elana T. Curtis, MPH Otago, MBChB MD,  
FNZCPHM

**Senior Lecturers Te Kupenga Hauora Māori**

2015 Donna Cormack, MA PhD Waik.  
2006 Rhys G. Jones, MBChB MPH, FNZCPHM  
2016 Sarah-Jane Paine, MSc Otago, PhD Massey  
2016 Jade Tamatea, MBChB PhD, FRACP (*jointly with  
Medicine*)

**Lecturers Te Kupenga Hauora Māori**

2008 Anneka Anderson, MA PhD  
2018 Sarah Herbert, BHSc MSc PhD Massey

**Professional Teaching Fellows**

2015 Gulay Dalgic, BA Bosphorus, MBA Beykent, PhD  
Marmara  
2013 Rowan Herbert, BSc Otago, PGDipEd CCE,  
MProfStuds  
2012 Teri Ko, BSc(Hons) Massey  
2018 William Nepia, BEd Massey  
2012 Rochelle Newport, BHSc(Hons), MPH  
2019 Tracey Winter, BMLS Auck.UT

**Postdoctoral Research Fellow**

2015 Karen Brewer, MSLTPrac PhD

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## Faculty of Science

*Dates given are those of taking up employment. Where degrees and diplomas are shown without the name of the awarding university, the university is Auckland. ◇ Denotes a part-time, permanent appointment.*

**Faculty Management Team****Dean**

John G. Hosking, BSc PhD, FRSNZ, Mem.IEEE

**Deputy Dean**

Douglas Elliffe, BSc PhD

**Associate Dean (Academic)**

Duncan J. McGillivray, BSc(Hons) ANU, DPhil Oxf., BA  
BSc, MNZIC MRSC MRACI CChem

**Associate Dean (Diversity and Inclusivity)**

Frédérique Vanholsbeeck, Lic Phys, PhD Université Libre  
de Bruxelles

**Associate Dean (Doctoral)**

Vivien Kirk, PhD Camb., MSc FNZMS

**Associate Dean (International)**

Sebastian Link, MSc TU Clausthal, PhD Massey, DSc

**Associate Dean (Masters and Postgraduate Taught)**

Jean-Christophe Gaillard, Maîtrise Joseph Fourier-  
Grenoble, PhD Savoie

**Associate Dean (Pacific)**

Sina R. Greenwood, MSc PhD

**Associate Dean (Research)**

Jan Lindsay, Dr. rer. nat. Giessen, MSc

**Associate Dean (Strategic Projects)**

David J. Hayward, BA Lanc., MSc PhD Penn. State

**Associate Dean (Sustainability)**

Gillian Lewis, BSc(Hons) PhD Otago

**Associate Dean (Teaching and Learning)**

Julia C. Novak, MMath Salf., PhD Lond.

**Director of Faculty Operations**

Linda Thompson, BA Otago, MMgt PGDipBusAdmin  
Massey, DipTchg ACE

**Director of Faculty Finance**

David Jordan, BCom(Hons) S.Af., MBA

**Centres of Research Excellence****Maurice Wilkins Centre****Director**

Peter Shepherd, BSc PhD Massey

**Research Operations Manager**

Rochelle Ramsay, BSc(Hons) Otago, PGDipBusAdmin  
Massey

**Te Pūnaha Matatini****Director**

Shaun Hendy, BSc(Hons) Massey, PhD Alta., FRSNZ

**Research Operations Manager**

Kate Hannah, MA Waik.

**Research Units, Centres and Institutes****Bioinformatics Institute****Director**

Anthony Poole, BSc(Hons) PhD Massey

**Centre for Discrete Mathematics and Theoretical  
Computer Science****Director**

Cristian S. Calude, BSc PhD Bucharest, M.Acad  
Europaea

**Deputy Director**

Michael J. Dinneen, BSc Idaho, MSc PhD Vic.(BC)

**Centre for eResearch****Director**

Mark Gahegan, BSc(Hons) Leeds, PhD Curtin

## Institute for Innovation in Biotechnology

### Director

Kerry Loomes, BSc(Hons) PhD Massey

## Light Metals Research Centre

### Director

Mark Dorreen, BE(Hons) PhD

## Schools and Departments

## Biological Sciences

### Head of School

Allen G. Rodrigo, BSc (Hons) PhD Cant.

### Deputy Head of School

Joanna J. Putterill, MSc PhD

### Deputy Head (Academic)

John A. Taylor, BSc(Hons) Aberd., PhD Edin.

### Deputy Head (Research)

Michael W. Taylor, BSc Otago, PhD NSW, MSc

### Director, First Year Teaching

Amanda A. Harper, DipTchg ACE, MSc

### Group Services Manager

Julie Davis

### University Distinguished Professors

- ◇1997 Edward N. Baker, CNZM, MSc PhD, FRNZ FNZIC  
(jointly with School of Chemical Sciences)
- 1998 Margaret A. Brimble, DNZM, MSc PhD S'ton.,  
FRS FRNZ FRACI FNZIC FRSC, CChem (jointly  
with School of Chemical Sciences)

### Professors

- ◇2010 Andrew Allan, BSc(Hons) Cant., PhD Camb.
- 2003 Jacqueline R. Beggs, MSc PhD Otago
- 1995 Kendall D. Clements, BSc Well., PhD James  
Cook, MSc
- ◇1993 Garth J. S. Cooper, DSc DPhil Oxf., BSc MBChB  
DipObst, FRCPA FRNZ FMEdSci Lond. (jointly  
with Medicine)
- 2005 Alexei Drummond, BSc PhD (jointly with  
Computer Science)
- 2002 P. Rod Dunbar, MBChB PhD Otago
- 2014 Juliet Gerrard, BA(Hons) DPhil Oxf., FRNZ  
(jointly with School of Chemical Sciences)
- 2004 Deborah L. Hay, BSc(Hons) Sheff., PhD Lond.
- 2013 Andrew G. Jeffs, MSc PhD (jointly with Institute  
of Marine Science)
- 1991 Gillian Lewis, BSc(Hons) PhD Otago
- ◇2012 Wendy Nelson, MNZM, BSc(Hons) Well., PhD Br.  
Col., FRNZ
- 2016 Anthony Poole, BSc(Hons) PhD Massey
- ◇1997 Sally D. Poppitt, BSc Newcastle(UK), PhD Aberd.
- 1994 Joanna J. Putterill, MSc PhD
- 2020 Allen G. Rodrigo, BSc (Hons) PhD Cant.
- 1999 Mary A. Sewell, MSc PhD Alta.
- 2007 Russell G. Snell, MSc Otago, PhD Cardiff
- ◇2014 David M. Suckling, MSc PhD Cant.
- ◇2013 ZhiQiang Zhang, BSc PhD Cornell

### Emeritus Professors

A. Richard Bellamy, CNZM, BSc NZ, MSc PhD, FRNZ  
Michael N. Clout, BSc(Hons) Edin., PhD, FRNZ  
Richard Gardner, PhD DSc  
Philip J. Harris, MA PhD Camb.

### Associate Professors

- 2018 Jane R. Allison, BSc(Hons) Cant., PhD Camb.
- ◇2011 Thomas Buckley, BSc PhD Well.
- 2008 Bruce Burns, MSc PhD Colorado
- 2017 Nicole Cloonan, BSc PhD Griff.
- 2005 Rochelle Constantine, BSc PGDipSci Massey,  
MSc PhD (jointly with Institute of Marine  
Science)
- ◇2004 Matthew R. Goddard, BSc(Hons) Bangor, PhD  
Imperial College, PGDip Leic.
- ◇2008 Paul Harris, MSc PhD (jointly with School of  
Chemical Sciences)
- 2007 Anthony J. Hickey, MSc PhD
- 2008 Gregory Holwell, BSc(Hons) Melb., PhD  
GradDipEd Macq.
- 2012 Gavin Lear, BSc(Hons) DPhil Oxf.
- ◇2012 Klaus Lehnert, MSc PhD Darmstadt
- 1991 Kerry Loomes, BSc(Hons) PhD Massey
- 1999 J. Shaun Lott, BSc(Hons) Sur., PhD Leeds
- 2015 Cate Macinnis-Ng, BSc PhD Technol.Syd.
- 1993 Craig D. Millar, MSc PhD
- 2002 Alok K. Mitra, MSc Delhi, PhD IISc.
- 2004 George Perry, MSc Cant., PhD Melb., PGCap  
Lond. (jointly with School of Environment)
- ◇2007 Anthony R. J. Phillips, BSc Well., MBChB Otago,  
PhD
- 2010 James Russell, MSc PhD PGDipSci (jointly with  
Statistics)
- 2000 Christopher Squire, MSc PhD
- 2007 Margaret Stanley, BSc(Hons) Otago, PhD  
Monash
- 2007 Michael W. Taylor, BSc Otago, PhD NSW, MSc
- ◇2011 Matthew D. Templeton, BSc(Hons) PhD Otago
- ◇2018 Maren Wellenreuther, MSc Hamburg, Adel., PhD

### Senior Lecturers

- ◇2003 Catherine E. Angel, BSc Leeds, MSc PhD Aberd.
- 2010 Augusto S. Barbosa, BA PhD Brasilia
- 2016 Kristal Cain, BSc(Hons) Texas A&M, PhD Indiana
- 2001 Karine David, BSc DEA PhD Univ. Paris XI
- 2008 Brendon Dunphy, MSc PhD
- 2016 Austen Ganley, BSc(Hons) PhD
- 2010 Anne Gaskett, BA BSc(Hons) Melb., PhD Macq.
- 2012 David Goldstone, MSc PhD
- 2015 Kim M. Handley, MSc PhD Manc.
- 2019 Iain D Hay, BSc(Hons) PhD Massey
- 2017 Nijat Imin, MSc XJAU (China), PhD ANU
- 2013 Jessie Jacobsen, BSc(Hons) PhD
- 2005 Richard L. Kingston, BSc(Hons) PhD Massey
- 2000 Shane Lavery, MSc PhD Qld. (jointly with  
Institute of Marine Science)
- ◇2011 Robin MacDiarmid, MSc PhD Otago
- 2018 Nicholas Matzke, MA PhD Calif.
- 2017 Jennifer Miles-Chan, MSc PhD
- ◇2018 David Pattemore, MSc PhD Prin.
- 2013 Anna Santure, BSc(Hons) PhD Otago
- ◇2011 Robert Schaffer, BSc Aberd., PhD E.Anglia

- 2019 Emma Scotter, BSc(Hons) PhD  
 ◇2008 Hilary Sheppard, BSc Bath, PhD Leic.  
 2018 Nobuto Takeuchi, MSc PhD Utrecht  
 1999 John A. Taylor, BSc(Hons) Aberd., PhD Edin.  
 ◇2012 Louis Tremblay, BSc Montr., MSc McG., PhD Guelph  
 ◇2018 Nick Waipara, BSc(Hons) PhD  
 2015 Christopher S. Walker, MSc PhD  
 ◇2013 Darren Ward, MSc La Trobe, PhD  
 1993 Shane D. T. Wright, BSc Cant., PhD

**Lecturers**

- 2010 Rebecca Deed, BSc(Hons) PhD (*jointly with School of Chemical Sciences*)  
 ◇2015 Laura J. Domigan, BSc(Hons) Cant., PhD (*jointly with Chemical and Materials Engineering*)  
 2019 Charlotte Jones-Todd, MSc PhD St And. (*jointly with Statistics*)  
 2015 Sarah Knight, MSc PhD

**Professional Teaching Fellows**

- 2012 Caroline Aspden, MSc  
 2017 Kathryn Jones, BSc Well., PhD  
 2017 Monica Kam, BTech(Hons) PhD  
 2015 Julie McIntosh, MSc PhD  
 2005 Suzanne J. Reid, PhD PGDipSci

**Senior Tutors**

- 1994 Amanda A. Harper, DipTchg ACE, MSc  
 2008 Dave Seldon, BSc(Hons) GradDipSecTchg Auck. UT, MSc

**Senior Research Fellows**

- 2007 Jacqueline F. Aitken, MSc PhD Texas  
 2008 Ghader Bashiri, BSc Shahid Chamran, MSc Guilan, PhD  
 2010 Anna Brooks, BCA BSc(Hons) Well., PhD  
 2018 Emma Carroll, MSc PhD  
 2012 Paul G. Young, MSc PhD  
 2007 Shaoping Zhang, MSc Jinan, PhD Stockholm

**Research and Postdoctoral Fellows**

- 2019 Rebecca Bower, BSc(Hons) PhD  
 2006 Esther M. M. Bulloch, BSc(Hons) Massey, PhD Camb.  
 2019 James Brock, BSc Bangor, MSc Coventry, PhD  
 2017 Nicholas Demarais, BSc Minnesota State, PhD Colorado  
 2012 Vaughan Feisst, MSc PhD  
 2018 Matthew Fullmer, BSc(Hons) Mass., PhD Conn.  
 2015 Joseph J. Gingell, BSc(Hons) PhD  
 2015 Renee R. Handley, BSc(Hons) PhD  
 2018 Nadeeka Nilmini Hettiarachchi, BSc Colombo, PhD NIGEN (Japan)  
 2011 Mauren Jaudal, BSc Philippines, MSc Okayama, PhD Otago  
 2016 Evert J. Loeff, MSc Leiden, PhD  
 2018 Sarah Meidinger, BSc(Hons) PhD  
 2016 Pritika Narayan, BSc PhD PGDipSci  
 2019 Jin Ng, BSc(Hons) PhD  
 2016 Bikiran Pardesi, MSc PhD  
 2016 Saem Park, MSc PhD PGDip  
 2018 Xavier Periole, MSc Paul Sabatier, PhD Paul Sabatier, Morelos  
 2016 Ivana Sequeira, MSc PhD PGDip

- 2018 John Steemson, MSc PhD  
 2018 Henry Tang, BSc(Hons) PhD Br.Col.  
 2018 David Waite, BCom BSc(Hons) PhD  
 2018 Ivan Welsh, MSc PhD Massey  
 2018 Xinhua Zhao, BSc Shandong Ag., PhD Chinese Acad. Sci.

