

## Ngā āmiki | Minutes

|                                   |   |
|-----------------------------------|---|
| Rā   Date                         | Monday, 19 June 2023  |
| Wā   Time                         | 1.00pm  |
| Wāhi   Venue                      | Council Chamber, Level 6, Matariki  |
| Tāngata i tae mai   Present       | S 9(2)(a) OIA<br>[REDACTED]<br>[REDACTED] Professor C Moran S 9(2)(a) OIA<br>[REDACTED] |
| Whakapāha   Apologies             | S 9(2)(a) OIA<br>[REDACTED]   |
| Ērā atu i tae mai   In attendance | S 9(2)(a) OIA<br>[REDACTED]   |

### 1. WELCOME

The Acting Chair welcomed members and noted that there were a number of CUAP matters to attend to. He asked that minor editorial changes be sent directly to the person presenting the proposal with S 9(2)(a) OIA copied in, and that only substantial amendments, fundamental issues, or questions be raised at this meeting. The purpose was to ensure the proposals are at a satisfactory standard for Academic Board and CUAP.

### 2. CONFIRMATION OF THE MINUTES OF THE PREVIOUS MEETING ON 22 MAY 2023

#### Moved by the Chair:

*That, the minutes of the meeting held on 22 May 2023 are a true and accurate record subject to the following amendment:*

- That S 9(2)(a) OIA title be amended to the S 9(2)(a) OIA

*Carried*

### 3. MATTERS ARISING

There were no matters arising.

### 4. BUSINESS FROM THE ACTING CHAIR

There was no business from the Chair.

### 5. CUAP PROPOSALS

#### 5.1 To introduce new conjoint degrees:

S 9(2)(b)(i) OIA  
[REDACTED]

S 9(2)(b)(ii) OIA [redacted]  
[redacted]  
[redacted]

S 9(2)(a) OIA thanked members for reading the proposals and identifying any potential improvements. The introduction of these conjoint degrees was the continuation of efforts to facilitate collaboration between the Faculty of Engineering and other faculties. Special mention was given to the conjoint degree with S 9(2)(b)(ii) OIA as there is currently a proposed name change from S 9(2)(b)(ii) OIA which would need to be approved prior to approving the new S 9(2)(b)(ii) OIA. The structure of the proposed conjoints was identical to the previous four conjoints the faculty has introduced and which have been approved through the CUAP process.

S 9(2)(a) noted he had sent typographical feedback to all proposers, including S 9(2)(a) OIA and had also raised fundamental issues so the proposers were aware of his concerns. He opened the floor to questions.

S 9(2)(a) OIA queried why there was a preference for conjoint degrees rather than double degrees, and queried the grade point requirement and what would happen to students who did not meet this.

S 9(2)(a) OIA explained that S 9(2)(b)(ii) OIA [redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]

S 9(2)(a) OIA noted it was interesting S 9(2)(g)(i) OIA [redacted]  
[redacted]  
[redacted]

S 9(2)(a) OIA referred to the GPA requirement and the used of the term “ocerload”, and advised S [redacted] had rightly identified he had used the wrong wording in the regulations S 9(2)(b)(ii) OIA [redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]

S 9(2)(a) OIA noted the feedback was S 9(2)(b)(ii) OIA [redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]

It was suggested the regulations should specify the number of Engineering points students needed to complete as the regs currently note 255 points from science and 675 points in total. While a student could work it out, it could be specified for clarity.

S 9(2)(a) asked that:  
- the Graduate Profiles be added;

- the S 9(2)(b)(ii) OIA be tagged as it is conditional on the S 9(2)(b)(ii) OIA being approved at Academic Board;
- They review the 120 point limit for engineering students and include it in the regulations and ensure that the enrolment system prompts faculty approval for exceeding this;
- Review the 150 points listed from compulsory courses in the conjoint with Data Science.

Professor Moran entered the meeting,

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

S 9(2) asked whether the Faculty had any aspirations to join with degrees in the S 9(2)(b)(ii) OIA. S 9(2)(a) OIA noted there was and they had already created a conjoint with the S 9(2)(b)(ii) OIA

**Moved by the Acting Chair:**

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

**Carried**

**5.2 To introduce a new S 9(2)(b)(ii) OIA**

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

S 9(2)(a) advised this was a new postgraduate qualification to follow on from S 9(2)(b)(ii) OIA

S 9(2)(a) thanked S 9(2)(a) for the overview and requested this information be included in section 11 of the document.