**Honorary Professors**

- Noel Ellis, BSc PhD Edin.  
 William Lee, PhD DipSci Otago  
 Donald R. Love, BSc(Hons) PhD Adel., MRCPATH CBIOL FIBiol, FAIBiol  
 Eileen McLaughlin, BSc(Hons) Glas., PhD Brist.  
 Richard D. Newcomb, MSc PhD ANU  
 John Roche, MSc PhD NUI

**Honorary Associate Professors**

- Clive W. Evans, BSc PhD  
 David R. Greenwood, BSc(Hons) Massey, PhD Liv.  
 Peter Metcalf, BSc Cant., PhD  
 Silas G. Villas-Boas, MSc Santa Catarina Fed U., PhD Tech. U. Denmark

**Honorary Senior Lecturer**

- Lindsey White, BSc PhD

**Honorary Research Fellows**

- Imogen Bassett, MSc PhD  
 Thomas Bodey, BSc UMIST, PhD Belf.  
 Souyad Boudjelas, MSc PhD  
 Ramesh R. Chavan, MSc B'lore, PhD SP  
 Daria Chudakova, BSc PhD  
 Mallory Crookenden, PhD Massey, MSc  
 James Dickson, BSc(Hons) Massey, PhD  
 Rosamund Hill, MD  
 Jodie Johnstron, MSc PhD  
 Kelly Kahukiwa BA Massey  
 Todd Landers, MSc PhD  
 Martin Neale, BSc(Hons) MSc PhD  
 Shyama Pagad, BSc B'lore.Ag.Scis., MSc  
 Florian Pichlmuller, MSc Salzburg, PhD  
 Norman Ragg, MSc Wales, PhD Cant.  
 Alexis Rutschmann, MSc Montpellier, PhD Toulouse  
 Arjan Scheepens, BSc(Hons) PhD  
 Carolin Seuring, MSc LMU Munich, PhD ETH Zurich  
 Marta F. P. Silvestre, MSc PhD  
 Adya Singh, MSc Ban., PhD Arkansas

**Chemical Sciences****Head of School**

- Gordon M. Miskelly, BSc PhD Otago, FNZIC, MACS

**Deputy Head of School**

- Jadranka Travas-Sejdic, MSc Zagreb, PhD, FRSNZ FNZIC

**Group Services Manager**

- Michael Groom, DipPRM Lincoln(NZ)

**University Distinguished Professors**

- ◇1997 Edward N. Baker, CNZM, MSc PhD, FRSNZ FNZIC (*jointly with School of Biological Sciences*)  
 1998 Margaret A. Brimble, DNZM, MSc PhD S'ton., FRS FRSNZ FRACI FNZIC FRSC, CChem (*jointly with School of Biological Sciences*)



**Professors**

- 1988 Penelope J. Brothers, PhD *Stan.*, MSc, FNZIC FRSC
- ◊1986 Ralph P. Cooney, BSc(Hons) PhD DSc *Qld.*, FRSNZ FRACI FNZIC
- 1993 Brent R. Copp, BSc(Hons) PhD *Cant.*
- 2014 Juliet Gerrard, BA(Hons) DPhil *Oxf.*, FRSNZ (*jointly with School of Biological Sciences*)
- 2011 Christian Hartinger, PhD *Vienna*
- 1997 Paul A. Kilmartin, BA BSc(Hons) *Well.*, STB *Angelicum*, Rome, MTh SCD, PhD, LTCL, FNZIC, FNZIFST
- 1985 James B. Metson, BSc(Hons) PhD *Well.*, FNZIC, MTMS
- ◊2007 Conrad O. Perera, BSc *Ceylon*, MSc *Mys.*, PhD *Oregon State*, FNZIFST, MIFT(USA), LMSIC
- 2007 M. Cather Simpson, BA *Virginia*, PhD *New Mexico*, FNZIC FRSNZ, LMACS (*jointly with Physics*)
- 2002 Jadranka Travas-Sejdic, MSc *Zagreb*, PhD, FRSNZ FNZIC
- 2006 David E. Williams, MSc PhD, FRSNZ FNZIC FRSC, CChem
- 1984 L. James Wright, MSc PhD, FNZIC, MACS

**Emeritus Professors**

- Graham A. Bowmaker, BSc PhD *Syd.*, FRSNZ, FNZIC FRACI FRSC, CChem
- George R. Clark, MNZM, PhD, DSc, FNZIC
- Laurence D. Melton, PhD *S.Fraser*, MSc, CChem, FRSC FAIC FNZIFST FNZIC FIAFST
- Charmian J. O'Connor, DNZM, CBE, JP, MSc *NZ*, PhD, DSc, FRSNZ FRSC FNZIC, CChem
- Warren R. Roper, MSc *NZ*, PhD HonDSc *Cant.*, FNZIC FRS FRSNZ

**Associate Professors**

- 1993 Robert F. Anderson, MSc PhD, CChem, FRSC FNZIC (*jointly with Auckland Cancer Society Research Centre*)
- 2004 David Barker, BSc PhD *Syd.*, CChem, MRSC, MNZIC
- 2012 Bruno Fedrizzi, MSc PhD *Padova*
- 2008 Paul Harris, MSc PhD (*jointly with School of Biological Sciences*)
- 2008 Duncan J. McGillivray, BSc(Hons) *ANU*, DPhil *Oxf.*, BA BSc, MNZIC MRSC MRACI CChem
- 1995 Gordon M. Miskelly, BSc PhD *Otago*, FNZIC, MACS
- 2004 Siew-Young Quek, BSc(Hons) *NU Malaysia*, PhD *Birm.*, FNZIFST, MNZIC MIFT(USA)
- 2004 Tilo Söhnle, DiplChem PhD *TU Dresden*, MNZIC
- 2009 Jonathan Sperry, BSc(Hons) PhD *Eze*
- 2003 Geoffrey I. N. Waterhouse, MSc PhD, FNZIC

**Senior Lecturers**

- 2011 Jianyong Jin, BEng *Dalian*, MSc *Fudan*, PhD *Clemson*
- 2015 Erin Leitao, BSc *Vic.(BC)*, PhD *Calg.*, MNZIC
- 2014 Ivanhoe Leung, MChem DPhil *Oxf.*
- 2019 Davide Mercadante, MBIotech *Federico II*, PhD
- 2006 Vijayalekshmi Sarojini, MSc PhD *Ban.*, MNZIC MEPS

- 2019 Cameron Weber, BSc(Adv)(Hons) PhD *Syd.*, MNZIC MRSC
- 2013 Geoff Willmott, MA MSc PhD *Camb.* (*jointly with Physics*)
- 2013 Fan Zhu, BSc *Jiangnan*, MSc *Wuhan Polytech.*, PhD *HK*

**Lecturers**

- 2018 Rebecca Deed, BSc(Hons) PhD (*jointly with School of Biological Sciences*)
- 2019 Kang Huang, BSc PhD *Zhejiang*

**Professional Teaching Fellows**

- 2015 Kaitlin Beare, BSc(Hons) PhD *Syd.*
- 2018 James Brady, BEd MAppSci PhD *QUT*, SFHEA
- 2016 Neill Culley, BSc GD.Oen *Adel.*, MBA
- 2005 Peter Swedlund, MSc PhD, MNZIC

**Senior Tutors**

- 2005 C. Malini Arewgoda, BSc *Peradeniya*, PhD *Otago*, MNZIC
- 2010 David C. Ware, BS *Berk.*, PhD *Stan.*, MNZIC

**Senior Research Fellows**

- 2018 Clive W. Evans, BSc PhD
- 2010 Daniel Furkert, BSc(Hons) PhD
- 2017 Michel Nieuwoudt, BSc(Hons) PhD *Witw.*, MSc *UNISA*, MNZIC
- 2005 Sudip Ray, BSc(Hons) MTech PhD *IIT Kharagpur*
- 2018 David Rennison, BSc(Hons) PhD *UMIST*
- 2011 Dongxiao Sun-Waterhouse, ME *SCUT*, MSc PhD, FNZIFST
- 2018 Geoffrey M. Williams, BSc(Hons) PhD *Massey*
- 2002 Zoran Zujovic, MSc DSc *Belgrade*

**Research Fellows**

- 2018 Alireza Akbarinejad, MSc *Sharif UT*, PhD *Tarbiat*
- 2018 Leandro Dias Araujo, MSc *Vicosa*, MSc *KAHO Sint-Lieven*, PhD
- 2018 Ali Bagheri, MEng *Nat.IT Malaysia*, PhD *NSW*
- 2018 Alan Cameron, BSc(Hons) PhD
- 2017 Wan-Ting Chen, BSc(Hons) PhD
- 2019 K. Wai Choi, BSc(Hons) PhD
- 2018 Ruth Cink, BA(Hons) *Northwestern*, MSc *N.Colorado*, PhD *Auck.UT*
- 2019 Heru De Zoysa, BSc(Hons) PhD
- 2015 Xiaobo Ding, BSc(Hons) PhD
- 2015 Muhammad Hanif, MSc *Punjab (Lahore, Pakistan.)*, PhD *Vienna*
- 2014 Iman Kaviani, MSc *Razi*, PhD *Massey*
- 2018 Freda Li, BSc(Hons) PhD
- 2017 Ashley Lindsay, BSc(Hons) PhD
- 2018 Katie Parish-Virtue, MSc PhD
- 2016 Lisa Pilkington, BA BSc(Hons) MSc *Oxf.*, PhD
- 2017 Joel Rindelaub, PhD *Purdue*
- 2017 Rayomand Shahlori, BSc(Hons) PhD
- 2018 Kevin Sparrow, BSc(Hons) PhD
- 2013 Louise Stubbing, BSc(Hons) PhD
- 2019 Jon Swain, MSc *Lond.*, PhD *Camb.*
- 2018 Nadine J. van der Heijden, MSc PhD *Utrecht*
- 2018 Katryna van Leeuwen, BSc(Hons) *Flin.*, PhD *C.Sturt*
- 2016 Lena Weissert, MSc *UC Lond.*, PhD

**Honorary Professor**

- William A. Denny, ONZM, MSc PhD, DSc, FRSNZ FNZIC

**Honorary Associate Professor**

Peter D. W. Boyd, BSc(Hons) *Tas.*, PhD *Monash*, FNZIC, MRACI

**Honorary Research Fellows**

Mark Bart, BSc(Hons) PhD *Cant.*

Clive Bolt, BSc *Well.*

Frank Frazer, BA *Massey*, MSc *Well.*, PhD

A. Norrie Pearce, MSc PhD

Charles Rohde, BSc *Mich. Tech.*, MSc PhD *Oregon*

James Winton, MChem *Oxf.*

Chi Zhang, ME *Beijing Univ. Chem. Tech.*, PhD

**Chemical Sciences – Food Science****Director**

Siew-Young Quek, BSc(Hons) *NU Malaysia*, PhD *Birm.*, FNZIFST, MNZIC MIFT(USA)

**Professor**

2007 Conrad O. Perera, BSc *Ceylon*, MSc *Mys.*, PhD *Oregon State*, FNZIFST, MIFT(USA), LMSIC

**Associate Professors**

1993 Robert F. Anderson, MSc PhD, CChem, FRSC FNZIC (*jointly with Auckland Cancer Society Research Centre*)

2008 Duncan McGillivray, BSc(Hons) *ANU*, DPhil *Oxf.*, BA BSc, MNZIC MRSC MRACI CChem

2004 Siew-Young Quek, BSc(Hons) *NU Malaysia*, PhD *Birm.*, FNZIFST, MNZIC MIFT(USA)

**Senior Lecturers**

2019 Davide Mercadante, MBiotech *Federico II*, PhD

2013 Fan Zhu, BSc *Jiangnan*, MSc *Wuhan Polytech.*, PhD *HK*

**Lecturer**

2019 Kang Huang, BSc PhD *Zhejiang*

**Professional Teaching Fellows**

2014 Anusooya Satchithananthasivam, MSc PhD

2005 Peter Swedlund, MSc PhD, MNZIC

**Honorary Senior Lecturer**

Ralph J. Stevenson, MSc PhD

**Chemical Sciences – Forensic Science****Director**

Douglas Elliot, BSc *Edin.*, PhD *Lond.*

**Deputy Director**

Gordon M. Miskelly, BSc PhD *Otago*, FNZIC, MACS

**Honorary Lecturers**

John Buckleton, PhD DSc, FRSNZ

Sally Coulson, BSc PhD

SallyAnn Harbison, BSc PhD *Liv.*

**Chemical Sciences – Green Chemical Science****Director**

L. James Wright, MSc PhD, FNZIC, MACS

**Deputy Directors**

Ivanhoe Leung, MChem DPhil *Oxf.*

Vijayalekshmi Sarojini, MSc PhD *Ban.*, MNZIC MEPS

Jonathan Sperry, BSc(Hons) PhD *Exe.*

Cameron Weber, BSc(Adv)(Hons) PhD *Syd.*, MNZIC MRSC

**Chemical Sciences – Medicinal Chemistry****Director**

Margaret A. Brimble, DNZM, MSc PhD *S'ton.*, FRSNZ FRS FRACI FNZIC FRSC, CChem (*jointly with School of Biological Sciences*)

**Honorary Lecturer**

Michael P. Hay, BSc(Hons) PhD *Cant.*

**Chemical Sciences – Wine Science****Director**

Neill Culley, BSc GD.Oen *Adel.*, MBA

**Professor**

1997 Paul A. Kilmartin, BA BSc(Hons) *Well.*, STB *Angelicum, Rome*, MTh *SCD*, PhD, LTCL, FNZIC FNZIFST

**Associate Professor**

2012 Bruno Fedrizzi, MSc PhD *Padova*

**Lecturer**

2018 Rebecca Deed, BSc(Hons) PhD (*jointly with School of Biological Sciences*)

**Computer Science****Head of Department**

Giovanni Russello, MSc *Catania*, PhD *Eindhoven UT*

**Group Services Manager**

Karren Maltseva, BBS PG Cert Bus *Massey*

**Professors**

2000 Robert W. Amor, MSc *Well.*, PhD, Mem.IEEE MACM MITP MRSNZ

1992 Cristian S. Calude, BSc PhD *Bucharest*, M.Acad *Europaea*

2001 Gillian Dobbie, MTech *Massey*, PhD *Melb.*

2005 Alexei Drummond, BSc PhD, FRSNZ (*jointly with School of Biological Sciences*)

2008 Mark Gahegan, BSc(Hons) *Leeds*, PhD *Curtin*

1997 Georgy Gimel'farb, MSc PhD *Kiev*, DSc *Moscow*

1996 Bakh M. Khossainov, PhD Dip Maths *Novosibirsk*, FRSNZ

2011 Sebastian Link, MSc *TU Clausthal*, PhD *Massey*, DSc

2002 André O. Nies, Dip.Math *Freiburg*, Dr. rer. nat, Dr.habil *Heidelberg*, FRSNZ

1996 Clark Thomborson, MS ME *Stan.*, PhD *Carnegie-Mellon*, MACM Sen.Mem.IEEE

2005 James R. Warren, BSc PhD *Maryland*, FACHI

2019 Michael Witbrock, BSc(Hons) *Otago*, PhD *Carnegie Mellon*

**Associate Professors**

- 2001 Patrice J. Delmas, MSc, PhD MENG INPG (France)
- 1995 Andrew Luxton-Reilly, MA PhD PGCertAcadPrac, MACM Mem.IEEE
- 2012 Giovanni Russello, MSc Catania, PhD Eindhoven UT
- 2003 Jing Sun, BSc Nanjing, PhD Sing.
- 2002 Ewan Tempero, BSc Otago, MSc PhD Wash. MACM Mem.IEEE
- 2000 Ian Watson, MSc Essex, MPhil Plym., PhD Liv., Mem.IEEE

**Senior Lecturers**

- 2015 Rizwan Asghar, BSc(Hons) Punjab, MSc Eindhoven UT, PhD Trento
- 1996 Michael W. Barley, BA UCSD, MSc Brun., PhD Rutgers
- 1999 Paul Denny, MSc PhD
- 1996 Michael J. Dinneen, BSc Idaho, MSc PhD Vic. (BC)
- 2016 Matthew Egbert, BSc(Hons) St And., MSc(Dist) PhD Sus.
- 2010 Yun Sing Koh, MSc Malaya, PhD Otago
- 2014 Simone Linz, MSc PhD Heinrich-Heine
- 2016 Jiamou Liu, BSc(Hons) PhD
- 2018 Danielle Lottridge, MASC PhD Tor., MACM
- 2012 Aniket Mahanti, MSc PhD Calg.
- 1994 Sathiamoorthy Manoharan, BTech Kharagpur, PhD Edin.
- 1994 Radu Nicolescu, BSc PhD Bucharest, MACM Mem.IEEE
- 1996 Patricia J. Riddle, BS Penn. State, PhD Rutgers
- 2017 Chiu-Wing Sham, BE(Hons) MPhil PhD CUHK, Sen.Mem.IEEE
- 2000 Ulrich Speidel, MSc PhD, Mem.IEEE
- 2018 Wanqing Tu, MPhil Sun Yet-Sen, PhD City HK
- 2004 Ian Warren, BSc PhD CILTHE Lanc.
- 2003 Gerald Weber, Dipl-Math Dr. rer. nat FU Berlin
- 2011 David Welch, BA BSc(Hons) Otago, PGDipSci PhD
- 2001 Mark C. Wilson, BSc(Hons) Cant., PhD Wisc. (Madison)
- 2001 Burkhard Wuensche, BSc Kaiserslautern, MSc PhD, MACM Mem.IEEE
- 1992 Xinfeng Ye, BSc Huaqiao, MSc PhD Manc.

**Lecturers**

- 2018 Ninh Pham, MSc Ho Chi Minh UT, PhD ITU Copenhagen
- 2019 Alex Shaw, BSc(Hons) PhD
- 2019 Katerina Taskova, BCs(Hons) UKiM, PhD Jozef Stefan
- 2017 Jörg Wicker, Diplom LMU Munich, TU Munich, PhD TU Munich
- 2019 Kaiqi Zhao, BEng Huazhong UST, MSc Shanghai Jiao Tong, PhD Nanyang Technol.