S 9(2)(a) OIA said the proposal looked really exciting and queried whether a core course or structured compulsory courses had been considered. S noted graduates could have a vastly different configuration of expertise.

S 9(2)(a) explained that this had been considered but the degree had been structured to S 9(2)(b)(ii) OIA

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

Students would be well supported by the Programme Coordinator when making their course selections to ensure they align with their thesis and that students meet any relevant pre-requisites.

S 9(2)(a) OIA

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

S 9(2)(a)

A member queried the drafting of the exit pathways and recommended they state how one exits – eg have successfully completed the requirements of x degree.

A member queried whether the course work was to be completed first, or concurrently with the thesis. It was noted that this would differ depending on the courses the student wanted to take and the semester in which they were offered. Students may spend the first two semesters taking two courses and 30 points on their thesis and enrolling in 60 points of thesis in their last semester.

S 9(2)(a) declared a conflict of interest, as she was part of the S 9(2)(a) OIA – a unique partnership focused on S 9(2)(b)(ii) OIA. S 9(2)(a) said she supported the breadth of offerings as S 9(2)(b)(ii) OIA, and there was so much potential. S said having breadth was really important to respond to the situation now and in the future. 9(

Professor Moran noted she was comfortable with the pathway into the 120 point thesis as the entry requirements mean students would be entering the programme with an honours degree or another master's. Therefore, these students would have research experience and skills, and would be coming in at an advanced level.

Professor Moran queried whether the requirement to take two courses from group one specialising in

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

S 9(2)(a)

S 9(2)(a) requested any typographical feedback be provided to S 9(2)(a), S 9(2)(a) OIA and S 9(2)(a) OIA.

#### Moved by the Acting Chair

That, subject to making the recommended typographical amendments the proposal be accepted and forwarded to Academic Board.

Carried

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

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

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

S 9(2)(a) OIA introduced the proposal to introduce S 9(2)(b)(ii) OIA. He thanked S 9(2)(a) OIA for raising the idea at a recent Board of Studies meeting. The minor was to cater to students from other degrees that might want to undertake a minor in a discipline within S 9(2)(b)(ii) OIA. For example, S 9(2)(b)(ii) OIA

S 9(2)(a) noted he had sent feedback to S 9(2)(a) OIA via email. S 9(2)(a) OIA replied that he had made all recommended changes.

**Moved by the Acting Chair**

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

**Carried.**

S 9(2)(a) asked that, if approved by Academic Board, the General Regulations be updated to include the S 9(2)(b)(ii) OIA

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

S 9(2)(a) OIA requested that should the S 9(2)(b)(ii) OIA be approved, a minor in S 9(2)(b)(ii) OIA also be created. S 9(2)(a) agreed that this could happen, but the minor would need to wait until round two was complete.

**Moved by the Acting Chair**

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

**Carried.**

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

**5.5 Master of Engineering in Fire Engineering – proposed increase to the number of points of required coursework which raises the overall points from 210 to 225.**

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

S 9(2)(a) OIA explained that Fire engineering have a taught master's qualification and a master's by research qualification. Beginning 5 – 6 years ago, a programme review initiated what has resulted in the changes they are bringing forward today. They were proposing to increase the number of points in the taught component of the research degree, make a change in the structure of how the material was delivered, but also make a smaller change in what was delivered. This would bring the total number of points in the degree up by 15 points to 225 points.

**Moved by the Acting Chair**

That, the Master of Engineering in Fire Engineering – proposed increase to the number of points of required coursework which raises the overall points from 210 to 225 be approved and forwarded to Academic Board.

**Carried.**

**5.6 Master of Engineering Studies, proposed change of name to Master of Fire Engineering Studies endorsement and proposed increase to the number of points taken from Schedule S from 75 to 105**

S 9(2)(a) OIA explained this programme was currently being delivered under the Master of Engineering Studies with the endorsement of Fire Engineering. The intention was to increase the number of required courses by 15 points. Because the Masters of Engineering Studies was shared by different groups, it wouldn't work to change the number of points for one endorsement, therefore they were changing the number of points within Schedule S while the number of total points remained the same.

S 9(2)(a) objected to the T2 because this would also change the name of the other endorsements and advised there this would need to be treated as a new qualification, and a regulation change to remove the Fire Engineering endorsement from the MEngSt.

S 9(2)(a) OIA suggested the first sentence under the executive summary was missing the words "fire engineering" which was confirmed as correct and would be amended.

S 9(2)(a) OIA suggested there needed to be a standard format for presenting feedback. He noted the proposal included an email chain that should not be sent to CUAP. He suggested a table should be created in which feedback could be copy/pasted to ensure email chains with any irrelevant or unprofessional comments were not circulated with proposals.

Professor Moran agreed that tables would also be useful for any feedback presented to Academic Board from Committees.

### Moved by the Acting Chair

That, subject to changing the paperwork to include the feedback provided, and any subsequently sent directly to S 9(2)(a) OIA, the proposal to introduce a new qualification in the Master of Fire Engineering be approved in principal, and forwarded to Academic Board.

Carried.

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

### 5.7 Master of Mathematical Sciences – S 9(2)(b)(ii) OIA

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

S 9(2)(a) OIA introduced the proposal noting she was representing her colleagues who were unable to attend. S 9(2)(b)(ii) OIA

Currently they have endorsements in Mathematics, Statistics and Computational and Applied Mathematics. The addition of two endorsements would nourish the University ecosystem to create research aligned pathways for our postgraduate students.

The endorsement in S 9(2)(b)(ii) OIA would provide the missing link between the popular S 9(2)(b)(ii) OIA PhD code and the S 9(2)(b)(ii) OIA.

S 9(2)(a) OIA queried the exit pathway in S 9(2)(b)(ii) OIA. It was noted that students would have completed the requirements of the exit pathway so would be graduating with the qualification, not enrolling in the qualification. Student's that had not completed the requirements for the Exit Pathway may seek to transfer to another degree and that would be a decision at the discretion of the relevant Associate Dean.

S 9(2)(a) asked that the regulations remove 10 (c) "transfer to honours" as students would not have completed a project course for honours. S 9(2)(a) would review this offline.

S 9(2)(a) noted he had sent questions on the S 9(2)(b)(ii) OIA programme and why we needed another one. S 9(2)(a) OIA explained that the S 9(2)(b)(ii) OIA was an industry aligned conversion master's with a variety of pathways. The proposed degree was for students who had

completed a S 9(2)(b)(ii) OIA which created a pathway for about S 9(2)(b)(ii) OIA based on current enrolments.

The proposal differs from the Master of Financial Engineering which has a 90-point thesis and was for more math inclined students.

S 9(2)(a) asked for the reference to this being “more methodologically robust master in S 9(2)(b)(ii) OIA” to be amended as it appears to be insulting our own degree.

S 9(2)(a) OIA queried whether consultation had taken place with the Business School. It was noted it had and evidence was included in the consultation documents.

#### Moved by the Acting Chair

That the proposal S 9(2)(b)(ii) OIA

Carried.

Any typographical changes should be sent to S 9(2)(a) OIA, S 9(2)(a) OIA and S 9(2)(a) OIA

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

#### 5.8 To introduce a Certificate in Foundation Studies

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

S 9(2)(a) introduced the certificate S 9(2)(b)(ii) OIA

S 9(2)(a) noted that S 9(2)(a) had raised a few issues with him that he had not anticipated. This included the five-point course that had been created with content from S 9(2)(b)(ii) OIA as it needed a course code. The S 9(2)(b)(ii) OIA course was only required by students taking the 65-point fast track. Members agreed that following the introduction of micro credentials, a 5-point course would likely be approved. This would allow the course to go on the student transcript and ensure the student receives credit.

S 9(2)(a) OIA was supportive of the proposal noting the S 9(2)(b)(ii) OIA As students only had 5 weeks at UC before they were out in a school or centre on a placement, S 9(2)(b)(ii) OIA

I. S 9(2)(a) informed the committee that Kā Waimaero | Ngāi Tahu Centre was looking to S 9(2)(b)(ii) OIA

S 9(2)(a) OIA suggested the proposal should mention it would be a staircase.