**Professional Teaching Fellows**

- 2015 Damir Azhar, MSc PhD
- 2000 Ann Cameron, BSc
- 1999 Angela Chang, MSc
- 2018 Tyne Vaughan Harvey Crow, DipTchg MIS Massey

- 2019 Allan Fowler, MBA RMIT, MEd S.Qld., PhD Auck. UT
- 2018 Tanya Gvozdeva, MSc Novosibirsk, PhD
- 2017 David Tse Jung Huang, BSc(Hons) PhD, Mem. IEEE
- 2016 Andrew Meads, BE(Hons) PhD
- 2018 Paramvir Singh, BTech Punj. Tech., ME Panjab, PhD GND
- 2016 Yi-Chien Vita Tsai, MSc NSW, BE(Hons) PGCert
- 2015 Yu-Cheng Tu, ME PhD

**Senior Tutors**

- 1993 Adriana Ferraro, BA DipEd DipCompSci NE
- 1988 Robert Sheehan, BA PhD DipCompSci DipTchg

**Postdoctoral Fellow**

- 2018 Fábio Henrique Kuriki Mendes, MSc São Paulo, PhD Indiana

**Research Fellows**

- 2009 Remco Bouckaert, MSc Eindhoven UT, PhD Utrecht
- 2019 Zijian Zhang, MS PhD Beijing IT

**Honorary Academics**

- Shafiq Alam, MS-IT Pesh., PhD
- J. Nevil Brownlee, MSc PhD, Mem.IEEE MNZIP
- Brian Carpenter, MA Camb., MSc PhD Manc.
- Peter Gutmann, MSc PhD
- Christof Lutteroth, Dipl-Inf. FU Berlin, PhD
- Jason Tam, Dr.rer.nat. Würzburg, MSc

**Environment****Head of School**

- Julie Rowland, PhD Otago, DipTchg ACE, BSc(Hons)

**Group Services Manager**

- Michael Groom, DipPRM Lincoln(NZ)

**Professors**

- 2013 Joel Baker, MSc Well., PhD Lond.
- 2004 Gary Brierley, MSc PhD S.Fraser
- 1997 Kathleen A. Campbell, BSc Calif., MSc Wash., PhD S.Calif., FRSNZ
- 2015 Shane Cronin, BSc(Hons) PhD Massey
- 1989 Robin A. Kearns, MA PhD McM.
- ◇2002 Paul Kench, PhD NSW, MA
- 1992 Laurence Murphy, BA PhD Dublin, FRICS FRGS
- 2004 George Perry, MSc Cant., PhD Melb., PGCap Lond.
- 2012 Simon F. Thrush, BSc(Hons) Otago, PhD E.Anglia, FRSNZ (jointly with Institute of Marine Science)

**Emeritus Professors**

- Philippa M. Black, BSc NZ, MA MSc PhD, FMSAm FRSNZ
- Warren Moran, MA NZ, PhD, FRSNZ
- Paul W. Williams, BA Durh., MA Dublin, PhD ScD Camb., FIAG

**Associate Professors**

- 1995 Paul Augustinus, BSc Melb., Tas., DPhil Waik.
- 2015 Giovanni Coco, BE Catania, PhD Plym.
- 2008 Mark Dickson, BSc(Hons) Massey, PhD W'gong
- 1993 Anthony M. Fowler, MA PhD
- 1991 Wardlow Friesen, BA Calg., BA(Hons) Car., PhD

- 2010 Jean-Christophe Gaillard, *Maîtrise Joseph Fourier-Grenoble*, PhD *Savoie*  
 1992 Jay Gao, BE *Wuhan*, MSc *Tor.*, PhD *Georgia*  
 ◇2017 Geoffroy Lamarche, *Maîtrise Paris XI*, DEA PhD *Joseph Fourier-Grenoble*  
 2001 Nick Lewis, BCom MA PhD  
 2006 Jan Lindsay, Dr. rer. nat. *Giessen*, MSc  
 2002 Julie Rowland, PhD *Otago*, DipTchg *ACE*, BSc(Hons)  
 2006 Jenny Salmond, MA *Oxf.*, MSc *Birm.*, PhD *Br.Col.*  
 2010 Luitgard Schwendenmann, BSc *U. Applied Sciences Bingen*, MSc *Karlsruhe*, Dr. rer. nat. *Goettingen*  
 2000 Phil Shane, MSc PhD *Well.*  
 2012 Kevin S. Simon, BA *Wittenberg*, MS PhD *Virginia Tech.*  
 ◇2013 Janet Wilmshurst, BSc(Hons) *Plym.*, PhD *Cant.*  
 1976 Hong-Key Yoon, BA *Seoul*, MS *Brigham Young*, PhD *UC Berk.*

**Senior Lecturers**

- 2013 Ludmila Adam, BSc *Simon Bolivar*, MSc PhD *CSM*  
 2015 Tom Baker, BDS(Hons) PhD *Newcastle(NSW)*  
 2013 Ann E. Bartos, BA *Colorado*, MA PhD *Wash.*  
 1999 Gretel Boswijk, BA(Hons) PhD *Sheff.*  
 2012 Melissa Bowen, MSc *Stan.*, PhD *MIT*  
 2016 Martin Brook, BSc(Hons) *Salv.*, MEng *NSW*, PhD *Dund.*, CGeol *FGS*  
 1999 Brad Coombes, BA PhD *Otago*  
 2009 Jennifer Eccles, PhD *Camb.*, MSc  
 2008 Karen Fisher, BA *MSocSci Waik.*, PhD *ANU*  
 2012 Murray Ford, MSc PhD  
 2019 Melanie Kah, MSc *Lorraine*, PhD *York(UK)*  
 2013 Meg Parsons, BSocSci(Hons) *Waik.*, PhD *Syd.*  
 2012 Ingo A. Pecher, Vordiplom *Munich*, MSc PhD *Kiel*  
 2013 Michael Rowe, BSc *Wash. State*, PhD *Oregon State*  
 2007 Lorna Strachan, BSc(Hons) *Leeds*, PhD *Cardiff*  
 ◇2017 Philip Sutton, PhD *Calif.*, MSc  
 2009 Sam Trowsdale, BSc(Hons) *Kingston(UK)*, PhD *Sheff.*  
 2013 Jon Tunnicliffe, MSc *N.Br.Col.*, PhD *Br.Col.*

**Lecturers**

- 2018 Michael Martin, BSc(Hons) *Qu.*, MA *Br.Col.*, PhD *S.Fraser*  
 2020 James Muirhead, PhD *Idaho*, MSc  
 2019 Katarzyna Sila-Nowicka, MSc *Wroclaw*, PhD *St And.*  
 2018 Evan Weller, BSc(Hons) *Syd.*, PGDipSci PhD *Tas.*

**Professional Teaching Fellows**

- 2019 Sonia Fonua, BSc MA(Hons)  
 1992 David J. Hayward, BA *Lanc.*, MSc PhD *Penn. State*  
 2004 Barry O'Connor, MSc PhD  
 2013 Nicholas Richards, BSc(Hons) *Plym.*, PhD *S'ton.*

**Senior Tutors**

- 1991 Lyndsay Blue, BSc *Cant.*, MSc *Lond.*, MPhil  
 2005 Joe Fagan, MA  
 1992 Marie McEntee, LTCL *Lond.*, MA PhD  
 2004 Melanie Wall, MA

**Research Fellows**

- 2019 Brendon Blue, BSc(Hons) PhD  
 2019 Danielle Charlton, PhD *UCL*, MRes *Brist.*, BSc(Hons) *W.England*  
 2019 Ryan Jones, BSc(Hons) PhD *Newcastle(NSW)*  
 2017 Emma Ryan, PhD *James Cook*, MSc  
 2015 Mary Anne Thompson, BA(Hons) BSc(Hons) *Charleston*, PhD

**Honorary Research Associates**

- Brent Alloway, BSc(Hons) *Well.*, PhD *Massey*  
 Mohamed Aslam, BSc(Hons) *Wales*, MSc  
 Simon Barker, MSc PhD *Well.*, BSc(Hons)  
 Rosemary K. Barraclough, MSc PhD  
 Patrick Browne, BSc(Hons) *Cape Town*, MSc *Leeds*, PhD  
 Bryan Drake, MSc  
 Bruce Hayward, BSc(Hons) PhD  
 M. P. Hochstein, DipGeophys *TU Clausthal*, Dr rer. nat. *Münster*, FRSNZ  
 Mark Horrocks, BSc PhD  
 Peter Horton, BA DPhil DSc *York(UK)*, FRs  
 Richard B. Le Heron, MA *Massey*, PhD *Wash.*, FRSNZ  
 Jane Yeonjae Lee, BA(Hons) PhD  
 Andrew Lorrey, BA *Boston*, MSc *Maine*, PhD  
 Glenn McGregor, PhD *Cant.*, MSc  
 Neil D. Mitchell, MA *Oxf.*, MSc *Wales*, PhD *Newcastle(UK)*  
 Cristian Montanaro, MSc *Sapienza*, PhD *LMU Munich*  
 Leonardo Paolini, BSc *Tucuman*, PhD *Comahue*  
 Stuart F. Simmons, MS PhD *Minn.*  
 Ian E. M. Smith, BSc(Hons) *Well.*, PhD *ANU*, FGSAust.  
 Willie Smith, MA *Aberd.*, MSc PhD *McG.*  
 K. B. Spörli, DipIngGeol Dr.Sc.Nat *Zür.*, FGSA FRSNZ  
 Virginia Toy, MSc MPhil *ANU*, PhD *Otago*  
 Iris Vogeler, Dipl.-Ing *Hannover*, PhD *Massey*  
 Helen Williams, MSc PhD *Monash*

**Exercise Sciences****Head of Department**

- Michael Kingsley, BPhEd *Otago*, MSc *Lough.*, PhD *Swansea*, PGCE *Wales*

**Professors**

- 1997 Winston D. J. Byblow, MSc PhD *S.Fraser*, BHK *Windsor*  
 2020 Michael Kingsley, BPhEd *Otago*, MSc *Lough.*, PhD *Swansea*, PGCE *Wales*

**Associate Professors**

- 2009 Greg Anson, MSc *Wyoming*, PhD *Penn. State*, DipPE *Otago*  
 2018 Lynley Bradnam, MSc *Auck.UT*, PhD  
 2007 Nicholas Gant, BSc *Nott.Trent*, MSc PhD *Lough.*  
 1996 Heather Smith, MA *McG.*, BPHE PhD *Tor.*  
 2011 James Stinear, MChiroSci *Macq.*, MSc PhD

**Senior Lecturers**

- 2019 Silmara Gusso, MSc PhD  
 2014 Stacey Reading, MSc PhD *Guelph*  
 2008 Yanxin Zhang, BS *Shanghai Jiao Tong*, PhD *Texas Tech.*

**Lecturers**

- 2013 Angus McMorland, BTech PhD

- 2018 Rebecca Meiring, MSc PhD *Witw.*  
 2018 Arne Nieuwenhuys, MSc PhD *Vrije*

#### Postdoctoral Fellows

- 2018 Victor Borges, MSc PhD  
 2015 John Cirillo, BHS(Chons) PhD *Adel.*

#### Professional Teaching Fellows

- 2018 Tyler Elliott, MSc  
 2018 Lucy Macfarlane, MSc *Otago*  
 2018 Cindy Morrison, MSc  
 2011 Waruna Weerasekera, BSc(Hons)

#### Tutors

- 2018 Daniel Gordon, MSc  
 2019 Guilana Sewell, MSc

### Institute of Marine Science

#### Director

Simon F. Thrush, BSc(Hons) *Otago*, PhD *E. Anglia*, FRSNZ

#### Business and Operations Manager

Boyd Taylor, MSc

#### Professors

- 2004 Mark J. Costello, BSc(Hons) *NUI (Galway)*, PhD *NUI (Cork)*, Mem.MBA  
 2013 Andrew G. Jeffs, MSc PhD (*jointly with School of Biological Sciences*)  
 1978 John C. Montgomery, BSc(Hons) *Otago*, PhD DSc *Brist.*, FRSNZ  
 2012 Simon F. Thrush, BSc(Hons) *Otago*, PhD *E. Anglia*, FRSNZ (*jointly with School of Environment*)

#### Associate Professors

- 2005 Rochelle Constantine, BSc PGDipSci *Massey*, MSc PhD (*jointly with School of Biological Sciences*)  
 2007 Anthony J. Hickey, MSc PhD (*jointly with School of Biological Sciences*)  
 ◇2012 Carolyn J. Lundquist, BSc *UCLA*, PhD *UC Davis*  
 2013 Craig A. Radford, MSc *Cant.*, PhD  
 2012 Nicholas T. Shears, BSc PhD (*jointly with Statistics*)

#### Senior Lecturers

- 2008 Brendon Dunphy, MSc PhD (*jointly with School of Biological Sciences*)  
 2008 Neill A. Herbert, BSc(Hons) *Wales*, MSc *Plym.*, PhD  
 2000 Shane Lavery, MSc PhD *Qld.* (*jointly with School of Biological Sciences*)  
 ◇2017 Darren Parsons, MSc PhD *N.Carolina State*  
 ◇2015 Xavier Pochon, BSc *Lausanne*, MSc PhD *Geneva*  
 1987 T. Alwyn V. Rees, BSc(Hons) *Liv.*, PhD *Wales*  
 2002 Richard B. Taylor, MSc PhD  
 ◇2017 Anastasija Zaiko, MSc PhD *Klaipėda*

#### Research Fellows

- 2018 Caitlin O. Blain, MSc *Nfld.*, PhD  
 2018 Marco C. Brustolin, MA PhD *Parana*  
 2019 Rebecca Gladstone-Gallagher, MSc PhD *Waik.*  
 2018 Jenny R. Hillman, MSc *James Cook*, PhD  
 2017 Julie A. Hope, BSc *Aberd.*, PhD *St And.*

#### Honorary Lecturers

- Shane Kelly, BSc PhD  
 Weiqun Lyu, BSc(Hons) *Northeast Ag.*, PhD *Liv.J.Moores*  
 Rakhshan Roohi, MS PhD *Colo. State*  
 Kirsty Smith, MSc *Well.*, PhD *Waik.*  
 Karen Tricklebank, MSc PhD *Syd.*

### Mathematics

#### Head of Department

Steven Galbraith, BCMS *Waik.*, MSc *Georgia Tech.*, DPhil *Oxf.*, FNZMS

#### Deputy Head of Department

Warren Moors, PhD *Newcastle(NSW)*, MSc, FNZMS

#### Group Services Manager

Karren Maltseva, BBS PGCertBus *Massey*

#### University Distinguished Professors

- 1983 Marston D. E. Conder, MSocSc *Waik.*, MSc DPhil *DSc Oxf.*, FAMS FNZMS FRSNZ FTICA  
 ◇1992 Sir Vaughan F. R. Jones, DCNZM, DèSc *Geneva*, DSc *Wales, Auck.*, FRS FRSNZ

#### Professors

- 2008 Steven Galbraith, BCMS *Waik.*, MSc *Georgia Tech.*, DPhil *Oxf.*, FNZMS  
 1999 A. Rod Gover, MSc *Cant.*, DPhil *Oxf.*, FRSNZ  
 2008 Jari Kaipio, MSc PhD *Kuopio*  
 2011 Bernd Krauskopf, Dipl-Math *RWTH Aachen*, PhD *Groningen*, FNZMS  
 1997 Eamonn A. O'Brien, BSc *NUI Galway*, PhD *ANU*, FRSNZ FNZMS  
 2011 Hinke M. Osinga, MSc PhD *Groningen*, FNZMS FRSNZ FSIAM  
 1993 Arkadii M. Slinko, MA *Novosibirsk*, PhD DSc *Sobolev Inst. Mathematics*  
 2002 James Sneyd, BSc *Otago*, MS PhD *NYU*, FRSNZ  
 2006 A. F. M. (Tom) ter Elst, MSc *Nijmegen*, PhD *Eindhoven*, FNZMS

#### Emeritus Professors

- Bill Barton, MPhil *Massey*, MSc PhD DipTchg  
 John C. Butcher, ONZM, MSc *NZ*, PhD DSc *Syd.*, FNZMS FRSNZ FSIAM  
 David B. Gauld, ONZM, PhD *Calif.*, MSc, FNZMS  
 Ivan L. Reilly, ONZM, BA MSc DSc *Well.*, AM PhD *Ill.*, CMATH, FIMA  
 Michael O. J. Thomas, MSc PhD *Warw.*, CMATH, FIMA