S 9(2)(a) requested that the section on permission to enrol in the qualification be reworded so that every student did not need to be permitted to the programme, but that right of refusal would be retained.

Professor Moran requested the proposal S 9(2)(b)(ii) OIA

#### Moved by the Acting Chair

That the proposal to S 9(2)(b)(ii) OIA

## 6. REGULATIONS

### 6.1 Postgraduate Certificate in Strategic Leadership - proposal to amend the exit and upgrade pathways and to add a course to Schedule C of the award regulations.

**S 9(2)(a) OIA** introduced the proposal as a minor change seeking to amend the exit and upgrade pathways to decouple from the MBA, and to update schedule C through the additional of a one-year course to highlight this was a leadership programme.

As background, in 2020 the UC Business School revised the MBA regulations from 240 points to 180 points, with a new curriculum. The Postgraduate Certificate in Strategic leadership was made up of MBA courses that do not align with the new curriculum of the MBA. Students can still transfer 30 points of credit from this qualification to the MBA.

**S 9(2)(a)** suggested that the MBAD courses be moved to Strategic Leadership and taken off the MBA schedule.

#### Moved by the Acting Chair

That the Postgraduate Certificate in Strategic Leadership - proposal to amend the exit and upgrade pathways and to add a course to Schedule C of the award regulations be approved and reported to Academic Board, Council and CUAP.

Carried

### 6.2 Postgraduate Diploma in Health Sciences, Master of Health Sciences, Master of Health Sciences Professional Practice proposal to add COUN682 to each of the Schedule Vs

**S 9(2)(a) OIA** explained these regulation changes were necessary as they transition their offerings as a faculty and add the COUN682 course to the schedule of a couple of other programmes.

#### Moved by the Acting Chair

That the Postgraduate Diploma in Health Sciences, Master of Health Sciences, Master of Health Sciences Professional Practice proposal to add COUN682 to each of the Schedule Vs be approved and reported to Academic Board, Council and CUAP.

Carried.

### 6.3 Master of Counselling – proposal to correct 105pts from Schedule C to read ‘165pts’ and to remove courses from Schedule E: Group 1 and open up research methods course options

**S 9(2)(a) OIA** advised the change was to correct a typo and explained that some courses had changed size.

#### Moved by the Acting Chair

That the Master of Counselling – proposal to correct 105pts from Schedule C to read ‘165pts’ and to remove courses from Schedule E: Group 1 and open up research methods course options by approved and reported to Academic Board, Council and CUAP.

Carried



#### 6.4 Master of Health Sciences Professional Practice (Nursing) – S 18(d) OIA

S 9(2)(a) OIA

S 9(2)(a) OIA asked for the justification to be revised as it was very brief and for an estimate for the S 18(d) OIA

#### Moved by the Acting Chair

That, subject to extra information being included in the justification, the Master of Health Sciences Professional Practice (Nursing) – S 18(d) OIA

Carried.

#### 6.5 Master of Health Sciences (Nursing) – proposal to include HLTH699 as a research component

S 9(2)(a) OIA advised MHealthSc (Nursing) was a 240-point master's. There was a professional practice course in the degree for nursing students as a requirement of the Nursing Council to complete their compulsory hours which is to be replaced with this research component.

S 9(2)(a) sought to clarify that this was a 240-point, and the purpose statement states that it was to match the changes for the Master of Health Science (Nursing), which is the same degree. He requested the purpose be rewritten.

S 9(2)(a) asked that staff drafting regulation changes be provided with training to ensure it was clear what regulations were changing. Tracked changes on the regulations would be preferable too.

In this instance, it appears regulations d) and e) were added, along with the endorsement table.

#### Moved by the Acting Chair

That, subject to a more appropriate purpose being drafted and the changes being highlighted, the Master of Health Sciences (Nursing) – proposal to include HLTH699 as a research component be approved and forwarded to Academic Board, Council, and CUAP.

Carried

#### 6.6 Bachelor of Environmental Science (Hons) Freshwater major - proposal to update the core courses required at 400 level

S 9(2)(a) OIA advised that this was a tidying up exercise as last year they had gone through their 30-point courses and changed them to 15-point courses.

S 9(2)(a) asked that the word 'paper' be removed and replaced with 'courses'.