#### Associate Professors

- 1992 Jianbei An, BSc *Harbin*, PhD *Ill.*  
 2004 Sina R. Greenwood, MSc PhD  
 1992 Vivien Kirk, PhD *Camb.*, MSc, FNZMS  
 2003 Warren Moors, PhD *Newcastle (NSW)*, MSc, FNZMS  
 2008 Claire Postlethwaite, MA PhD *Camb.*  
 2009 Caroline Yoon, PhD *Indiana*, BSc(Hons) MSc

#### Senior Lecturers

- 2008 Graham M. Donovan, BSc *Wash. (Seattle)*, PhD *Northwestern*  
 2016 Pedram Hekmati, MPhil PhD *Royal IT*  
 2016 Igor' Kontorovich, MSc PhD *Tchion*  
 1993 Philip W. Sharp, BSc PhD *Cant.*

- 1994 Stephen W. Taylor, PhD *Minnesota*, MSc  
 2016 Gabriel Verret, MSc *Ott.*, PhD *Ljubljana*  
 1997 Shayne F. D. Waldron, BSc *Cant.*, MA PhD *Wis.*  
 2003 Shixiao Wang, MSc *Northwestern Polytech. Inst.*,  
 PhD *Paris VI*

**Lecturers**

- 2016 Anna Barry, BA MS *West. Wash.*, PhD *Boston*  
 2012 Tanya Evans, Dip (Red) *Herzen*, MA PhD *Rice*  
 2018 Marie Graff, BSc *Louis-Pasteur*, MSc *Paris-Sud XI*, PhD *Pierre Marie Curie*  
 2017 Gemma Mason, BSc(Hons) *Cant.*,  
 CertAdvStMaths *Camb.*, PhD *Cal. Tech.*  
 2012 Sione Na'a-Pangai Ma'u, MSc PhD  
 2017 Jeroen Schillewaert, MCompEng MMaths PhD  
*Ghent*

**Professional Teaching Fellows**

- 2017 Josephina Ah Sam, BSc MProfStud GradDipTchg  
 2016 Padraic Bartlett, BA *Chicago*, PhD *Cal. Tech.*  
 2013 Phil Kane, MAdLitNumEd MPhil *Auck.UT*,  
 DipTchg *ASTC*, BSc  
 2019 John Mitry, BSc(Hons) PhD *Syd.*  
 2002 Garry Nathan, DipTchg(Dist.) *ATC*, MA  
 PGDipSci(Dist.) PhD  
 2007 Julia C. Novak, MMATH *Salf.*, PhD *Lond.*  
 2013 Rachel Passmore, BSc(Hons) *Reading*,  
 PGDipTchg *ACE*, MSc PGDipSci  
 2018 Malia Puloka, BSc *NSW*, MEdL *Auck.UT*, DipEd  
*Tonga IE*, PGDipSci  
 2014 Nicolette Rattenbury, PGCAP *Manc.Met.*, MSc  
 PhD  
 2019 Jonathan Stephenson, BSc(Hons) *Well.*, MS PhD  
*Chic.*

**Research Fellows**

- 2017 Andrus Giraldo, BSc(Hons) PhD  
 2018 Cris R. Hasan, MSc PhD  
 2014 Stefanie Hittmeyer, Dipl.-Math, *Bielefeld*, PhD  
 2016 Andrew Keane, BSc *Monash*, BSc(Hons) *NE*, PhD  
 2019 Stefan Ruschel, MSc *TU Munich*

**Physics****Head of Department**

Richard Easther, BSc(Hons) PhD *Cant.*

**Group Services Manager**

Karren Maltseva, BBS PGCertBus *Massey*

**Professors**

- 2010 Neil Broderick, PhD  
 2006 Roger Davies, BSc(Hons) *Well.*, PhD *Wisconsin-Madison*  
 2012 Richard Easther, BSc(Hons) PhD *Cant.*  
 1975 John Harvey, PhD *Sur.*, MSc, Mem.IEEE, FRSNZ  
 2013 Shaun Hendy, BSc(Hons) *Massey*, PhD *Alta.*,  
 FRSNZ  
 2007 M. Cather Simpson, BA *Virginia*, PhD *New Mexico*, FRSNZ, LMACS (*jointly with School of Chemical Sciences*)

**Dan Walls Professor of Theoretical Physics**

- 2002 Howard Carmichael, PhD *Waik.*, MSc, FRSNZ  
 FAPS FOSA, MInstP

**Emeritus Professor**

Geoffery Austin, BA *Camb.*, MSc PhD *Cant.* FRSNZ FNZIP

**Associate Professors**

- 2003 Stéphane Coen, EngPhys PhD *Brussels*, FOSA  
 1989 Matthew Collett, MSc *Waik.*, PhD *Essex*  
 2016 Nicola Gaston, BA BSc(Hons), PhD *Massey*  
 1993 Malcolm Grimson, BSc *E. Anglia*, PhD *Kent*,  
 FInstP *Lond.*, CPhys  
 1991 Rainer Leonhardt, DipPhys, Dr. rer. nat *Munich*  
 2003 Stuart Murdoch, MSc PhD  
 1996 Scott Parkins, MSc DPhil *Waik.*  
 2012 Craig Stevens, BEng(Hons) *Adel.*, PhD *W. Aust.*  
 2013 Kasper van Wijk, MS *Utrecht*, PhD *Colo. Sch. Mines*  
 2005 Frédérique Vanholsbeeck, Lic Phys, PhD  
*Université Libre de Bruxelles*  
 1981 Peter Wills, BSc PhD

**Senior Lecturers**

- 2014 Gilles Bellon, BSc *Ecole Polytech.*, MSc PhD  
*Paris VI*  
 2011 J. J. Eldridge, MSci MA PhD *Camb.*, FASA FRAS,  
 MInstP  
 2012 Miro Erkintalo, MSc PhD *Tampere UT*  
 2002 Maarten Hoogerland, MSc *Leiden*, PhD  
*Eindhoven UT*, MAOS MOSA MAPS  
 1995 David Krofcheck, BSc *Carnegie Mellon*, MSc PhD  
*Ohio State*, APS-DNP  
 2019 Elke Pahl, DiplChem Dr.rer.nat *Heidelberg*  
 2013 Nicholas Rattenbury, PGCAP PGDipLaw *Manc.*,  
 MSc PhD, FRAS  
 2013 Geoff Willmott, MSc MA PhD *Camb.* (*jointly with School of Chemical Sciences*)

**Lecturers**

- 2016 Tra Dinh, MSc PhD *Wash.*  
 2013 Dion O'Neale, BA BSc(Hons) MSc *Heinrich-Heine*, PhD *Massey*, MRSNZ

**Professional Teaching Fellows**

- 2001 Mark Conway, MSc  
 2018 Tristan O'Hanlon, BSc PGDipSci  
 GradDipTchg(Sec)  
 2012 Anna Yang, MSc

**Senior Research Fellows**

- 2016 Claude Agueraray, MSc MEng PhD *Bordeaux*  
 2019 Marco Bonesi, BE PhD *Cran.*  
 2014 Cushla McGoverin, BSc(Hons) PhD *Otago*

**Postdoctoral Research Fellows**

- 2019 Reza Amani, BE PhD *Tokyo*  
 2018 Miguel A. Balzán, MSc *Simon Bolivar*, PhD  
*Alberta*  
 2017 Victor Sanchez Cordero Canela, BSc(Hons)  
*UNAM*, PhD  
 2017 David Coppin, PhD *Paris VI*  
 2018 Mateja Gosenca, BA *Ljubljana*, MSc PhD *Sus.*  
 2019 Shahna Haneef, MSc PhD *Madr.*  
 2016 Shaun Hotchkiss, BSc(Hons) DPhil  
 2016 Sylwia Kolenderska, PhD *Torun*  
 2017 Benjamin P. P. Mallett, BSc(Hons) PhD *Well.*  
 2018 Vincent Wei Chung Ng, BSc(Hons) PhD *Macq.*  
 2018 Anna Radionova, MSc *NRNU*, PhD  
 2017 Sophie Shamailov, PhD *Massey*

- 2017 Jami Shepherd, MSc PhD  
 2019 Celina Sikorska, MSc PhD *Gdansk*  
 2019 Heloise Stevance, MPhys PhD *Sheff.*  
 2017 Frederick S. Wells, BSc(Hons) PhD *W'gong.*  
 2018 Dominik Walter Vogt, MSc *Ilmenau UT*, PhD

### Honorary Research Fellows

- Paul Barker, BA *Oxf.*, PhD *Manc.*  
 Barry Brennan, BSc(Hons) PhD, MNZIP  
 Birgit Hassler, PhD *LMU*  
 Richard Provo, BTEch PhD  
 Graeme Putt, BSc PhD *Melb.*, FAIP FNZIP, MAAPT  
 Detlef Rost, Dr.rer.nat PGDipSci *Heidelberg*  
 Igor Shvarchuck, BSc *Moscow*, MSc PhD *Amsterdam*  
 Chris Tindle, PhD *Br.Col.*, MSc, FNZIP FASA

## Psychology

### Head of School

- Suzanne C. Purdy, PhD *Iowa*, DipAud *Melb.*, MSc

### Deputy Head of School (Academic)

- Claire Cartwright, BA *Qld.*, MA PhD, DipClinPsych

### Deputy Head of School (Research)

- Ian Kirk, BSc PhD *Otago*

### Group Services Manager

- Michael Groom, DipPRM *Lincoln(NZ)*

### Professors

- 2010 Quentin Atkinson, BA(Hons) PhD  
 1999 Suzanne Barker-Collo, HBA *Manit.*, MA PhD *Lakehead*  
 2001 Virginia Braun, MA PhD *Lough.*  
 1990 Douglas Elliffe, BSc PhD  
 1991 Nicola Gavey, MA PhD DipClinPsych  
 ◇1993 Russell D. Gray, BSc PhD, FRNSZ  
 1997 Niki Harré, MA PhD  
 1999 Ian Kirk, BSc PhD *Otago*  
 1988 Anthony J. Lambert, BSc *Sheff.*, PhD *Leic.*  
 2005 Nickola C. Overall, MSc PhD *Cant.*  
 2003 Suzanne C. Purdy, PhD *Iowa*, DipAud *Melb.*, MSc  
 2005 Christopher G. Sibley, BA BSc(Hons) PhD *Well.*

### Emeritus Professors

- Michael C. Corballis, ONZM, BA MSc NZ, PhD *McG.*, Hon.  
 LLD *Wat.*, MA, FAAAS FAPA FAPS FNZPsS FRNSZ  
 Michael C. Davison, BSc(Hons) *Brist.*, PhD *Otago*, DSc,  
 FRNSZ FABAI  
 John Duckitt, BA *Cape Town*, MA *Natal*, PhD *Witw.*  
 John Irwin, MA NZ, PhD *Tufts*, FAPS FNZPsS  
 Glynn Owens, BTEch(Hons) *Brun.*, DPhil *Oxf.*, AFBPsS  
 Frederick W. Seymour, ONZM, BA *Well.*, MA *W.Aust.*,  
 PhD, FNZPsS

### Associate Professors

- 2003 Claire Cartwright, BA *Qld.*, MA PhD,  
 DipClinPsych  
 2011 Paul Corballis, MSc MA MPhil PhD *Col.*  
 2010 Kerry Gibson, BJourn *Rhodes*, MAClinPsych PhD  
*Cape Town*  
 1997 Jeffrey P. Hamm, BSc *Qu.*, MSc PhD *Dal.*  
 1994 Michael J. Hautus, MSc PhD  
 1999 Ian Lambie, BA *Otago*, PhD PGDipClinPsy DipBus  
 2018 Eileen Lueders, MA PhD *Zurich*

- 2011 Danny Osborne, MA *CSUB*, MA PhD *UCLA*  
 1994 Lynette J. Tippett, MSc PhD DipClinPsych  
 2000 Karen E. Waldie, BSc *Vic.(BC)*, MSc PhD *Calg.*  
 2013 Gwenda M. Willis, BA(Hons) PGDipClinPsych PhD  
*Cant.*

### Senior Lecturers

- ◇2006 Angela Arnold-Saritepe, MS *Sthn. Ill.*, MSc PhD,  
 BCBA-D  
 2014 Sarah Cowie, BA(Hons) PhD  
 2016 Margaret Dudley PhD *Waik.*, MA PGDipClinPsych  
 2011 Shiloh Groot, BSocSc(Hons) PhD *Waik.*  
 2009 Annette Henderson, BA(Hons) MSc *Calg.*, PhD  
*Qu.*  
 2006 Elizabeth R. Peterson, BSc(Hons) *Well.*, MSc PhD  
*Edin.*  
 2012 Alexander H. Taylor, BA(Hons) *Oxf.*, PhD

### Lecturers

- 2018 Christopher Erb, BA, *Cinc.*, PhD *Brown*  
 1993 Barry Hughes, DipPE *Otago*, MSc PhD *Wis.*  
 2017 Lixin Jiang, BA *Anhui*, MS *Sun Yat-Sen*, PhD  
*Wash. State*  
 2015 Jade Le Grice, BA(Hons) PhD  
 2015 Sarah Leadley, MSc PGDipAppPsych, BCBA  
 2017 Sam Manuela, MSc PhD  
 2019 Jessica A Maxwell, BA(Hons) *Qu.*, MA PhD *Tor.*  
 2018 David Moreau, MSc PhD *Lille*  
 2017 Katrina Phillips, MSc PGDipAppPsych PhD, BCBA

### Professional Teaching Fellows

- 2019 Svetlana Daly, MA PGDipAppPsych, BCBA  
 ◇2006 Nigel George, BA(Hons) *Sus.*, DCLinPsych *Lond.*  
 2007 Andrea Mead, MA PGDipAppPsych  
 PGCertAcadPrac

### Senior Tutors

- 2002 Michelle Burstall, MA PGDipForensic  
 ◇1998 Susan Cowie, MSc PGDipClinPsy *Otago*, PhD  
 ◇1993 Fiona Howard, MA DipClinPsych

### Research Fellows

- 2019 Jessica Aitken, PhD *Otago*  
 2018 Jude Buckley, BPhEd *Otago*, MSc PhD  
 2018 Anastasia Ejova, BPsySc(Hons) PhD *Adel.*  
 2018 Florian Kurth, MD PhD *Düsseldorf*  
 2018 Joan Leung, BA(Hons) PhD  
 2018 Rachel Low, MSc PhD  
 2016 Catherine Morgan, BSc(Hons) *Leeds*, MSc PhD  
*KCL*  
 2014 Reece P. Roberts, BSc(Hons) PhD  
 2017 Nathan Ryckman, BA(Hons) PhD  
 2018 Samantha Stronge, BSc(Hons) PhD

### Honorary Academics

- Donna Rose Addis, MA PhD *Tor.*, FRNSZ FAPS  
 Suzanne Blackwell, BA MSocSc PGDipClinPsy PhD  
 Linda Cameron, BS *UCSB*, MS *Wisconsin-Madison*, PhD  
 Peter Dowrick, MSc PhD  
 Isabelle Haberling, MSc *Zurich*, PhD  
 Sylvia Hach, PhD *Leipzig*, MA  
 William G. Hayward, MA *Cant.*, MS MPhil PhD *Yale*  
 Dorothy Howie, MA PhD  
 Jason Landon, MSc PhD  
 Lindsay Matthews, BSc MSocSc PhD *Waik.*  
 Miriam Meyerhoff, MA *Well.*, PhD *Penn.*

Mei Peng, MA PhD  
 Daniel Shepherd, MSc PhD  
 Russell Taylor, MSocSc DipPsych(Clin) *Waik.*,  
 GradDipHlthEcon *Monash*, PhD  
 Gareth Terry, MA PhD  
 Graham Vaughan, MA NZ, PhD *Well.*, FNZPsS  
 Javier Virues-Ortega, BA MS *Granada*, PhD *Juan Carlos*  
 Margaret Wetherell, MA PhD *Brist.*, FRSNZ

## Speech Science

### Head of Discipline

Clare M. McCann, BSLT *Cant.*, MA PhD *Reading*

### Director of Clinical Education

Philippa Friary, BSLT(Hons) *Cant.*, DipHlthServMgt  
*Manc.*

### Senior Lecturers

◇2001 Elaine Ballard, MA *Prin.*, PhD *Cornell*  
 2007 Linda Hand, BA *Cant.*, DipT(End.SpThy) *CTC*, MA  
*Iowa*, PhD *Macq.*  
 2005 Clare M. McCann, BSLT *Cant.*, MA PhD *Reading*  
 2010 Anna Miles, BSc(Hons) *Lond.*, PhD *Cant.*

### Professional Teaching Fellows

2012 Selena Donaldson, BSLT *Cant.*, MSc  
*Newcastle(UK)*  
 2007 Liz Fairgray, MSc *Calif. State*  
 2007 Bianca Jackson, BA(Hons) *Reading*, MSc  
 PGCertClinEd

### Research Fellows

2017 Sylvia H. S. Leão, BA *UNICAP*, MSc *UNIFESP*, PhD  
 2019 Michael R. D. Maslin, MSc *CAC* PhD  
 2017 Abin Kuruvilla Mathew, MA *Manipal*, PhD  
 2006 Moira Nelson, BA BSLT *Cant.*, MSc  
 ◇2016 Julie Plourde, BSc MSLT *Montr.*  
 2017 Lucy Sparshott, BSLT BA PGCertCT *Cant.*, MSc

### Honorary Academics

William Keith, QSO, MA PhD *Houston*  
 Andrea Kelly, BSc MAud PhD  
 Randall Morton, MBBS *Adel.*, MSc *Cape Town*, FRACS  
 Kevin Munro, MSc PhD *S'ton.*, PGDipMgmtStud *Brun.*  
 Susan Pockett, MSc PhD *Otago*

## Statistics

### Head of Department

James M. Curran, MSc PhD, FCSFS FASA

### Group Services Manager

Karren Maltseva, BBS PGCertBus *Massey*

### Professors

2005 James M. Curran, MSc PhD, FCSFS FASA  
 1999 Rachel M. Fewster, MA *Camb.*, PhD *St. And.*  
 ◇2017 Judi Hewitt, MSc *Waik.*, PhD *Abo Akademi*,  
 FRSNZ  
 2010 Thomas S. Lumley, BSc(Hons) *Monash*, MSc  
*Oxf.*, PhD *Wash.*, FASA FRSNZ  
 ◇1990 Christopher M. Triggs, MSc PhD  
 ◇1979 Christopher J. Wild, PhD *Wat.*, MSc, FASA  
 FRSNZ

### Emeritus Professor

George A. F. Seber, MSc NZ, FRSNZ

### Adjunct Professors

2018 John Buckleton, MSc PhD DSc, FRSNZ  
 2005 Bruce S. Weir, BSc(Hons) *Cant.*, PhD *N.Carolina*  
*State*, FASA FRSNZ  
 2015 Hadley Wickham, MSc PhD *Iowa State*, FASA

### Associate Professors

2018 Simon C. Harris, BA(Hons) PhD *Camb.*  
 1994 Renate Meyer, DipMaths PhD *RWTH Aachen*  
 1996 Russell B. Millar, MSc PhD *Wash.*  
 1999 Paul R. Murrell, MSc PhD, FASA  
 2010 James Russell, MSc PhD PGDipSci (*jointly with*  
*School of Biological Sciences*)  
 2012 Nicholas T. Shears, BSc PhD (*jointly with*  
*Institute of Marine Science*)  
 2019 Alain C. Vandal, BSc MA *McG.*, PhD  
 1992 Ilze Ziedins, BA *Waik.*, PhD *Camb.*, FNZMS

### Senior Lecturers

2012 Brendon J. Brewer, BSc(Hons) PhD *Syd.*  
 1997 Stephanie C. Budgett, BSc(Hons) PhD *Glas.*  
 2012 Ciprian Doru Giurcaneanu, MSc *Bucharest*, PhD  
*Tampere*  
 2018 M. Beatrice Jones, BSc *Johns Hopkins*, MSc PhD  
*Wash.*  
 1994 Patricia A. Metcalf, MSc PhD  
 1993 Arden E. Miller, BSc *Vic.(BC)*, MMaths PhD *Wat.*  
 1997 Geoffrey Pritchard, BSc PhD *Wis.*  
 2010 Katya Ruggiero, BSc(Hons) *La Trobe*, PhD *Waik.*  
 ◇2012 Ian Tuck, BSc *Wales*, MSc *Aberd.*, PhD *Lond.*  
 2003 Yong Wang, MEng *Huazhong*, PhD *Waik.*  
 2014 Yalu Wen, BSE *Zhejiang*, MSc PhD *Mich.*  
 1997 Thomas W. Yee, MSc PhD

### Lecturers

2018 Azam Asanjarani, MSc PhD *Amirkabir UT*, PhD  
*Qld.*  
 2020 Matthew C. Edwards, BSc(Hons) *Well.*, PhD  
 2014 Jesse Goodman, BA PhD *Br.Col.*  
 2019 Charlotte Moragh Jones-Todd, BSc(Hons)  
*Aberystwyth*, MSc PhD *St.And.*  
 2019 Jeong Eun (Kate) Lee, MSc PhD *Qld.UT*  
 2017 Claudia Rivera, BSc *UNAL*, PhD  
 2016 Mehdi Soleymani, MSc PhD *HKU*  
 2017 Ben C. Stevenson, PhD *St. And.*, MSc  
 2020 Earo Wang, BCom(Hons) *Monash*  
 2018 Shanika Wickramasuriya, BSc(Hons) *Colombo*,  
 PhD *Monash*

### Professional Teaching Fellows

2012 Heti Afimeimounga, MSc PhD  
 1993 Andrew P. Balemi, MSc PhD  
 2019 Lisa Chen, BSc(Hons) PhD  
 1996 Jocelyn M. Cumming, DipTchg *ACE*, BA PGDipSci  
 2015 Anna-Marie Fergusson, BSc BMus *Well.*,  
 GradDipTchg *WCE*, MProfStuds  
 2011 A. Marie Fitch, BA MAPplStats DipEd PhD  
*Massey*, DipTchg *ACE*, BSc(Hons)  
 1999 Mike N. Forster, BA BCom MSc PGDipSci  
 2017 Rhys C. Jones, BSc(Hons) *S.Wales*, MSc *Cardiff*  
*Met.*, MSc(Res) *Glas.*, EdD *PGCE Cardiff*  
 1998 Christine Miller, BCom



- 1990 David P. Smith, BSc DipStats DipCompSci  
 2017 Emma Wilson, BSc GradDipSci GradDipTchg(Sec)  
 2000 Susan Wingfield, BA PGDipSci

**Senior Tutor**

- 1999 Leila Boyle, BSc PGDipSci

**Senior Research Fellows**

- 2009 Yannan Jiang, BSc *Beijing Normal*, MSc PhD  
 2011 Avinash Pillai, MSc

**Postdoctoral Research Fellow**

- 2018 Patricio Maturana Russel, MSc PhD

**Honorary Professors**

- Peter B. Davis, BA *S'ton*, MSc *LSE.*, PhD (*jointly with School of Social Sciences and School of Population Health*)

- Alan J. Lee, PhD *N.Carolina*, MA

**Honorary Associate Professors**

- G. Ross Ihaka, PhD *Calif.*, MSc  
 Maxine J. Pfannkuch, MSc PhD DipTchg  
 David J. Scott, BA PhD *ANU*, DipCompSci *La Trobe*

**Honorary Senior Lecturers**

- SallyAnn Harbison, BSc(Hons) PhD *Liv.*  
 Peter Mullins, MSc

**Honorary Research Fellow**

- T. Rolf Turner, BA(Hons) *Vic.*, MSc *Qu.*, PhD *Michigan*, MStat *NSW*

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## Auckland Bioengineering Institute

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*Dates given are those of taking up employment. Where degrees and diplomas are shown without the name of the awarding university, the university is Auckland. ◇ Denotes a part-time, permanent appointment.*

**Director**

- Peter J. Hunter, MNZM, DPhil *Oxf.*, ME, FRSNZ FRS

**Deputy Director**

- Merryn H. Tawhai, ME PhD, FRSNZ

**University Distinguished Professor**

- 1978 Peter J. Hunter, MNZM, DPhil *Oxf.*, ME, FRSNZ FRS

**Professors**

- ◇2018 Mark Billingham, BCMS(Hons) MPhil *Waik.*, PhD *Wash.*  
 2003 Leo K. Cheng, BE(Hons) PhD  
 1996 Simon C. Malpas, BSc *Well.*, PhD *Otago* (*jointly with Physiology*)  
 2003 Martyn P. Nash, BE(Hons) PhD (*jointly with Engineering Science*)  
 1993 Poul M. Nielsen, BE BSc PhD (*jointly with Engineering Science*)  
 1977 Bruce H. Smaill, BE BSc(Hons) *Cant.*, DIC PhD *Lond.*  
 2001 Merryn H. Tawhai, ME PhD, FRSNZ

**Associate Professors**

- 2000 Iain A. Anderson, ME PhD (*jointly with Engineering Science*)  
 ◇2011 Thor F. Besier, PhD *W.Aust.* (*jointly with Engineering Science*)  
 2001 David M. Budgett, BE(Hons) *Cant.*, PhD *Lond.*  
 2012 Bernard De Bono, MD *Malta*, PhD *Camb.*  
 2010 Justin W. Fernandez, BE PhD (*jointly with Engineering Science*)  
 2018 Andrew Paul Monk, BSc(Hons) MSc *Leeds*, MBBS *Lond.*, DPhil *Oxf.*, FRCSEd  
 2018 Suranga Nanayakkara, BEng(Hons) PhD *NU Singapore*  
 2016 Greg O'Grady, MBChB PhD, FRACP (*jointly with Surgery*)  
 2012 Mark Sagar, BSc PhD  
 ◇2007 Andrew Taberner, MSc(Tech) PhD *Waik.* (*jointly with Engineering Science*)

- 2018 Alan Defeng Wang, BEng *Jilin*, ME *Xidian*, PhD *HKPU* (*jointly with Anatomy and Medical Imaging*)

**Senior Research Fellows**

- 2013 Timothy Angeli, MSE *Michigan*, PhD  
 2008 Koray Atalag, MD PhD, FACHI  
 2017 David Baddeley, MSc PhD *Heidelberg*  
 2003 Gib Bogle, BSc DIC *Lond.*, PhD  
 2010 Christopher P. Bradley, BSc BE(Hons) PhD  
 2016 Kelly Burrowes, BE(Hons) PhD  
 2008 Alys Clark, BA(Hons) *Oxf.*, MSc PhD *Adel.*  
 2011 Peng Du, BE(Hons) PhD (*jointly with Engineering Science*)  
 2012 June-Chiew Han, BE(Hons) PhD  
 2010 Jennifer A. Kruger, BSc *Witw.*, MSc PhD  
 2011 J. Daniel McCormick, MSc PhD  
 2005 Kumar Mithraratne, BSc(Eng) *Moratuwa*, MSc *Dist. Lond.*, PhD *NU Singapore*  
 2009 David P. Nickerson, ME PhD  
 2013 Niranchan Paskaranandavadivel, ME PhD  
 2017 Samuel Rosset, MSc PhD *EPFL*  
 1999 Greg B. Sands, BE(Hons) PhD  
 2006 Vickie B. K. Shim, BA BE(Hons) PhD  
 ◇2007 Vinod Suresh, BTech *IIT Chennai*, MS PhD *Stan.* (*jointly with Engineering Science*)  
 2001 Mark L. Trew, BE PhD  
 2008 Jason Turuwhenua, MSc PhD *Waik.* (*jointly with Optometry and Vision Science*)  
 2007 Jichao Zhao, MS *Northeastern (China)*, PhD *W.Ont.*

**Research Fellows**

- 2016 Massoud Alipour, ME PGDipInfSc *Massey*, PhD  
 2019 Hanna Allerkamp, PhD *TiHo*  
 2018 Recep Avci, BS *Bogazici*, MS *C.Arkanas*, PhD *Arkansas*  
 2015 Thiranjia P. Babarenda Gamage, BE(Hons) PhD  
 2018 Huidong Bai, ME *UESTC*, PhD *Cant.*  
 2018 Amit Barde, BA *SAE*, PhD *Cant.*  
 2017 Julie Choinsne, MSc *ESILV*, PhD *Old Dominion*

- 2019 Nawshin Dastagir, BEng QMUL, PhD Leic.  
 2018 Robert J. Gallichan, BE(Hons) PhD  
 2016 Kathleen Gilbert, BE(Hons) PhD  
 2017 Amir HajiRassouliha, BSc Isfahan UT, MSc Iran  
 2017 Geoffrey Handsfield, BS E.Carolina, PhD Virginia  
 2011 Harvey Ho, BE SCUT, MSc PhD  
 2012 Jagir R. Hussan, BE Coimbatore IT, PhD  
 2011 Haribalan Kumar, BS Natnl.IT, Trichy, MS  
 Kettering, PhD Iowa  
 2019 Tet Chuan Lee, BE(Hons) PhD  
 2013 Ho Leung, BE(Hons) PhD  
 2018 Denys J. C. Matthies, BA Potsdam, MSc LMU  
 Munich, PhD Rostock  
 2018 James W. McKeage, BE(Hons) PhD  
 2018 Shu Meng, BE(Hons) Northeastern (China), PhD  
 2018 Anna Mira, MSc INSA, PhD Grenoble Alpes  
 2019 Leyla Noroozbabae, BSc Guilan, MSc Ferdowski  
 2019 Yun Suen Pai, ME Malaya, PhD Keio  
 2019 Toan Pham, MSc PhD (jointly with Nutrition and  
 School of Biological Sciences)  
 2013 Bryan Ruddy, MS PhD MIT (jointly with  
 Engineering Science)  
 2015 Soroush Safaei, BE Sharif UT, PhD  
 2018 Marco Tien-Yueh Schneider, BE(Hons) PhD  
 2018 Nicholas Sunderland, MBChB Oxf., MRCP(UK)  
 2018 Gonzalo Maso Talou, BE UNICEN, PhD  
 NatSciLabComp  
 2011 Kenneth Tran, BE(Hons) PhD  
 2009 Seyed Ehsan Vaghefi, BSc Tehran, MSc NSW,  
 PhD (jointly with Optometry and Vision Science)  
 2012 Yang Wang, BE(Hons) PhD  
 2018 Haimo Zhang, BE(Hons) PhD NU Singapore

### Honorary Professors

- Edmund J. Crampin, BSc(Hons) Lond., DPhil Oxf.  
 Ian Hunter, MSc DCP PhD  
 Oliver Röhrle, MS Wisc., PhD Colorado  
 Nicolas Peter Smith, BE(Hons) PhD

### Honorary Associate Professors

- Chris Barclay, MSc PhD  
 Yaodong Gu, BCE MSc Ningbo, PhD Liv.J.Moores  
 Ian J. LeGrice, BE MBChB PhD DipPT  
 Denis Loiselle, MSc Alta, PhD Dal., DipPhEd Otago  
 Rocco Paolo Pitto, MD Catholic U. Rome, PhD Erlangen-  
 Nuremberg  
 Timothy Woodfield, BE(Hons) Cant., MASC Tor., PhD  
 Twente

### Honorary Senior Research Fellows

- Raj Das, BE Jad., PhD Monash, MIEAust. MASME  
 Vijay Rajagopal, BE(Hons) PhD

### Honorary Research Fellows

- Nandoun Abeysekera, BE(Hons) MBChB  
 Susann Beier, BSME(Hons) Baden-Wuerttemberg, ME  
 PhD  
 Bryan Caldwell, BSc(Hons) PhD  
 Armen Alex Gharibans, MS Illinois (Urbana-  
 Champaign), PhD UCSD  
 Patrick Gladding, MBChB PhD, FRACP  
 Ernst-Friedrich Markus Henke, Dr.Ing TU Dresden  
 Angus McMorland, BBiomedSc(Hons) PhD  
 Shawn A. Means, MS New Mexico, PhD  
 Kimberley M. Mellor, BSc(Hons) PhD Melb.  
 Jacob Munro, MBChB PhD, FRACS  
 Glenn Ramsey, ME PhD  
 Ju Zhang, BE(Hons) PhD

### Honorary Research Associates

- Michael Boland, DipSpMed Lond., MBChB, FRCSGlas,  
 FRACS  
 Ross Green, BE(Hons) PhD  
 Bronwen Kelly, BSc(Hons) Cape Town, MSLT PhD Cant.,  
 MRSNZ  
 Katja Oberhofer, MSc ETH Zurich, MSc Case Western,  
 PhD  
 Sian Williams, BSc(Hons) PhD W.Aust.  
 Daniel Xu, BE(Hons) PhD

## Liggins Institute

Dates given are those of taking up employment. Where degrees and diplomas are shown without the name of the awarding university, the university is Auckland. ◇ Denotes a part-time, permanent appointment.