#### Moved by the Acting Chair

That, subject to the typographical changes, the Bachelor of Environmental Science (Hons) Freshwater major - proposal to update the core courses required at 400 level be approved and forwarded to Academic Board, Council, and CUAP.

Carried

### **6.7 Bachelor of Speech and Language Pathology (Hons), Master of Speech and Language Pathology – proposal to restructure courses and programme**

**S 9(2)(a) OIA** advised that these regulation changes had largely come out of a programme review last year, following which they were implementing major suggestions, redistributing content amongst courses differently, increasing bicultural content, and wanting variations to regulations to be for those doing well and not those scraping by.

**S 9(2)(a)** queried whether the courses were addressing the appropriate NZQF levels. **S 9(2)(a) OIA** advised they were and had created a faculty guideline to ensure consistency. The checklist included readings, learning outcomes, etc. and would be completed for both new courses and retrospective co-coding.

**S 9(2)(a) OIA** suggested there should be a university-wide guideline.

A member queried the reason for justifying the changes. It was explained that the material was core and needed to be integrated rather than a separate course on its own.

Members were confused by point 3 on page 234 regarding merging the courses/course content and requested this be clarified. They also requested a current structure diagram and a proposed structure diagram for clarity.

**S 9(2)(a) OIA** noted that it appeared **S 9(2)(b)(ii) OIA** noted the course outlines were **S 9(2)(b)(ii) OIA**

**S 9(2)(a)** said the Committee's concerns were quite fundamental to this proposal therefore, feedback should be provided and the proposal would return to the next meeting. **S 9(2)(a) OIA** noted that the department had thought hard about the structure however, she may not be the best advocate. She would ask for a representative to attend the next meeting.

**S 9(2)(a)** asked that they ensure this was a master's level programme with level 8 and 9 learning outcomes. **S 9(2)(a) OIA** said in that regard she was more confident. Professor Moran advised that when the MSLP was first proposed there was rigorous discussion at AAC and there is an accredited body so she was confident in the proposal but noted it was likely we were lacking explanation.

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

### **6.8 Postgraduate Diploma in Cognitive Behaviour Therapy - proposal to change the application date**

**S 9(2)(a) OIA** stated the intention was for more time for scrutiny of applicants in terms of their level of entry.

**S 9(2)(a)** noted that on page 23 of the Calendar, the application date needed to be updated.

#### **Moved by the Acting Chair**

That the Postgraduate Diploma in Cognitive Behaviour Therapy - proposal to change the application date be approved and forwarded to Academic Board, Council and reported to CUAP.

Carried

### **6.9 Postgraduate Diploma in Clinical Psychology – proposal to adjust the admission requirement to comply with professional body requirements.**

**S 9(2)(a) OIA** introduced the proposal was to increase the IELTS score as students with lower IELTS levels had struggled within the degree. This was an admission requirement in addition to the university admission requirements.

**S 9(2)(a)** advised that they were increasing their English language requirement for entry, and this was not limitation of entry. He noted the programme would have the highest ranked English requirements of the University and was concerned it would prevent international enrolments. **S 9(2)(a) OIA** reiterated it was their intention to make entry harder to ensure likelihood of success, but noted students with a good case could request a variation of this regulation from the Associate Dean. This was a small programme, but it was not struggling for students and there were international students in the pipeline. **S 9(2)(a) OIA** was asked to feed back that they may want to consider other ways of ensuring English competency, particularly at the level as many New Zealand students would not pass.

**S 9(2)(a)** asked that they clarify the current IELTS requirement and whether they were increasing the score by one or two notches. He noted most professional programmes require a score of 7 nothing less than 6.5.

#### **Moved by the Acting Chair**

That the Postgraduate Diploma in Clinical Psychology – proposal to adjust the admission requirement to comply with professional body requirements be approved and reported to Academic Board, Council and CUAP.