### Director

- Frank H. Bloomfield, BSc(Hons), MBChB Manc., PhD,  
 FRACP, MRCP(UK)

### Institute Operations Manager

- Lynda Pitcaithly, BA Lond., PGDipMarketing Lond. Guild

### Associate Director – Postgraduate

- Jo Perry, PhD Lond., BSc(Hons)

### Associate Director – Research

- Justin M. O'Sullivan, BSc(Hons) Cant., PhD Otago

### University Distinguished Professors

- 1980 Peter D. Gluckman, ONZ, KNZM, MBChB HonDSc  
 Otago, MMedSc DSc, FRACP FRCPCH FMedSci,  
 FRS FRSNZ HonFRANZCOG  
 1989 Jane E. Harding, ONZM, DPhil Oxf., BSc MBChB,  
 FRACP FRSNZ

### Professors

- 2002 Frank H. Bloomfield, BSc(Hons), MBChB Manc.,  
 PhD, FRACP, MRCP(UK)  
 2012 Caroline A. Crowther, MBChB MD Birm., DCH  
 RCP(UK), DDU CMFM, FRANZCOG FRCOG  
 1990 Wayne S. Cutfield, DCH Otago, MBChB MD,  
 FRACP  
 1997 Paul Hofman, MBChB DipObst, FRACP  
 2019 Richard Mithen, BSc(Hons) Wales, PhD E.Anglia  
 1995 Mark Vickers, MSc PhD

### Emeritus Professor

- Michael A. Heymann, MBChB Witw.

### Associate Professors

- 2010 Katie Groom, MBBS PhD Lond., FRANZCOG,  
 CMFM

2012 Justin M. O'Sullivan, BSc(Hons) *Cant.*, PhD *Otago*

#### Senior Lecturers

2006 Jacquie Bay, BSc MEd DipTchg PhD  
 2007 Anne Jaquierey, MBChB DipObst DCH *Otago*, PhD, FRACP  
 2014 Christopher McKinlay, MBChB DipProfEthics PhD, FRACP

#### Senior Research Fellows

2016 Ben Albert, MBChB PhD DipPaed  
 2017 Yvonne Anderson, BSc MBChB *Otago*, DipPaeds, FRACP  
 2008 Tatjana Buklijas, MD *Zagreb*, MPhil PhD *Camb.*  
 2016 José Derraik, MSc *Otago*, PhD *Well.*  
 1995 Mark Oliver, MSc *Waik.*, PhD  
 2005 Jo Perry, PhD *Lond.*, BSc(Hons)  
 2012 Clare Reynolds, BSc(Hons) PhD *UC Dublin*

#### Research Fellows

2018 Celia Grigg, BA *Cant.*, MMid *Otago Polytech.*, PhD *Syd.*  
 2019 Eleanor Kennedy, BA(Hons) *Cork*, MSc *Maastricht*, PhD *Bristol*  
 2009 Felicia Low, MSc *Cant.*, PhD *Otago*  
 2016 Amber Milan, BScN(Hons) *Acadia*, PhD  
 2019 Chris Pook, MRes *Plym.*, PhD *Exe.*  
 2017 Shikha Pundir, MSc *Jiw.*, MSc PhD  
 2017 William Schierding, MS *Wash. (St Louis)*, PhD  
 2017 Tommi Vatanen, MSc PhD *Aalto*

#### Honorary Professors

P. Richard Fisher, CNZM, MBChB *Otago*, CREI, FRANZCOG  
 Mark Hanson, MA DPhil *Oxf.*, FRCOG

#### Honorary Senior Research Fellows

David Cameron-Smith, BSc(Hons) *Tas.*, PhD *Deakin*  
 Elwyn C. Firth, BVSc *Massey*, MSc *Auburn*, PhD *Utrecht*, DSc *Massey*, DACVS  
 Gina O'Grady, MBChB DCH *Otago*, PhD *Syd.*, FRACP  
 Tony Pleasants, MAgSci DipSci *Massey*

#### Honorary Research Fellows

Judith Ansell, MEdPsych PGDipEdPsych PhD  
 Ahila Ayyavoo, MBBS *B'thiar*, DCH *Dr MGR*, Diplomate NB (Paed) *India*, PhD  
 Veronica Boyle, MBChB PhD  
 Deborah Harris, MHS PhD  
 Natasha Heather, DCH *Otago*, MBChB MD, FRACP  
 Timothy Kenealy, MBChB DipObst *Otago*, PhD  
 Ruth Martis, MA *Massey*, PhD  
 Charlotte Oyston, BMedSci(Hons) MBChB DipObst *Otago*, PhD  
 John Peek, MSc PhD  
 Anna Tottman, MB MBBS *Lond.*, RACP, PhD  
 Melissa Wake, MBChB MD, FRACP FAHMS

#### Honorary Clinical Associate Professors

Malcolm Battin, MBChB *Liv.*, MD FRCPC FRACP, MRCP(UK)  
 Craig Jefferies, MBChB MD DipPaeds, FRACP

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## Academic Services

#### Director Academic Services

Joanna Browne, MA *Cant.*

#### Associate Director (Operations)

Dylan Harries, BSc(Hons) *Plym.*

#### Applications and Admissions Manager

Alice Barry, BA

#### Academic Programmes Manager

Lynley Pritchard, MMS *Waik.*, LLB

#### Examinations Services Manager

Lisette Montgomerie, LLM *NSW*, BA LLB

#### Records, Enrolment and Fees Manager

Raewyn Knight

#### Scheduling Services Manager

Jack Scott

#### Scholarships and Graduation Manager

Margaret Crannigan Allen, MBA *Massey*

#### Service Delivery Manager

Jacinta Mose

#### Student Contact and Support Manager

Bronwyne Hawkins

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## Alumni Relations and Development

#### Director, Alumni Relations and Development

Mark Bentley, BA(Hons) *Lanc.*, MBA

#### General Manager, University of Auckland Foundation

Richard Sorrenson, MA PhD *Prin.*, MSc

#### Associate Director, Business Intelligence

John Bird, BSc(Hons) *Nott.*

#### Associate Director, Development

Mary Jane Boland, BA PGDipJ *Cant.*

#### Associate Director, Communications and Alumni Relations

Karen Thompson

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## Auckland UniServices Limited

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**Chief Executive Officer**

Andy Shenk, BSc Rhodes Coll., PhD Delaware

**Chief Operating Officer**

Ian Olan, MBA BUAP, FCPA, ACMA PMP MInstD

**Executive Director – Commercialisation**

Will Charles, BSc(Hons) St And., DipBus

**Executive Director – Strategic Growth**

Greg Murison, BSc Cant., PhD PGDipSci Otago

**Acting Executive Director – Business Units**

Anne McLean, BA Massey, RCN

**Kaiārahi Uniservices**

Jeremy Hema, BSc LLB

**General Counsel**

Sandra King, MSc LLB

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## Campus Life

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**Director Campus Life**

Brendan Mosely, MA Well., PGDipBus

**Associate Director (Commercial Services)**

Paul Divers, BA(Hons) Kingston(UK)

**Associate Director (Student Wellbeing and Engagement)**

Anne-Marie Parsons, BA Flin., MEnt Melb.

**Associate Director (Accommodation)**

Micheal W. Rengers, BA Sarah Lawrence

**Associate Director (Sport and Recreation)**

Sean Smith, BPhEd Otago

**Associate Director (Service Improvement)**

Rachel Stansfield, PGCertMgmt Waik., NatDipBusStud Auck.UT

**Proctors**

Gillian Lewis, BSc(Hons) PhD Otago

Micheal W. Rengers, BA Sarah Lawrence

**Communications and Marketing Manager**

Amelia Dixon, BA UC Santa Barbara

**Maclaurin Chaplain to the University**

Rev. Carolyn Kelly, BD Otago, PhD Aberd., MA DipTchg

---

## Communications and Marketing

---

**Director, Communications and Marketing**

Dianne Head, PGDipBus

**Associate Director, Marketing**

Kirsten McHarg, BMS(Hons) Waik.

**Associate Director, Communications**

Todd Somerville, MA Cant., MLitt Oxf.

**Director, Schools Partnership Office**

Dennis Matene, MMgt PGDipSportMgt Massey, DipTchg NSTC

**Web Manager**

Penny Collins

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## Digital Services

---

**Chief Digital Officer**

Stephen Whiteside, BCom, MNZCS, CA

**Director, National eScience Infrastructure**

Nick Jones, MCom

**Chief Technology Officer, Connect**

Jason Mangan, BCom

**Deputy Chief Technology Manager, Connect**

Justin Richardson

**Associate Director, Academic Solutions**

Aldon Hartley, ME

**Associate Director, Applications**

Robert Egglestone, BE(Hons)

**Associate Director, Infrastructure**

Keith Hedley, BSc

**Chief Information Security Officer**

James Harper, BSc(Hons)

**Customer Experience Manager**

Paul Boakes

**Associate Director, Service Performance**

Lynette Farrell

**Director, Digital Strategy and Architecture**

John Pye

**Identity and Access Management Manager**

Tamara Al-Salim, BSc

**Chief Digital Architect**

Tim Chaffe, BSc

**Communications and Events Manager**

Lynda Clements

**IT Procurement Manager**

Xian Fu, PGDipCom

**Digital Strategy and Planning Manager**

Brett Harvey

**IT Project Management Office Manager**Shakeel Qureshi, BEng(Hons) MSc *Birm.***Digital Experience Lead**

Oliver Tipping

**Director, Auckland Online**Mark Howard, MEntr *Otago*

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**Equity Office**

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**Pro Vice-Chancellor (Equity)**

◇Trudie McNaughton, QSM, MA

**Director – Resources**

Vicki Watson

**Director – Staff Equity**

Prue Toft, MA

**Director – Student Equity**Terry O'Neill, PhD *Belf.***Manager, Student Disability Services**Mark Thomson, MA *Sus.*

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**Financial Services**

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**Chief Financial Officer**Peter Gudsell, BAgSc(Hons) MCom *Lincoln(NZ)*,  
PGDipAcc *Well.*, PGCert(MgtSt) *Waik.*, CA**Manager, Financial Analytics and Planning**

Robert Taylor, BCom, CA

**Senior Finance Business Partners**

Andrew Hodgson, BCom, CA

Jane Koch, ACMA

Tony Shih, BMS *Waik.*, GradDipBus, CA**Manager, Shared Transaction Centre**

Sarah Gray

**Manager, Research Operations Centre**

Tracey Dixie

**Manager, Strategic Procurement**David Rees, HOC *Carrington*, PGDipBus CertGMP,  
FNZIHM FACHSE**Manager, Performance and Risk**

Rachelle Miller, MCom, CA

**Treasurer**Mudasir Matto, MAppFin *Well.*, INFINZ(CFTP)**Head of Financial Business Services**

Kate Marsh

**Head of Financial Planning and Analysis**Bridget Fitzpatrick, BCom *Otago*, MBA *Lond.Met.*, CA**Head of Financial Operations**Sharmaine Naidoo, BCom *S.Af.*, PGDipBusAdmin  
S.Cross, FCPA

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**Foundation Studies Programmes**

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**New Start****Programme Manager**

Maria Meredith, MA

**Administration Assistant**

Eija Linden-Saffioti

**University of Auckland Tertiary Foundation  
Certificate****Programme Coordinator**

Stephanie Wyatt, MA, DipTchg

**Assistant Coordinator**Rachel Passmore, MA *Reading*, PGDipSci DipTchg *UK***Programme Secretary**

Elisabeth Kumaran, BVA

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**Human Resources**

---

**Director of Human Resources**Andrew Phipps, MSocSc *Waik.***Associate Director, Health, Safety and Wellbeing**Angus Clark, BSci *Strath.*

**Associate Director, HR Advisory**Stephen Davies, BSc *Aston*, MA *Lanc.***Associate Director, HR Services**Julia Middleton-Easte, DipBus DipHR DipInfoSys *Open Polytech.***Associate Director, People and Organisational Development**Pip Ball, BA *Cant.***Associate Director, Talent and Recruitment**Ian Craig, MCom *Otago*

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**International Office**

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**Director International**Brett Berquist, BA *Missouri (Kansas City)*, MA *Kansas***Deputy Director (International Operations)**Ainslie Moore, BCom *Canberra*, MPP *ANU***Deputy Director (International Marketing and Business Development)**Jeremiah (Bo) Bonifacio, BEC(Hons) *La Trobe*, MMgt *Monash***Associate Director (International Student Services)**Rebecca Walkinton, BA *Otago*

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**Libraries and Learning Services**

---

**Director, Libraries and Learning Services**Sue Roberts, BA(Hons) *Leic.*, MA *Liv.*, PGDipLIM *Liv.J.Moores***Associate Director, Research and Collections**Hester Mountifield, MBibL PGDipHigherEd *Jo'burg*, FLIANZA**Associate Director, Learning and Teaching**Christine Moselen, DipNZLS *Well.*, DipTchg *ACE*, BA MED PGDipEd**Manager, Business Services**John Garraway, DipLibr *Well.*, BA**Manager, Academic Engagement**Avette Kelly, GradDipTchg(Sec) *ACE*, MA PGDipBus

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**Office of Research Strategy and Integrity**

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**Acting Director, Research Strategy and Integrity**Alexandra Thomas, BA(Hons) *Essex*, PGCert *Lond.Met.***Executive Assistant to Director, Research Strategy and Integrity**

Sheena Davis

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**Organisational Performance and Improvement**

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**Director, Organisational Performance and Improvement**Andrew Creahan, BMS *Waik.*, CA**Manager, University Strategic Programme Office**Nicola Faithfull, BSc(Hons) *Brun.***Manager, Business Transformation Office**

Elspet Garvey, BA GDipBus

**Manager, Staff Service Centre and Service Improvement**

Julia De Leon, PGDipMgt

**Manager, Organisational Performance and Improvement**

Maria Thomson, BA(Hons) PhD

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**Property Services**

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**Director**

Simon Neale, BSc(Hons) MBA, FRICS

**Administration Planning and Development****Associate Director Development (Acting)**

Lee Johnson

**Manager Space and Property**

Tim Sinclair

**Financial Accountant**

Stephen Murrell, BCom CPA

**Manager, Sustainability and Environment**

Lesley Stone, MSc PhD

**Facilities Management****Associate Director Facilities**

Emmett Mackle, PGDipBus, NZCE, REA

**Technical Services Manager**

Tony Flint

**Campus Operations and Security Manager**

Philip Kirkham, QSM

**Commercial Services and Maintenance Manager**

Grant McEwen

**Energy Manager**

Russell Baillie, MSc

**Asset Manager**

Muru Mohan

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**School of Graduate Studies**


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**Dean of Graduate Studies**Caroline Daley, BA(Hons) PhD *Well.***Deputy Dean**Jan Cronin, BA(Hons) *Trinity(Dub.)*, PhD *Leeds***Manager**Helen Ross, BSc(Hons) *UMIST*, PhD *Manc.*


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**Office of the Vice-Chancellor**


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**Vice-Chancellor**Stuart N. McCutcheon, BAgSc(Hons) PhD *Massey (until 15 March 2020)*Dawn Freshwater, BA(Hons) *Manc.*, PhD *Nott. (from 16 March 2020)***Executive Assistant to the Vice-Chancellor**

Julie Tomov

**Deputy Vice-Chancellor (Academic)**John Morrow, MA *Cant.*, PhD *York(Can.)***Executive Assistant to the Deputy Vice-Chancellor (Academic)**

Susan McDowell-Watts

**Director - Learning and Teaching**Kevin Morris, BA *Otago*, EdM *EdD Boston***Deputy Vice-Chancellor (Research)**James B. Metson, BSc PhD *Well.*, FNZIC, MAIME MRSNZ**Executive Assistant to the Deputy Vice-Chancellor (Research)**

Lily Jeevaratnam

**Deputy Vice-Chancellor (Strategic Engagement)**Jennifer E. Dixon, MSc *Cant.*, DPhil *Waik.*, FNZPI**Executive Assistant to the Deputy Vice-Chancellor (Strategic Engagement)**

Pip Anderson

**Pro Vice-Chancellor (Equity)**

Trudie McNaughton, QSM, MA

**Director, Resources**

Vicki Watson

**Pro Vice-Chancellor (Māori)**Cynthia Kiro, PhD *Massey*, BA *MBA***Executive Assistant to the Pro Vice-Chancellor (Māori)**

Jeanette Rameka

**Pro Vice-Chancellor (Pacific)**Damon Salesa, DPhil *Oxf.*, MA**Executive Assistant to the Pro Vice-Chancellor (Pacific)**

Sili Mireta Pita, MA

**Deputy Vice-Chancellor (Operations) and Registrar**Adrienne Cleland, MBA *Massey*, CPA(Aust.) *FFIN***Executive Assistant to the Deputy Vice-Chancellor (Operations) and Registrar**

Alise Cappel

**General Counsel**Rebecca Ewert, LLB *Otago*, LLM *Well.*, MBA**Director, Planning and Information**Pamela Moss, BHSc *Otago***Executive Assistant to the Director, Planning and Information and Director, Academic Services**Angela Laurenson, DipLegalExec *Open Polytech.***University Committee Executive**Wendy Verschueren, LLM *Brussels*


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**Honorary Graduates**


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|      |                                 |      |      |                               |       |
|------|---------------------------------|------|------|-------------------------------|-------|
| 1978 | Walter Scheel                   | LLD  | 1992 | Janetta Mary McStay           | MusD  |
| 1983 | Dame Kiri Te Kanawa             | MusD | 1992 | Dame Catherine Tizard         | LLD   |
| 1983 | Dame Dorothy Gertrude Winstone  | LLD  | 1994 | Sir Colin Maiden              | LLD   |
| 1986 | Richard Henry Lindo Ferguson    | LLD  | 1995 | Lorna Alva Wilson             | MA    |
| 1987 | David Fulton Fowlds             | ME   | 1996 | Sadako Ogata                  | LLD   |
| 1992 | Judge Michael John Albert Brown | LLD  | 1996 | Peter Nicholas Tarling        | LittD |
| 1992 | Vaughan Frederick Randal Jones  | DSc  | 1998 | Dame Bridget Margaret Ogilvie | DSc   |
| 1992 | Sir Donald McIntyre             | MusD | 1999 | Sir Ian Barker                | LLD   |

|      |                               |        |      |                                   |       |
|------|-------------------------------|--------|------|-----------------------------------|-------|
| 1999 | The Rt Hon. Dame Sian Elias   | LLD    | 2006 | Sir Anand Satyanand               | LLD   |
| 1999 | Douglas Goodfellow            | LLD    | 2007 | Alan Esmond Bollard               | LLD   |
| 1999 | Merimeri Penfold              | LittD  | 2007 | Osmond Bruce Hadden               | LLD   |
| 1999 | Takutai (Doc) Wikiriwhi       | D(UoA) | 2008 | Dame Jennifer B. Gibbs            | LittD |
| 2001 | Sir Ron Carter                | DEng   | 2008 | Vincent O'Sullivan                | LittD |
| 2001 | The Rt Hon. Sir Kenneth Keith | LLD    | 2008 | Professor Lord Robert Winston     | DSc   |
| 2001 | Dame Joan Metge               | LittD  | 2009 | Elizabeth Palmer Caffin           | LittD |
| 2001 | Thomas W. Schnackenberg       | DEng   | 2010 | The Rt Hon. Helen Elizabeth Clark | LLD   |
| 2001 | Harold M. Titter              | D(UoA) | 2011 | José Manuel Barroso               | LLD   |
| 2001 | Sir Miles Warren              | D(UoA) | 2012 | Hugh Fletcher                     | LLD   |
| 2002 | Sir Graeme Davies             | DEng   | 2012 | Owen G. Glenn                     | LLD   |
| 2004 | John Ridley Cameron           | MProp  | 2014 | His Excellency Ban Ki-moon        | LLD   |
| 2004 | Maurice Gee                   | LittD  | 2014 | The Rt Hon. Sir Peter Blanchard   | LLD   |
| 2004 | Andrew Gurr                   | LittD  | 2014 | Sir Graeme Douglas                | LLD   |
| 2004 | John Antony Hood              | LLD    | 2014 | Sir David Levene                  | LLD   |
| 2004 | Warwick Burns Nicoll          | MCom   | 2015 | Neal Plowman                      | LLD   |
| 2004 | Elizabeth Smither             | LittD  | 2015 | Geoffrey Ricketts                 | LLD   |
| 2005 | Gurshon (Gus) Fisher          | LLD    | 2016 | Richard Aitken                    | DEng  |
| 2005 | David John Graham             | LittD  | 2016 | Charles Bidwell                   | LLD   |
| 2005 | Hone Papita Raukura Hotere    | LittD  | 2016 | Roger France                      | LLD   |
| 2005 | Francis Neil Kirton           | ME     | 2016 | Marti Friedlander                 | LittD |
| 2005 | Douglas Myers                 | LLD    | 2016 | George Mason                      | DSc   |
| 2005 | Hone Tuwhare                  | DLitt  | 2016 | Julian Bar Robertson Jr           | LLD   |
| 2005 | Ngugi wa Thiong'o             | LittD  | 2018 | Brian Mace                        | LLD   |
| 2006 | Patrick Dewes Hanan           | LittD  | 2018 | Ian Parton                        | DEng  |
| 2006 | Paul Knox Kelly               | LLD    | 2018 | Beate Schuler                     | DSc   |
| 2006 | Lu Yongxiang                  | DEng   |      |                                   |       |

## Honorary Fellows

|      |                                |      |                              |
|------|--------------------------------|------|------------------------------|
| 1995 | Dame Jennifer Barbara Gibbs    | 2008 | Michael John Sanders         |
| 1997 | Sir John Ingram                | 2011 | Associate Judge David Abbott |
| 1998 | Brian Hall Picot               | 2011 | William John Falconer        |
| 2001 | Gaewyn Elizabeth Griffiths     | 2011 | Sir Tipene O'Regan           |
| 2005 | Peter Francis Menzies          | 2011 | Alison Paterson              |
| 2006 | John Richard Delahunt Matthews | 2012 | Edward Brian Allison         |
| 2006 | Geoffrey T. Ricketts           | 2016 | Scott Perkins                |
| 2008 | John Gordon St Clair Buchanan  | 2019 | John Hagen                   |
| 2008 | Bridget Mary Liddell           | 2019 | Peter Hays                   |

## Professores Emeriti

### Distinguished Professors Emeritus

|   |  |
|---|--|
| Edward N. Baker, CNZM, MSc PhD, FRSNZ FNZIC<br>(Biological Sciences) ( <i>Retired 2018</i> )  | Geoffery Austin, BA Camb., MSc PhD Cant. (Physics)<br>( <i>Retired 2016</i> )                                |
| John T. Boys, CNZM, ME PhD, FRSNZ FIPENZ FENZ<br>(Electrical and Computer Engineering) ( <i>Retired 2013</i> )                      | James J. D. N. Bade, MA Well., DrPhil Zürich (European<br>Languages and Literatures) ( <i>Retired 2016</i> ) |
| Peter Gluckman, ONZ, KNZM, MBChB HonDSc Otago,<br>MMedSc DSc, FRACP FRCPCH FMedSci FRZ<br>FRSNZ HonFRANZCOG ( <i>Retired 2019</i> ) | Bruce C. Baguley, ONZM, MSc PhD, FRSNZ (Molecular<br>Biology) ( <i>Retired 2019</i> )                        |
| Viviane M. J. Robinson, ONZM, PhD Harv., MA, FAERA<br>(Education) ( <i>Retired 2018</i> )   | Maureen Baker, MA Tor., PhD Alta., FNZAH FRSNZ<br>(Sociology) ( <i>Retired 2014</i> )                        |

### Professores Emeriti

|   |   |
|---|---|
| Graeme Aitken, DipTchg ACE, MA EdD (Education)<br>( <i>Retired 2017</i> ) | Peter Bartlett, BArch NZ, PhD, RIBA, FNZIA FRSA<br>(Architecture) ( <i>Retired 1993</i> ) |
|---|---|

|   |  |
|---|--|
| Robert Beaglehole, ONZM, MBChB MD Otago, MSc<br>Lond., DSc Otago, FRSNZ FRACP FAFPHM, MRCP<br>(School of Population Health) ( <i>Retired 2007</i> ) | Bill Barton, MPhil Massey, DipTchg CTC, MSc PhD<br>(Mathematics) ( <i>Retired 2017</i> ) |
|---|--|



- 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 NZ, MA MSc, PhD, FMSAm FRSNZ (Geology) (Retired 2007)
- Ruth Bonita, ONZM, BA DipEd NSW, MPH N.Carolina, PhD (Medicine) (Retired 2004)
- Graham A. Bowmaker, BSc PhD Syd., FRSNZ FNZIC FRACI FRSC, CChem (Chemistry) (Retired 2009)
- R. G. Bowman, BA Pomona, MS San Diego State, PhD Stan., CPA Calif. (Accounting and Finance) (Retired 2008)
- Neil D. Broom, BE(Hons) Melb., PhD, FRSNZ, MNZOA (Chemical and Materials Engineering) (Retired 2018)
- John C. Butcher, MSc NZ, PhD DSc Syd., FRSNZ, CMath, FIMA (Mathematics) (Retired 1999)
- Richard Conrad Cambie, MSc PhD NZ, DPhil Oxf., DSc, FRSNZ FNZIC (Chemistry) (Retired 1996)
- Ian R. Carter, BSc Bath, MA Essex, PhD Aberd. (Sociology) (Retired 2009)
- George R. Clark, PhD DSc, FNZIC (Chemistry) (Retired 2007)
- Ian F. Collins, MA PhD Camb., CMath, FIMA FRSNZ FIPENZ, MASME MASCE (Engineering Science) (Retired 2011)
- Michael N. Clout, BSc(Hons) Edin., PhD, FRSNZ (Biological Sciences) (Retired 2016)
- Brian Coote, CBE, LLN NZ, PhD Camb., FNZAH FRSNZ (Law) (Retired 1994)
- Michael C. Corballis, ONZM, BA MSc NZ, PhD McG., Hon LLD Wat., MA, FAAS FAPA FAPS FNZPsS FRSNZ (Psychology) (Retired 2008)
- Gregor Coster, CNZM, MBChB Otago, MSc PhD Well., FRNZCGP (General Practice and Primary Healthcare) (Retired 2011)
- Kathryn E. Crosier, ONZM, MBChB Otago, PhD, FRACP FRCPA (Molecular Medicine and Pathology) (Retired 2016)
- Philip S. Crosier, MSc PhD Otago (Molecular Medicine and Pathology) (Retired 2016)
- Timothy F. Cundy, MA MBBChir MD Camb., FRCP(UK) FRACP FRSNZ (Medical Science) (Retired 2019)
- Wystan T. L. Curnow, CNZM, BA NZ, PhD Penn., MA (English) (Retired 2010)
- Raewyn Dalziel, ONZM, BA(Hons) PhD Well., (History) (Retired 2010)
- Brian Reeve Davis, MSc PhD NZ, DPhil Oxf., BTheol DSc, FNZIC (Chemistry) (Retired 1995)
- Peter B. Davis, BA S'ton, MSc LSE PhD (Sociology) (Retired 2017)
- Michael C. Davison, BSc(Hons) Brist., PhD Otago, DSc, FRSNZ (Psychology) (Retired 2012)
- John S. Deeks, MA Camb., DipPM LSE (Management and Employment Relations) (Retired 2002)
- Justo A. Diaz, BSc Ott., PhD UC Berk. (Management Science and Information Systems) (Retired 2002)
- John Charles Dower, AB MD Johns Hopkins, FRACP (Paediatrics) (Retired 1987)
- John Duckitt, BA Cape Town, MA Natal, PhD Witw. (Psychology) (Retired 2012)
- Geoffrey G. Duffy, BSc NSW, PhD Deng, FRSNZ, ASTC NSW, FICHEM, CEng (Chemical and Materials Engineering) (Retired 2009)
- John L. Duncan, BMedEng Melb., MSc PhD Manc., FASM, FIDENZ (Mechanical Engineering) (Retired 1998)
- Michael R. Dunn, MA Melb., DipFA Cant., PhD (Fine Arts) (Retired 2006)
- Robert B. Elliott, MBBS MD Adel., FRACP (Paediatrics) (Retired 1999)
- Robert Ellis, ONZM, ARCA, RBA, MFIM, FRSA, MDINZ (Fine Arts) (Retired 1994)
- Roderick Ellis, BA(Hons) MA Leeds, MEd Brist., PhD Lond. (Applied Language Studies and Linguistics) (Retired 2016)
- David M. Emanuel, MCom PhD, FCA (Accounting and Finance) (Retired 2017)
- Anthony M. Endres, MSocSc Waik., PhD W'gong. (Economics) (Retired 2018)
- P. J. Evans, BA LLB(Hons) Otago, PhD Camb., LLN (Law) (Retired 2005)
- Lynnette R. Ferguson, QSO, DPhil Oxf., DSc, FNZIFST (Nutrition) (Retired 2017)
- W. George Ferguson, BSc BE NZ, PhD, CEng, CPEng, CSci, FIPENZ FIEAust FIMMM (Chemical and Materials Engineering) (Retired 2012)
- Richard C. Gardner, BA MSc PhD DSc, FRSNZ (Biological Sciences) (Retired 2015)
- Leon F. Garner, ONZM, BAppSc Melb., PhD City, DipEd Melb., LOsc, DCLP, FBCO FAAO (Optometry and Vision Science) (Retired 2003)
- David B. Gauld, ONZM, CPhil PhD Calif., MSc (Mathematics) (Retired 2017)
- John B. Gavin, BDS N.Z., PhD DDS DSc HonDSc Otago, FRCPATH FRCPA FFOP (Pathology) (Retired 2001)
- Michael Gedy, BCom LLB MComLaw (Commercial Law) (Retired 2018)
- Vivienne Gray, PhD Camb., MA (Classics and Ancient History) (Retired 2011)
- A. S. G. Green, MA Camb., PhD Edin., DipHistArt Lond. (Art History) (Retired 1997)
- Uwe A. Grodd, SMP Mainz (Music) (Retired 2018)
- Barry S. Gustafson, ONZM, MA NZ, DipEd Massey, DipSovStud Glas., PhD (Political Studies) (Retired 2004)
- Bruce V. Harris, LLB(Hons) LLD Otago, LLN Harv. (Law) (Retired 2017)
- Philip J. Harris, MA PhD Camb. (Plant Biochemistry) (Retired 2019)
- Nigel A. F. Haworth, BA BPhil PhD Liv. (Management and International Business) (Retired 2018)
- Stuart W. Heap, MBBS Lond., FRACR FRCR (Anatomy with Radiology) (Retired 2001)
- Michael A. Heymann, MBCh Witw. (Liggins Institute) (Retired 2016)
- Stephanie J. Hollis, BA Adel., PhD ANU (English) (Retired 2009)
- Roger Horrocks, MNZM, BA NZ, MA PhD (Film, Television and Media Studies) (Retired 2004)
- John G. Hunt, CNZM, BArch(Hons) NZ, PhD, FNZIA (Architecture and Planning) (Retired 2016)
- Rosalind Hursthouse, BPhil DPhil Oxf., MA (Philosophy) (Retired 2016)