#### **Carried**

**6.10 Bachelor of Science (Hons) Biology – proposal to clarify that BIOL401 and BIOL402 cannot be used for required 400 level credit and minor corrections to existing regulations to improve clarity and update course offerings.**

**6.11 Master of Science Biology – proposal to clarify that BIOL401 and BIOL402 248 cannot be used for required 400 level credit and minor corrections to existing regulations to improve clarity and update course offerings.**

**6.12 Postgraduate Diploma in Science – proposal to clarify that BIOL401 and 250 BIOL402 cannot be used for required 400 level credit and minor corrections to existing regulations to improve clarity and update course offerings.**

**S 9(2)(a) OIA** explained that BIOL401 was a lab-based course, and BIOL402 was a field-based course that the school used to ensure Health and Safety requirements were in place for students beginning biology experiments prior to their research enrolment. Biological research takes time and with courses reduced from 18 months to 12 months duration, these courses were introduced to accommodate biological cycles. However, the school wants it to be explicit that these courses cannot be used for credit.

**S 9(2)(a)** suggested that only one regulation needed to change as for the other majors neither BIOL401 or 402 were in the valid courses specified, so they were now double specifying it was not eligible for credit.

**S 9(2)(a) OIA** asked that the proposers be advised that these courses are currently named special topics and need to become permanent courses. There is a small but real chance the system may need to use new course codes and in that event she didn't want it to be a surprise.

Members raised concerns that Special Topics do not require consultation with kaiārahi Māori and can then turn into normal courses. There should be full consultation when special topics convert to normal courses. If a Special Topic is being created as a 'test run', there should be consultation with kaiārahi at the point of financial viability.

#### **Moved by the Acting Chair**

That the Bachelor of Science (Hons) Biology, Master of Science Biology, and Postgraduate Diploma in Science – proposal to clarify that BIOL401 and BIOL402 cannot be used for required 400 level credit and minor corrections to existing regulations to improve clarity be approved and reported to Academic Board, Council and CUAP.

**Carried**

## **7. CREDIT TRANSFER AND REGULATIONS POLICY**

**S 9(2)(a)** advised that while they had not received any feedback on fees, they had chosen some numbers. For RPL there would be **S 9(2)(b)(ii) OIA**, a domestic transfer of credit fee of **S 9(2)(b)(ii) OIA** and an international transfer of credit fee of **S 9(2)(b)(ii) OIA**, which was higher as they take considerably more time. The fees had been benchmarked with what other New Zealand universities were doing and **S 9(2)(b)(ii) OIA**.

In terms of timeframe to complete the degree, these should be considered on a case-by-case basis and any decisions on the expiry of the transfer of credit should be included in the notes.

**S 9(2)(a) OIA** had provided written feedback requesting a wording change under section 8a of the regulations to “The Associate Dean must be “satisfied” rather than “convinced”.

**S 9(2)(a)** advised that a process diagram, forms, and a link into other systems were being developed and would come to the committee for information.

**S 9(2)(a) OIA** noted they have students waiting for this process to be finalised.

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

### **Moved by the Acting Chair**

That the Credit Transfer Regulations and Policy be approved and forwarded to Academic Board.

**Carried**

Members discussed the need to educate academics on NZQF levels and to improve academic education and communication. This had been highlighted by cross level proposals.

## **8. MODERATION POLICIES – ENGINEERING AND LAW**

This item was deferred to the next meeting.

## **9. MID-YEAR REVIEW OF ACADEMIC PROGRESS**

**S 9(2)(a)** informed the Committee they were being asked to approve the proposed calendar, procedures, precedents, and letter templates. The documents were included in the agenda and there had been extensive consultation with faculties prior to this meeting.

**S 9(2)(a) OIA** commended the meeting with faculty form but requested the wording be amended to request students email the form prior to the meeting. She was also concerned that the sentence regarding the UCSA implies that UC would organise for them to assist the student, but the student needs to contact the UCSA directly.

Members raised concerns about the amount of time the RAP process requires versus the amount of time they had available. They requested the scheduled AAC meeting be cancelled, noting they also had academic audit that week.

Members were advised that the next few weeks would be difficult therefore, they should delegate where possible. Impending exclusions were at the discretion of the Faculty and students could be given warning's instead noting there was also a short timeframe for students to meet and finalise their enrolments.

**Moved by the Acting Chair**

That the Mid-Year Review of Academic Progress process be approved.

**Carried**

**10. GENERAL BUSINESS**

There were no items of General Business.

**SECTION B REPORTS:**

**Scholarships and Prizes**

**Moved by the Chair:**

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

**Carried**

The meeting closed at 3.17pm