- J. H. Kerr Inkson, MA *Aberd.*, MPhil *Lond.*, PhD *Otago* (Management and Employment Relations) (Retired 2013)
- Manying Ip, ONZM, BA *HK*, MA PhD, FNZAH FRSNZ (Asian Studies) (Retired 2013)
- Geoffrey J. Irwin, PhD *ANU*, MA, FNZAH FRSNZ, FSA (Anthropology) (Retired 2008)
- R. J. Irwin, MA *NZ*, PhD *Tufts*, FAPS FNZPsS (Psychology) (Retired 1999)
- M. P. Jackson, MA *NZ*, BLitt *Oxf.*, FNZAH FRSNZ (English) (Retired 2004)
- Alan Kirkness, BA *NZ*, DPhil *Oxf.*, MA (Applied Language Studies and Linguistics) (Retired 2004)
- Joerg Kistler, DipNat *ETH Zürich*, PhD *Basel*, FRSNZ (Biological Sciences) (Retired 2013)
- Heath Lees, BMus MA *Glas.*, PhD, FTCL (Music) (Retired 2007)
- Peter H. Lovell, BSc PhD *Sheff.* (Biological Sciences) (Retired 1999)
- Peter G. Lowe, BE *NZ*, MA *Camb.*, MEngSc *Syd.*, PhD *Lond.*, CEng, FIPENZ FIEAust, MICE (Civil and Resource Engineering) (Retired 2001)
- Alastair MacCormick, MA PhD *Yale*, BSc MCom (Business and Economics) (Retired 2002)
- Gordon D. Mallinson, BSc(Hons) *Well.*, PhD *NSW*, FIPENZ, Mem.IEEE (Mechanical Engineering) (Retired 2015)
- Colin D. Mantell, BMedSc MBChB *Otago*, PhD, DipObst, FRANZCOG, FRCOG (Māori and Pacific Health) (Retired 2005)
- John Marbrook, MSc PhD, FRSNZ (Molecular Medicine) (Retired 1996)
- Arthur Harold Marshall, KNZM, BArch BSc *NZ*, PhD *Stanton*, FNZIA FRAIA FASA (Architecture) (Retired 1996)
- James D. Marshall, BA PhD *Brist.* (School of Education) (Retired 2003)
- Ross McCormick, MBChB MSc PhD, FRNZCGP FACHAM (General Practice) (Retired 2015)
- Laurence D. Melton, PhD *S.Fraser*, MSc, CChem, FRSC FAIC FNZIFST FNZIC FIAFST (Chemistry) (Retired 2017)
- Raymond K. Miller, BA *McM.*, MA PhD DipEd (Political Studies) (Retired 2017)
- Edwin A. Mitchell, ONZM, BSc MBBS DCH *Lond.*, DSc, FRACP FRCPCH FRSNZ (Paediatrics) (Retired 2017)
- M. A. F. Neill, MA *Otago*, PhD *Camb.*, FNZAH FRSNZ (English) (Retired 2007)
- Louise F. B. Nicholson, MSc PhD DipTchg (Anatomy and Medical Imaging) (Retired 2017)
- Robert Nola, BSc *NZ*, PhD *ANU*, MA MSc, FNZAH FRSNZ (Philosophy) (Retired 2016)
- Charmian J. O'Connor, DNZM, CBE, JP, MSc *NZ*, PhD, DSc, FRSNZ FRSC FNZIC, CChem (Chemistry) (Retired 2004)
- Glynn Owens, BTech(Hons) *Brun.*, DPhil *Oxf.* (Psychology) (Retired 2017)
- Juliet K. Park, MA PhD *Otago* (Anthropology) (Retired 2016)
- Bryan R. Parry, MBChB MD *Otago*, DipObst, FRCSEd FRACS (Surgery) (Retired 2013)
- David Murray Paton, MBChB *Cape Town*, MD DSc *Witw.*, FRCPAN FRACP FIBiol, CBIol (Pharmacology) (Retired 1988)
- Boris Pavlov, PhD DSc *Leningrad*, FRSNZ (Computer Science) (Retired 2007)
- Harvey C. Perkins, MA *Otago*, PhD *N. Carolina*, DipArts *Otago*, DipTchg DTC (Architecture and Planning) (Retired 2015)
- Nick Perry, BSocSci *Lond.*, BA *Strath.*, FNZAH FRSNZ (Film, Television and Media Studies) (Retired 2012)
- Alan R. Poletti, MSc *NZ*, DPhil *Oxf.*, FInstP FAPS FNZIP FRSNZ, CPhys (Physics) (Retired 1999)
- Raymond K. Ralph, MSc *NZ*, PhD DSc *NSW* (Biological Sciences) (Retired 1993)
- Raylene Ramsay, MA *Otago*, DU *Poitiers*, DipLing *Camb.*, FNZAH FRSNZ (European Languages and Literatures) (Retired 2013)
- Elizabeth A. Rankin, BA(Hons) PhD HDipLib *Witw.* (Art History) (Retired 2016)
- Arved Jaan Raudkivi, DipIng (Civil) *Tallinn & T.H. Braunschweig*, DRingEh *Braunschweig*, PhD, CEng, FICE FIPENZ (Civil Engineering) (Retired 1986)
- John Read, MA DipTESL *Well.*, PhD *New Mexico* (Education) (Retired 2019)
- Ivan L. Reilly, ONZM, BA MSc DSc *Well.*, AM PhD *Ill.*, CMath, FIMA (Mathematics) (Retired 2008)
- D. E. Richmond, MBChB *NZ*, MD *Otago*, MHPEd *NSW*, DipABIM, DipABNeph, FRCP FRACP (Medicine) (Retired 1998)
- Robert B. Riddell, MA *Camb.*, PhD *Newcastle(UK)*, DipTP *NZ*, ARICS, MNZPI, MNZIS (Planning) (Retired 2000)
- John F. Rimmer, BA *NZ*, MusD *Tor.*, MA (Music) (Retired 1999)
- W. R. Roper, MSc *NZ*, PhD HonDSc *Cant.*, FRS FRSNZ FNZIC (Chemistry) (Retired 1999)
- David M. Ryan, MSc *Otago*, PhD *ANU*, FRSNZ FIPENZ INFORMS Fellow (Engineering Science) (Retired 2013)
- Jolyon D. Saunders, DipFA *NZ*, DipIndDes, NDD, FDINZ (Fine Arts) (Retired 1997)
- George A. F. Seber, MSc *NZ*, PhD *Manc.*, FRSNZ (Statistics) (Retired 1999)
- K. Krister Segerberg, BA *Col.*, Fil Dok *Uppsala*, PhD *Stan.* (Philosophy) (Retired 1992)
- Frederick W. Seymour, ONZM, BA(Hons) *Well.*, MA *W.Aust.*, PhD (Psychology) (Retired 2018)
- R. Andrew Sharp, ONZM, BA *NZ*, MA *Cant.*, PhD *Camb.* (Political Studies) (Retired 2006)
- D. Norman Sharpe, ONZM, MBChB MD *Otago*, DipABIM, DipABCVDis, FRSNZ FRACP FACC (Medicine) (Retired 2002)
- John P. Shaw, ONZM, BSc(Hons) PhD *Brighton*, PGDipClinPharm *Aston*, FNZCP FRPharms FPS (Pharmacy) (Retired 2017)
- Ian J. Simpson, MBChB *Otago*, MD, FRACP (Medicine) (Retired 2008)
- Robin Small, BSc MA *Cant.*, PhD *ANU* (Critical Studies in Education) (Retired 2014)

- D. I. B. Smith, MA NZ, DPhil Oxf. (English) (*Retired 2000*)
- M. P. K. Sorrenson, MA NZ, DPhil Oxf. (History) (*Retired 1996*)
- Barry H. Spicer, BCom(Hons) Qld., PhD Wash. (Accounting and Finance) (*Retired 2018*)
- Ananth Srinivasan, BEng Madr., MBA Illinois State, PhD Pitt. (Information Systems and Operations Management) (*Retired 2019*)
- Christian Karlson Stead, ONZ, CBE, MA NZ, PhD, HonLittD Brist., LittD, FRSL (English) (*Retired 1986*)
- Lorraine Stefani, BSc(Hons) Aberd., PhD Glas., PGDip UC Lond. (Education and Social Work) (*Retired 2017*)
- Russell Cyril James Stone, ONZM, MA NZ, PhD (History) (*Retired 1989*)
- James Bruce Tabb, BCom NZ, PhD Sheff., MCom, FCA (Accounting and Finance) (*Retired 1990*)
- David R. Thomas, MA Well., PhD Qld, FNZPSS (Social and Community Health) (*Retired 2008*)
- Michael O. J. Thomas, MSc PhD Warw., CMath, FIMA (Mathematics) (*Retired 2016*)
- Helen S. Timperley, MA PhD DipEdPsych (Mathematics) (*Retired 2014*)
- Gillian M. Turner, MBBS Lond., FRCOG FRNZCOG (Obstetrics and Gynaecology) (*Retired 1999*)
- Elaine M. Wainwright, BSS Pontifical Biblical Commission, Rome, MA(Theol) Catholic Theological Union, Chic., Élève Diplômée École Biblique, Jerusalem, BA(Hons) PhD Qld. (Theology) (*Retired 2014*)
- Michael M. Walker, PhD Hawaii, MSc, FRSNZ (Biological Sciences) (*Retired 2019*)
- Philip Richard Hylton Webb, MA LLB Camb., LLD (Law) (*Retired 1987*)
- Barry J. Welch, MSc NZ, PhD, DSc, FRSNZ FICHEME FRACI FNZIC, MNorskATS MAIME, CEng, CChem (Chemical and Materials Engineering) (*Retired 1998*)
- Albert Wendt, CNZM, MA Well., HonDoct Bourgogne (English) (*Retired 2006*)
- John Scott Werry, CNZM, BMedSc MBChB NZ, MD Otago, DipPsych McG., FRCPCan FRANZCP (Psychiatry and Behavioural Science) (*Retired 1991*)
- Gregory Whittred, BCom(Hons) Qld, MEc Syd., PhD NSW, FCA FCPA (Business and Economics) (*Retired 2018*)
- Allan A. Wild, BArch NZ, RIBA, Life Member NZIA, FRSA (Architecture) (*Retired 1993*)
- David V. Williams, BA LLB Well., BCL DipTheol Oxf., PhD Dar. (Law) (*Retired 2018*)
- Paul W. Williams, BA Durh., MA Dublin, PhD ScD Camb. (School of Environment) (*Retired 2013*)
- Allan G. Williamson, BE PhD, DEng, DistFIPENZ FIET, LSMIEEE (Electrical and Computer Engineering) (*Retired 2013*)
- Jack Lionel Woodward, BE NZ, MAsc Tor., CEng, FIEE FIEAust FIPENZ (Electrical and Electronic Engineering) (*Retired 1991*)
- Euan C. Young, MSc NZ, DIC PhD Lond. (Biological Sciences) (*Retired 1995*)

## University Librarian Emeritus

- Janet Copsey, DipNZLS Well., BA DipBus, FNZLIA (*Retired 2016*)

## Distinguished Alumni

### Distinguished Alumni

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|------|--------------------------------|------|---|
| 1996 | Hugh Fletcher                  | 2000 | George E. Smith                           |
| 1996 | Elsie Locke                    | 2001 | Emeritus Professor Bruce Biggs            |
| 1996 | Trevor Richards                | 2001 | Dorothy Butler                            |
| 1996 | Mary Schnackenberg             | 2001 | The Rt. Hon. Dame Sian Elias              |
| 1996 | Richard Yan                    | 2001 | Brian Peace                               |
| 1997 | Ian Athfield                   | 2001 | Sir Laurence Stevens                      |
| 1997 | Michael Jones                  | 2001 | Dr James Watson                           |
| 1997 | Dr Claudia Orange              | 2002 | The Hon. Judge Mick Brown                 |
| 1997 | The Hon. Justice Judith Potter | 2002 | Vincent Cheng                             |
| 1997 | Sir Wilson Whineray            | 2002 | Emeritus Professor Sidney [Ben] Gascoigne |
| 1998 | Dr Alan Bollard                | 2002 | Dr Ruth Harley                            |
| 1998 | Dr Penelope Brook              | 2002 | Rosslyn Noonan                            |
| 1998 | Cyril Firth                    | 2002 | Arthur Young                              |
| 1998 | Maurice Gee                    | 2003 | Dr Allan Badley                           |
| 1998 | Sir Graham Liggins             | 2003 | Professor Philip [Pip] Cheshire           |
| 1999 | John La Roche                  | 2003 | John Hagen                                |
| 1999 | Gretchen Albrecht              | 2003 | Chris Liddell                             |
| 1999 | Dr Sidney Mead                 | 2003 | Rosemary Nalden                           |
| 1999 | Alan Smythe                    | 2003 | Thomas [Tom] Schnackenberg                |
| 1999 | Dame Cheryll Sotheran          | 2004 | Niki Caro                                 |
| 2000 | Bruce Harland                  | 2004 | Len Castle                                |
|      |                                | 2004 | Emeritus Professor Dame Marie Clay        |
|      |                                | 2004 | Raoul Franklin                            |

2004 The Rt. Rev. John Paterson  
 2004 Marie Shroff  
 2005 Glenn Colquhoun  
 2005 Dr Hilton Glavish  
 2005 The Hon. Justice Susan Glazebrook  
 2005 Marya Martin  
 2005 Ian McKinnon  
 2006 Dr Judith Aitken  
 2006 The Hon. Justice David Baragwanath  
 2006 Philippa Boyens  
 2006 The Rt. Hon. Jonathan Hunt  
 2006 Dr Andrew Thomson  
 2006 Mark Weldon  
 2007 Emeritus Professor Judith Binney  
 2007 Professor Terry Collins  
 2007 Dr Maris O'Rourke  
 2007 Dr Peter Watson  
 2007 Ian Wedde  
 2008 Sir Ron Carter  
 2008 Emeritus Professor Carrick Chambers  
 2008 Dr James Church  
 2008 The Hon. Justice Lowell Goddard  
 2008 Emeritus Professor CK Stead  
 2008 Lynette Stewart  
 2009 Richard Chandler  
 2009 Dame Lynley Dodd  
 2009 The Rt. Hon. Sir Douglas Graham  
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 2009 Professor Ngaire Woods  
 2010 Judge Andrew Becroft  
 2010 Michael Parmenter  
 2010 Dr Jennifer Plane Te Paa  
 2010 Emeritus Professor Richard Sibson  
 2010 Dr Nguyen van Thanh  
 2011 The Rt. Hon. Sir Peter Blanchard  
 2011 Dr Greg Brick  
 2011 Tony Falkenstein  
 2011 Jeanette Fitzsimons  
 2011 The Hon. Mike Rann  
 2012 Professor Charles Alcock  
 2012 Don McGlashan  
 2012 Dr Mark Sagar  
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 2013 Andrew Patterson  
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 2014 Dr Julie Maxton  
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 2014 Hon. Dr 'Ana Maui Taufe'ulungaki  
 2015 Sir Russell Coutts  
 2015 Bruce Plested  
 2015 Bryan Williams  
 2015 Professor Christine Winterbourn  
 2015 Joan Withers  
 2016 David Mitchell  
 2016 Graeme Wheeler  
 2016 Professor Karen Willcox  
 2016 David A. R. Williams  
 2017 Carol Hirschfeld  
 2017 Professor Ian Hunter  
 2017 Dr Lance O'Sullivan  
 2017 Lisa Reihana  
 2018 Jan Beagle  
 2018 Jennifer Gill  
 2018 Robert McLeod  
 2018 William (Bill) Robertson  
 2019 John Bongard  
 2019 Moana Maniapoto  
 2019 Dr Simon Talbot

### Young Alumnus/Young Alumna of the Year

2006 Dr David Skilling  
 2007 Mahé Drysdale  
 2008 John Chen  
 2009 Toa Fraser  
 2010 Dr Jessie Jacobsen  
 2011 Dr Claire French  
 2012 Dr Privahini Bradoo  
 2013 Simon Denny  
 2014 Roseanne Liang  
 2015 Fady Mishriki  
 2016 Dr Divyar Dhar  
 2017 Erna Takazawa  
 2018 Luke Willis Thompson  
 2019 William Pike

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